



**Department of Anthropology**  
**ANTH 3305G: History, Territory and the Politics of Identity**

**Course Outline**  
**Winter 2017**

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**Class time:** Mondays 2:30 pm - 5:30 pm

**Room location:** UCC - 54B

**Instructor:** Dr. Randa Farah

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**Credit Value:** 0.5

**Prerequisite(s):** Any Arts and Humanities or Social Science 0.5 or 1.0 essay course and registration in year 3 or 4 in any program.

This course examines history, territory and the politics of identity as interrelated concepts. It focuses on collective identities, including national identity which assumes the “nation” shares features that distinguish it from others. “National identity” is usually but not necessarily associated with a nation-state, where the state claims to crown the “nation,” a ‘people’ assumed to have a shared history and culture with a right to sovereignty over a particular territory. But nation-states are historical formations which replaced multiethnic empires in bloody wars, as they sought to purify ‘national’ territories from all ‘others’ deemed different. More recently in the late 20th century, following the dismantling of the Soviet Union and other socialist countries like Yugoslavia smaller states emerged, leading to new fortresses of exclusion and inclusion. The nation-states today remain the basic unit in the global order, exemplified at the United Nations, whose members are neither in unity, nor are they equal. Powerful states and empires have historically dominated other peoples and territories, as was the case with indigenous and colonized populations, where territorial expansion went hand in hand with erasing and then rewriting histories or re-inscribing territories with new pasts. Indeed, all assertions to power and claims to collective identities, involve new politics of the past, or the forging of historical narratives. Yet, there are other forms of identification and senses of belonging that are beyond or below the nation, sometimes coexisting peacefully with it, other times posing serious challenges to it. Students learn about these themes by drawing on case studies, that exemplify the emergence or the vanishing of polities and struggles over territories, histories and identities as they unfold within particular power structures and processes.

**Learning Outcomes**

Upon successful completion of the course, students will be able to:

- Apply academic approaches to analyze the concepts of history, territory and identity as interrelated concepts.

- Identify some theories and definitions pertaining to nations and nationalism and locate them in historical contexts.
- Distinguish different forms of collective identities, including those that are deemed below or supra-national.
- Identify how polities and societies construct 'us' and 'them' where the boundaries are reinforced by territorial markers of inclusion and exclusion.
- Apply academic theories to analyze contemporary movements that seek self-determination and/or sovereignty.
- Analyze constructions of the past or historical narratives as inseparable from the exercise of power and the struggle against it.
- Analyze history education in particular cases as part of larger political projects, that often involve territorial claims.
- Apply scholarly approaches to analyze how imperial and colonial powers re-map territories and reconfigure societies and cultures.
- Grasp the complexities in a number of cases that involve conflict over territories, histories and identities, including South Africa, the former Yugoslavia, India, Palestine, First Nations, Cyprus, Rwanda.

*All students are responsible for attending class for information in case of minor modifications to the outline, which are mostly related to dates of films or presentations. Such modifications, however, will not include any changes to the nature of assignments, or the weight of each. Please regularly check course website for updates, notices and relevant materials.*

### **Course Schedule:**

**Week 1 - Jan 9.** Introduction to the course History, Territory and Identity

**Week 2 - Jan 16.** Theoretical Considerations: From Empires to Nations and nation-states

#### *Readings*

Manz, Beatrice F. 2003. Multi-ethnic Empires and the formulation of identity, *Ethnic and Racial Studies*, 26 (1):70–101.

Kumar, Krishan. 2010. "Nation-states as Empires, Empires as Nation-States: two principles, one practice?" *Theory and Society*, 39(2): 119-143

**Week 3 - Jan 23.** Theoretical Considerations: Identities

#### *Readings*

Anderson, Benedict, R. 1983 (2006 edition) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. pp. xi - 36.

Gupta, Akhil. 1997. "The Song of the Non-Aligned World: Transnational Identities and the Reinscription of Space in Late Capitalism". In *Culture, Power, Place Explorations in Critical Anthropology*. Akhil Gupta and James Ferguson, eds. Durham and London: Duke University Press. 179-199.

**Week 4 - Jan 30.** Class and Nation; **Short Paper due: 15%**

**Group 1 Presentation**

*Readings*

Pratt, Jeff. 2003. *Class, Nation and Identity: The Anthropology of Political Movements*. London: Pluto Press. Read: 131-159. Yugoslavia: Making War.

Dubois, Lindsay. 2005. *The Politics of the Past in an Argentine Working Class Neighbourhood*. Toronto: University of Toronto Press. Read Chapter 7, Narrative Truths pp. 158-177.

Documentary: We Are All Neighbors

**Week 5 - Feb 6.** The Nation, Education, and the Politics of the Past

**Group 2 Presentation**

*Readings*

Papadakis, Yiannis (2008), "Narrative, Memory and History Education in Divided Cyprus", *History & Memory*, 20(2): 128-148.

