

Department of Anthropology
ANTHROPOLOGY 3305G-200
History, Territory, and the Politics of Identity
COURSE OUTLINE
Winter 2021

Version Date: Jan 7, 2022

Class time: ZOOM Tuesdays 1:30-3:30 pm (+ 1 hour asynchronous)

Instructor: Dr. Randa Farah

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Office Hours: TBA

Credit value: 0.5 credit

Antirequisites: none.

Prerequisites: Any Arts and Humanities or Social Science 0.5 or 1.0 Essay course and registration in third year or higher in any program.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

The brutal murder of 46-year-old George Floyd in Minneapolis on May 25, 2020 ignited large street protests and a growing anti-racism movement- "Black Lives Matter." Similar protests spread in many countries around the world and were accompanied by the toppling or attempts to tear down monuments and statues long considered national "heroes," and/or calls to change names of institutions, such as Ryerson University in Canada. For African Americans and indigenous populations in particular, they remember the "national heroes" as the criminals who supported the slave trade, robbed indigenous people of their lands and livelihoods, and tore families and communities apart violently or by deception. In this class, we examine the ongoing battle over the past as inextricably linked to questions of collective identity, and conflicts over territorial sovereignty. The dismantling of the Soviet Union in the latter part of the 20th century, along with Yugoslavia and other countries resulted in the formation of even smaller nation-states all claiming they have the "right to self-determination." This process led to new "national" fortresses of exclusion and inclusion, which required rewriting the past to justify claims to political independence. Yet, there are other forms of identification that are beyond the "nation" such as Buddhism, Islam, or they are at the subnational such as identification with a tribe, village, or region. Often, these other scales of belonging coexist peacefully with the "nation", other times they pose serious challenges to existing states. This class is based on a combination of conceptual writings and case studies that exemplify the link between power, historical reproduction, the formation of identities, and the struggle over borders and territories.

Learning Outcomes

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

- Analyze history, territory and identity as interrelated concepts.
- Identify theories and definitions pertaining to nations and nationalism, as a compelling but historical form of collective identity.
- Distinguish national belonging from other forms of collective identities.
- Apply the concept “differentiated citizenship” to real case studies.
- Analyze territorial markers and how they inform and shape social and cultural boundaries.
- Apply scholarly approaches to analyze imperial and colonial powers as political and economic formations that re-map territories and reconfigure societies and cultures.
- Analyze historical narratives as inseparable from the exercise of power.
- Distinguish among forms of historical reproduction, especially official/professional history and popular memory.
- Analyze how identity-making and history-making are entwined.
- Grasp the complexities of history, territory and identity in a number of cases.

Course Materials

Students will be able to access readings through OWL’s “Course Reading”.

Assignments, Dates and Weights

Assignment	Weight/Percentage	Date
1. Midterm	15%	Week 6 Feb 15
2. Essay proposal	5%	Week 8 March 8
3. Commentary	20%	Week 11 March 29
4. Essay	30%	Week 12 April 5
5. Final Exam	30 %	TBA Apr 10 - April 30
Total	100%	

Week 1 Jan 11 Introduction to the Course

Week 2 Jan 18 When Monuments Fall: Symbols of a Contested Past

Reading

1. Strauss, Jill. 2020. Contested Site or Reclaimed Space? Re-membering but Not Honoring the Past on the Empty Pedestal, *History & Memory*, 32 (1): 131-151.
2. Dickenson, Michael. 2020. “Black Realities and White Statues: The Fall of Confederate Monuments,” Black Perspectives, African American Intellectual History Society (AAIHS), June 2020. <https://www.aaihs.org/black-realities-and-white-statues-the-fall-of-confederate-monuments/>

Asynchronous: Watch

Angela Davis: Freedom Struggle in 2020: Angela Davis on Protests, Defunding Police and Toppling Statues (DemocracyNow) at <https://www.youtube.com/watch?v=yX8pl9SDmQY&t=627s>

Week 3 Jan 25 Identities in Flux

Reading

1. Hall, Stuart. 2003. Cultural Identity and Diaspora. *In Theorizing Diaspora*, Jana Evans Braziel and Anita Mannur eds., Malden, MA: Blackwell, pp. 233 – 246.
2. Gupta, Akhil. 1992. "The Song of the Nonaligned World: Transnational Identities and the Reinscription of Space in Late Capitalism," *Cultural Anthropology*, Feb 1992, Vol. 7, No. 1, Space, Identity, and the Politics of Difference, pp. 63-79.

