

Course manual  
Joint Master's Programme in  
International Humanitarian Action

University of  
Groningen

*version September 2016*

# Anthropology in HA

Semester 1, block 2

<b>Module coordinator:</b>	<b>Ms. Relinde Reiffers, MA</b> e-mail: R.A.Reiffers@rug.nl phone: 06-41435280
<b>Credits awarded:</b>	3.33 ECTS, equivalent to 93 work hours (1 ECTS = 28 hours); Anthropology in HA forms together with Public Health in HA and Psychology in HA the 10 ECTS course Social and Medical Sciences in Humanitarian Action
<b>Period:</b>	First semester, block 2
<b>Venue &amp; hours:</b>	v.d. Leeuwzaal/v.d. Leeuw-room, Broerstraat 5, Academy building 13:00 -16:00 on Fridays

## A. Introduction

The module Anthropology in Humanitarian Action is an element of the second component (Core Course, 25 ECTS) of the NOHA Joint Master's Degree in International Humanitarian Action to be completed during the first semester. It forms a recognised part of the curriculum and is a requirement for obtaining the NOHA Master's degree.

The course introduces cultural anthropology, its research fields as well as its methodological and analytical approaches. It explores the relevance of anthropological perspectives and findings in international humanitarian action. The course also pays attention to links with public health and psychology, all part of Social and Medical Sciences in Humanitarian Action.

Human beings all over the world have developed an enormous variety in their forms of social organisation, cultural features and world views. Cultural anthropology documents and analyses cultural/social flows, processes and formations shaping localities, communities and societies. The main objectives of anthropology are:

- 1) studying first hand and reporting about the experiences, daily practices and strategies, beliefs and lifestyles of particular human communities;
- (2) comparing different social and cultural formations, to find similarities and differences and discuss principles that might operate universally in human culture;
- (3) trying to understand how various dimensions of human life – economics, kinship relations, politics, religion, art, communication – relate to one another in particular cultural systems;
- (4) understanding the causes and consequences of cultural or social change on the micro-level and on macro-levels, i.e. region, nation, the emerging global society;
- (5) tracing translocal/transnational/global interconnectedness as a key condition of contemporary localities or human grouping;
- (6) taking an ethnographical perspective on the local effects of global processes and fields of power; and
- (7) making the general public more aware and tolerant of cultural differences and to understand that their own values, world views and behaviours are a product of their social position in a particular society and culture.

With their expertise and approaches, cultural anthropologists can contribute to the discussion and solution of problems. They provide an understanding of communities, translocal connections and unexpected effects of international aid interventions, helping humanitarian aid agencies to jointly integrate their projects into local conditions and needs.

## B. Learning outcomes

The objective of the Anthropology module is to have students familiarise themselves with main approaches and central concepts of anthropology and to enable them to apply these concepts to concrete disaster situations.

For this reason and in conformity with the learning outcomes set out by the NOHA network, the participants in the Anthropology module should achieve the following learning outcomes by the end of the module:

- Has shown an articulated understanding of the importance of identifying underlying economic mechanisms, social structures, ideas and values related to different groups and societies.
- Has shown the relevance of specialist ethnographic knowledge and how this applies for instance to landscape, causes of natural disasters, the importance of common vs. codified law; kinship vs. citizenship; health/disease models predicated on moral notions of evil/goodness vs. allopathic medicine.
- Has shown key skills necessary for empowering beneficiaries by supporting local participation.
- Has demonstrated the skills to understand and communicate with beneficiaries, authorities and donors from different cultures and social and political levels and/or different pre-established situations.
- Has shown appreciation of the delicate subtleties and difficulties in working in multicultural and multidisciplinary teams.
- Has demonstrated the capacity to communicate with audiences in an ethical manner and beyond description.
- Has demonstrated a good understanding of social relationships in HA intervention situations at various levels.

## C. Course material

### Week 1

#### *Compulsory reading*

Benoist, O. (2015). 'Chapter 2: Anthropological perspectives' in: *NOHA Textbook* Available in the NOHA secretariat.

Eriksen, T. H. (2001). *Small Places, Large Issues. An Introduction to social and cultural Anthropology. Second Edition.* London: Pluto Press, 2001. Chapter 1. Available in the university library of the RUG.

MacClancy, J. (2002). 'Introduction. Taking People Seriously', in: *Exotic no more: anthropology on the frontlines.* Chicago UP 2002, pp. 1-14. Available in the university library of the RUG.

Persson-Fischier, U. (2015). 'Chapter 1: Anthropology – a brief introduction' in: *NOHA Textbook* Available in the NOHA secretariat.

