

Bates College

Ethnicity, Nation(ness), and World Community (AN/SO 232) Fall 2015

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Office Hours: Wednesdays & Fridays, 11:00 – 12:30 or by appointment

Course Learning Goals and Objectives

This course is concerned with questions of socially marked *difference* and *belonging* in the modern world. We seek to understand ethnicity and nation-ness, two key markers of contemporary social identity: How do they come to be? How do they connect or interface with class, gender, sexuality, and other features of personhood and social belonging? How have scholars gone about analyzing and explaining ethnicity and nationalism? Most importantly: are these forms of community adequate to meeting the needs of collective social life in our present, more interconnected, global condition? From these more narrowly circumscribed forms of belonging, then, we seek to consider existing intimations, prospects, possibilities and challenges for *global* belonging or world community. The course recognizes that “ethnicity,” “nation,” and “world community” are socially contingent, and seeks to tease out the conditions and processes of their emergence and the ways in which they become imprinted on the individual and collective imagination.

By the end of the course students should be able to:

- Explain and illustrate how common identity categories (ethnicity and nationalism) are socially and historically created and reproduced
- Describe the accomplishments and shortcomings of nationalism as an organizing principle
- Differentiate and explain the significance of important concepts in current usage such as globalization, transnationalism, and world community
- Demonstrate that they have developed a capacity to produce a substantive analytical paper on a topic closely related to the course

Organization and requirements

- Everyone is expected to attend regularly and contribute thoughtfully to discussions. You will be required from time to time to submit discussion questions or short summaries of films or reading assignments.
- Film screenings are also mandatory and attendance at occasional campus lectures or other events may be required. **Room G28, Viewing Room 6 in Ladd Library, has been reserved from 3:00 – 5:00 p.m. for all scheduled film screenings.**

- Assigned readings need to be read, and **re-read**, carefully and thought given to how they relate to other texts and themes raised in the course.
- Working in two-person teams, each student will be assigned to facilitate class discussion of assigned texts on different days in course of the semester.
- I encourage you to track and to read at least one reliable news source, preferably one that offers balanced, in-depth reporting, and to introduce examples from events covered in the media into class discussions where appropriate.

Grades are based on:

- A 15 – 20 page research paper (as described on the last two pages of the syllabus) prepared in stages over the course of the semester (30%)
- An analytical essay (5-pages) based on assigned course texts (20%)
- Leading at least two class discussions on assigned texts marked by an asterisk below (20%)
- An oral final exam (15%)
- Regular class attendance and active participation (15%)

Academic Integrity (adopted from Bates College academic integrity policy guidelines)

Academic integrity is fundamental to learning, scholarship, and indeed all dimensions of academic life. At its simplest, this means that the work you submit must be your own unless collaboration is specifically allowed; that you use only those resources allowed; that you express yourself in your own words unless you are quoting; and that you properly acknowledge and cite the ideas, information, and other work that you used or that contributed to your understanding.

Your academic work is governed by *The Bates College Statement on Academic Integrity*, found here at: <http://www.bates.edu/entering/policy/judicial-affairs/code-of-student-conduct/academic-misconduct/>, and by any additional standards I set in this syllabus or in individual assignments. The *Statement on Academic Integrity* provides a fuller discussion of academic integrity and definitions of plagiarism, misuse of sources, and cheating. You are responsible for reading the *Statement* carefully and abiding by its terms.

Violations of academic integrity are serious and can result in severe consequences at both the course and college levels. Depending on the circumstances of the violation, I will assign a failing grade for the assignment and/or the course, require work to be redone, and/or impose other consequences; in addition, I will refer the matter to the Dean of Students for possible institutional action. Procedures for suspected violations are explained here: <http://www.bates.edu/entering/policy/judicial-affairs/>.

If you have any questions or concerns about what is expected or permissible in this course or about academic integrity in general, please contact me.

