

**Course Outline**

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<b>COURSE:</b>	<b>LAWS 5903G / ANTH 5708F</b>
<b>TERM:</b>	<b>FALL 2018</b>
<b>CLASS:</b>	<b>Day &amp; Time: Thursday 11:35am – 2:35pm</b> <b>Room: Please check with Carleton Central for current room location</b>
<b>INSTRUCTOR:</b>	<b>Professor M. Kamari Clarke</b>
<b>CONTACT:</b>	<b>Office: Room 2408R Richcraft Hall</b> <b>Office Hrs: Thursdays 2:30pm – 3:30pm</b> <b>Email: Kamari.clarke@carleton.ca</b>

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As anthropologists, sociologists, cultural studies and socio-legal scholars continue to grapple with the changing approaches to studying local phenomena this course covers ground-breaking approaches to making sense of locality in transnational, global and diasporic arenas. By addressing theoretical problems connected to transnational and diasporic circulations, students in the course will explore “globalization” as conceptual problem and how various contemporary ethnographies might provide possibilities for understanding such complexities.

Drawing on a range of ideas from poststructuralist approaches to cultural processes, to materialist and rhizomatic theories, and that of the study of diasporic formations, students will explore the rapid transformation of what constitutes new fields of study and the implications for addressing questions of scale and complexity. The emphasis will be on the interrelations between the social and cultural, the political, notions of agency and power, zones of national, international and transnational forms of practice.

In the first section of the course, *Rethinking Culture, Nation, Space*, students will explore the way that scholars have attempted to rethink locality. The second section, *Transformations of the Social*, will involve how we can meaningfully understand new forms of transformations in the context of changing social, economic and legal-political spaces. From studies of new economic, legal, cultural, and transnational movements, to emergent diasporic formations, students will explore scholarly approaches to the study of transnational flows and their limits. Inspired by Salman Rushdie’s *Imaginary Homelands*, the final section entitled, *Diasporic Imaginations*, will involve a study of the ways that national and transnational identities are established through various transnational forms of subject-making. This section will be concerned with the study of belonging and place and the role of various modernities, such as capitalism, imperialism, and new standardizing processes that have led to the development of diasporic formations in the contemporary period.

### **Texts and Articles**

The Texts listed below are required and will be available for purchase at the Carleton Bookstore.

1. *Non-Places: Introduction to an Anthropology of Supermodernity*. Marc Auge. 1995
2. *Imagined Globalization*. Nestor Garcia Canclini. 2014.
3. *Terrorist Assemblages: Homonationalism in queer times*. Jasbir K. Puar. 2007.
4. *Cosmopolitan Conceptions: IVF Sojourns in Global Dubai*. Marcia Inhorn. 2015.
5. *Strangers in their Own Land: Anger and Mourning on the American Right*. 2016.

### **Course Requirements**

Student evaluations will be based on the following assignments: class presentations, reading responses, and a fifteen-page final paper.

### **Grade Breakdown**

Class Participation/Presentation (20%); Weekly Reading Responses (35%);  
Final essay (45%)

### **Class Participation/Presentation (20% total= 10% Participation + 10% Presentation)**

This is a seminar class and each weekly session will be devoted to discussion. All required readings should be completed in advance. In addition to regular participation in discussion, each student is expected to serve (on one occasion) as a discussant of the assigned reading, focusing on all or some portion of the readings for one week. To determine who will present each week, a sign-up sheet will be circulated at the beginning of the semester. Students will be expected to prepare a thirty-minute oral presentation that should serve to orient the weekly reading. Weekly meetings will be organized around these presentations and they should incorporate a treatment of the readings that outlines critiques, questions, and themes for further consideration.

Presentations should address one or two broad overarching themes that arise in the assigned text(s) or they may focus in more detail on shared or divergent perspectives. While it may be useful to point out differences in approaches to empirical data, or to signal aspects of the readings that require clarification, presentations should focus especially on the ways in which authors choose to conceptualize relevant issues. They should ask: what are the general assumptions that underlie competing approaches, and to what degree are they essential to the broader arguments put forth in the articles/books in question? What do you perceive to be some of the principal strengths or weaknesses of these assumptions, and/or the kinds of data that reinforce or undermine their plausibility?