Sluka, J.A. & Robben, A.C.G.M. (2012). 'Anthropology: an Introduction', in: *Ethnographic Fieldwork, An Anthropological Reader.* Oxford: John Wiley & Sons, Inc. Available in the NOHA secretariat.

*Recommended reading*

Eriksen, T. H. (2001). *Small Places, Large Issues. An Introduction to social and cultural Anthropology*. Second Edition. London: Pluto Press, 2001. Chapter 2, 3.

**Week 2**

*Compulsory reading*

Cahill, K.M. (2003). *Traditions, Values and Humanitarian Action*. New York: Fordham University Press and the Center for International Health and Cooperation. Introduction.

Website:

[http://fordham.bepress.com/cgi/viewcontent.cgi?article=1004&context=human\\_affairs](http://fordham.bepress.com/cgi/viewcontent.cgi?article=1004&context=human_affairs)

Gumucio-Castellon, J.C. (2015). 'Chapter 5: An anthropological perspective on the apparent time-line of humanitarian interventions' in: *NOHA Textbook*  
Available in the NOHA secretariat.

Minn, P. (2007) 'Toward an Anthropology of Humanitarianism', in: *The Journal of Humanitarian Assistance*. Feinstein International Center, pp. 1-16.

Website: <http://sites.tufts.edu/jha/archives/51>

Redfield, P. & Bornstein, E. (2010). 'An Introduction to the Anthropology of Humanitarianism', in: *Forces of Compassion. Humanitarianism Between Ethics and Politics*. Santa Fe: SAR Press.

Website: [https://sarweb.org/media/files/sar\\_press\\_forces\\_of\\_compassion\\_chapter\\_1.pdf](https://sarweb.org/media/files/sar_press_forces_of_compassion_chapter_1.pdf)

*Recommended reading*

Barnett & Weis (2011). 'Humanitarianism's past and possible futures, Ten guiding questions', in: *Humanitarianism Contested*. Routledge Global Institutions.

**Week 3**

*Compulsory reading*

Ebrahim, S. (2012). 'The World Will Never Know: An Anthropological View of Humanitarian Aid in Response to the Pakistan Floods', in: *Harvard College, Global Health Review 2012*.

Website: <http://www.hcs.harvard.edu/hghr/print/student/humanitarian-aid-pakistan/>

Henry, D. (2005). 'Anthropological Contributions to the Study of Disasters', in: *Disciplines, Disasters and Emergency Management: The Convergence and Divergence of Concepts, Issues and Trends From the Research Literature*. D. McEntire and W. Blanchard, eds. Emmitsburg, Maryland: Federal Emergency Management Agency.

Available in the university library of the RuG. Website:

[http://www.google.nl/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCgQFjAB&url=http%3A%2F%2Ftraining.fema.gov%2Femiweb%2Fedu%2Fdocs%2FEMT%2FAnthropology%2520and%2520Disasters.doc&ei=kHlfVLOWBsJyPMTBgPAK&usg=AFQjCNF8AurHE69UCXvm8EAceZt\\_4ye9MA&bvm=bv.79189006,d.ZWU](http://www.google.nl/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCgQFjAB&url=http%3A%2F%2Ftraining.fema.gov%2Femiweb%2Fedu%2Fdocs%2FEMT%2FAnthropology%2520and%2520Disasters.doc&ei=kHlfVLOWBsJyPMTBgPAK&usg=AFQjCNF8AurHE69UCXvm8EAceZt_4ye9MA&bvm=bv.79189006,d.ZWU)

Hoffman, S.M. & Oliver-Smith, A. (2002). 'Introduction. Why Anthropologists Should Study Disasters', in: *Catastrophe and Culture. The Anthropology of Disaster*. Santa Fe: School of American Research Press / Oxford: James Currey.

Website: <http://faculty.washington.edu/stevehar/O-S&H.pdf>

Oliver-Smith, A. (1999). 'What is a disaster? In: A. Oliver-Smith & S. Hoffman (eds.), *The Angry Earth. Disaster in Anthropological Perspective*, New York: Routledge, pp 17-34.

Available in the university library of the RUG.

*Recommended reading*

Oliver-Smith, A. (1996). 'Anthropological Research on Hazards and Disasters', in: *Annual Review of Anthropology*, Vol. 25. (1996), pp. 303-328.

**Week 4**

*Compulsory reading*

Agier, M. (2002). 'Between war and city. Towards an urban anthropology of refugee camps', in: *Ethnography*, Vol. 3 (3): 317-341, 2002, London: Thousand Oaks.

Website: <http://faculty.washington.edu/plape/citiesaut11/readings/Agier%20BETWEEN.pdf>

Bauman, Z. (2002). 'In the Lowly Nowherevilles of Liquid Modernity', in: *Ethnography*, Vol. 3 (3), 343-349, London: Sage Publications.