Buckley-Zistel, Susanne. 2009. Nation, Narration, Unification? The Politics of History Teaching after the Rwandan Genocide, *Journal of Genocide Research*, 11(1): 31-53.

**Week 6 - Feb 13.** Indigenous struggles for territories, histories & identities; **Short Test: 15%**

*Readings*

Mawani, Renisa (2007), "Legalities of Nature: Law, Empire, and Wilderness Landscapes in Canada", *Social Identities*, 13(6): 715 -734.

Denov, Myrian and Kathryn Campbell. 2002. "Casualties of Aboriginal displacement in Canada: children at risk among the Innu of Labrador." *Refuge*, 20(2): 21-33.

[http://www.huffingtonpost.ca/2014/10/02/canada-un-indigenous-rights\\_n\\_5918868.html](http://www.huffingtonpost.ca/2014/10/02/canada-un-indigenous-rights_n_5918868.html)

**Week 7 - Feb 20.** Family Day and Reading Week

**Week 8 - Feb 27.** The Unmaking of Nations and Territories

**Group 3 Presentation**

*Readings*

Anderson, Benedict. "Nationalism and cultural survival in our time: A sketch." *At Risk of Being Heard: Identity, Indigenous Rights, and Postcolonial States* edited B. Dean and J. Levi (2003): 165-190.

Jones, Reece. 2014. The False Premise of Partition, *Space and Polity*, 18 (3): 285-300.

**Documentary:** Ahmad, Eqbal. Stories My Country Told Me: Eqbal Ahmad on the Grand Trunk Road  
<https://www.youtube.com/watch?v=1kLGE1ayJ7M&t=3s>

**Week 9 - March 6.** Spaces of Inclusion and Exclusion

### **Group 4 Presentation**

#### *Readings*

Bowman, Glenn. 2015. Encystation: Containment and Control in Israeli Ideology and Practice. *Journal of Palestine Studies*, 44(3): 6-16.

Bremner, Lindsay. 2005. Border/Skin. In *Against the Wall: Israel's Barrier to Peace*, Michael Sorkin, ed., New York: New Press. 122-137.

**Documentary:** John Pilger - Apartheid Did Not Die  
<https://www.youtube.com/watch?v=oRlh2nUWrzs&t=16s>

**Week 10 - March 13. Exam: 25%**

**Week 11 - March 20.** From National Territory to Sectarian Enclaves

### **Group 5 Presentation**

Al-Takriti, Nabil, 2008. US Policy and the Creation of a Sectarian Iraq, *Middle East Institute at:*  
<http://www.mei.edu/content/us-policy-and-creation-sectarian-iraq>

Silliman, Stephen W. 2008. The "Old West" in the Middle East: U.S. Military Metaphors in Real and Imagined Indian Country. *American Anthropologist*. 110(2): 237-246.

Ismail, Tareq Y., and Max Fuller. 2009. The Disintegration of Iraq, the Manufacturing and Politicization of Sectarianism. *Journal of Iraqi Contemporary Studies*. 2(3): 443-473.

**Week 12 - March 27.** Shifting Borders

### **Group 6 Presentation**

Langea, Emily and Iva Maria Miranda Pires. 2015. From "Sensed" to "Complex": Some Reflections on Borders Throughout History, *Space and Polity*, 19 (3): 293-304.

Van Houtum, Henk. 2010 "Human Blacklisting: the Global Apartheid of the EU's External Border Regime." *Environment and Planning D, Society and Space* 28(6): 957-976.

**Week 13 - April 3.** Review

**Essay submission: 30%**

**In-class paper 5%**

<b>EVALUATION</b>	<b>Percentage</b>	<b>DATE</b>
1. Short Paper	15%	Jan 30
2. Short Test	15%	Feb 13
3. Exam	25%	March 13
4. Group Presentation	10%	TBA
5. Essay	30%	April 3
6. In-class short paper	5%	April 3
Total		

### **Electronic Devices**

Only laptops to take notes are allowed. Please make sure all phones and other devices are turned off.

### **Academic Policies:**

All students should familiarize themselves with Western's current academic policies regarding **accessibility, plagiarism and scholastic offences, and medical accommodation**. These policies are outlined (with links to the full policies) at:

[http://anthropology.uwo.ca/undergraduate/course\\_information/academic\\_policies.html](http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html)

## **ASSIGNMENTS IN DETAIL**

**No electronic devices** will be allowed in the classroom during tests and examinations.

### **Attendance!!**

An attendance sheet will be circulated every week. Only brief lecture outlines will be posted on the website, thus attendance is critical. It is important that you attend every class, **especially the last three weeks of the term**. You are expected to read the assigned material and engage in class discussions. **If you miss more than 4 classes without a note from Academic Counseling justifying your absence 2% of your final course grade will be deducted, if you miss 6 or more classes without the required note from the Academic Counseling Office, 6% of your final grade will be deducted.** The instructor will reserve the right to give a bonus point (1% added to final course grade) for students who never miss class and regularly participate in discussions.

