



# ANTH805

## Race, Nation and Ethnicity

S1 Evening 2015

*Dept of Anthropology*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Eve Vincent

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Contact via [eve.vincent@mq.edu.au](mailto:eve.vincent@mq.edu.au)

W6A, 611

Thursday 4-6pm

Credit points

4

Prerequisites

Admission to MGlobalHlthDevStud or GradCertGlobalHlthDevStud or MAppAnth or PGDipAppAnth or MDevCult or PGDipDevCult or PGCertDevCult or MIntRel or MPASR or PGDipPASR or PGCertPASR or GradDipPASR or GradDipIntRel or 4cp in ANTH units at 800 level

Corequisites

Co-badged status

ANTH705

Unit description

This unit examines the changes that have occurred in the nation-state's understanding and management of migration. How does public policy seek both to integrate migrants and respect their cultural and class differences? What does racism mean in the contemporary global era? How might social exclusion be prevented? The unit relates these problems (and others) to changing theoretical viewpoints in anthropological analysis, particularly the rise of the transnationalist perspective. Two main issues of policy relevance are addressed: the methodological nationalism of social sciences that underpins migration management, and the uses of 'culture' in discourses on integration.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Analyse and discuss anthropological and scholarly literature on subjects relating to the

themes of ethnicity, migration, and nationalism.

Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.

Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.

Demonstrate the ability to design, and conduct a social research project on an 'ethnic' community in Sydney, and communicate research findings in oral and written forms.

Understanding the ways questions of race and ethnicity intersect in complex ways with issues of identity, agency, gender, sexuality, commodification and conflict.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Tutorial Participation</u></a>	10%	Various
<a href="#"><u>Seminar Facilitation</u></a>	10%	Various
<a href="#"><u>Ethnographic Research</u></a>	40%	Friday June 12
<a href="#"><u>Essay</u></a>	40%	Friday April 24

### Tutorial Participation

Due: **Various**

Weighting: **10%**

Each student is expected to actively participate in the weekly seminar discussions. Seminar attendance and participation is mandatory; please email in advance if you are unable to make the class for reasons beyond your control. Students are expected to be active participants and demonstrate that they have actively engaged with the readings. Participation also means contributing to a general atmosphere of critical inquiry, showing respect for others' opinions, and listening and responding to the contributions of others. If you are having trouble speaking up in class discussion, please come to speak with me and together we can strategise ways to facilitate your contribution. One suggestion is to take notes on what you read and to write out questions or comments in advance. It is especially useful to bring areas of confusion to the seminar, as these can be clarified through our discussions.

On successful completion you will be able to:

- Analyse and discuss anthropological and scholarly literature on subjects relating to the themes of ethnicity, migration, and nationalism.
- Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.

- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.
- Understanding the ways questions of race and ethnicity intersect in complex ways with issues of identity, agency, gender, sexuality, commodification and conflict.

## Seminar Facilitation

Due: **Various**

Weighting: **10%**

Each student (or pair of students) is responsible for leading one seminar discussion during the semester. This is an opportunity to **facilitate** a class discussion - the object is to find ways to stimulate discussion and draw out your fellow classmates, rather than to spend the hour talking. Prepare for the task of facilitation by carefully reading the required readings (and consult any available recommended readings as needed), critically summarising them (identifying the central arguments, for example), clarifying unfamiliar themes or ideas, and raising points for general discussion. Think about the kinds of questions you might pose: choose questions that are not overly theoretical or tricky: what you want is to get people talking, the ideas can become more complex as the discussion develops. Creativity is definitely a plus: feel free to use techniques such as debates, role-play, film clips, etc.

On successful completion you will be able to:

- Analyse and discuss anthropological and scholarly literature on subjects relating to the themes of ethnicity, migration, and nationalism.
- Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.
- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.
- Understanding the ways questions of race and ethnicity intersect in complex ways with issues of identity, agency, gender, sexuality, commodification and conflict.