Available in the NOHA secretariat.

Colson, E. (2003). 'Forced Migration and the Anthropological Response', in: *Journal of Refugee Studies*, Vol. 16, No. 1, 2003. Website:

<http://web.mnstate.edu/robertsb/308/forced%20migration%20and%20the%20anthropological%20response.pdf>

Malkki, L.H. (2002). 'News from nowhere, mass displacement and globalized problems of organization', in: *Ethnography*, Vol. 3 (3), 351-360, London: Sage Publications.

Website: [http://www.mcrq.ac.in/AddReading/2008/H\\_maalki\\_camps.pdf](http://www.mcrq.ac.in/AddReading/2008/H_maalki_camps.pdf)

Reiffers, R. (2015). 'Chapter 4: Forced migration and refugee settings from an anthropological perspective', in: *NOHA Textbook*

Available in the NOHA secretariat.

*Recommended reading*

Agier, M. (2002). 'Still stuck between war and city. A response to Bauman and Malkki', in: *Ethnography*, Vol. 3 (3): 361-366, 2002, London: Thousand Oaks.

Valentine Daniel, E. (2002). 'The Refugee: A Discourse on Displacement', in: *Exotic no more: anthropology on the frontlines*. Chicago UP.

**Week 5**

*Compulsory reading*

Donini, A. (2012). 'Humanitarianism, Perceptions, Power', in: *In the Eyes of Others. How People in Crises Perceive Humanitarian Aid*. MSF.

Website: [www.alnap.org/pool/files/msf-in-the-eyes-of-others.pdf](http://www.alnap.org/pool/files/msf-in-the-eyes-of-others.pdf)

Harrell-Bond, B. (2002). 'Can Humanitarian Work with Refugees be Humane?', in: *Human Rights Quarterly*, Vol. 16, No. 1, 2003.

Available in the NOHA secretariat.

Lee, A.C.K. (2008). 'Local perspectives on humanitarian aid in Sri Lanka after the tsunami', in: *Public Health*, 122 (12). pp. 1410-1417.

Website: <https://www.eisf.eu/wp-content/uploads/2014/09/0293-Lee-2008-Local-Perspectives-on-Humanitarian-Aid-in-Sri-Lanka-after-the-Tsunami.pdf>

Roepstorff, K. (2015). 'Chapter 3: Armed Conflicts and Humanitarian Crises: Insights from the Anthropology of War', in: *NOHA Textbook*  
Available in the NOHA secretariat.

Waal, de. A. (2002). ' Anthropology and the Aid Encounter', in: *Exotic no more: anthropology on the frontlines*. Chicago UP 2002.  
Available in the university library of the RUG.

Wilder, A. & Morris, T. (2008). 'Locals within locals: Cultural sensitivity in disaster aid', in: *Anthropology Today*, June 2008 – vol 24 – no 3, pp. 1-3.  
Available in the NOHA secretariat.

#### *Recommended reading*

Eriksen, T. H. (2001). *Small Places, Large Issues. An Introduction to social and cultural Anthropology*. Second Edition. London: Pluto Press, 2001. Chapter 11.

Kosmatopoulos, N. (2012). 'The Gaza Freedom Flotilla: Ethnographic Notes on "Othering Violence"', in: *Ethnographic Fieldwork, An Anthropological Reader*. Sluka, J.A. & Robben, A.C.G.M. Oxford: John Wiley & Sons, Inc.

### **Week 6**

#### *Compulsory reading*

Cohen, R.A. (2013). 'Common Threads: a recovery programme for survivors of gender based violence', in: *Intervention, 2013, Volume 11, Number 2, pp. 157-168*. Website: [http://www.ourmediaourselves.com/archives/112pdf/Common\\_Threads\\_a\\_recovery\\_programme\\_for.4.pdf](http://www.ourmediaourselves.com/archives/112pdf/Common_Threads_a_recovery_programme_for.4.pdf)

Tankink, M. & Richters, A. (2007). 'Silence as a Coping Strategy: The Case of Refugee Women in the Netherlands from South-Sudan who Experienced Sexual Violence in the Context of War', in: *Voices of Trauma. Treating survivors across cultures*. Edited by John P. Wilson & Boris Droždek, 2007, pp. 191-210. New York: Springer.  
Available in the NOHA secretariat.

#### *Recommended reading*

Charli Carpenter, R. (2006). ' Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations', in: *Sage Publications, on behalf of International Peace Research Institute, Oslo*. SAGE Publications, Vol. 37 (1): 83-103.

Eriksen, T. H. (2001). *Small Places, Large Issues. An Introduction to social and cultural Anthropology*. Second Edition. London: Pluto Press, 2001. Chapter 14.

