

Anthropology 3305A-650
History, Territory, and the Politics of Identity
Department of Anthropology
Course Outline
Fall 2022

Version date: Sept.2/22

Instructor: Dr. Md Rashedul Alam (he/him)

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Office Hours: Zoom (by appointment on Mondays and Tuesdays)

Mode of Course Delivery: This is an asynchronous virtual course

Credit Value: 0.5

Antirequisite: none

Prerequisites: Registration in third year or above.

Course Description:

The reproduction of histories and identities are often linked to contestation over territorial stretches. In this course, we examine particular cases, especially those involving 'national' claims over territories. Claims to a national identity is quite often the motive to claim the right to statehood and national 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. 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 those involving struggles over territories, histories, and identities as they unfold within power structures and processes.

Learning Outcomes:

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

- Apply conceptual frameworks 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 among similar concepts such as national belonging from other forms of collective identities, sub-national or supra-national identities, distinguishing the 'national' from 'nation-state' and citizenship.
- Analyze territorial markers as historical and political, reinforcing borders and boundaries of inclusion and exclusion.
- Situate claims to self-determination and political sovereignty in a historical context wherein the concepts of territory and peoplehood are often central tenets in such claims.
- Analyze historical narratives as inseparable from the exercise of power and the struggle against it.
- Apply scholarly approaches to analyze how imperial and colonial powers re-map territories and reconfigure societies and cultures.
- Grasp the complexities of history, territory and identity in a number of cases, such as the First Nations, Palestine, India, Bangladesh, Greece, Puerto Rico, the Rohingyas, the Nubians, and others.

Course Structure:

This is an asynchronous virtual course. A weekly lesson including recorded lectures, interactive activities, and forum discussions will be published on OWL every Monday. Students will have the entire week (Monday-Sunday) to watch the lecture and complete class activities.

Monday Message:

The availability of weekly lessons will be announced each Monday at 9:00 AM, which will also remind students of the week's important events (e.g., quiz, forum discussion, assignment). Please keep an eye on your mailbox for the *Monday Message*.

Virtual Q&A Sessions:

The instructor will facilitate two synchronous virtual Q&A sessions one week before the assignments are due to discuss students' questions about the assignments and other course-related issues. The first session will be held on October 4, and the second session will be facilitated on November 21. The time and Zoom details will be posted in the *Monday Message* of that week.

Course Materials:

Registered students will be able to access course readings through the OWL course site before the first day of class (2022-09-08 at 12:00:00 AM). No textbook purchase is required.

Assignments and Evaluation:

Assignment	Weight	Due Date
Quizzes	50%	Various
Critical Commentary	25%	October 16
Identity Autoethnography	25%	December 4

Quiz (5x10%=50%):

Students will complete a short quiz every other week. The fundamental goal of the activity is to motivate students to read the scholarly literature assigned for the course. The quiz questions will be based on the main ideas and arguments of class readings, recorded lectures, and documentaries. The quiz includes ten (10) questions in the format of True or False, Fill-in-the-Blanks, and Multiple-Choices. You must read and watch all class materials to answer the quiz questions. Week 1, 9, & 13 are not included in the quizzes.

The quiz will be released on Fridays at 10:00 AM on OWL's *Tests & Quizzes* section and will be available until 10:00 PM. However, please note that once you start the quiz, you will have one (1) hour to finish it. Multiple submissions will not be allowed. Students with accommodation will be allowed extra time. There will be no make-up quizzes. Please mark the following quiz dates in your calendar:

Quiz	Contents/Readings	Deadline
Quiz 1	Week 2+3	Sept 23; 10 AM – 10 PM
Quiz 2	Week 4+5	Oct 7; 10 AM – 10 PM
Quiz 3	Week 6+7	Oct 21; 10 AM – 10 PM
Quiz 4	Week 8+10	Nov 11; 10 AM – 10 PM
Quiz 5	Week 11+12	Nov 25; 10 AM – 10 PM

Critical Commentary (25%):

Anthropology encourages dialogues with peers and scholarly materials. This writing assignment is designed to involve students in the critical thinking process, which is an essential part of anthropological studies. Based on the readings of Week 2-6, students will be given a leading question about contested territories/identities/histories, which will ask them to clarify theoretical arguments or compare case studies/documentaries. Following the leading question, students are expected to write a commentary (1250 words maximum) where they develop ideas, critical comments, and views regarding the course materials. Provide in-text citations and a bibliography. The leading question, a rubric, and other instructions will be posted on OWL at the beginning of Week 5 (Oct 3; by 9:00 AM). The commentary is due on October 16 (by 11:59 PM). Turnitin will check the originality of all assignments.

