



Department of Anthropology
ANTH 9225A
The Faces and Phases of Nations and Nationalisms
Course Outline (tentative)
Fall 2017

Class time: Wednesdays 10:30 am - 1:30 pm

Room location: TBA

Instructor: Dr. Randa Farah

Office: SSC 3423

Email: rfarah2@uwo.ca

Office Hours: TBA

From its liberationist anti-colonial moment, to its fascist face, nationalism - the ideological motor of the 'nation' and nation-state has multiple faces and phases: romantic, ethnic, civil, religious and similar attributes have been ascribed to national polities, and different theories attempted to trace its history but were less successful in defining the 'nation'. Theorists of nations and nationalism have been classified generally as essentialists or as constructivists, the latter emphasize the historical dynamics that led to its rise. Nonetheless, despite its relatively short history, the numerous claims to national self-determination and territorial secession, including in recent history following the end of the Cold War attests to the durability of the imagined community and the nation-state as the political unit of the global order. Most scholars agree that the genesis of national consciousness and the concept of the 'nation' are attributed to the two momentous revolutions of the 18th century: The North American colonies' rebellion against Great Britain leading to the American Declaration of Independence (1776), and the French Revolution (1789) - the latter having literally beheaded Absolutism in the figure of Louis the XVI. These momentous events fomented the meaning of the 'nation' as an imagined community forming a unity among equal and free citizens. In Europe, the nation-state was entrenched parallel to capitalist expansion and the colonial domination of millions of people across a vast stretch of the Earth's territory seeking markets, land, and cheap labor. In the colonial world of indigenous peoples and natives, the noble ideals of the Enlightenment and of free and equal citizens were suspended. This gave rise to resistance and protracted struggles of colonized populations within colonial centers and in the 'Third World'. In this course, we glance at the history that gave rise to nations and nationalisms, and we review some of the relevant theories, as well as indigenous and national struggles within existing states, post-colonial states, and post-colonial theories and will draw on diverse case studies that highlight the conundrums of nations and nationalisms.

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Important note: This is a tentative reading list. The number of presentations will change depending on the number of students that will enroll in class. Each week two or more students will present on one or two readings. Students may also select or substitute some of the readings for articles or chapters that are more relevant to their own research area.

PART I: NATIONS AND NATIONALISM: BEGINNINGS, THEORIES AND THEORISTS

Week 1 Sept 13 Introductions, selecting and distributing readings.

Week 2 Sept 20 Context; selected theorists

1. Tilly, Charles. 1994. States and nationalism in Europe 1492—1992. *Theory and Society* 23: 131-146.
2. Eric Hobsbawm. 1977. Some Reflections on the 'Break-up of Britain'. *New Left Review*, Issue 105.
3. Anderson, Parry. 2002. Internationalism: A Breviary. *New Left Review* 14.
4. Guibernau, Montserrat. 2004. Anthony D. Smith on Nations and National Identity: a Critical Assessment, *Nations and Nationalism* 10 (1/2):125-141.
5. Breuilly, John. 2016. Benedict Anderson's Imagined Communities: a symposium, *Nations and Nationalism* 22 (4): 625-659.

Week 3 Sept 27 Other faces and phases

1. Ahmida, Ali Abdullatif. 2006. When the Subaltern Speak: Memory of Genocide in Colonial Libya 1929 to 1933. *Italian Studies* 61(2):175-190.
2. Brandes, Stanley. 2015. Fascism and Social Anthropology: The Case of Spain Under Franco, *Anthropological Quarterly*, 795-816.
3. Folch-Serra, Mireya. 2012. "Propaganda in Franco's Time" in *Bulletin of Spanish Studies* 89 (7-8): 221-234.
4. Bauman, Zygmunt. 1999. *Modernity and the Holocaust*. Ithaca, N.Y.: Cornell University Press. **Read Chapter 2**, *Modernity, Racism, Extermination* – 1.

