

MACQUARIE
UNIVERSITY



FACULTY OF
ARTS

ANTH223
Ethnicity, Migration, and Nationalism
3 credit points

Unit Guide
Semester 1, 2012

Faculty of Arts
Department of Anthropology

Undergraduate Unit Guide

Department of Anthropology

ANTH223: Ethnicity, Migration, and Nationalism

Students in this unit should read this unit guide carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

TEACHING STAFF

Unit convenor

Name:	Dr. Aaron Denham
Phone:	02 9850 7564 (email is the fastest and my preferred method of contact)
Email:	aaron.denham@mq.edu.au
Office:	W6A, 616
Consultation hours:	Wednesdays 2-4pm, or by appointment

General enquiries

Name:	Payel Ray
Phone:	02 9850 8077
Email:	payel.ray@mq.edu.au
Office:	Building W6A, Room 615

CLASSES

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

ABOUT THIS UNIT

Prerequisite: ANTH150 or 12cp

Unit Description:

For a long time, the nation—or in the absence of a territorial nation, the ethnic group—had been the unquestioned unit of social analysis. During the early history of anthropology, ethnic groups were originally studied as pre-existing entities with distinct boundaries. Throughout the twentieth century the nation, ethnicity, and territory were mostly regarded as naturally coterminous in most societies. Political scientists, philosophers, and revolutionaries were the ones who predicted, or hoped, that the territorial nation, and with it nationalism, would eventually obsolesce and be superseded by new, more rational and voluntary forms of community. Anthropology came to question the assumption on the “naturalness” of the nation and of ethnicity in the 1980s, and then embraced with relish the hopes that “globalisation”—with its effects on human mobility and communications—would usher in a post-national world order. Today, non-territorial forms of community are indeed more prominent, but old-fashioned nationalisms and ethnic identities continue to inspire people to struggle and even kill for territory.

This unit introduces students to the domain of anthropology dealing with nation, ethnicity, and identity. The fundamental, and strongly policy-relevant, questions in this field are *why* individuals identify with a particular group, what such identification means, and why claims about it (for example, by national governments) carry authority. The unit begins with an examination of identity and ethnicity and their significance. We next consider how ideas about nation, ethnicity, and race were historically formed both in societies and in scholarship on societies. We then proceed to deal with forms of ethnic identification that defy the idea of equating nation with territory: “diasporas”—groups that have left a historical homeland but continue to identify with it—and transnational communities, whose belonging and social practice are defined by several nation-states rather than one. We will also examine the roots of ethnic tensions and conflict; consider the commodification and representation of ethnicity; examine the relationships between gender, sexuality, ethnicity, and nationalism; and, discuss the issues and practical solutions regarding the health needs of immigrant communities.

Specific Unit Outcomes:

1. Analyse and discuss anthropological and other scholarly literature on the subjects of ethnicity, migration, and nationalism
2. Analyse and discuss claims about nations and ethnicity made in the media and from other public sources
3. Gather, arrange, and analyse media sources on a particular topic or topics in a portfolio format
4. Write fieldnotes based on your own ethnographic observations
5. Participate in group discussions making use of anthropological writing, theories, and observations

LEARNING OUTCOMES

All academic programmes at Macquarie seek to develop graduate capabilities. These are:

COGNITIVE CAPABILITIES

1. Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

2. Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

3. Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

4. Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

INTERPERSONAL OR SOCIAL CAPABILITIES

5. Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information

resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

6. Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

7. Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

PERSONAL CAPABILITIES

8. Capable of Professional and Personal Judgment and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

9. Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

Note: The numbers listed at the end of each Learning Outcome indicate how it is aligned with the Graduate Capabilities.