### **Week 7**

#### *Compulsory reading*

Ager, A. & Ager, J. (2011). 'Faith and the Discourse of Secular Humanitarianism', in: *Journal of Refugee Studies*, Oxford University Press.  
Website: <http://jrs.oxfordjournals.org/content/24/3/456.full.pdf+html>

Benthall, J. (2003). 'Humanitarianism and Islam after 11 September', in *Humanitarian policy Group*, Number 11, July 2003.

Website: <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/287.pdf>

Deng, F.M. (2003). 'The World of Dinka: A Portrait of a Threatened Culture', in *Traditions, Values and Humanitarian Action*. Edited by Kevin M. Cahill, 2003, pp. 53-82. Chapter 4. Website: [http://fordham.bepress.com/cgi/viewcontent.cgi?article=1004&context=human\\_affairs](http://fordham.bepress.com/cgi/viewcontent.cgi?article=1004&context=human_affairs)

Grandjean, D. et al. (2008). 'The wrath of the gods: appraising the meaning of disaster', in: *Social Science Information*, Vol. 47 – No 2, pp. 187-204.  
Website: [http://cms2.unige.ch/fapse/neuroemo/pdf/Grandjean\\_etal\\_SSI\\_2008.pdf](http://cms2.unige.ch/fapse/neuroemo/pdf/Grandjean_etal_SSI_2008.pdf)

Ramsay, T. (2011). 'Resilience, spirituality and posttraumatic growth: reshaping the effects of climate change', in: *Climate Change and Human Well-Being*, Springer. Website: [scholar.google.nl/scholar?hl=en&q=Ramsay%2C+T.+%282011%29.+%27Resilience%2C+spirituality+and+posttraumatic+growth%3A+reshaping+the+effects+of+climate+change%2C+in%3A+Climate+Change+and+Human+Well-Being%2C+&btnG=&as\\_sdt=1%2C5&as\\_sdtp=](https://scholar.google.nl/scholar?hl=en&q=Ramsay%2C+T.+%282011%29.+%27Resilience%2C+spirituality+and+posttraumatic+growth%3A+reshaping+the+effects+of+climate+change%2C+in%3A+Climate+Change+and+Human+Well-Being%2C+&btnG=&as_sdt=1%2C5&as_sdtp=)

#### *Recommended reading*

Chhean (2007). 'A Buddhist perspective on coping with catastrophe', in: *Southern medical journal*, LWW.

Schafer, A. (2010). 'Spirituality and mental health in humanitarian contexts: an exploration based on World Vision's Haiti earthquake response', in: *Intervention*, Volume 8, Number 2, pp. 121-130.

## **D. Teaching and learning methodology**

For a successful completion of this module, the students are offered several teaching activities in the following form:

- 7 lectures/tutorials with interactive class discussions, in which a selection of students may be requested to prepare and introduce a selection of the literature (week 1-7);
- Obligatory/suggested readings and documentaries, including homework assignments and preparation and introduction of a selection of the literature;
- A final group assignment with a) group presentation in a final session and b) one individual written assignment paper based on the group work and final presentations (week 8).

## **E. Programme and training activities**

### **Week 1**

Time: Friday the 18<sup>th</sup> of November 2016; 13:00 – 16:00 hrs.

Venue: v.d. Leeuwzaal/v.d. Leeuw-room, Broerstraat 5, Academy building

#### **Introduction to cultural anthropology**

##### *Description*

This section starts with a course introduction: purpose, contents, workload, contributions and expectations of participants. Furthermore it will provide an overview of origins, key questions, methodology and research fields of cultural anthropology.

*Compulsory reading*

Benoist, O. (2015). 'Chapter 2: Anthropological perspectives' in: *NOHA Textbook*

Eriksen, T. H. (2001). *Small Places, Large Issues. An Introduction to social and cultural Anthropology*. Second Edition. London: Pluto Press, 2001. Chapter 1.

MacClancy, J. (2002). 'Introduction. Taking People Seriously', in: *Exotic no more: anthropology on the frontlines*. Chicago UP 2002, pp. 1-14.

Persson-Fischier, U. (2015). 'Chapter 1: Anthropology – a brief introduction' in: *NOHA Textbook*

Sluka, J.A. & Robben, A.C.G.M. (2012). 'Anthropology: an Introduction', in: *Ethnographic Fieldwork, An Anthropological Reader*. Oxford: John Wiley & Sons, Inc.

*Recommended reading*

Eriksen, T. H. (2001). *Small Places, Large Issues. An Introduction to social and cultural Anthropology*. Second Edition. London: Pluto Press, 2001. Chapter 2, 3.