Week 4 Oct 4 Class, neoliberalism, neo-nationalism

1. Pratt, Jeff. 2003. *Class, Nation, and Identity: An Anthropology of Political Movements*, London, Sterling: Pluto Press. **Read: Chapter 6** The Basque Country: Making Patriots

2. Mann, Michael. 1997. Has Globalization Ended the Rise and the Rise of the Nation-State? *Review of International Political Economy* 4(3): 472-496.
3. Feischmidt, Margit and Gergo Pulay. 2017. 'Rocking the nation': the popular culture of neo-nationalism, *Nations and Nationalism* 23 (2), 2017, 309-326.
4. Fekete, Liz. 2016. Flying the flag for neoliberalism. *Race and Class*, 58(3): 3-22.

Week 5 Oct 11 Reading Week 9 – 13

PART II: THE RIGHT TO SELF-DETERMINATION

Week 6 Oct 18

1. Wilson's 14 points. http://avalon.law.yale.edu/20th_century/wilson14.asp
2. Lenin, Vladimir Ilyich: The Right of Nations to Self-Determination. <https://www.marxists.org/archive/lenin/works/1914/self-det/ch01.htm>
3. Simpson, Bradley R. 2013. "Self-Determination, the End of Empire and the Fragmented Discourse of Human Rights in the 1970s," *Humanity: An International Journal of Human Rights, Humanitarianism and Development*. 4(2): 239-260.
4. Corntassel, Jeff. 2008. Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous-Rights Discourse. *Alternatives*, 33:105-132

PART III: COLONIALISM, ANTI-COLONIAL LIBERATION MOVEMENTS, INDIGENOUS STRUGGLES

Week 7 Oct 25

1. Forgacs, David and Geoffrey Nowell-Smith, eds. 1985. Antonio Gramsci: Selection from Cultural Writings, Cambridge, Massachusetts: Harvard University Press. **Read: People, Nation and Culture**, pp. 196-212.
2. Frantz Fanon, 1961, *The Wretched of the Earth*, **Read: Chapter 3, The Pitfalls of National Consciousness and Chapter 4 On National Culture.**
3. Bennoune, M. 1988. *The Making of Contemporary Algeria, 1830-1987*. Cambridge: Cambridge University Press. pp. 35-51.
4. Willow, Anna J. 2013. Doing Sovereignty in Native North America: Anishinaabe Counter-Mapping and the Struggle for Land-Based Self-Determination. *Human Ecology: An Interdisciplinary Journal* 41(6): 871-884.

Week 8 Nov 1

1. Biney, Ama. 2009. The Development of Kwame Nkrumah's Political Thought in Exile, 1966-1972, *The Journal of African History*, 50 (1) :81-100.
2. Coury, Ralph M. 2005. The demonisation of pan-Arab nationalism, *Race and Class* 46 (4): 1-19.
3. Pappé, Ilan. 2012. Shtetl Colonialism: First and Last Impressions of Indigeneity by Colonised Colonisers, *Settler Colonial Studies*, 2:1, 39-58.
4. Gibson, Nigel C. 2008. Upright and free: Fanon in South Africa, from Biko to the shackdwellers' movement (Abahlali baseMjondolo). *Social Identities* 14 (6): 683-715.

Week 9 Nov 8

1. Brubaker, Rogers. 2012. Religion and Nationalism: Four Approaches. *Nations and Nationalism*, 18 (1): 1-19.
2. Ahmad, Aijaz. 2005. Frontier Gandhi: Reflections on Muslim Nationalism in India, *Social Scientist* 33 (1/2):22-39.
3. Zubaida, Sami. 2004. Islam and nationalism: continuities and contradictions. *Nations and Nationalism* 10 (4): 407-420.
4. Abu-Lughod, Lila. 2005. Dramas of Nationhood: The Politics of Television in Egypt, **read** Chapter 7 Managing Religion in the Name of National Community, pp. 163-192.

PART IV: POSTCOLONIAL THEORISTS AND THEIR CRITICS**Week 10** Nov 15 Postcolonial theories

1. Chatterjee, Partha. 1991. Whose Imagine Community? *Millennium*, 20 (3): 521-525
2. Gandhi, Leela. 1998. *Postcolonial Theory: A Critical Introduction*, New York: Columbia University Press. **Read** Chapter 2 Thinking Otherwise: A Brief Intellectual History pp. 23-41 and Chapter 6 Imagining Community: The Question of Nationalism pp. 102-121.
3. Dirks, Nicholas B. 2004. Edward Said and Anthropology, *Journal of Palestine Studies*, 33 (3): 38-54.
4. Werbner, Richard. *Memory and the Postcolony: African Anthropology and the Critique of Power*, London and New York: Zed Books. **Read** Introduction, Beyond Oblivion: Confronting Memory Crisis, pp. 1-17.

