

ANTHROPOLOGY 3305G-001
History, Territory, and the Politics of Identity
COURSE OUTLINE
Winter 2020



Figure 1. The head of a statue of Christopher Columbus was pulled off amid protests against racial inequality in Boston on June 10, 2020. [Source](#)



Figure 2. A statue of Christopher Columbus lies facedown after being toppled by protesters on the grounds of the state capitol in St. Paul, Minnesota, on June 10, 2020. The protest was led by Mike Forcia, a member of the Bad River Band of Lake Superior Chippewa. [Source](#)



Figure 3. George Floyd's image is projected on the Robert E. Lee Monument in Richmond, Virginia, on June 18, 2020. Virginia Governor Ralph Northam has ordered the removal of the statue, but next steps have been delayed by pending lawsuits. [Source](#)

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Office Hours: Sign-in (Zoom)

Mode of delivery: For 2020/2021 this course will be conducted online with asynchronous content accessible through OWL and synchronously using Zoom videoconferencing technology, with discussions to take place weekly during the scheduled synchronous class time.

Synchronous class time: Tuesdays 11:30 a.m. - 12:30 p.m. EST.

Credit value: 0.5 credit

Calendar Course Description

The formation of collective identities is a process entwined with the production of historical narratives, especially in struggles against states, and/or to annex, dominate or secede from existing states. Based on case studies, the topics covered include: history/memory/identity-making, repression/resistance, displacement; nation-states and citizenship, sovereignty and territory.

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 Syllabus

The brutal murder of 46-year-old George Floyd in Minneapolis on May 25, 2020 ignited large street protests where the most prominent slogan was "Black Lives Matter." The protests spread in many countries around the world against structural racism, exploitation, and police repression. These mass uprisings were accompanied by the toppling or attempts to tear down monuments and statutes long considered national "heroes," by ruling "white" elites. For many others, especially African-Americans and indigenous populations these "national heroes" were criminals, a great number of them guilty of racism, who played a role in perpetuating the slave trade, and/or in robbing indigenous people of their lands and livelihoods violently or by deception. This ongoing battle against systemic racism is concurrently then a battle over how to read the past, how to interpret it, who are its heroes and criminals? what to select or silence and how and where to narrate it, and most important how to make it relevant in the present. In this class, we examine the reproduction of history, especially when examining the "nation" and its emergence as a specific

kind of community, claiming sovereignty over specific stretches of territory. The new nations that emerged out of the old empires, claimed they shared characteristics that distinguished them from others, such as a common history, language, or religion. This attempt to conflate national identity, with a sovereign state in a specific territory was also a phenomenon that took place in the latter decades of the 20th century. The dismantling of the Soviet Union, 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 or below the “nation” such as Buddhism, Islam, or belonging to 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.

Please note that I might introduce some videos for you to watch. The final draft of this outline will be available on the first day of class.

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, which may be sub-national or supra-national, distinguishing the ‘national’ from ‘nation-state’ and citizenship.
- 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 and the struggle against it.
- Identify diverse forms and expressions in reproducing the past, including official and professional history, popular memory, oral history.
- Analyze how identity-making and history are distinguished but concurrently entwined.
- Grasp the complexities of history, territory and identity in a number of cases, such as the former Yugoslavia, India, Palestine, indigenous peoples, Cyprus, Rwanda and others.

Course Materials

Students will access readings through OWL’s Course Reading feature before first day of class.

Evaluation (Details are in the following section)

Take-Home Test 1	25%	Covers week 1 – 7 (due Friday, March 12, 4:30 pm (EST))
Final Take-home Exam	20%	Covers weeks 8 – 12 (Exam period April 14-30, exact dates TBA)
Paper Proposal	5%	Due Friday, February 5 at 4:30 pm (EST)
Term Paper	30%	Due Monday, April 12 at 4:30 pm (EST)
Activities 10% x2 =	20%	Due Jan 29, March 26- both at 4:30 pm (EST)

Note: Some of the Arabic names, especially in the history section might seem daunting for students, rest assured that you will NOT be required to memorize these. Although I hope you will

remember the few names of historical importance, all tests and final exam are open book so you can always look these up.