It is important to be brief and selective and to raise issues rather than attempt a lengthy summary of the readings. Rather than doing a weekly reading response on the day of the presentation, students should prepare a brief written hand-out to accompany their presentation (please bring sufficient copies for everyone).

All other students must be fully prepared to participate in discussions.

**Response Papers (35% of grade)**

All students must write a total of seven weekly reading responses papers (with the exception of a response on the day that you are doing your class presentation). These should be short one-page weekly responses to the readings. Please summarize the author's main points, identify the debates in which he/she is engaged, and indicate whether or not you feel he/she succeeds in supporting and analyzing his/her argument, but it should also raise critical questions and highlight how the author is challenging theoretical norms. Each response paper should assume that the reader is unfamiliar with the subject matter and therefore should outline what the publication is about, how it fits into a larger debate, and what strengths and weaknesses they have in the reviewer's eyes. A good model for how to organize a review of multiple works can be found in the review sections in academic journals. Please upload your response papers to everyone on the e-mail list by Thursday mornings by 8:00am.

**Final Paper (45% of grade)**

Each student must write a twenty-page final paper. The paper should be an essay that is based on theoretical course-related issues. You are free to select your own topic, but in order to limit the amount of new and additional reading that you will have to do I recommend that you select a topic from one of the weekly themes outlined on this syllabus. All final papers are due by Friday December 14, 2018 (at 11:55pm) and should be uploaded on the cuLearn website. *No late papers accepted without a valid excuse so please plan ahead.*

**Course Organization: Topics, Readings, and Schedule****Rethinking Culture, Nation, Space: Deterritorialization and Non-Places****Week 1 - Thursday September 6**

Formations of the Global, Formations of the Transnational

- Modernity at Large. Introduction, chapters 1, 2, 3.

**Optional Reading**

- Malkki, LH. 1996. "Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization." *Cultural Anthropology* 11(3): 377-404.
- Malkki, LH. 1994. "Citizens of Humanity: Internationalism and the Imagined Community of Nations." *Diaspora: A Journal of Transnational Studies* 3(1): 41-68.
- Malkki, LH. 1992. "National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees." *Cultural Anthropology*, vol. 7(1): 24-44.

**Week 2 - Thursday September 13**

- Marc Auge: *Non-Places: Introduction to an Anthropology of Supermodernity* (1995)

**Optional Reading**

- Paul Stoller "Globalizing Method: The Problems of Doing Ethnography in Transnational Spaces"

**Week 3 - Thursday September 20****Producing and Consuming Global Dreams**

- Imagined Globalization. Selections. Nestor Garcia Canclini. 2014.

**Optional Reading**

- Carla Freeman *High Tech and High Heels in the Global Economy* (ch's 3-4, 5-6)
- Katherine Boo, "The Best Job in Town: The Americanization of Chennai" *The New Yorker*, July 5, 2004:54-69.
- George Ritzer, *The McDonaldization of Society (chapters 2 and 9)*
- Juliet Schor "Do Americans Shop Too Much?"
- Marianne Conroy. *Discount Dreams: Factory Outlet Malls, Consumption and the Performance of Middle Class Identity*.
- John Chernoff. *Hustling is not Stealing: Stories of an African Bar Girl. Intro 1-118;*
- Film: *Mardi Gras: Made in China (71 mins)*

**Thursday September 27 - NO CLASS (make-up- November 22nd)****Transformations of the Social****Week 4 - Thursday October 4***Submission of weekly response papers begin*