Week 11 Nov 22 Cont'd

1. Lazarus, Neil. 2011. What Postcolonial Theory Doesn't Say, *Race & Class* 53(1): 3-27.
2. Hamilton, Russell G. 2008. European Transplants, Amerindian In-laws, African Settlers, Brazilian Creoles: A Unique Colonial and Postcolonial Condition in Latin America" pp. 113-129. In *Coloniality at Large: Latin America and the Postcolonial Debate*, eds. Moranã, Mabel, Enrique Dussel, and Carlos A. Jaúregui. Durham: Duke University Press.
3. Postero, Nancy. 2010. Morales's MAS Government: Building Indigenous Popular Hegemony in Bolivia, *Latin American Perspectives*, 37 (3): 18-34.

Week 12 Nov 29 Critique of postcolonial theories.

1. Mazumdar, Sucheta, Vasant Kaiwar and Thierry Labica, eds. 2009. *From Orientalism to Postcolonialism : Asia, Europe and the Lineages of Difference*, London ; New York : Routledge. Read Intr. pp. 1-18.
2. Vasant Kaiwar. 2009. Hybrid and Alternative Modernities: Critical Reflections on Postcolonial Studies and the Project of Provincializing Europe, in *From Orientalism to Postcolonialism : Asia, Europe and the Lineages of Difference*, London ; New York : Routledge, eds. Sucheta Mazumdar, Vasant Kaiwar and Thierry Labica, eds. pp.206-238.
3. Boron, Atilio. 2014. *Twenty-first Century Socialism: Is There Life After Neoliberalism?* Halifax: Fernwood Publishing, **Read** pp. 28-30 (National Capitalism Without a "National Bourgeoisie"?)

Week 13 Dec 6 Review**Assignments, Evaluations, Dates**

Oral Presentations & Discussion:	40%	Weekly
Book Review:	20%	Week 8 Nov 1
Essay:	40%	Week 13 Dec 6

Participation, Presentations and Discussion: This course depends on your attendance and full active participation and contribution to class discussions. Make sure the readings are done before class. Since graduate seminars have a small group of students, absences will affect all of us. Please make an extra effort not to

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miss classes. Each student is expected to present and/or participate in class discussions on a weekly basis. Readings will be distributed so that each student has the same number of presentations as all others. Presentations should include: a brief summary of the reading, followed by the student's critical assessment of the article or chapter, and questions for the class to discuss. Please prepare a paragraph (no more than one page double spaced) that summarizes your presentation including the questions, to distribute at the beginning of class.

Book Review: Choose a scholarly book related to the course and ideally also useful to your area of research and submit a written critical review (5 pages). Remember a book review is not a summary but a critical evaluation, which includes: situating the book within the larger body of literature, comment on methodology, concepts, gaps, and provide the reasons why you agree with or contest the book (example, its theoretical and methodological approach).

Term Paper (12-15 pages): Choose a topic related to the course and ideally one that also deals with your area of interest or research.

Important Information

Accommodation for missed deadlines and/or exams

Please view Western's Policy on Accommodation for Medical Illness:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Accessibility at Western

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

Western's commitment to Accessibility, visit: http://www.registrar.uwo.ca/general-information/accessibility_at_western.html

Student Development Services <http://www.sdc.uwo.ca/ssd/> has staff members who specialize in assisting students with various disabilities to adjust to the university environment.

Western's Statement on Health and Wellness

Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>

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For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

To help you learn more about mental health, Western has developed an interactive mental health learning module (non-compulsory), found here: http://www.health.uwo.ca/mental_health/module.html.

Plagiarism and Scholastic Offences

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Written work:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently in place between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Evidence of suspected plagiarism will be reported to the Department Chair, who will give the student an opportunity to respond to the allegation. Where a determination of plagiarism has been made, the Chair shall assess appropriate penalties up to and including a zero on the assignment and failure in the course. The case will be reported to the Dean, who may assess additional penalties.

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