Week 4 Feb 1 Historical Reproduction: Remembering and Forgetting

Reading

1. Connerton, Paul. 2008. "Between Types of Forgetting." *Memory Studies*, 2008: 59-71.
2. Bevernage, Berber and Laure Colaert. 2014. History from the Grave? Politics of Time in Spanish Mass Grave Exhumations, *Memory Studies*, 7 (4): 440- 456.

Asynchronous: Watch

BBC with Michael Portillo: Digging Up The Dead (BBC 2009 Spanish Civil War)
https://www.youtube.com/watch?v=qe-mXM_YQG4

Week 5 Feb 8 Canada: Settler-colonialism and Historical Erasure

Reading

1. Jackson, Deborah Davis. 2011. Scents of Place: The Displacement of a First Nations Community in Canada, *American Anthropologist*, 113 (4): 606–618.
2. Mawani, Renisa (2007), "Legalities of Nature: Law, Empire, and Wilderness Landscapes in Canada", *Social Identities*, 13:6, 715 -734.

Asynchronous: Watch

Canada's Toxic Chemical Valley @ https://www.youtube.com/watch?v=UnHWZE0M_-k

Week 6 Feb 15 Midterm 15%

Feb 22 Reading Week

Week 7 March 1 Settler-Colonialism: Canada

Reading

1. Grimwood, Bryan S.R., Michela J. Stinson, Lauren J. King. 2019. "A Decolonizing Settler Story," *Annals of Tourism Research*, 79 (4):1-11.
2. Alfred, Taiaiake, and Jeff Corntassel. 2005. "Being Indigenous: Resurgence against Contemporary Colonialism." *Government and Opposition* 40 (4): 597-619.

Asynchronous: Watch

Idle No More: Sylvia McAdam at WesternU
https://www.youtube.com/watch?v=Mde_mbNe8Rg

Week 8 March 8 The Palestinian Nakba: Settler-colonialism Essay Proposal 5%

Reading

1. Abu Lughod, Lila and Ahmad Sa'di, eds. 2007. *Nakba: Palestine, 1948, and the Claims of Memory*. New York: Columbia University. Introduction: The Claims of Memory. pp. 1-23.
2. Hughes, Sara Salazar. 2020. Unbounded territoriality: territorial control, settler colonialism, and Israel/Palestine, *Settler Colonial Studies*, 10 (2): 216-233.

Asynchronous: Watch

Occupation 101: Voices of the Silenced @
<https://www.youtube.com/watch?v=KuxlBjMXvXs>

Week 9 March 15 Memory, Violence and Obstacles to Reconciliation

Reading

1. Ross, Fiona C. 2003. On having voice and being heard: Some after-effects of testifying before the South African Truth and Reconciliation Commission. *Anthropological Theory*, 3(3): 325-341.
2. McCrossan, Michael, Morton, Suzanne, Wright, Donald, Dutcher, Stephen. 2020. Reconsiderations of Reconciliation and Recognition, *Acadiensis* (Fredericton), 49(1):159-169.

Asynchronous: Watch

DemocracyNow with Amy Goodman. 2016 (May 20).Part 2: "Canada's Indigenous & Black Lives Matter Activists Unite to Protest Violence & Neglect" @:
<https://www.youtube.com/watch?v=USBizevnuvGU>

Week 10 March 22 Cyprus: A Divided Territory

Reading

1. Burke, John. 2019. "Homes Lost in Conflict: Reframing the Familiar into New Sites of Memory and Identity on a Divided Island", *History & Memory*, 31 (2): 155-182.