Identity Autoethnography (25%):

The politics of identity and territorialization often directly endorse social hierarchy and structural inequality. Such politics can limit or extend one's sociopolitical rights and economic access. Therefore, it affects us both collectively and individually. In this assignment, write about your own experience with the territorial/historical dimensions of your identity, i.e., how they affect your sense of belonging, material conditions, political ideology, kinship networks, and so on. You might consider responding to the following questions:

- How do you identify yourself in terms of homeland / nationality / citizenship / indigeneity?
- How did you acquire this identity(ies) – by birth, by descent, by naturalization or by other means?
- How would you describe your belonging to this identity(ies) – legal, cultural, or merely materialistic?
- Have you benefited – e.g., socially, politically, economically – from this identity(ies)?
- Have you suffered from the burden of this identity(ies)? How?

Your autoethnography should not just be narratives of your own experience. It should also reflect on scholarly materials. Based on a critical review of five peer-reviewed scholarly articles (excluding class readings), elaborate on how your identity(ies) is shaped by wider historical trajectories (e.g., colonialism), structural violence (e.g., racism), institutions (e.g., state bureaucracy), political-economic forces (e.g., neoliberalism), structures (e.g., national identities, indigeneity). Clearly outline the theoretical perspectives and course concepts that helped you contextualize your experience. The length of the paper should be no more than 1500 words (12 fonts, double-spaced pages). Provide in-text citations and a bibliography. Please upload your paper to OWL by 11:59 PM on December 4, 2022. A rubric will be provided in Week 10. Turnitin will check the originality of all assignments.

Class Participation:

In the weekly lessons, students will be asked to participate in brief interactive activities based on course materials, e.g., forum discussion, short answers, polls, and critical opinions. Students actively participating in these activities will get one (1) bonus mark added to their overall course grade: 0.5 for participation and 0.5 for performance quality.

Weekly Topics and Readings:

Week 1 (Sept 8-Sept 11): Introduction to the Course

- Course overview
- Outlining course assessments

Week 2 (Sept 12-Sept 18): Identities in Flux

- Gupta, A. (1992). The Song of the Nonaligned World: Transnational Identities and the Reinscription of Space in Late Capitalism. *Cultural Anthropology*, 7(1), 63–79.
- Hall, S. (2003). Cultural Identity and Diaspora. In J. E. Braziel, & A. Mannur (Eds.), *Theorizing Diaspora: A Reader* (pp. 222 – 237). Malden, MA: Blackwell Pub.

Week 3 (Sept 19-Sept 25): New Politics of the Past

- Hite, K. (2021). Texas, Monuments, Toward a Politics of Self-reckoning. *Memory Studies*, 14(6), 1301–1313.
- Bevernage, B., & Colaert, L. (2014). History from the Grave? Politics of Time in Spanish Mass Grave Exhumations. *Memory Studies*, 7(4), 440–456.

Quiz 1 is due on Sept 23

Week 4 (Sept 26-Oct 2): Settler-Colonialism

- Razack, S. H. (2020). Settler Colonialism, Policing and Racial Terror: The Police Shooting of Loreal Tsingine. *Feminist Legal Studies*, 28(1), 1–20.
- Hughes, S. S. (2020). Unbounded Territoriality: Territorial Control, Settler Colonialism, and Israel/Palestine. *Settler Colonial Studies*, 10(2), 216–233.

Week 5 (Oct 3-Oct 9): Settler-Colonialism: Canada

- Jackson, D. D. (2011). Scents of Place: The Displacement of a First Nations Community in Canada. *American Anthropologist*, 113(4), 606–618.
- Denov, M., & Campbell, K. (2002). Casualties of Aboriginal Displacement in Canada: Children at Risk among the Innu of Labrador. *Refuge*, 20(2), 21–33.

Quiz 2 is due on Oct 7

Week 6 (Oct 10-Oct 16): Citizenship Hegemony & Indigenous Refusals

- Simpson, A. (2014). Indigenous Interruptions: Mohawk Nationhood, Citizenship and the State. In *Mohawk Interruptus: Political Life Across the Borders of Settler States* (pp.1-35). Durham: Duke University Press.
- Blackburn, C. (2009). Differentiating Indigenous Citizenship: Seeking Multiplicity in Rights, Identity, and Sovereignty in Canada. *American Ethnologist*, 36(1), 66–78.

Critical Commentary is due on Oct 16

Week 7 (Oct 17-Oct 23): The Friction of Cartography

- Richardson, P. B. (2016). Beyond the Nation and into the State: Identity, Belonging, and the “Hyper-border.” *Transactions*, 41(2), 201–215.
- Agnew, J. (2007). No Borders, No Nations: Making Greece in Macedonia. *Annals of the Association of American Geographers*, 97(2), 398–422.

Quiz 3 is due Oct 21

Week 8 (Oct 24-Oct 30): Borrowed Territory

- Rahman, F. (2021). ‘I Find Comfort Here’: Rohingya Women and Taleems in Bangladesh’s Refugee Camps. *Journal of Refugee Studies*, 34(1), 874–889.
- Farah, R. (2010). Sovereignty on Borrowed Territory: Sahrawi Identity in Algeria. *Georgetown Journal of International Affairs*, 11(2), 59–66.