*Assignment*

Please choose one of the two following homework assignments:

Week 1 assignment 1: "Cultural autobiography" or assignment 2: "Mini fieldwork".

See appendix I for further details.

**Week 2**

Time: Friday the 25<sup>th</sup> of November 2016; 13:00 – 16:00 hrs.

Venue: v.d. Leeuwzaal/v.d. Leeuw-room, Broerstraat 5, Academy building

**The anthropology of humanitarianism**

*Description*

This section includes an introduction into current anthropological research about humanitarian action and humanitarianism. It addresses the role and contribution of anthropology in the field of humanitarian action.

*Compulsory reading*

Cahill, K.M. (2003). *Traditions, Values and Humanitarian Action*. New York: Fordham University Press and the Center for International Health and Cooperation. Introduction.

Gumucio-Castellon, J.C. (2015). 'Chapter 5: An anthropological perspective on the apparent time-line of humanitarian interventions' in: *NOHA Textbook*

Minn, P. (2007) 'Toward an Anthropology of Humanitarianism', in: *The Journal of Humanitarian Assistance*. Feinstein International Center, pp. 1-16.

Redfield, P. & Bornstein, E. (2010). 'An Introduction to the Anthropology of Humanitarianism', in: *Forces of Compassion. Humanitarianism Between Ethics and Politics*. Santa Fe: SAR Press.

*Recommended reading*

Barnett & Weis (2011). 'Humanitarianism's past and possible futures, Ten guiding questions', in: *Humanitarianism Contested*. Routledge Global Institutions.

*Assignment*

Week 2 homework assignment: "News through an anthropological perspective."

See appendix II for further details.





### Week 3

Time: Friday the 2<sup>nd</sup> of December 2016; 13:00 – 16:00 hrs.

Venue: v.d. Leeuwzaal/v.d. Leeuw-room, Broerstraat 5, Academy building

Guest lecture Leslie Snider, MD, MPH

#### Disasters and the anthropological perspective

##### Description

This section will address the anthropological research on hazards and disasters as well as cultural responses to disaster and how humanitarian action can build on these responses.

##### Compulsory reading

Ebrahim, S. (2012). 'The World Will Never Know: An Anthropological View of Humanitarian Aid in Response to the Pakistan Floods', in: *Harvard College, Global Health Review 2012*.

Henry, D. (2005). 'Anthropological Contributions to the Study of Disasters', in: *Disciplines, Disasters and Emergency Management: The Convergence and Divergence of Concepts, Issues and Trends From the Research Literature*. D. McEntire and W. Blanchard, eds. Emmitsburg, Maryland: Federal Emergency Management Agency.

Hoffman, S.M. & Oliver-Smith, A. (2002). 'Introduction. Why Anthropologists Should Study Disasters', in: *Catastrophe and Culture. The Anthropology of Disaster*. Santa Fe: School of American Research Press / Oxford: James Currey.

Oliver-Smith, A. (1999). 'What is a disaster?' In: A. Oliver-Smith & S. Hoffman (eds.), *The Angry Earth. Disaster in Anthropological Perspective*, New York: Routledge, pp 17-34.

Snider, L. et al (2010). 'Supporting Children After Hurricane Katrina. Reflections on Psychosocial Principles in Practice.' In: Kilmer, R. P. (Ed); Gil-Rivas, V. (Ed); Tedeschi, R. G. (Ed); Calhoun, L. G. (Ed), *Helping families and communities recover from disaster: Lessons learned from hurricane Katrina and its aftermath.*, (pp. 25-51). Washington, DC, US: American Psychological Association, xiv, 340 pp.

##### Recommended reading

Oliver-Smith, A. (1996). 'Anthropological Research on Hazards and Disasters', in: *Annual Review of Anthropology*, Vol. 25. (1996), pp. 303-328.

### Week 4

Time: Friday the 9<sup>th</sup> of December 2016; 13:00 – 16:00 hrs.

Venue: v.d. Leeuwzaal/v.d. Leeuw-room, Broerstraat 5, Academy building

#### Forced migration and the anthropological perspective

##### Description

This session focuses on anthropological works and research that focus on refugees and forced migration, addressing dynamics in cultural processes and in different actors.

*Compulsory reading*

Agier, M. (2002). 'Between war and city. Towards an urban anthropology of refugee camps', in: *Ethnography*, Vol. 3 (3): 317-341, 2002, London: Thousand Oaks.

Bauman, Z. (2002). 'In the Lowly Nowherevilles of Liquid Modernity', in: *Ethnography*, Vol. 3 (3), 343-349, London: Sage Publications.

Colson, E. (2003). 'Forced Migration and the Anthropological Response', in: *Journal of Refugee Studies*, Vol. 16, No. 1, 2003.