Asynchronous: Watch (about the breakup of Yugoslavia)

Bringa, Toni (anthropologist). 1993. "We Are All Neighbors", *Disappearing World Series*.

Week 11 March 29 Western Sahara: The Last African Colony Commentary 20%

1. Almenara-Niebla, Silvia. 2020. Making digital 'home-camps': Mediating emotions among the Sahrawi refugee diaspora. *International Journal of Cultural Studies*, 23(5) 728-744.
2. Farah, Randa. 2010. "Sovereignty on Borrowed Territory: Sahrawi Identity in Algeria", *Georgetown Journal of International Affairs*. Summer/Fall 2010.

Asynchronous: Watch

DemocracyNow with Amy Goodman. 2018. "Four Days in Occupied Western Sahara—A Rare Look Inside Africa's Last Colony".
https://www.youtube.com/watch?v=smg97ib_yfM

Week 12 April 5 Review **Essay 30%**

Review

Final Exam 30%: During Exam Period (April 10th – 30th)

Course delivery with respect to the COVID-19 pandemic

We will meet for **2 hours via zoom** (synchronous) Tuesdays 1:30-3:30 pm. This synchronous period includes discussions in break out rooms, lecture, class discussion (all of us) and a 15 to 20 minutes break.

The remaining **1 hour is asynchronous**: Please **watch the documentaries/interviews** that I will post during some weeks, which along with the readings will be posted on OWL.

Assignment Details

Each week we will meet two hours on zoom **synchronously**. It is important you attend these to contribute and participate in class and small group discussions.

1. Midterm (15%) Week 6, Feb 15 covers lectures, readings, and documentaries and materials posted on OWL from week 2 to week 5.

This will be an open-book midterm using the OWL test/quiz function where you will have to answer two questions, essay form, double-spaced in two hours. (500 words x 2 = total 1000 words). You need to write the midterm by yourself, meaning you are not allowed to work on the final exam with any other student or person.

2. Essay Proposal (5%) Week 8, March 8

This is half a page to encourage you to start thinking early on in the term about the essay and begin researching relevant scholarly sources. Submit about half a page about what you plan to write about in your essay, including a tentative title, a couple of sentences about the ideas you wish to develop, and four possible references. You are allowed to change the topic of the essay later in the term.

3. Commentary (20%) Week 11, March 29: Based on documentaries/videos posted on OWL.

This is a 3 to 4-page commentary (double-spaced approximately 750-1000 words) where you develop some of your ideas, critical comments, and views regarding the documentaries/interviews you watched. I will provide you with a leading question to help you focus your commentary. For example, I might ask you to compare documentaries, or to discuss some of them in relation to the readings and/or specific cases where there territories/identities/histories are contested.

4. Essay (30%) Week 12, April 5

The essay is an opportunity to delve a bit deeper into ideas and themes of interest to you and to develop your research and writing skills. If in doubt about your topic check with me or the TA. Start thinking about it early on in the term.

5. Exam (30%) During Exam Period TBA – 3 hours.

Although the final exam will be mainly based on lectures, readings, documentaries and any other materials covered from week 7 – 12, the questions require that you draw on the general ideas, arguments and concepts discussed throughout the term. You will have four essay questions to answer, each 300-400 words to a total of 1200-1600 words. The exam will be open-book and you have three hours to complete it. You need to write the final exam by yourself, meaning you are not allowed to work on the final exam with any other student or person.

Helpful guidelines for your essay

Number of words: 1500-2000 words (6 – 8 pages double-spaced). Number pages, double space, font 12 Times New Roman, do not use additional spacing between paragraphs.

Paper Content: The essay should tackle a topic related to the course themes. Make sure the question/problem you raise is clear and specific: Example: focus on a particular group , the Rohingya, then focus on a theme, for example, the Rohingya experience crossing into Bangladesh, and what that tells us about state power and the concepts of citizenship and/or sovereignty. Or, you may wish to focus on the growing industries that accompanies border technologies, such as building walls, the construction of detention centers, transportation of “illegal” migrants. Secondly, select relevant sources: you may use 2 sources from class readings, and a minimum of 4 other sources outside the assigned readings.