UNIT REQUIREMENTS AND EXPECTATIONS

Assessment at a glance

Task	Weight (%)	Due Date	Linked Unit Outcomes	Linked Graduate Capabilities	Brief Description
Mini-Essays	20	Four due dates specified below	1, 2, 5	All	A brief writing assignment (aprox. 500 words) on a specific topic
Field Journal	15	18 May	1, 2, 3, 5	All	Fieldnote style reflection based on the class fieldtrip
Media Portfolio	20	8 June	4	All	Compilation and discussion of a portfolio of media representations
Unit Participation and Discussion Preparation Guides	15	Weekly	2, 5	1, 2, 4, 5, 6, 7, 8, 9	Active attendance and engagement with lecture, tutorial materials, and discussions. A discussion guide will be turned in at the conclusion of each tutorial
At Home Essay Exam	30	TBA (due at end of semester)	1, 2, 3	All	A take-home essay questions covering all topics and readings from the semester

Assessment Tasks

Mini-Essays:

Mini-Essays are brief writing assignments (around 500 words, but no more than 600 words) designed to provoke a connection between the unit material (readings and lecture) and your own experiences and thoughts. You will have four mini-essays assigned this semester. You will turn these in at the end of your tutorial on the day they are due. Remember, these are to be completed in addition to your discussion preparation guide. We will discuss these mini-essays during the tutorials. The due dates and topic details are described below. Additional details will be offered in the tutorial before each due date. It is imperative that your written expression is free of grammatical and spelling errors. Papers with significant spelling and grammatical errors will be returned ungraded for correction and late penalties will apply (1 percentage point deducted from the paper's final mark for each day that the assignment is late). Creativity is encouraged. Ideally, quality essays will connect concepts in the readings and lectures with your own observations and experiences. The topics are:

Mini-Essay 1:

Week 2: Ethnicity and Food

Using the readings for week two as a guide (particularly Douglas' framework and Cooper's article as an example) describe a typical meal in your family. For example, what are the principals behind the creation of a "meal?" How is your ethnicity expressed through food and mealtime? Specifically, how do the elements of your meal (food selection, time, manners, location, division of labour, etc.) illustrate your ethnic background? What distinguishes different types of meals (family members, types of guests, and special occasions)? Due 9 March in tutorial.

Mini-Essay 2:

Week 4: Imagined and Invented Communities

In this essay you will apply Andersons' concept of "Imagined Community" to a contemporary example. After completing the readings, choose a contemporary community and describe how it is "imagined." Specifically, how does the community define or construct itself, create boundaries, and interact with members and non-members? Do members come into contact with each other? How? What is the purpose of the community? How is ethnicity expressed? If helpful, you can also choose to describe how traditions are invented within this community; that is, elaborate on how traditions and ideals are constructed. What are the origins of these traditions? Due 23 March in tutorial.

Mini-Essay3:

Week 6: Music, Ethnicity, and Resistance

Read "Carrying Words Like Weapons" and choose a song and/or music video (on YouTube, etc.) that exemplifies the use of music as a form of resistance or as a response to dominate groups or larger political and state forces. For this mini-essay, you will offer an analysis of your chosen song/video (analyse the lyrics, images, etc.). What issues or circumstance is the artist expressing, critiquing, or resisting? How does the artist describe the issue? How are ethnic and/or state relations represented? What markers of identity are present? What is the message? Does the artist have a solution? We will be discussing these during the tutorial and in small groups, so please bring in your example to share with others and possibly present to the class. Be sure to cite the name of the song and artist at the top of your essay and include the YouTube link and/or song lyrics with your essay. Due 27 April in tutorial.

Mini-Essay 4:

Week 7: Fieldwork Assumptions and Concerns

Next week we will be going to Auburn to conduct fieldwork. For many of you, this will be your first fieldwork experience. In this mini-essay, take a moment to reflect on your expectations, pre-existing assumptions, and potential biases. What are you expecting? How will you make this experience different from "just

visiting” the neighbourhood? What topics or themes will you be looking for or focus on during the trip? What are your concerns and anxieties?
Due 4 May in tutorial.