Books ordered:

Benedict Anderson, Imagined Communities
 Universal House of Justice, The Promise of World Peace
 Other assigned readings are posted to Lyceum

Class Meetings

9/9 Introductions and overview of the course

9/11 Adversarial Models of Reality

Deborah Tannen, The Argument Culture, chapters 1 & 7:
 “Fighting for our Lives” & “What Other Ways Are There? Listening to Other
 Cultures” (Lyceum)

Weekend film screening, *Le Grand Voyage*

9/16 Perspectives on “Globalization”

Jonathan Xavier Inda & Renato Rosaldo, “Tracking Global Flows.” Chapter 1 in
The Anthropology of Globalization (2nd edition), pp 3 – 46 (Lyceum)

John Bowen, “Beyond Migration: Islam as a Transnational Public Space.”
Journal of Ethnic and Migration Studies 30(5). Read pp 879 – 883 (Lyceum)

9/18 Arjun Appadurai, “Disjuncture and Difference in the Global Cultural Economy.”
 Chapter 2 in The Anthropology of Globalization (2nd edition) pp 47 – 66
 (Lyceum)

E.J. Hobsbawm, “The World Unified,” in Eric Hobsbawm, The Age of Capital
 1848-1875 (Lyceum)

Weekend Film Screening, *Dirty Pretty Things**

9/23 Moving Subjects

Nancy Scheper-Hughes, “Commodity Fetishism in Organs Trafficking,” in Nancy
 Scheper-Hughes and Loic Wacquant, ed., Commodifying Bodies (Lyceum)*

Nancy Scheper-Hughes, “Letter from the Vatican,” Anthropology Today 31(4)
 (Lyceum)

9/25 Roger Rouse, "Mexican Migration and the Social Space of Postmodernism," in Inda and Rosaldo eds., The Anthropology of Globalization (1st edition), pp 157 - 171 (Lyceum)

Didier Fassin, "'Compassion and Repression: The Moral Economy of Immigration Policies in France," in Inda and Rosaldo eds., The Anthropology of Globalization (2nd edition), pp 212 – 234 (Lyceum)*

**9/30 "The Settled Logic of Identity:"
"Race" & "Ethnicity" in the Age of Globalization**

Stuart Hall, "The Local and the Global: Globalization and Ethnicity," in Anthony King, ed., Culture, Globalization and the World-System: Contemporary Conditions for the Representation of Identity (Lyceum)

Annotated bibliography for research paper due in class

10/2 Classificatory Categories and Their Consequences

Charles Carnegie, "The Dundus and the Nation," in Charles Carnegie, Postnationalism Prefigured: Caribbean Borderlands (Lyceum)*

Documentary screening from ABC 20/20

10/7 Ethnic Groups & Boundaries

Judith Nagata, "What is Malay? Situational selection of ethnic identity in a plural society," American Ethnologist 1(2) (Lyceum)*

Willi Chen, "Trotters," in Willi Chen, King of the Carnival and Other Stories (Lyceum)

10/9 Ethnicity's Historical-Political Contexts: Making & Contesting Ethnic Meaning

Lee Ann Fujii, "The Enigma of Ethnicity," in Lee Ann Fujii, Killing Neighbors: Webs of Violence in Rwanda (Lyceum)*

Mahmood Mamdani, "Race and Ethnicity as Political Identities in the African Context," in Keywords / Identity (Lyceum)*

10/13, Tuesday, 5:15 – 7:00 p.m., Commons room 226:

Guest Lecture, Mr. Prosper Ishimwe

10/14 Nationalism & its Contradictions

Benedict Anderson, Imagined Communities,
Introduction & chapters 1 & 2, pp 1- 36

10/16 Nationalism & its Contradictions (cont.)

Anderson, Imagined Communities, chapters 3 & 4, pp 37 - 65

Fall Recess

10/28 Syllabus flex time to work on research papers

10/30 Syllabus flex time to work on research papers

Draft of first half of research paper to be turned in to AA Sylvia Hawks, Room 125 Pettengill, by 3:00 p.m.