Malkki, L.H. (2002). 'News from nowhere, mass displacement and globalized problems of organization', in: *Ethnography*, Vol. 3 (3), 351-360, London: Sage Publications.

Reiffers, R. (2015). 'Chapter 4: Forced migration and refugee settings from an anthropological perspective', in: *NOHA Textbook*

*Recommended reading*

Agier, M. (2002). 'Still stuck between war and city. A response to Bauman and Malkki', in: *Ethnography*, Vol. 3 (3): 361-366, 2002, London: Thousand Oaks.

Valentine Daniel, E. (2002). 'The Refugee: A Discourse on Displacement', in: *Exotic no more: anthropology on the frontlines*. Chicago UP.

**Week 5**

Time: Friday the 16<sup>th</sup> of December 2016; 13:00 – 16:00 hrs.

Venue: v.d. Leeuwzaal/v.d. Leeuw-room, Broerstraat 5, Academy building

**Politics, perceptions and power: the anthropological perspective**

*Description*

This section addresses political perceptions and power on different levels, with attention to the local perspectives. The anthropology of war will also be addressed.

*Compulsory reading*

Donini, A. (2012). 'Humanitarianism, Perceptions, Power', in: *In the Eyes of Others. How People in Crises Perceive Humanitarian Aid*. MSF.

Harrell-Bond, B. (2002). 'Can Humanitarian Work with Refugees be Humane?', in: *Human Rights Quarterly*, Vol. 16, No. 1, 2003.

Lee, A.C.K. (2008). 'Local perspectives on humanitarian aid in Sri Lanka after the tsunami', in: *Public Health*, 122 (12). pp. 1410-1417.

Roepstorff, K. (2015). 'Chapter 3: Armed Conflicts and Humanitarian Crises: Insights from the Anthropology of War', in: *NOHA Textbook*

Waal, de. A. (2002). 'Anthropology and the Aid Encounter', in: *Exotic no more: anthropology on the frontlines*. Chicago UP 2002.

Wilder, A. & Morris, T. (2008). 'Locals within locals: Cultural sensitivity in disaster aid', in: *Anthropology Today*, June 2008 – vol 24 – no 3, pp. 1-3.



*Recommended reading*

Eriksen, T. H. (2001). *Small Places, Large Issues. An Introduction to social and cultural Anthropology*. Second Edition. London: Pluto Press, 2001. Chapter 11.

Kosmatopoulos, N. (2012). 'The Gaza Freedom Flotilla: Ethnographic Notes on "Othering Violence"', in: *Ethnographic Fieldwork, An Anthropological Reader*. Sluka, J.A. & Robben, A.C.G.M. Oxford: John Wiley & Sons, Inc.

**Week 6**

Time: Friday the 6<sup>th</sup> of January 2017; 09:00 – 12:00 hrs.

Venue: v.d. Leeuwzaal/v.d. Leeuw-room, Broerstraat 5, Academy building

**Faith and secularism in humanitarian action: an anthropological perspective**

*Description*

This section addresses the role of faith and secularism in humanitarian action from an anthropological perspective and how this can be taken into account in the analysis of local and international settings as well as in the design of humanitarian interventions.

*Compulsory reading*

Ager, A. & Ager, J. (2011). 'Faith and the Discourse of Secular Humanitarianism', in: *Journal of Refugee Studies*, Oxford University Press.

Benthall, J. (2003). 'Humanitarianism and Islam after 11 September', in *Humanitarian policy Group*, Number 11, July 2003.

Deng, F.M. (2003). 'The World of Dinka: A Portrait of a Threatened Culture', in *Traditions, Values and Humanitarian Action*. Edited by Kevin M. Cahill, 2003, pp. 53-82. Chapter 4.

Grandjean, D. et al. (2008). 'The wrath of the gods: appraising the meaning of disaster', in: *Social Science Information*, Vol. 47 – No 2, pp. 187-204.

Ramsay, T. (2011). 'Resilience, spirituality and posttraumatic growth: reshaping the effects of climate change', in: *Climate Change and Human Well-Being*, Springer.

*Recommended reading*

Chhean (2007). 'A Buddhist perspective on coping with catastrophe', in: *Southern medical journal*, LWW.

Schafer, A. (2010). 'Spirituality and mental health in humanitarian contexts: an exploration based on World Vision's Haiti earthquake response', in: *Intervention*, Volume 8, Nr. 2, Page 121-130.

**Week 7**

Time: Friday the 13<sup>th</sup> of January 2017; 09:00 – 12:00 hrs.

Venue: v.d. Leeuwzaal/v.d. Leeuw-room, Broerstraat 5, Academy building

Guest lecture Dr. Marian Tankink, medical anthropologist

**Gender in conflict and humanitarian settings: an anthropological perspective**



*Description*

This section addresses gender issues in conflict, with special attention to sexual violence and what this means in terms of coping and interventions in humanitarian action.