### **1. Short Paper 15%**

Submit a four-page paper (double spaced) on January 30 summarizing the main ideas in the articles by Manz, Kumar, Anderson, and Gupta (readings for weeks 2 and 3) and provide your own reflections and comments about these.

### **2. Short Test 15%**

This is a short one hour test (mixed format: multiple choice, true and false, definitions, fill-in-the-blanks, definitions or short answers).

### **3. Exam**

Covers all readings, lectures and documentaries from the beginning of the term until week 9 (week 9 readings and lecture included in the exam). The format is mixed: multiple choice, true and false, fill-in-the-blanks, definitions or short answers, and one or two long answers.

#### **4. Group Presentations**

Presentation Dates and Names: Groups decide on a topic related to the themes in the class, although the instructor and the TA will also be available to help you select a topic. The date and names will be assigned at the beginning of the term, check class website for updates.

Duration: The presentations should be **40 minutes: 30 minutes for the presentation and 10 minutes for discussion**. Prepare two questions to generate discussion after the presentation. Practice the presentation as a group to make sure it is within the time allocated. Please ensure fair distribution of tasks. Think creatively and begin preparing early!

The criteria used to evaluate presentations are as follows:

- a. *Content* (40%): The group is expected to cover the major themes pertaining to the topic and is able to answer questions from the class.
- b. *Background* (10%): The group situates the topic within its historical, social and/or political contexts, a particular place, within the literature and larger debates.
- c. *Organization* (10%): The presentation has an introduction, a body that includes the major arguments and themes, and a conclusion.
- d. *Clarity* (10%): The group makes a clear presentation, defines and explains concepts.
- e. *Cooperation* (10%): Even and fair distribution of work among members. *Audio-visual aid* (10%): Clear and used to enhance the presentation.
- f. *Delivery* (10%): Presenters speak clearly and capture the interest of the class.

Each group is expected to submit a hard copy of the power point presented by the group; include the scholarly sources used. You are not allowed to use or cite Wikipedia as a reference.

In addition, each student is required to submit a hard copy of her or his presentation (should not be more than one page double spaced). All members of the group will receive the same grade, except when there is an obvious inconsistency, for example, if there is a problem where one member does not attend any group meetings, does not participate or contribute, the instructor and the TA will grade that particular student differently.

#### **5. Essay**

*Helpful links*

For citation and information on style guides, plagiarism and other, consult:

<http://www.lib.uwo.ca/essayhelp/>

The Western Writing Support Centre offers free one-on-one counselling sessions, online writing help, and workshops. See <http://www.sdc.uwo.ca/writing/>

Please use **Chicago Style** for citation and references!

*General information about your essay*

Number of words 2500 (marks will be deducted if maximum number of words significantly exceed or fall short of the minimum).

Number pages, double space, font 12 Times New Roman, no space between paragraphs!

Students must use a minimum of **6 sources**, with **no less than 4** from anthropological sources.

An essay is not a summary of readings, but an in-depth argument about a question or topic that you support drawing on scholarly sources.

Make sure the essay question is not too general and its scope not too wide to cover in the limited pages you are allowed for the essay.

Make sure the essay is coherent and arguments are clear. Do not ramble or repeat the same idea to fill space.

*How should my papers be organized?*

An essay should include an introduction, body, conclusion, and references.

A cover page with the title of the essay, course number, instructor's name, student's name and number.

*1. Introduction* Begin the essay with your main question, argument, and general context.

*2. Body of the Essay* The body of the essay is where you present your in-depth discussion that support your main thesis or argument. All your discussion and points raised in the body should be in support of the main question and argument you provided in the introduction. That is, don't include material that is irrelevant to the topic. Your discussion and supportive arguments here should draw on scholarly sources. Do not rely on one or two sources, but draw on a number of articles and books and make sure you paraphrase and cite the source. Try to avoid direct quotes, or use direct quotes sparingly.

*3. Conclusion* Summarize the main arguments. You may also end by raising new questions for future research.

*4. Bibliography* You need to cite the ideas from articles and books within the text *and* at the end of the essay. At the end of the essay list the books, articles etc. you cite in the paper; be consistent with the citations and references. **Wikipedia is not a scholarly source.**

Write clearly! Use spell check AND read your paper before handing it in. Pay attention to spelling mistakes and do not confuse words such as “there and their”, “here and hear”. Avoid long quotes; it is much more effective to paraphrase.

You need to submit a **hard copy** as well as an electronic one to **Turnitin**.

#### **6. In-class-paper 5%**

This is a reflection paper on week 11 and 12 readings only, which focuses on borders that demarcate territories of inclusion and exclusion.

**Late Assignments:** 2% of your essay grade will be deducted for each day you are late in submitting the paper, no assignments will be accepted five days (including weekends) after the due date.