Field Journal

This assignment offers students the experience of writing fieldnotes. Following the field trip, students will reflect upon what they saw in an ethnographic fieldnote. The format is flexible, fieldnotes do not need to be formally written, referenced, or structured as an essay. They consist of your personal reflections on the field trip. Fieldnotes will, however, be marked according to the following factors: 1) Your ability to keenly observe a social environment and describe it in your note; 2) Your attention to detail; and, 3) Your ability to link your observations to themes explored in the unit.

There is no set length, but notes should be 500-1000 words. There will be no penalties for falling outside this range. Creativity is encouraged (maps, photos, etc.)! Also, if helpful, you might want to respond to a concern you expressed in Mini-Essay 4, possibly juxtaposing what you thought you would experience with what happened.

Attendance at the field trip is vital; if you miss it you will not be able to complete your field journal. If you miss it because of an emergency consult the convenor as soon as possible.

Media Portfolio

Over the semester students will gather media representations relating to one or more core themes of the course. Media representations such as articles and images should be compiled in a folder and grouped into themes or categories. Exactly what you choose to focus on is up to you, but you will need to justify your choices and why you have grouped them in the way you have. Please provide a 500-1000 word justification for why you have chosen the articles, and why you have grouped them in the way you have. Media portfolios should be brought to your tutorials of week 13 (8 June), where we will discuss what you have gathered in groups, before you submit them for assessment.

Unit Participation

Attendance:

Participation in lectures and tutorials involves more than just showing up. Students are expected to be active participants in class and demonstrate that they have read and engaged with the readings. Participation also means contributing to a general atmosphere of scholarly enquiry, showing respect for the opinions of others. Thus talking too much and not allowing other students adequate time to contribute could count against you.

Attendance at tutorials is compulsory. Failure to attend without medical certificate or another form of ‘unavoidable disruption’ (see Student Handbook) will lower your mark or result in failing. Each week, you must fill out a Discussion Preparation Guide and

bring it to your tutorial. It is essential that you also attend the lectures, since all lectures will contain valuable information that will be used in the tutorials, all assignments and, particularly, the essay exam. You will not be able to successfully complete this unit if you miss multiple lectures.

Discussion Preparation Guide:

A sample Discussion Preparation Guide (DPG) is found on iLearn (under the assessment category). You will complete one each week before the tutorial. You will bring this to class and use it to inform class discussions. You will turn it in at the end of each tutorial so that I can give you credit for completing it. There will be no DPG for week 8 (trip to Auburn). I will give you one “freebee.” That is, you can skip one DPG during the semester for any reason, from a medical excuse to laziness. You have eleven opportunities to complete a DPG. I will only mark ten.

Essay Exam

Students will complete an essay exam that covers the key concepts within the readings, lectures, and discussions. The essay questions and requirements will be distributed at least two weeks before the due date and students will complete the questions at home. Success in this assignment necessitates attendance in lecture and tutorials, taking careful notes, and completing the readings. The tentative due date is scheduled for 15 June at 5pm (turned in via email). Specific details will be announced later in the semester.

Assignment submission

The Discussion Preparation Guide will be turned in at the conclusion of each tutorial.

Mini-Essays are to be submitted at the conclusion of the tutorial for the day they are due. If you have an authorized excuse for missing the tutorial, you are permitted to email your essay before 5pm on the date they are due.

Field Notes will be turned in at the end of the tutorial on week 9.

The Media Portfolio should be brought to the tutorial of week 13 and handed in at its conclusion.

The Essay Exam will be emailed (in PDF format) to the unit convenor (aaron.denham@mq.edu.au) before 5pm on the due date specified.

Examination

While there is a take-home essay exam, there is no formal final examination period for this unit.

Extensions, Penalties, and Special Consideration

Late submissions on any assignment will incur a penalty, unless the unit convenor has granted an extension due to certificated medical problems or to “unavoidable disruption” (see Undergraduate Student Handbook). Failure to attend class when you are scheduled to present (either to moderate class discussion or on the last day when you will present your research results) will result in no marks for that assessment task, unless you can document absence because of medical problems or “unavoidable disruption.”