## Ethnographic Research

Due: **Friday June 12**

Weighting: **40%**

Over the semester, students will conduct a series of non-intrusive ethnographic observations in an 'ethnic' community or suburb in the Sydney region, and then produce an analysis of these observations. You will be responsible for finding a community and/or location for research. For example, Lakemba is a community that has received a great deal of media attention and occupies an interesting place in Sydney's social geography and imagination. This research project will culminate in a paper (between 2,000 and 2,500 words) that integrates your observations and experiences, an analysis of media and public discourse, demographic and historical details, and supporting literature and theory. The ultimate theme of your paper will

depend on your community, the direction of your ethnographic gaze, and the types of participation and observations conducted. You might focus on themes such as food, the use of space, media discourse, ethnic identity, community relations, immigrant issues, and community services.

We will discuss the project throughout the semester. You will be required to draw on many of the fundamentals of conducting ethnographic research (writing fieldnotes, creating maps, participating in activities, gathering demographic and historical data), short of organising formal interviews with community members. A separate document in iLearn will offer further guidance and get you started. In Week 13 we will share the results of this research in an informal session.

On successful completion you will be able to:

- Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.
- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.
- Demonstrate the ability to design, and conduct a social research project on an 'ethnic' community in Sydney, and communicate research findings in oral and written forms.

## Essay

Due: **Friday April 24**

Weighting: **40%**

Students will write a research essay of no more than 3,000 words (not including the bibliography) addressing one or more of the themes of the unit. Essay questions will be circulated in Week 3. A detailed description of this assessment task and a marking rubric will be provided.

On successful completion you will be able to:

- Analyse and discuss anthropological and scholarly literature on subjects relating to the themes of ethnicity, migration, and nationalism.
- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.
- Understanding the ways questions of race and ethnicity intersect in complex ways with issues of identity, agency, gender, sexuality, commodification and conflict.

## Delivery and Resources

All required readings are available in your iLearn.

## Unit Schedule

### Week 1: Thursday February 26

#### Race, colonialism, and ethnicity: course introduction

**Readings:** For our first class please select one of the following readings and we will go over them together in class.

1. Erikson, T. Ch1, What is Ethnicity? In *Ethnicity and Nationalism: Anthropological Perspectives*, New York: Pluto Press, 2010.
2. Gravlee, C. How race becomes biology: Embodiment of social inequality, *American Journal of Physical Anthropology*, vol. 139, no. 1, 2009, pp. 47-57.
3. Hall, S. The Rest and the West: Discourse and Power. In Hall, S. and Gieben, B. (eds), *The Formations of Modernity*. Cambridge, UK: Polity Press with Blackwell, 1992, pp. 184-227
4. Said, E. Representing the Colonized: Anthropology's Interlocutors, *Critical Inquiry*, vol. 15, no. 2, 1989, pp. 205-225
5. Trouillot, M. Adieu, Culture: A New Duty Arises. In Trouillot, M. (ed), *Global Transformations: Anthropology and the Modern World*, Palgrave MacMillan, 2003, pp. 97-116.

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### Week 2: Thursday March 5

#### Imagined communities: the nation and nationalisms

##### Readings

1. Anderson, B. Ch1-3, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London; New York: Verso, 2006.

##### Second reading either:

1. Hobsbawm, E. Introduction: Inventing Traditions, and Trevor-Roper, H. The Invention of Tradition: The Highland Tradition of Scotland. In Hobsbawm, E. and Ranger, T. (eds), *The Invention of Tradition*, Cambridge: Cambridge University Press, 1983, pp. 1-41. OR
2. Andrew Lattas, Aborigines and Contemporary Australian Nationalism: Primordality and the Cultural Politics of Otherness, *Social Analysis*, no. 27, 1990, pp. 50-69.

##### Extended reading:

- Rytter, M. 'The Family of Denmark' and 'the Aliens'" Kinship Images in Danish Integration Politics, *Ethnos*, vol. 75, no, 3, 2010, pp. 301-322

- Harrison, S. Cultural Difference as Denied Resemblance: Reconsidering Nationalism and Ethnicity, *Comparative Studies in Society & History*, vol. 45, no. 2, 2003, pp. 343-61.
- Abu-Lughod, L. Finding a Place for Islam: Egyptian Television Serials and the National Interest, *Public Culture*, vol. 5, no. 3, 1993, pp. 493-513.