Terrorist Assemblages: Homonationalism in queer times. 2007. Jasbir K. Puar

**Optional Reading**

- Delanda, Manuel. *A New Philosophy of Society: Assemblage Theory and Social Complexity*. Introduction. London: Continuum, 2006
- Assemblage Theory and Method: an Introduction and Guide. Ian Buchanan. 2019.
- Assemblage Theory and Its Discontents. Ian Buchanan. *Deleuze Studies*, Aug 2015, vo. 9. No 3: pp. 382-392.
- Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems. Introduction. IN *Global Assemblages, Anthropological Problems*. Stephen Collier and Aihwa Ong.
- Deleuze, Gilles, and Felix Guattari. *A Thousand Plateaus*. London: Continuum, 2003.
- Dovey, Kim. *Becoming Places: Urbanism/Architecture/Identity/Power*. New York: Routledge, 2010.
- Latour, Bruno. *Reassembling the Social*. Oxford: Open University Press, 2005.

**Week 5 - Thursday October 11****Assemblages of in the Study of the International Rule of Law**

Affective Justice. Kamari Clarke. Duke University Press. 2019. Forthcoming.

**Optional**

- Luis Eslava. *Local Space, Global Life*.
- Bruno Latour, *The Making of Law: An Ethnography of the Conseil D'État*, Cambridge: Polity, 2010

[first published in French as *La fabrique du droit*, Paris: La Decouverte, 2002]

- Fujii LA 2004. Transforming the Moral Landscape: The diffusion of a genocidal norm in Rwanda. *Journal of Genocide Research* 6(1): 99-114.

- New Legal Realism and the Ethnography of Transnational Law  
Sally Engle Merry. *Law & Social Inquiry*. Vol. 31, No. 4 (Autumn, 2006), pp. 975-995

### **Week 6 - Thursday October 18**

- Cosmopolitan Conceptions: IVF Sojourns in Global Dubai. Marcia Inhorn. 2015

#### **Optional Reading**

- Quests for Conception: Fertility Tourists, Globalization and Feminist Legal Theory. Richard F. Storrow. 2005. *Hastings Law Journal*. Volume 57/Issue 2.

- Reproduction, Globalization, and the State: New Theoretical and Ethnographic Perspectives. Carole H Browner and Carolyn F Sargent

*Reproductive Health Matters*. Vol. 22, No. 43, Population, environment and sustainable development (May 2014), pp. 204-207

Conception through a looking glass: the paradox of IVF. *Reproductive BioMedicine Online*. Dec 2013. [Sarah Franklin](#)

Romanian IVF: a brief history through the ‘lens’ of labour, migration and global egg donation markets. *Reproductive BioMedicine Online*. Michal Rachel Nahman.

### **Week 7 - Thursday October 25 – FALL BREAK**

### **Week 8 - Thursday November 1**

#### **Neo-Nationalism and Global Retractions: Re-inscriptions of Race and Difference**

- Strangers in their Own Land: Anger and Mourning on the American Right. 2016. Arlie Hochschild.

#### **Optional Readings**

- From Brexit to Trump: Anthropology and the rise of nationalist populism.

April 2017. *American Ethnologist*. 44(4). Hugh Gusterson.

- Hillbilly Ethnography. John Thomason. November 29, 2016. *The New Inquiry*.

- Brexit, Trump and Methodological whiteness: On the Misrecognition of race and class. Gurminder K. Bhambra. *The British Journal of Sociology*. 2017. Volume 68. Issue S1.

- Lauren Berlant...op ed

- Toward the anthropology of white nationalist postracialism: Comments inspired by Hall, Goldstein, and Ingram’s “The hands of Donald Trump”. By Jeff Maskovsky. *HAU: Journal of Ethnographic Theory*. 7 (1): 433-440.

- The Nationalist’s Delusion. *The Atlantic*. Nov 20, 2017.

- Bonilla-Silva, E., Goar, C., Embrick, D. G. (2006). When whites flock together: The social psychology of white habitus. *Critical Sociology*, 32, 229-253. Delgado, R. & Stefancic, J. (Eds.). (1997).

- The Reactionary Mind. Corie Robbin

- Paths to Postnationalism. Oxford Press. Monica Heller

- Critical white studies: Looking behind the mirror. Philadelphia: Temple U Press.