You will receive a penalty for exceeding the word limits for the assignments. You will be deducted 1 percentage point for each 10 words you exceed the word limit. Please take the word limit seriously and try to make your argument concisely and clearly. It is unfair to fellow students if one person has much more space to argue their case while another student sticks firmly to the length guidelines. The word limit is designed to level the essay-writing field, so to speak. You should provide a word count on the cover page when you submit your work.

Special Consideration Policy

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation. The online Special Consideration application is found at:

http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration.

Returning assignments

Student work will usually be marked and returned within three weeks of receipt. All efforts will be made to return discussion preparation guides the following week. Students who hand their work in before the due date will not have it returned earlier.

UNIVERSITY POLICY ON GRADING

University Grading Policy

<http://www.mq.edu.au/policy/docs/grading/policy.html>

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

ACADEMIC HONESTY

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement: <http://www.mq.edu.au/ethics/ethic-statement-final.html>.

Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- *All academic work claimed as original is the work of the author making the claim.
- *All academic collaborations are acknowledged.
- *Academic work is not falsified in any way
- *When the ideas of others are used, these ideas are acknowledged appropriately.

The link below has more details about the policy, procedure and schedule of penalties that will apply to breaches of the Academic Honesty Policy which can be viewed at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Student Support Services. Details of these services can be accessed at:

<http://www.deanofstudents.mq.edu.au/> or
<http://www.campuslife.mq.edu.au/campuswellbeing>

Another useful support service is provided by the Learning Skills unit which you can find at: <http://www.mq.edu.au/learningskills/>.

Arts Student Centre

Phone:	+61 2 9850 6783
Email:	artsenquiries@mq.edu.au
Office:	W6A/Foyer

Centre staff are there to smooth the way into university life; answer questions; give informed advice; provide a sympathetic ear; and, de-mystify uni ways and procedures.

The Faculty Assessment Coversheet and Arts online submissions for Special Approval, Special Consideration, Grade Review and Grade Appeal are located at:

www.arts.mq.edu.au/current_students/undergraduate.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

REQUIRED READING

- 1) Eriksen, Thomas. H., *Ethnicity and Nationalism*. London: Pluto Press, 2002
- 2) Chapters and articles contained within the Unit Reader
- 3) Additional readings posted on iLearn

RECOMMENDED READING

Steven Vertovec, *Transnationalism*. Oxon: Routledge, 2009

Benedict R. O'G. Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. 3rd ed. London: Verso, 2006

Aihwa Ong and Donald Nonini, eds. *Ungrounded Empires*. London and New York: Routledge, 1997

Eric J. Hobsbawm and Terence Ranger, eds. *The Invention of Tradition*. Cambridge: Cambridge University Press, 1992

Robin Cohen, *Global Diasporas. An introduction*. Second edition. London: UCL Press, 2008

Aihwa Ong, *Flexible Citizenship. The Cultural Logics of Transnationality*. Durham, N.C., and London: Duke University Press, 1999

Unni Wikan, *Generous Betrayal. Politics of Culture in the New Europe*. Chicago: University of Chicago Press, 2001

Jean-François Bayart, *The Illusion of Cultural Identity*. Chicago: University of Chicago Press, 2005

Dvora Yanow, *Constructing 'Race' and 'Ethnicity' in America*. Armonk: M. E. Sharpe, 2003

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

The iLearn system will be used in this unit: <http://ilearn.mq.edu.au/>.