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### **Week 3: Thursday March 12**

#### **Indigeneity and the state in an age of globalisation**

##### **Readings:**

1. Clifford, J. Indigenous Articulations, In *Returns: Becoming Indigenous in the Twenty-First Century*, Cambridge, MA: Harvard University Press, 2013, pp. 50-67.
2. Mamdani, M. Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism, *Comparative Studies in Society and History*, vol. 43, no. 4, 2001, pp. 651-664.
3. Igoe, J. Becoming Indigenous Peoples: Difference, Inequality, and the Globalisation of East African Identity Politics, *African Affairs*, 105/420, 2006, pp. 399-420.

##### **Extended Reading:**

- Shah, A. The Dark Side of Indigeneity? Indigenous People, Rights and Development in India, *History Compass*, vol. 5, no. 6, 2007, pp. 1806-1832.
- McDonald, D. Carrying Words like Weapons: Hip-Hop and the Poetics of Palestinian Identities in Israel, *Min-Ad: Israel Studies in Musicology*, vol. 7, no. 2, 2010, pp. 116-130.

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### **Week 4: March 19**

#### **Migration, transnationalism and the immigration experience**

##### **Readings:**

1. Thomas, M. Estranged Bodies and Vietnamese Identities, *The Australian Journal of Anthropology*, 1998, vol. 9, no. 1, pp. 74-88.
2. Jackson, M. The Shock of the New: On Migrant Imaginaries and Critical Transitions. *Ethnos*, vol. 73, no. 1, 2008, pp. 57-72.
3. Stoller, P. Urban Intersections/Existential Crossroads. In *Money Has No Smell: The Africanization of New York City*, Chicago, University of Chicago Press, 2002, pp. 11-27.

##### **Extended reading:**

- Massey D. et al. Causes of Migration. In edited by Guibernau, M. and Rex, J. (eds), *The*

*Ethnicity Reader: Nationalism, Multiculturalism and Migration*, Cambridge: Polity Press, 2010.

- Levitt, P. and Lamb-Nieves, D. Social Remittances Reconsidered, *Journal of Ethnic and Migration Studies*, vol. 37, no. 1, 2011, pp. 1-22.

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## **Week 5: Thursday March 26**

### **Theorising and living multiculturalism**

#### **Readings:**

1. Wise, A. Hope and Belonging in a Multicultural Suburb, *Journal of Intercultural Studies*, vol. 26, nos.1 / 2, 2005, pp. 171-86.
2. Wise, A. and Velayutham, S. Conviviality in Everyday Multiculturalism: Some Brief Comparisons Between Singapore and Sydney, *European Journal of Cultural Studies*, vol. 17, no. 4, 2014, pp. 406-430.
3. Ghassan Hage, At Home in the Entrails of the West: Multiculturalism, Ethnic Food and Migrant Home-Building, In H. Grace, G. Hage, L. Johnson, J. Langsworth and M. Symonds (eds), *Home/world: Space, Community and Marginality in Sydney's West*, Pluto Press: Annandale, 1997, 99-153.

#### **Extended readings:**

- Hale, C. Does Multiculturalism Menace? Governance, Cultural Rights and the Politics of Identity in Guatemala, *Journal of Latin American Studies*, vol. 34, 2002, pp. 485-524.

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## **Week 6: Thursday April 2**

### **Refugees and asylum seekers**

#### **Readings**

1. Malkki, L. National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees. *Cultural Anthropology*, vol. 17, no. 1, 1992, pp. 24-44.
2. Fassin, D. Compassion and Repression: The Moral Economy of Immigration Policies in France, *Cultural Anthropology*, vol. 20, no. 3, 2005, pp. 362-387.
3. Mogelson, L. The Dream Boat, *The New York Times Magazine*, November 15, 2013.  
(Available online at: [http://www.nytimes.com/2013/11/17/magazine/the-impossible-refugee-boat-lift-to-christmas-island.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2013/11/17/magazine/the-impossible-refugee-boat-lift-to-christmas-island.html?pagewanted=all&_r=0))

#### **Extended reading:**



- Fassin, D. and Rechtman, R. Asylum. In *An Empire of Trauma: An Inquiry into the Condition of Victimhood*, 2009.
- Neumann, K. Attentiveness and Indifference, *Inside Story*, July 2013. Available from <http://insidestory.org.au/attentiveness-and-indifference>

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## **Week 7: Thursday April 23**

### **Whiteness, 'privilege' and power**

1. Wray, M. and Newitz, A. What is 'White Trash'? Stereotypes and Economic Conditions of Poor Whites in the United States. In Hill, M. (ed), *Whiteness: A Critical Reader*, New York and London: New York University Press, 1997, 168-164.
2. Frankenburg, R. Growing Up White: The Social Geography of Race, In *White Women, Race Matters, The Social Construction of Whiteness*, Minneapolis: University of Minnesota Press, 1993, pp 43-70.
3. Hage, G. Good White Nationalists: The Tolerant Society as a White Fantasy, *White Nation: Fantasies of White Supremacy in a Multicultural Society*, Sydney: Pluto Press, 1998, pp. 78-104.