- Harris, C. L. (1993). Whiteness as property. *Harvard Law Review*, 106(8), 1709-91.
- Ignatiev, N. (1995). *How the Irish became White*. New York: Routledge,
- Lipsitz, G. (1998). *The possessive investment in whiteness: How white people profit from identity politics*. Philadelphia: Temple University Press.
- Morton-Robinson, A. (Ed.). (2004). *Whitening race: Essays in social and cultural criticism*. Canberra, ACT, Australia: Aboriginal Studies Press.
- Roediger, D. (1991). *The wages of whiteness: Race and the making of the American working class*. London: Verso.
- Segrest, M. (2001). Souls of white folks. In B. B. Rasmussen, E. Klinenberg, I.
- J. Nexica, & M. Wray (Eds.). *The making and unmaking of whiteness*. Durham, NC: Duke University Press.
- Ryan Brownlow and Megan Wood, "Not About White Workers: The Perils of Popular Ethnographic Narrative in the Time of Trump," *Lateral* 6.2 (2017).

**Thursday November 8 – NO CLASS (make-up at the end of class – December 7th)**

**Thursday November 15 – NO CLASS – AAA MEETING (make up at end of class)**

**Week 9 – Thursday November 22**

**Remembering and Forgetting: Memory and the Socio-politics of Violence**

+Guest lecture: Erin Banes and Pilar Riano-Alcala (4:00-6:00pm)

- *Dwellers of Memory* by Pilar Riano-Alcala. *Excerpts – Introduction, chapter 1, 2 & 5*
- “Today, I Want to Speak Out the Truth”: Victim Agency, Responsibility, and Transitional Justice.” *International Political Sociology* (2015). Erin Baines.

### **Diasporic Imaginations**

**Week 10 – Thursday November 29**

- Anderson, B. *Imagined Communities*, 2nd ed. (Verso, 1991), p. 1-7, 44-6, 133-5, 204-6.
- Rushdie, Salman. “Imaginary Homelands.” in *Imaginary Homelands: Essays and Criticism 1981-1991*. pp.9 -21. *Diaspora, Media, and Nostalgia*.

#### **Optional Reading**

- Hall, Stuart. “From ‘roots’ to ‘routes’” *A Place in the World?* (Oxford, 1995), pp. 206-09. Editor Doreen Massey.
- Theorizing Diaspora Clifford, J. “Diaspora” in *Cultural Anthropology* 9, 3 (August 1994): 302 - 38.
- Baumann, G. “Nation, ethnicity and community”
- Yossi Shain, *Marketing the American Creed Abroad*: Cambridge, Cambridge University Press, 1999, chapter 3
- Ostergaard-Nielsen, Eva. 2001. “Transnational Political Practices and the Receiving State: Turks and

Kurds in Germany and the Netherlands.” *Global Networks*. V. I, 3: 261-82

- Paths to Postnationalism. Monica Heller. Introduction, Chapters 1, 2 and 3.
- Tololyan, K. “Rethinking Diaspora(s): Stateless Power in the Transnational Moment” in *Diaspora* 5, 1 (Spring 1996): 3-36.
- Brah, Avtar. “Constructions of ‘the Asian’ in post-war Britain: culture, politics and identity in the pre-Thatcher years.” in *Cartographies of Diaspora: Contesting Identities*. pp.17-48.
- Bandyopadhyay, Ranjan. “Nostalgia, Identity and Tourism: Bollywood in the Indian Diaspora.” in *Journal of Tourism and Cultural Change*. v6 n2, 2008. p.79-100
- Ritzer Text: Ch. 5 Global Political Structures and Processes, Pp. 111-140, Chapter 10. “Global Flows of People” Pp. 263-294.
- Mongia, Radhika Viyas. 1999. "Race, Nationality, Mobility: A History of the Passport. *Public Culture* 11(3): 527-556.