WEEKLY SCHEDULE

Week	Date	Lecture	Tutorial	Assessment
1	2 March	Introduction and Overview	No Tutorial	
2	9 March	Ethnicity, Food, Difference	Ethnicity and Food	Mini-Essay 1
3	16 March	Colonialism, Context, and the Importance of “Place”	Place and Ethnicity	
4	23 March	Imagined Communities and the Invention of the Nation	Imagined Communities	Mini-Essay 2
5	30 March	Migration and Transnational Identities	The Migration Experience	
<i>Semester Break April 6-20</i>				
6	27 April	Ethnicity, Indigenous Peoples, and the State	Music, Ethnicity, and Resistance	Mini-Essay 3
7	4 May	Ethnicity, Immigration, and the City	Fieldwork and Urban Anthropology	Mini-Essay 4
8	11 May	Auburn Field Trip: Ethnography of an Urban ‘Ethnic Enclave’	No Tutorial	
9	18 May	The Representation and the Commodification of Ethnicity	Ethnicity and the Media	Field-journal due
10	25 May	Gender, Sex, and Nationalism	Gender, Sex, and Nationalism	
11	1 June	Ethnic Conflict and the Clash of Civilizations	The Clash of Civilizations	
12	8 June	Ethnicity, Immigration, and Health	Media portfolio presentations	Media portfolio

The due date for the (take-home) essay exam is tentatively scheduled for 15 June at 5pm. The questions will be distributed at least two weeks before the due date.

Lecture and Tutorial Outline

Please note that minor modifications to the readings might occur during the semester. Adequate warning will always precede these adjustments and your workload will not be increased.

Week 1: 2 March

Introduction

What is ethnicity and what role does it play within people's lives? Some people are strongly affected by ethnicity, binding individuals and communities together resulting in feelings of being separate or distinct, while other people might be minimally aware of their ethnicity and how it shapes their lives. The diverse and flexible quality of ethnicity often makes it difficult to define. This week we will explore the definitions and dynamics of ethnicity and its closely related constructs such as culture, identity, context, structure and agency, and self/other relationships. Due to the relational nature of ethnicity, we will see that a productive way to explore ethnicity is to examine its intersections with other significant themes such as migration, the media, nationalism, gender, sexualities, and health.

Tutorial: There is no tutorial this week.

Lecture Readings

Erikson, T. (2010). Ch1, "What is Ethnicity." In *Ethnicity and Nationalism: Anthropological Perspective*. New York: Pluto Press.

Week 2: 9 March

Ethnicity, Food, Difference

Ethnic identity is strongly expressed through food preparation and preferences. Additionally, for some people, their first or only exposure to other groups is through ethnic foods and restaurants. What can we learn through studying the relationship between food and ethnicity? How do people classify their foods (what is a food, what is a meal) and each other? What are the expected cooking techniques, flavours, and manners (is it appropriate to loudly slurp your soup)? What role does authenticity and ethnic food stereotypes play in our relationships with others? While "ethnic" is a description commonly reserved for minorities, how can ethnicity be "seen" within foodways and food traditions? How important are familiar foods for immigrant groups, and what role does acculturation play in changing food practices? How is food linked to aspirations and status?

Tutorial: During this tutorial, we will discuss your response to the first mini-essay. How is identity maintained through food? How is ethnicity expressed through food?

Lecture and Tutorial Readings

Cooper, E. (1986). *Chinese Table Manners: You Are How You Eat*.

Douglas, M. (1972). Deciphering a Meal. Only pages 61-71.

Miller, H. (2006). Identity Takeout. Only pages 430-436 & 455-459.

Recommended Resource

Allison, A. (1991). Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus. *Anthropological Quarterly* 64(4):195-208.

Week 3: 16 March

Colonialism, Context, and the Importance of “Place”

Colonialism resulted in significant social upheaval through the colonial governments’ manipulation of ethnic relations and categories. The effects of colonialism and the expansion of the capitalist economic system has had long-term, on-going impacts on many ethnic groups. This week we will continue our conversation into the historical perspectives on ethnicity, the colonial dimensions, notions of race, and the process of ethnogenesis. The second half of the lecture and during the tutorial, we will explore the relationship between ethnicity and place, notions of territoriality, the processes wherein ethnicity is literally inscribed upon the landscape, and how ethnic stereotypes and tensions influence the built environment.