### **Extended Reading:**

- Low, S. Maintaining Whiteness: The Fear of Others and Niceness, *Transforming Anthropology*, vol. 17, no. 2, 2009, pp. 79-92.

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## **Week 8: Thursday April 30**

### **Abject Citizenship**

Guest lecturer: Dr Kate Hepworth

Readings:

TBA

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## **Week 9: Thursday May 7**

### **Gender, Sex, and Nationalism**

**Readings:**

1. Nagel, J. Masculinity and Nationalism: Gender and Sexuality in the Making of Nations, *Ethnic and Racial Studies*, vol. 21, no. 2, 1998, pp. 242-269.
2. Smith, C. Race-Class-Gender Ideology in Guatemala: Modern and Anti- Modern Forms,

*Society for Comparative Study of Society and History*, vol. 37, no. 4, 1995, pp. 723-49.

3. Nagel, J. Sex and Nationalism: Sexually Imagined Communities. In *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*, Oxford: Oxford University Press, 2003.

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## **Week 10: Thursday May 14**

### **The commodification of ethnicity?**

#### **Readings:**

1. Comaroff, J. & J. Comaroff, *Ethnicity, Inc.* Chicago: University of Chicago Press, 2009, pp. 1-5 and 60-85.
2. Bruner, E. The Maasai and the Lion King: Authenticity, Nationalism, and Globalization in African Tourism. *American Ethnologist* vol. 28, no. 4, 2001, pp. 881-908.

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## **Week 11: reading week**

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## **Week 12: Thursday May 28**

### **Race 'riots'?**

1. Fassin, D. The Violence of Racialisation: The 2005 Riots as Event. In Browne, C. and McGill, J. (eds), *Violence in France and Australia: Disorder in the Postcolonial Welfare State*, Sydney: Sydney University Press, 2010, pp. 181-187.
2. Poynting, S. What caused the Cronulla riot? *Race and Class*, vol. 48, no. 1, 2006, pp. 85-92.
3. Cowlshaw, C. Prologue and Injury and Agency, In *Blackfellas, Whitefellas and the Hidden Injuries of Race*, Malden, MA: Blackwell, 2004, pp. ix-xvi, 60-82.

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## **Week 13: Thursday June 4**

Presentation of findings of ethnographic research project.

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

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

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills (<mq.edu.au/learningskills>) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at <ask.mq.edu.au>

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.
- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.
- Demonstrate the ability to design, and conduct a social research project on an 'ethnic' community in Sydney, and communicate research findings in oral and written forms.

#### Assessment task

- Ethnographic Research

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Analyse and discuss anthropological and scholarly literature on subjects relating to the themes of ethnicity, migration, and nationalism.
- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.
- Understanding the ways questions of race and ethnicity intersect in complex ways with issues of identity, agency, gender, sexuality, commodification and conflict.

#### Assessment tasks

- Tutorial Participation
- Seminar Facilitation

- Ethnographic Research
- Essay

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- Analyse and discuss anthropological and scholarly literature on subjects relating to the themes of ethnicity, migration, and nationalism.
- Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.
- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.
- Understanding the ways questions of race and ethnicity intersect in complex ways with issues of identity, agency, gender, sexuality, commodification and conflict.

### Assessment tasks

- Ethnographic Research
- Essay

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.
- Demonstrate the ability to design, and conduct a social research project on an 'ethnic' community in Sydney, and communicate research findings in oral and written forms.

## Assessment tasks

- Ethnographic Research
- Essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcome

- Analyse and discuss anthropological and scholarly literature on subjects relating to the themes of ethnicity, migration, and nationalism.

## Assessment tasks

- Tutorial Participation
- Seminar Facilitation
- Ethnographic Research
- Essay

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.
- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.

## Assessment task

- Ethnographic Research