### **Week 11 – Thursday December 6**

#### **Engaging and Critiquing Diasporic Conceptualizations**

- Vertovec, Steven. 1997. Three meanings of “diaspora,” exemplified among South Asian religions. *Diaspora: A Journal of Transnational Studies* 6.3: 277–299.
- Yelvington, Kevin. 2001. The anthropology of Afro-Latin America and the Caribbean: Diasporic dimensions. *Annual Review of Anthropology* 30:227–260.

#### **Optional Reading**

- Edmund T. Gordon and Mark Anderson. The African Diaspora: Toward an Ethnography of Diasporic Identification. *The Journal of American Folklore*. Vol. 112, No. 445, Theorizing the Hybrid (Summer, 1999), pp. 282-296
- Paul Gilroy 1992. *Black Atlantic: modernity and double consciousness*. 1993. Harvard
- Harrison, Faye V. 1988. Introduction: An African diaspora perspective for urban anthropology. *Urban Anthropology* 7.2–3: 111–141.
- Achille Mbembe. *Critique of Black Reason*. 2017. Duke University Press.
- Jemima Pierre. 2013. The predicament of blackness. Postcolonial Ghana and the politics of race.
- Dufoix, Stéphane. 2008. *Diasporas*. Translated by William Rodarmor. Berkeley: Univ. of California Press.
- An Anthropological Perspective on Culture in the Globalisation Debate. K. Tauchmann. 2004.
- Globalization and Race. Clarke, Kamari & Deborah Thomas. Duke University Press
- Globalization and Race: Structures of Inequality, New Sovereignties, and Citizenship in a Neoliberal Era. Deborah Thomas and Kamari Clarke. *Annual Review*. 2013. 43:305-25.
- Fergal Cochrane, “The Power of the Diaspora: Lessons from Irish-America in Building Constituencies for Peace,” *Journal of Peace Research*, V. 44, 2 2007
- Clarke, Kamari. *Humanitarian Diasporas*. *Transforming Anthropology*.
- Naficy, Hamid. “The Poetics and Practice of Iranian Nostalgia in Exile” in *Diaspora*. v1n3, winter 1991, pp.285-302.

**Week 12 – Friday December 7 – MAKE-UP CLASS (double class)****Political Formations of Diaspora: Institutional Area Studies and the Making of Diasporic Politics**

- Walter D. Mignolo. 2005. The Idea of Latin America. Selections
- Globalizing Knowledge Through Area Studies. Michael D. Kennedy. Volume 9, Issue 1, Fall 2001. The Journal of the International Institute.

**Optional Reading**

- Diaspora as an Ethnographic Method: Decolonial Reflections on Researching Urban Multi-culture in Outer East London. James Malcolm
- Ariana Hernandez Reguant. Cuba's Alternative Geographies.
- Mapping Yoruba Networks: Power and the Making of Transnational Communities. Kamari Clarke. 2004. Chapter 2.
- Pablo Idahosa. From Old to New Diasporas: the Multiple Difficulties of Untangling Displacements and Identities.
- The Idea of Africa. Introduction.

• *Students will be expected to present an abstract of their final papers (10 minutes each) during the second half of the last class.*

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**Final Paper Deadline**  
**Friday December 14, 2018 (at 11:55pm)**

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**Class Rules and Regulations**

**Course Conduct**

There is an expectation that everyone in this course will be committed to the pursuit of scholarly exploration, knowledge acquisition and intellectual freedom. When there are contentious issues being discussed, it is expected that everyone will comport themselves in a spirit of mutual respect and exchange. Rudeness, disruption, harassment, and threats will not be tolerated.

While laptop computers are encouraged in class, please do not conduct non-course related activities during class time. This includes social media, games, texting, and the general use of digital devices that divert attention from the class content.

**Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation**



Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### **Class notes and Expectations**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **Medical Certificates and Illness**

In the unfortunate case of illness or injury, only a medical certificate/note signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed assignment or examination will be accepted. Please note that Doctor's notes for minor illnesses (e.g. colds, flu) and past illnesses that have been resolved cannot be accepted.

### **Plagiarism**

The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

### **Intellectual Property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Approval of final grades**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This

means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts**

All email communication to students from Bachelor of Global and International Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.