Tutorial: How does ethnicity influence the built environment? Using Low’s (2009) article, this tutorial will discuss the relationships between ethnicity and place, and focus on your own examples and observations.

Lecture Readings

Erikson, T. (2010). Ch2, “Ethnic Classification: Us and Them.” In *Ethnicity and Nationalism: Anthropological Perspective*. New York: Pluto Press.

Erikson, T. (2010). Ch5, “Ethnicity in History.” In *Ethnicity and Nationalism: Anthropological Perspective*. New York: Pluto Press.

Tutorial Readings

Low, S. (2009). “Maintaining Whiteness: The Fear of Others and Niceness.”

Malkki, L. (1992). “National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees.”

Week 4: 23 March

Imagined Communities and the Invention of the Nation

With the shift to studying “unbound systems”—that is, moving beyond the classic categorizations of the isolated tribe, ethnic group, or state—anthropologists have expanded their study and theorization to that of a dynamic nation made up of flows and disjunctures constituting their often flexible boundaries. Not only are the larger structural components of the nation an interesting analytic category (and often debated as even

relevant in today's context), but the processes and characteristics present within nationalism and nationalist ideology and movements have attracted attention. This lecture will examine the roots of nationalism, particularly the active construction and ideological maintenance of nations. The value of the nation will be debated as well as post-national alternatives.

Guest Lecturer: Dr. Paul Mason

Tutorial: Anderson describes the modern nation-state as an "imagined community." In what sense is it imagined? What mechanisms, according to Anderson, sustain such an imagination? Consider this argument critically: how convincing do you find it? What might be the impact of new technologies and media, such as the Internet on the way nations are imagined? Finally, what is meant by "inventing" traditions? Can you think of examples? What are the implications of accepting the constructed (imagined and invented) nature of our social and political worlds? Your second mini-essay is due (feel free to also use these questions to inform your mini-essay) and will be discussed during this tutorial.

Lecture Readings

Erikson, T. (2010). Ch6, "Nationalism." In *Ethnicity and Nationalism: Anthropological Perspective*. New York: Pluto Press.

Eriksen, T. (1997). *The Nation as a Human Being: A Metaphor in a Mid-life Crisis?*

Tutorial Readings

Anderson, B. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Ch1-3).

Hobsbawm, E. (1983). *The Invention of Tradition* (Ch1).

Week 5: 30 March

Migration and Transnational Identities

Traditionally, migration research has used the optics of the nation-state and has been based on a dichotomous view of the sending and the receiving country/society. In this view, the social field and position of the migrant is determined by the degree of her adaptation to the society of residence, expressed by terms such as "assimilation," "integration," and "acculturation." Since the 1990s, the conceptual apparatus of transnationalism has challenged this view. Early work on transnationalism stressed the ability of transnational migrants to evade the disciplining regimes of nation-states and to create social fields and regimes of mobility and accumulation that were only partially dependent on nation-states. More recent work, however, shows that transnationalism and the nation-state are not necessarily antagonistic: transnational migrants can share in state-promoted nationalism and be used in state-building strategies. This week we will discuss transnational networks and identities and examine theories or and explanations for migration. Classical theories of migration and transnationalism, based largely on an

economic model of labour and capital markets, were not only becoming clearly inadequate to explain migration but also, according to these critics, failed to ask the relevant questions. Departing from the 'native's point of view' anthropology often offers a surprisingly innovative perspective on such central themes as the impact of migration and globalization on the construction of local identity and national subjectivity.

Tutorial: In this tutorial, we will consider the narratives and experiences of migrants themselves. We will discuss the reasons for migration/immigration, local perceptions of immigrants, and the Lewistown case (the reading "New in Town"). What are the difficulties that immigrant families confront? What are their expectations? How can we examine the Australian sentiment and response to immigrant families from an anthropological perspective?

Lecture Readings

Massey D., et al. (2010). Causes of Migration.

Erikson, T. (2010). Pages 186-191 "Diaspora and Hybridity" In Ethnicity and Nationalism: Anthropological Perspective. New York: Pluto Press.