Think of the essay as a place to present your own views and arguments and not as a summary of readings, but an analytical paper where you use the literature to support your ideas. Select the books and articles you will use wisely, making sure they are relevant to your topic. *An outline*, even if rough, before you start writing is a good habit to develop.

Essays should include a) an introduction, which is a paragraph that states what the paper is about. It should allow the reader to clearly understand what you will be discussing and arguing; b) the body of the paper, includes the main arguments supported by scholarly references; c) a conclusion, where you summarize the main argument.

Use subtitles to organize your thoughts, however not too many, otherwise it will seem fragmented, for this essay which is relatively short, three to four subtitles are sufficient. The essay should flow and all your paragraphs and subtitles should revolve around your main question.

Remember the reader! Your essay should be clear, coherent and easy to follow, and try to keep the reader interested! *Do not ramble or write ambiguously. Revise and proofread!* Your computer's spelling skills are not better than yours!

References/Citation: Use scholarly sources. (Do not use Wikipedia- it is not a scholarly source). Internet sources are also not allowed, unless used to access articles from scholarly journals, such as American Anthropologist, Refuge, Journal of Refugee Studies, Journal of African Studies, etc.).

In-text citation and bibliographic references are required. Make sure you cite the author when an idea is not yours, and include the reference in the bibliography at the end of the essay. Unless the quote is particularly appropriate, **paraphrasing is more effective**. Failure to cite the original source of ideas that are not yours leads to **plagiarism** with serious consequences to your academic life (see paragraph on plagiarism).

Number of Sources: Minimum total references for the essay is six sources, three of them only may be from the readings from class.

Citation Examples Chicago Style, (you may use another but be consistent). For further information please check Chicago Style site, also check articles in anthropology journals for examples.

A citation for a **book** appearing in the text as: (Nader 2020, 26-28).

In the Bibliography:

Nader, Salim H. 1998. *The Rohingya Refugees*, Chichester, UK: Wiley-Blackwell.

A citation for a **journal article** appearing in the text as (Smith and Gupta 2020, 243). Or Smith and Gupta (2020, 243) argue that ...

In the Bibliography:

Smith, Michael A and Nasser Mohammad. 2020. "State Power, Sovereignty and Borders." *Refugee Studies* 14, no. 6 (December): 220-215.

A citation for an electronic document would be cited in the text in the same way as a print document. For example, citation for an internet document appearing in the text as: (Shandi and Li 2018, par. 13)

In the Bibliography:

Shandi, Sama and Anne Li. 2018. *Refugees and Fortress Europe*. (Here you add the link).

Late Assignments: I will accept late assignments two days after the deadline without penalty, after that 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.

IMPORTANT INFORMATION

Course Absences

Missed assessments (e.g., presentations, essays, quizzes, tests, midterms, etc.) require formal academic considerations (typically self-reported absences and/or academic counselling).

In case you miss the midterm for a valid reason, there will be ONE alternative midterm for all those who missed it. Students who demonstrate a pattern of routinely missing coursework due to self-reported COVID symptoms, and therefore do not demonstrate mastery of the learning outcomes of the course, will not receive credit for the course.

Course Specific Statements and Policies

In order to pass an essay course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course. Thus for this course, you must submit both the commentary and the essay and receive a passing grade on at least one of these two assignments.

Academic Integrity - Statement on Plagiarism

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

You need to write the midterm and final exam by yourself, meaning you are not allowed to work on the final exam with any other student or person.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. 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 between The University of Western Ontario and [Turnitin.com](https://www.turnitin.com).

Statement on Seeking Special Accommodations

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if

there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see: [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

[Student Medical Certificate \(SMC\)](#)

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Institutional Statements and 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 in Western's academic policies by clicking on this link: [Western's academic policies](#).