

**DEREE COLLEGE SYLLABUS FOR:****AN 2007 ETHNICITY AND IDENTITY - LEVEL 4****US CREDITS: 3/0/3****UK CREDITS: 15**

(Updated Spring 2012)

**PREREQUISITES:** None

**CATALOG DESCRIPTION:** Conceptual and empirical analysis of ethnic, local and national identities. Critical examination of how social identities are maintained and developed. Review of the literature of Cohen, Barth, Gellner, Anderson, Weber and Billig. Ethnic boundaries, instrumental and primordial models of identity, and nationalism.

**RATIONALE:** This course is intended for freshmen and/or sophomores. The student will understand the theoretical discussions surrounding a group's identity and the consequences upon people's experiences. The student will have a better understanding of people from other places. Examines current debates of ethnicity and how these concepts of social identity impact people's everyday lives. In everyday life an individual's identity is taken for granted. This course offers a deeper understanding of how these complex and intertwined concepts affect the student's life. Those who are dealing in international relations, communication and commerce shall find the information useful.

**LEARNING OUTCOMES:** As a result of taking this course a student should be able to:

1. Acquire a foundation in ethnic and national identity studies.
2. Demonstrate knowledge of core principles and concepts regarding ethnic and national identity if the field of anthropology and other related disciplines.
3. Describe and differentiate the arguments of primordialism and instrumentalism surrounding ethnicity and national identity
4. Develop the necessary analytical tools to analyse why the concept of boundaries and 'Otherness' are created and maintained and how 'otherness' is ubiquitous to one's own identity as an individual and as part of the group.
5. Analyse and discuss the concept of the 'myth of plural society' and postmodern notions of difference in a national context.
6. Demonstrate a critical understanding and analyze the interactions of powerful others in the formation of one's identity on the local, ethnic, national and global levels understanding how the processes identity formation is developed

**METHOD OF TEACHING AND LEARNING:**

In congruence with the learning and teaching strategy of the college, the following tools are used:

- Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of the blackboard site: where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.
- Assistance from the writing centre is also available to students who choose to get additional help.

#### ASSESSMENT:

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| On-line, unit "diagnostic" test - <b>formative</b>           | 0  | quantitative questions / instructional feedback (choice: 3 out of 4) |
| In-class midterm examination                                 | 40 | problems/essay questions combination (choice: 3 out of 5)            |
| Final examination (2-hour, comprehensive) - <b>summative</b> | 60 | problems/essay questions combination (choice: 4 out of 6)            |

The formative test aims to prepare students for the examinations.

The midterm examination tests Learning Outcomes 1, 2, and 3.

The final examination tests Learning Outcomes 2, 3, 4, 5, and 6

#### LEARNING ACTIVITIES:

Lectures, class discussions, power point presentations, and films showings, and a research paper using electronic and library resources.

#### READING LIST:

##### A.Required Text :

Jenkins, Richard (2008) *Rethinking Ethnicity: Arguments and Explorations*, Sage: London.

##### B. Additional Required Reading:

Students will be required to study five case studies selected by the instructor

#### RECOMMENDED FURTHER READING:

Anderson, B. (1983) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso: London

Cohen, A. P. (1985) *The Symbolic Construction of Community*, Tavistock: London.

Edensor, T. (2002) *National Identity, Popular Culture and Everyday Life*, Berg, Oxford.

Sollors, W. ed. (1996) *Theories of Ethnicity: A Classical Reader*, London: Macmillan.

Wolf, E. (1994) "Perilous Ideas: Race, Culture, People" *Current Anthropology* 35 (1) 1-12

**WWW RESOURCES:**

<http://www.nationalismproject.org/what.htm>  
<http://www.aaanet.org/>  
<http://www.tamu.edu/anthropology/news.html>  
<http://www.unl.edu/anthro/>  
<http://www.dur.ac.uk/~dan0www/>  
<http://www.aaanet.org/resinet.htm>

Useful specialized journals include:

*Studies in Ethnicity and Nationalism*  
*Ethnic and Racial Studies*  
*Journal of Ethnic and Migration Studies*

**INDICATIVE CONTENT:**

1. Introduction of the concepts
  - 1.1 Defining ethnic boundaries
  - 1.2 Defining identity
2. Arguments
  - 2.1 Anthropology and Ethnicity
    - 2.1.1 Structuralist versions of identity
    - 2.1.2 Postmodern versions of identity
  - 2.2 From Tribes to Ethnic Groups
  - 2.3 Myths of Pluralism
  - 2.4 Other Arguments about Ethnicity
    - 2.4.1 Instrumentalism
    - 2.4.2 Primordialism
  - 2.5 Power and categorization
    - 2.5.1 Externalized identities
    - 2.5.2 Internalized identities
  - 2.6 Ideologies of Identification
3. Exploration of Ethnicity
  - 3.1 Majority Ethnicity
  - 3.2 Cultural 'stuff'
    - 3.2.3 Inside the boundaries
  - 3.3 Violence, Language and politics
    - 3.3.1 Examination of Irish cases studies
      - 3.3.1.1 Boundaries between Irelands
      - 3.3.1.2 Inside the boundaries
    - 3.3.2 Examination of Wales
      - 3.3.2.1 Boundaries of Welshness
  - 3.4 The Greek Case
    - 3.4.1 Nationalism, localism and ethnicity
    - 3.4.2 Greeks as Europeans, as Balkans, as Greeks
    - 3.4.3 Boundaries in Greece
    - 3.4.4 Inside and outside the boundaries
  - 3.5 Nations and Nationalism and the Super-state