Tutorial Readings

William, F. (2006). "New in Town." New Yorker 82(41).

Jackson, M. (2008). The Shock of the New.

RECESS (5 April – 20 April)

Week 6: 27 April

Ethnicity, Indigenous Peoples, and the State

This week we consider the relationship between ethnicity and the state system in which it is expressed. Many societies are ethnically plural and the relationships between ethnic groups, particularly those that are dominant and subordinate, are frequently fraught with tensions and conflict. Examples illustrate how times of stress can heighten perceived differences between groups and result in conflict. Indigenous people often stand in a conflictual relationship with the nation state and its institutions.

Guest Lecture: Christian Warta

Tutorial: We will discuss your third mini-essay. Building on the readings and lecture, we will examine and discuss the role of music in forms of resistance against state systems. How is music used to overtly or secretly express disagreement or discord? What are some examples?

Lecture Readings

Maybury-Lewis, D (2002). *Ethnic Groups*.

Erikson, T. (2010). Ch7 “Minorities and the State.” In *Ethnicity and Nationalism: Anthropological Perspective*. New York: Pluto Press.

Tutorial Reading

McDonald, D. (2010). *Carrying Words Like Weapons: Hip-Hop and the Poetics of Palestinian Identities in Israel*.

Week 7: 4 May

Ethnicity, Immigration, and the City

Much of anthropological fieldwork (as well as work in sociology and human geography) on migrants and ethnicity is conducted in multiethnic cities. There has been growing attention to cities as spaces that both reflect and affect the dynamics of ethnic interaction, “integration,” and the articulation of ethnicity. Anthropologists have mainly used the city, or the neighbourhood, as a site in which particular practices that articulate and shape ethnic identification—in personal interaction or in the interaction with ‘community,’ religious, educational, or state institutions—can be traced.

Tutorial: We will discuss mini-essay four and prepare for our ethnographic fieldwork in Auburn, an urban neighbourhood with a heavily “ethnic” population that has been changing rapidly with recent immigration. We will discuss your assumptions about Auburn and what to expect during the fieldwork trip.

Lecture and Tutorial Readings

Brettell, C. (2003). *Is the Ethnic Community Inevitable? A Comparison of the Settlement Patterns of Portuguese Immigrants in Toronto and Paris*.

Li, W. (1999). *Building Ethnoburbia: The Emergence and Manifestation of the Chinese Ethnoburb in Los Angeles’ San Gabriel Valley*.

Horton, J. (1988). *Ethnicity and the Politics of Growth in Monterey Park, California*.

Week 8: 11 May

Auburn Field Trip: Ethnography of an Urban ‘Ethnic Enclave’

Meeting details will be announced

What to do:

- Keeping in mind the last lecture and previous readings, pay close attention to what you see around yourself: urban space, human interaction, businesses, language, advertisements, and institutions such as schools, churches, associations,

official buildings.

- What would you want to research about this neighbourhood (broadly related to ethnicity, migration, or nationalism)? What questions arise for you from what you see? How would you go about answering them?
- Take notes of what you see and hear. These materials can be used to help you complete the field note assignment (see above in section on assessment)

Week 9: 18 May

The Representation and the Commodification of Ethnicity

John and Jean Comaroff (2009) remark that ethnicity is becoming more corporate, more commodified, and “more implicated than ever before in the economics of everyday life.” This week we examine the ways in which ethnicity is co-opted and represented by the media and corporations. How are images and notions of ethnic groups used to market products and tourist destinations, for example? How are national identities represented and what role do the media play in marketing national sentiment at home and afar? What are the meanings and stereotypes commonly attributed to ethnic images, what are the assumptions that are made, and who decides what is an authentic ethnic image or experience?

Tutorial: We will continue with the lecture topic and discussion regarding the commodification of ethnicity focusing more on your own observations and experiences. We will also focus on discussing the readings.

