

**Bates College**

**Ethnicity, Nation(ness), and World Community (AN/SO 232)  
Fall 2009**

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Office hours: W 11:00 – 12:00, F 11:00 – 1:00  
(or by appointment)

This seminar is concerned with the question of *belonging* in the modern world and the paradox of growing ethno-nationalism in an increasingly borderless, transnational world. We examine ethnicity and nation-ness, two of the most crucial 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? Are these forms of community adequate to meeting the needs of collective social life in our present, more interconnected, global condition?

The course moves back and forth, in other words, between more circumscribed notions of belonging (ethnicity and nationalism) and more *international* or global ideas about belonging: brought on especially by the irreversible contemporary conditions sometimes described under rubrics like “transnationalism,” or “globalization.” With a focus primarily on the issue of collective consciousness, we will consider not only the economic and political imperatives of globalization and the controversies, pro and con, they generate, but also the prospects and possibilities for the development of a sense of global belonging and global culture. The course recognizes that “ethnicity,” “nation,” and “world community” are socially contingent, and it 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.

**Course organization and requirements**

Assigned readings need to be read, and sometimes **re-read**, carefully and thought given to how they relate to other texts and themes raised in class. Everyone is expected to attend regularly and contribute thoughtfully to class discussions. Grades will be based on:

- Class participation (including reading summaries, questions & presentations)
- Take-home mid-term
- An analytical research paper (10 pages)
- Take-home final

**Reading Summaries:** You are required to prepare a typewritten synopsis of each assigned reading in time for the date on which we are scheduled to discuss the text in class. Summaries should be no more than a page in length; they may include bullet points and abbreviations. For ease of reference, they should include page references to, and or brief quotations from, particular passages in the text. I will review your notes periodically over the course of the semester. The following general questions may be helpful in trying to decide how to approach the assignment. What is the central question the author seeks to answer / address? Can I articulate this central concern in my own words? How is this text related to the main themes we have identified in the course? Who is the author, and what is his/her purpose for writing this piece? Is the author responding to, elaborating on, or in dialogue with the work of other people and, if so, who are they? How does the author go about addressing the question? How is the paper / chapter / book structured? What evidence does the author present to support his/her claims? What rhetorical style does s/he employ? What conclusions does the author come to? Was the argument persuasive? What connections did you make between this work and others we are reading?

**Questions:** To set the framework for class discussions, we identify salient questions that allow us to get to the key issues raised by the readings, the analytical kernel of the author's argument. Our questions, then, are tools for getting at the big picture. I try to model for you what constitutes useful analytical questions in the first few weeks of the semester. After that, I invite you into the process by assigning pairs of students to come up with two or three questions each time, and to help guide the class discussion around them.

**Debates:** Two-person teams will be assigned to present—i.e. to defend and oppose—the three debate topics listed on the syllabus.

**Field assignments:** From time to time field or library research and writing prompts may be assigned.

**Analytical Research Paper:** By September 30<sup>th</sup> and following consultation with me, you are expected to choose a topic and prepare an outline for your paper that includes a working bibliography.

### **Books ordered:**

Benedict Anderson, Imagined Communities

Charles V. Carnegie, Postnationalism Prefigured: Caribbean Borderlands

Jonathan Xavier Inda & Renato Rosaldo eds., The Anthropology of Globalization, (second edition)

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 **The World Unified: The Experience of “Globalization”**

Jonathan Xavier Inda & Renato Rosaldo, “Tracking Global Flows.” Chapter 1 in The Anthropology of Globalization

**Weekend assignment**, Working in pairs, I would like you to seek out and do preliminary research on a transnational collaborative venture or movement that illustrates the idea of “globalization from below.” You may solicit suggestions from faculty about movements or organization that would be appropriate to look into, or you may come up with one on your own. Based on your research, you and your partner are expected to make a brief presentation in class and hand in a one-page summary of your findings on the history, purpose, and achievements of the movement. How has it pursued its objectives? In what ways does it serve as a good example of globalization from below?

9/16 E.J. Hobsbawm, “The World Unified,” chapter 7, pp. 58 – 62 (Lyceum)

Arjun Appadurai, “Disjuncture and Difference in the Global Cultural Economy.” Chapter 2 in The Anthropology of Globalization

9/18 **Moving Subjects**

Film screening: *Dirty Pretty Things* (also on a/v library reserve)

**Debate topic** for next class: “The international trade in human organs is a justifiable means of economic redistribution.”

9/23 Nancy Scheper-Hughes, “The Global Traffic in Human Organs” (Lyceum)

9/25 Roger Rouse, “Mexican Migration and the Social Impact of Postmodernism” (Lyceum)

Didier Fassin, “Compassion and Repression: The Moral Economy of Immigration Policies in France.” Chapter 9 in The Anthropology of Globalization

9/30 **“The Settled Logic of Identity” (“Race” & “Ethnicity”) in the Age of Globalization**

Stuart Hall, “The Local and the Global: Globalization and Ethnicity” (Lyceum)

David Hollinger, “Identity in the United States,” (Lyceum)

10/2 **Ethnicity's Historico-Political Contexts: Making and Contesting Ethnic Signifiers**

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

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

10/7 Guest presenter, Ismail Ahmed

10/9 Katherine Pratt Ewing, "Between Cinema and Social Work: Diasporic Turkish Women and the (Dis)Pleasures of Hybridity." Chapter 8 in The Anthropology of Globalization

Brian Larkin, "Itineraries of Indian Cinema: African Videos, Bollywood, and Global Media." Chapter 14 in The Anthropology of Globalization

10/14 Guest presenter: Gregory Maqoma

10/16 **Nationalism and Its Contradictions**

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

**Attendance Required** - 8:00 p.m. Schaeffer Theatre: performance by Gregory Maqoma's Vuyani Dance Theatre

**Mid-Term due 4:00 p.m. Monday, October 19<sup>th</sup>**

**Fall Recess**

10/28 Anderson, Imagined Communities, chapters 3 & 4, pp 36-65

Charles Carnegie, Postnationalism Prefigured: Caribbean Borderlands  
Introduction and chapter 1, pp 1-39

10/30 **Making Nations**

Liisa Malkki, "National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees" ( Lyceum)

Anderson, Imagined Communities, chapter 10, pp 163-186  
Anderson, Imagined Communities, chapter 11, pp 187-206

Carnegie, Postnationalism Prefigured: Caribbean Borderlands, chapter 2, pp 40-60

**Debate topic** for next class: “Racism and nationalism are very distinct and separate phenomena and should be viewed as such.”

11/6 **The Nation Raced, Engendered, & Embodied**

Anderson, Imagined Communities, chapter 8, pp 141-154

Anne McClintock, “No Longer in a Future Heaven” (Lyceum)

11/11 Screening in class *Black Is Black Ain't* (also on a/v library reserve)

Sander Gilman, “The Jewish Foot” (on Lyceum)

11/13 **Political Agency in Transnational / Global Context**

Carnegie, Postnationalism Prefigured. Chapters, 5 & 6, pp 115-175

Naomi Klein, “Reclaiming the Commons” (Lyceum)

**Debate topic** for next class: “The fault lines between civilizations will be the battle lines of the future” (Samuel Huntington)

**Research papers due 4:00 p.m. November 16<sup>th</sup>**

11/18 **The Problem 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)

11/20 The Universal House of Justice, The Promise of World Peace

**Thanksgiving Recess**

12/2 Carnegie, Postnationalism Prefigured. “World Community Imagined.” Conclusion, pp. 177 – 199

12/4 Wrap-up

**Take-home final exam due 4:00 p.m. Dec. 11<sup>th</sup>**