11/4 Making Nations

Liisa Malkki, “National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees,” in Akhil Gupta & James Ferguson, eds., Culture, Power, Place: Explorations in Critical Anthropology (Lyceum)*

Anderson, Imagined Communities, chapter 10, pp 163-186

11/6 Janet Siskind, “The Invention of Thanksgiving: A Ritual of American Nationality.” Critique of Anthropology, vol. 12, no. 2 (1992), pp 167 – 191 (Lyceum)*

Lila Abu Lughod, “Ethnography of a Nation,” chapter 1 in Dramas of Nationhood: The Politics of Television in Egypt, pp 3 – 27 (Lyceum)

Weekend film screening, *Black Is, Black Ain't*

11/11 Gender, Race, & Nation

Katherine Verdery, “From Parent-State to Family Patriarchs: Gender and Nation in Contemporary Eastern Europe” East European Politics and Societies 8(2) (Lyceum)*

11/13 Anderson, Imagined Communities, chapter 8, pp 141-154

Sander Gilman, “The Jewish Foot,” chapter 2, in Sander Gilman, The Jew’s Body (Lyceum)*

Didier Fassin, "In the Name of the Republic: Untimely Meditations in the Aftermath of the Charlie Hebdo Attack" Anthropology Today 31(2) (Lyceum)

11/18 Political Agency in Transnational / Global Context

Naomi Klein, "Reclaiming the Commons," in Tom Mertes ed. A Movement of Movements: Is Another World Really Possible? (Lyceum)

11/20 Adversarial & Mutualistic Conceptions of Community in the Age of Globalization

Samuel Huntington, "The Clash of Civilizations," (Lyceum)*

Benjamin Barber, "Jihad vs. McWorld," (Lyceum)*

Hans Küng, "A Global Ethic as a Foundation for Global Society," (Lyceum)*

Thanksgiving Recess

12/2 Robert M. Sapolsky, "A Natural History of Peace," Foreign Affairs vol. 85, no. 1, (2006), pp 104 – 120 (Lyceum)*

Michael Karlberg, Beyond the Culture of Contest, chapter 4, "Mutualisms Past and Present" (Lyceum)*

12/4 The Promise of World Peace

12/9 Research paper presentations

12/11 Research paper presentations

The Research Paper must focus on one of the following:

- A significant United Nations or other international Agency (not including the International Monetary Fund or the World Bank), legal Convention, or international non-governmental organization

OR

A formalized regional group of countries such as the European Union (EU) or the Association of South East Asian Nations (ASEAN)

- A circumscribed sociological dimension of one of these pressing contemporary issues being played out on the knife-edge of *differences* (ethnic, national, religious, or otherwise), and for which either existing institutional arrangements have not been adequate, or appropriate ones have not yet been devised:
 - (i) Scarce water resources
 - (ii) Refugee migration
 - (iii) The headscarves controversy in France
 - (iv) The Black Lives Matter movement

The paper is written in two phases:

Part 1, entails identifying appropriate scholarly sources about the institution, convention or problem you are working on, then reading and thinking carefully about these materials to allow you to write the first half of the paper. This first submission should systematically address, as appropriate, questions such as the following:

Why was this body, institution or convention formed? How did it come about? What were the historical contexts and circumstances of its emergence? What are its key duties or provisions? How has it worked in practice? What have been the main barriers to its successful implementation? What has it accomplished?

Similarly, if you are working on one of the major contemporary problems identified above, your first submission should address questions such as the contexts and circumstances—historical and otherwise—that have led to its emergence, focusing on particular instances or cases; the nature of the crisis the issue presents; and the obstacles that make it so difficult to address.

As you read and think about your topic in relation to the course you should **find a way of narrowing your focus so as to hone in on a particular question that expresses or articulates just what your analysis may contribute that's new or distinctive to an understanding of the topic.**

You are required to select your topic by September 18th and develop and present an annotated bibliography of 10 – 12 books and scholarly articles directly relevant to the topic to be handed in on September 30th. I encourage you to seek the assistance of one of the Reference librarians at Ladd Library as well as members of the faculty who have

expertise in the area you are working on. Next, you then prepare an 8 – 10 page paper that is closely descriptive of the history and context of the institution, convention, or contemporary problem that is the focus of your paper, and poses the central question or concern that will be the focus of your overall analysis in the paper. This document, to be handed in on October 30th, constitutes a preliminary draft of the first half of the research paper.

For **Part 2**, you continue to read and become closely familiar with your topic of focus, expanding your list of sources as appropriate. **Your focus now, however, needs to become much more analytical.** You should consider how an analytical or theoretical perspective on ethnicity, nationalism, world community, or globalization (drawn from the course or otherwise), sheds light on or serves to address concerns you have identified in the first part of the paper. The final paper is due on December 11th.