1. Take Home Test (25%) and final exam 20% (total 45%): The take home will be in essay form and/or short answers.

- a. Test 1 will be posted on the morning of March 10 and submission is March 12 at 4:30 pm (EST). The test will be 750-1000 words. It will cover lectures, readings, videos/doc and any materials introduced from week 1 – week 7.
- b. The final take-home exam will be during the exam period and exact time/date will be decided later in the term. It will also be in essay/short answer form and will cover week 8 – week 12.

2. Proposal (5%) due Friday, February 5th at 4:30 pm EST. Submit 200-400 words excluding references. To encourage you to start thinking about your final term essay early on, choose a topic from the course outline including themes you might find in readings. The proposal should include a tentative title, some sources you looked at, a question/topic you want to research. You have a grace period (no penalty) until February 7th at 4:30 pm, but no submissions are accepted after February 12th.

3. Activities 10% x 2 (20%): Students are expected to complete 2 short activities during the term (300-500 words), which are designed to help you stay engaged and to enhance your knowledge of the themes we cover. Hopefully you will find them inspiring and interesting. I gave you a choice of topics and you are required to answer **ONLY** one of the two.

Activity 1: due Friday, Jan 29 4:30 pm EST – 300-500 words (details below).

Activity 2 -March 26th both by 4:30 pm EST – 300-500 words (details below).

4. Final Essay 30%: Due April 12 (2500 words) at 4:30 pm EST. No papers will be accepted after April 16 (unless you have accommodation – see statement on Special Accommodation below). The paper should be 2500 words long (250 – 300 words more or less is okay)- double-spaced, include page numbers and a title page.

Essay Content: The topic should be based on the themes for the course or related topics. If in doubt, feel free to contact me or the TA to discuss it. The paper should have a question you are researching, and a position you are taking on the subject. This means it is more analytical/argumentative than descriptive, and that it is not too general. You may want for example to focus on a theme or population and/or a particular histories period. Use scholarly sources to support your arguments. Ensure it is well-written, avoid spelling mistakes, jargon and repetitive ideas and use a consistent style of referencing, such as the Chicago Style. Double-space and submit online. *More details will be provided at the beginning of the course.*

5. Sign-up for individual meetings: You also have the option to sign up in OWL to book a meeting with the instructor or the TA to discuss assignments. Reserve these individual meetings for your own assignments and the open group zoom meetings to discuss topics covered in class.

Course Specific Conditions Required to Pass this Course

In order to pass this essay course, students must submit and receive a passing grade on their final essay.

Course Specific Statements and Policies

In addition to required readings the quizzes cover material learned from a) documentaries or films, the titles and links will be posted on the course website before the first day of class; and b) ideas that emerge from the brief lectures and class discussions we will have during the one-hour synchronous period.

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.

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](#).

WEEKLY SCHEDULE

WEEK 1 Jan 11 - 17

Lecture: Introduction, Expectation and Orientation

Zoom meeting: Tuesday, Jan 12, 11:30 a.m. - 12:30 p.m. (EST)

Readings:

Video/Doc:

WEEK 2 Jan 18 - 24 When Monuments Fall

Lecture: Dismantled Monuments: Contested pasts - race and class.

Zoom meeting: Tuesday, Jan 19, 11:30 a.m. - 12:30 p.m. (EST)

Readings:

1. Croegaert, Ana. 2020. "Architectures of Pain: Racism and Monuments Removal Activism in the "New" New Orleans, *City & Society*, 32 (3):579-602.

Video/Doc: June 12, 2020. Angela Davis on Toppling of Confederate Statues, DemocracyNow. [Watch on YouTube](#).

WEEK 3 Jan 25 - 31 Identities in Flux

Lecture: Identity: A Slippery Concept

Zoom meeting: Tuesday, Jan 26, 11:30 a.m. - 12:30 p.m. (EST)

Readings:

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. Paasi, Anssi. 2003. "Region and Place: Regional Identity in Question" *Progress in Human Geography* 27 (4): 475-485.

Video/Doc: (2006) Interview of the sociologist and social thinker Stuart Hall by Pnina Werbner.

[Watch on YouTube](#)

Activity 1: due Friday, Jan 29 4:30 pm EST – 300-500 words. Choose one of the following questions:

- a. Choose a monument or national historical site in Canada and discuss what history and worldview it promotes, what does it silence? why or why not should it be preserved as a site of commemoration.
- b. Is Canada a “nation” or what is Canada’s “national identity”? in the answer I am less interested in whether your answer is yes or no, instead, focus on the problems that are inherent in the concept of a “national identity” and think of the shared/different features that are used to make claims to nationhood.