*Compulsory reading*

Cohen, R.A. (2013). 'Common Threads: a recovery programme for survivors of gender based violence', in: *Intervention, 2013, Volume 11, Number 2, pp. 157-168.*

Tankink, M. & Richters, A. (2007). 'Silence as a Coping Strategy: The Case of Refugee Women in the Netherlands from South-Sudan who Experienced Sexual Violence in the Context of War', in: *Voices of Trauma. Treating survivors across cultures.* Edited by John P. Wilson & Boris Droždek, 2007, pp. 191-210. New York: Springer.

*Recommended reading*

Charli Carpenter, R. (2006). 'Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations', in: *Sage Publications, on behalf of International Peace Research Institute, Oslo.* SAGE Publications, Vol. 37 (1): 83-103.

Eriksen, T. H. (2001). *Small Places, Large Issues. An Introduction to social and cultural Anthropology.* Second Edition. London: Pluto Press, 2001. Chapter 14.

**Week 8**

Time: Friday the 20<sup>th</sup> of January 2017; 10:00 – 17:00 hrs.

Venue: v.d. Leeuwzaal/v.d. Leeuw-room, Broerstraat 5, Academy building

Anthropology final presentations

**Final presentations**

*Description*

This module ends with a final presentation with group presentations and with the completion of an individual final paper. See appendix IV for further details.

**F. Workload**

- 7 lectures/tutorials with interactive class discussions (21 hours, week 1-7);
- Compulsory readings and documentaries, incl. home work assignments (52 hours);
- A final assignment with group presentation in a final session and with individual paper of 2000 words (10 hours) based on the group work and final presentations (week 7; 10 hours preparation and presentation).



## G. Assessment methods

Besides active participation in class, students are required to fulfil two homework assignments, one individual assignments and one group assignment:

- A homework assignment 'Cultural biography' or 'Mini fieldwork' and a homework assignment 'News through an anthropological perspective' (assessed but not graded).
- A final group presentation (30%) and final written individual paper (70%), in which
  - during the final presentation each group will address, explore and analyse a designated theme to be presented to the class in a panel and discussed with the class.
  - in the final individual paper each student will demonstrate to have understood the main conceptual issues of the course, reflected on the final presentations and feedback from peers, and produce his/her own analysis of the topic.

In the appendices attached to this course manual you can find instructions for the assignments.

## H. Assessment criteria

### ***Homework assignments***

Home work assignments are given to promote active thinking, discussion and experience in relation to the topics presented. Homework is compulsory and should be handed in on Blackboard before Wednesday 17.00 hrs. (unless otherwise indicated). The assignments will be discussed during the next class. Homework assignments are not graded, but considered as passed (i.e. completed and delivered according to the instructions), or failed (i.e. not completed or delivered). In the latter case the coordinator will give an alternative assignment that should be handed in the subsequent week. All assignments have to be passed in order to fulfil this module's requirements!

### ***Group work, final group panel & presentation (30%) & individual paper (70%)***

The anthropology module ends with final group presentations and with the completion of an individual written paper.

#### *Final presentation: 30% of the grade*

The students will be divided into groups to form panels for the final presentations to be held in week 8. Each group will address, explore and analyse a designated theme. To prepare, you will read each other's papers, draft an introductory statement, and prepare questions to discuss with the audience.

#### *Final individual written paper (about 4 pages, approximately 2000 words): 70% of the grade*

In the final paper you will demonstrate that you have understood the main conceptual issues of the course, reflected on the conference presentations and feedback from your peers, and produce your own analysis of your topic. The final paper will be an extension and revision of your first draft that you made for the final presentation. In the final paper anthropological perspectives and considerations of the students are integrated in a clear argumentation.

The final paper is based upon (1) material presented during sessions, (2) the course literature, (3) a specific literature research carried out by the students themselves. The paper's aim is to reach a deeper and actively acquired understanding of the areas presented during the module and the specific theme addressed in the group.

The final paper should be handed in on Blackboard at the latest on the 3<sup>rd</sup> of February 2017.