Week 9 (Oct 31-Nov 6): Fall Reading Week

Week 10 (Nov 7-Nov 13): Nationalism, Territory, & Contested Identity

- Perez, M. (2002). The Political ‘Flying Bus’: Nationalism, Identity, Status, Citizenship and Puerto Ricans. *Critique of Anthropology*, 22(3), 305–322.
- De León, J., Gokee, C., & Schubert, A. (2015). “By the Time I Get to Arizona”: Citizenship, Materiality, and Contested Identities Along the US-Mexico Border. *Anthropological Quarterly*, 88(2), 445–479.

Quiz 4 is due Nov 11

Week 11 (Nov 14-Nov 20): Identity & its Neoliberal Mutations

- Ong, A. (2006). Graduated Sovereignty (Ch.3). In *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty* (pp. 75-96). Durham, NC: Duke University Press.
- Baird, B. (2006). Sexual Citizenship in “the New Tasmania.” *Political Geography*, 25(8), 964–987.

Week 12 (Nov 21-Nov 27): Identity Strategies

- Balaton-Chrimes, S. (2013). Indigeneity and Kenya’s Nubians: Seeking Equality in Difference or Sameness? *The Journal of Modern African Studies*, 51(2), 331–354.
- Shewly, H. J. (2016). Survival Mobilities: Tactics, Legality and Mobility of Undocumented Borderland Citizens in India and Bangladesh. *Mobilities*, 11(3), 464-484.

Quiz 5 is due Nov 25

Week 13 (Nov 28-Dec 4): Identity Autoethnography

- No class
- Identity Autoethnography is due on Dec 4

Course Policies and Statements:

Assignment Submission:

Students must submit their written assignments to the OWL course site. All assignments are subject to evaluation for originality. This course uses an evaluation service provided by Turnitin.com. It is also important that you always retain a copy of your assignments.

Late Work Policy:

- Please plan early to submit your assignments on time.
- Quizzes: There will be no make-up quizzes without proper academic consideration. If you receive academic consideration (i.e., Academic Counselling) to miss a quiz, please inform the instructor before the due date of the quiz. The instructor will assign you an alternative make-up assignment: either a different quiz or a 350-word reflection/critical commentary.
- Written Assignments: Students are expected to submit their written assignments (Critical Commentary and Identity Autoethnography) on time. Without academic consideration from Academic Counselling, 2% of your assignment grade will be deducted for each day you are late in submitting the paper. Late submissions will not be accepted five days following the due date (including weekends).
- By policy, academic considerations for work totalling 10% or more of the final course grade can be granted only by the student's Faculty of Registration (typically by their academic counsellors). For work totalling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the [University's medical illness policy](#)
- No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Conditions Required to Pass this Course:

To pass this course, the student must exhibit an appropriate level of knowledge of the content of the course and some minimal level of competence in academic writing. Therefore, for this course, you must submit both Critical Commentary and Identity Autoethnography and receive a passing grade on at least one of these two assignments.

Alternative Assessments:

The evaluation methods described in this course outline are essential requirements for the course as they are the best possible means of assessing student achievement of course learning outcomes. The multiple-choice format in quizzes allows for assessment of students' detailed knowledge of a broad range of concepts, theories, and debates related to the course that other formats do not permit. Although multiple-choice questions can be challenging for students, they allow students to develop an understanding of the course material, which is essential for course learning outcomes. On the other hand, written assignments are crucial for developing critical thinking skills, enabling students to formulate ideas, apply theoretical perspectives in analyzing research questions, and critically review scholarly texts. Therefore, please note that the instructor will not be able to accommodate requests for alternative assessments.

Email Communications:

I will facilitate appointment-based virtual office hours on Mondays and Tuesdays. However, feel free to email me any time on the weekdays. I will respond within 24 hours. Please mention the course number (Anthro 3305A) in the subject line of your email. I will be offline during weekends. You are requested to use UWO email ID in all academic correspondence. All grades related issues must be discussed during virtual office hours.

Copyrights:

The class lectures and additional materials will be posted on OWL. You can download them for your convenience. But don't share them in public domains or upload them on another website.

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. Please visit Western Libraries to read about [What is Plagiarism?](#)

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.

Accommodation Policies:

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

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](#).

Helpful Links:

- Visit <http://academicsupport.uwo.ca/>, if you require special accommodations for disabilities
- Visit <https://www.uwo.ca/health/> to get help with mental health
- Visit <http://writing.uwo.ca/> & <https://www.uwo.ca/sdc/learning/> to get support with writing and other academic skills.

Institutional Statements and Policies:

All students should familiarize themselves with Western's current academic policies on Academic Rights and Responsibilities with regards to academic appeals, accommodation, scholastic discipline and code of conduct. These policies are outlined in the [Academic Calendar under Academic Rights and Responsibilities](#).

Please regularly check OWL's announcement section to keep up with the modifications and changes.

Best of luck with the semester!