WEEK 4 Feb 1 - 7 Types of Remembering and Forgetting

Lecture: The production of history/memory and silencing and/or forgetting

Zoom meeting: Tuesday, Feb 2, 11:30 a.m. - 12:30 p.m. (EST)

Readings:

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.

Video/Doc:

Term Paper Proposal Due Friday, February 5 at 4:30 pm

WEEK 5 Feb 8 – 12:

Lecture: Territories Divided or Colonized

Zoom meeting: Tuesday, Feb 9, 11:30 a.m. - 12:30 p.m. (EST)

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.
2. Hughes, Sara Salazar. 2020. Unbounded territoriality: territorial control, settler colonialism, and Israel/Palestine, *Settler Colonial Studies*, 10 (2): 216-233.

Video/Doc: [watch youtube](#)

READING WEEK Feb 13 – 21 !!!!!!!!!!!

WEEK 6 Feb 22 – 28 Contested Territories and Histories: Western Sahara

Lecture: Western Sahara – Borrowed Territory and Sovereignty

Zoom meeting: Tuesday, Feb 23, 11:30 a.m. - 12:30 p.m. (EST)

Reading: Power point presentation on Western Sahara with photos based on instructor’s research.

Video/Doc:

WEEK 7 Mar 1 - 7 Spaces of Inclusion and Exclusion

Lecture: Walls, Territories and Borders

Zoom meeting: Tuesday, March 2, 11:30 a.m. - 12:30 p.m. (EST)

Readings:

1. 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.
2. Bowmann, Glenn. 2019. "Walling as Encystation: a Socio-Historical Inquiry," [found here](#).

Video/Doc:

WEEK 8 Mar 8 - 14 **TEST 1**

Zoom meeting: Tuesday, March 9, 11:30 a.m. - 12:30 p.m. (EST)

Readings:

Video/Doc: TBA

(covers weeks 1 - 7): 20%

WEEK 9 Mar 15 - 21 Settler-Colonialism: Historical Erasure and Territorial Expansion

Lecture: Settler-Colonialism and Erasures of Landscapes and Histories

Zoom meeting: Tuesday, March 16, 11:30 a.m. - 12:30 p.m. (EST)

Readings:

1. Jackson, Deborah Davis. 2011. Scents of Place: The Displacement of a First Nations Community in Canada, *American Anthropologist*, 113 (4): 606-618.
2. Waziyatawin. 2012. "The Paradox of Indigenous Resurgence at the End of Empire," *Decolonization: Indigeneity, Education & Society*, 1(1): 68-85.

Video/Doc: TBA

WEEK 10 Mar 22 - 28 Settler-colonialism, Territorial Expansion and National discourse

Lecture: When Law and Nature are used as symbols of National Identity

Zoom meeting: Tuesday, March 23, 11:30 a.m. - 12:30 p.m. (EST)

Readings:

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

Video/Doc:

Activity 2: due March 26th by 4:30 pm EST Details first day of class. -March 26th both by 4:30 pm EST - 300-500 words.

- a. Using the Rohingya refugees as a case study, discuss why or how the concepts of identity, history and territory are important to explain their uprooting and the violence perpetrated against them by the Myanmar government.

b. Is it beneficial for societies to confront past injustices in the present, (that is, to engage in public debates), especially in societies where genocides and other forms of mass violence had occurred? Why or why not?

WEEK 11 Mar 29 - April 4

Lecture: Identities: Constant Flux

Zoom meeting: Tuesday, March 30, 11:30 a.m. - 12:30 p.m. (EST)

Readings:

1. Khatcherian, Nora. 2019. "Armenian crafts in the Ottoman Empire: Armenian Identity and Cultural Exchange", *National Identities*, 21(5): 485-505.

Video/Doc: "Remembering the Armenian Massacres" (genocide) [Watch on YouTube](#).

WEEK 12 April 5 - 11

Zoom meeting: Review- Open discussion. Tuesday, April 6, 11:30- 12:30 pm.

Week 13 April 12

Catch up day!

Final Take-home Exam (mixed format) will be during exam period (April 14 – April 30); exact date will be decided in the last 3 weeks of the course. It covers readings, lectures and videos for weeks 8-12.

~ END ~