Lecture and Tutorial Readings

Lutz & Collins (1993). *The Color of Sex: Postwar Photographic Histories of Race and Gender*.

Comaroff & Comaroff (2009). *Ethnicity, Inc.* Pages 1-5 & 86-98.

Bruner, E (2001). *The Maasai and the Lion King: Authenticity, Nationalism, and Globalization in African Tourism*.

Week 10: 25 May

Gender, Sex, and Nationalism

Nations and homelands are often referred to in gendered terms, for example “motherland,” or with feminine pronouns. Nagel (1998) discusses how men and women have different “goals” for the nation, and Smith (1995) describes how Mayan women are readily identified as the carriers of ethnic identity (whereas Maya men are not so easily distinguished). This week we will examine the intersections between gender, sexuality, ethnicity, and national identity.

Tutorial: Can we identify gendered spaces within national and state systems? Are domains such as power, citizenship, militarism, patriotism, and violence best understood in terms of masculine activities/projects? How are these projects understood in terms of sexualities? What gendered assumptions are present within ethnic and national projects?

Lecture and Tutorial Readings

Nagel, J. (1998). *Masculinity and Nationalism: Gender and Sexuality in the Making of Nations*.

Smith, C. (1995). *Race-Class-Gender Ideology in Guatemala: Modern and Anti-Modern Forms*.

Week 12: 1 June

Ethnic Conflict and the Clash of Civilizations

With the end of the Cold War, theoreticians of “globalization” felt that a world order defined by a sum of territorial nation-states was coming to an end. Some, such as Arjun Appadurai, were hopeful that this would give rise to flexible social formations defined by global processes, only some of which would be organised along ethnic lines. Others, notably Samuel Huntington, predicted that the world would break down to antagonistic supra- and infra-national groups based on ethnicity, “culture” or “civilisation.” Finally, some point out the rise in significance of both global *and* local belonging, bridged by the formation of multiethnic, multicultural “world cities.” This week we will discuss perspectives on ethnic conflict and on the problems associated with multiculturalism.

Tutorial: We will evaluate Huntington’s “Clash of Civilizations” argument and the various critiques. Which do you find convincing and why? Is conflict inevitable in multicultural societies? Why can’t cultures just “get along?”

Lecture Reading

Brown, M. (2010). *Causes and Implications of Ethnic Conflict*.

Erikson, T. (2010). Pages 192-197 “The Modernity of the Hindutva.” In *Ethnicity and Nationalism: Anthropological Perspective*. New York: Pluto Press.

Tutorial Readings

Huntington, S. (1993). *The Clash of Civilizations*

Centerpiece (1994). *The Clash of Civilizations? Responses from the World*.

Week 13: 8 June

Ethnicity, Immigration, and Health

Immigrants and minority groups often confront health challenges that are closely linked with other domains such as racism and discrimination, access to resources, and poverty. Lower status groups are also more likely to work in riskier occupations and face higher

levels of illness and injury. Frequently, the healthcare system and health professionals are unaware of the medical needs of immigrant communities and are not familiar with their ethnomedical understandings of the body and illness. This disjuncture often results in miscommunication, misdiagnosis, or other difficulties in meeting healthcare needs. Medical professionals are often required to be familiar with strategies for “cultural competency,” but these efforts are sometime regarded as institutionalized racism and are criticized for their one-size-fits-all approach. In addition to discussing the relationship between ethnicity, immigration and health, we will examine specific strategies that can be used by healthcare professionals (and other professions) for better understanding patient needs, understandings, and life-worlds.

Tutorial: You will present your media project. Discuss your media projects in groups and choose one or two exemplary projects that will be presented and discussed to the larger group. What are the reasons for your choices? How did you group them? What is your analysis?

Lecture Readings

Kleinman & Benson (2006). Anthropology and the Clinic: The Problem of Cultural Competency and How to Fix It.

Mattingly, C. (2008). Pocahontas Goes to the Clinic: Popular Culture as Lingua Franca in a Cultural Borderland.