## I. Appendices

### **Appendix I: Homework assignment week 1**

Please choose one of the two following homework assignments:

#### *Week 1 homework assignment 1: "Cultural autobiography".*

- A. Intended learning outcome: To reflect on one's own cultural background; the (specific) values and norms which are/were important in one's family / upbringing. To reflect on one's own socialization process.
- B. Requested activity: Write your 'curriculum vitae' / 'cultural autobiography'. Take the following questions as your point of departure:
  - a. What was the context in which you grew up? When answering, think of aspects as: village/town, religion(s), politics, large/small family, growing up in one place/several places (moving often or not), social background (not only your own, but also that of your parents)...
  - b. Who were, next to your parents, involved in your upbringing?
  - c. To which 'cultural group' do your parents belong – what makes them, according to you, members of that group? Don't think only in terms of "Dutch", "Zulu", but also in 'subcultural groups' within these categories. Formulate your definition of 'culture'/'cultural group'!
  - d. Do you belong to the same group as your parents or the people who brought you up? Motivate your answer!
  - e. Which norms/values are important for you now? Motivate your answer by using examples. Please note: It is not the intention that you mention 'correct' values or norms. Most people, for instance, will agree that 'honesty' is important. The question is instead: did honesty (to use this example) play an important role in your upbringing? This can be the case but often other values are emphasized, such as "working hard", "achieving social status" or "just be yourself", "be someone special", "know much about ..." (art, books, sports, religion, etc.).

The paper has to be clearly structured on 1 page, approximately 500 words. It has to be handed in on Blackboard at the latest on Wednesday the 23<sup>rd</sup> of November 2016, 17:00 hours. You should be prepared to shortly report on your experiences during the next lecture.

#### *Week 1 homework assignment 2: "Mini Fieldwork".*

Please conduct a small ethnographic field research in Groningen or one of its surrounding villages to one of the following topics:

1. GRONINGEN TRANSLOCAL - sites, communities, meetings or situations, which are clearly localised in Groningen (or its neighbouring villages) but strongly influenced or even characterized by its translocal connections.
2. COMMUNITY OR COMMUNITY BUILDING - situations, localities, places, events, fields of action, in which formal or informal processes of community building can be observed.

Your work should be structured by application of the method "participant observation".

PROCEDURE: Your research-project should be structured (more or less) by the following steps:

1. **identification** of an appropriate site, organisation, event, community to work on one of the predefined topics.
2. **first approach** to the chosen site - in some cases a formal contacting might be necessary; in other cases you have to find out about concrete venues or dates; if your chosen site is public or semi-public that kind of preparation is not necessary.
3. **"entry"** - in some cases it could be appropriate to announce your participation or even to ask for a permission; if your site is open to the public, in most cases you can just go there and

take part in the event or the normal life at this place.

4. **participation/observation** - once present try to apply the method “participant observation”, thus: observe the scenery, the structure of the place, actions and interactions of the people, the course of events; take part as far as it seems appropriate

5. **writing of field notes** - write down your observations as soon as possible after having left your field research site. You could concentrate on the following aspects:

- How was the place structured or styled?
- How was the atmosphere?
- Who was present at your chosen site? Who took part?
- What were they doing?
- How did they interact?
- What was said?
- What was the course of events?
- What was missing?

RESULTS:

You should be prepared to shortly report on your experiences during the next lecture.

Please hand in your field notes of about 1 page, approximately 500 words, at the latest by the 23<sup>rd</sup> of November 2016, 17:00 hours.

#### **Appendix II: Homework assignment week 2**

Week 2 homework assignment: “News through an anthropological perspective.”

Please follow the news on humanitarian disasters or interventions – in newspapers, on the internet, on television – and look at it from an anthropological perspective.

How can the situation of affected people/communities be understood from an anthropological perspective? What can the anthropological voice add to the debates and discussions?

Please hand in your notes/findings on Blackboard at the latest by the 30<sup>th</sup> of November 2016, 17:00 hours. You should be prepared to shortly report on your findings during the next lecture and for instance bring a newspaper article and/or your notes with observations to the lecture.

#### **Appendix III: final group presentations and final individual paper**

This anthropology module ends with final group presentations and with the completion of an individual paper.

*Final group presentations: 30%*

The students will be divided into groups to form panels for the final class presentations to be held in week 8, the 20<sup>th</sup> of January 2017. Each group will address, explore and analyse a designated theme. To prepare, you will read each other’s papers, draft an introductory statement, and prepare questions to discuss with the audience.

*Final Individual Paper (about 4 pages, approximately 2000 words): 70%*

In the final paper you will demonstrate that you have understood the main conceptual issues of the course, reflected on the final presentations and feedback from your peers, and produce your own analysis of your topic. The final paper will be an extension and revision of your first draft. In the final paper anthropological perspectives and considerations of the students are integrated in a clear argumentation. The final paper is based upon (1) material presented during sessions, (2) the course literature, (3) a specific literature research carried out by the students themselves. The paper’s aim is to reach a deeper and actively acquired understanding of the areas presented during the module and the specific theme addressed in the group.

The final paper should be handed in on Blackboard; at the latest on the 3<sup>rd</sup> of February 2017.