

SOCI 285 - Identity and Citizenship

Winter 2019 – Term 2

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Seminars: Tuesday & Thursday: 12:30-2:00

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Course Description

Identity is the social construct providing meaning to the Self, both individual and collective. Citizenship is the political/administrative expression of a State's notion of national identity and, as such, it sanctions the belonging or otherwise to a community. The course focuses on these two dimensions and their mutual interaction. To this end, attention is paid to issues of acculturation and incorporation which, in an age of structural transnational mobility, play a crucial role in the way constructions/perceptions of identity and ideas/models of citizenship influence one another.

Students will familiarize with: 1) 'General theories' of the Self (Identity Theory and Social Identity Theory). 2) Identity constructed as 'national' and origins, development and types of nationalism. 3) The impact of migration on identity/sense of belonging and social cohesion. 4) Models of acculturation and modes of incorporation (assimilation/integration, exclusion, multiculturalism). 5) Citizenship: concept and definition, ideal types, content, and existing models.

Course Organization

Thirteen weeks with two 90-minute sessions per week (Tuesdays & Thursdays). Tuesdays are for lectures, Thursdays for in-class activity, discussion and presentations.

Required Texts

A package of 12 readings (journal articles and/or chapters/extracts from books) is provided. The text is chosen according to the issue dealt in a specific class.

Evaluation

a) In-class participation: 25%

In-class activity is an integral component of the learning experience. On Thursdays, students are required to prepare a one-page (250 words) comment on the weekly reading. Groups (4/5 persons each) are then formed in class. Each group member presents the salient points of her/his work to trigger a collective discussion. The groups draft a brief summary of the debate and present it to the rest of the class. Each group member needs to sign the report to ensure s/he obtains the marking for participation. Marking is 60% linked to the individual written comment and 40% related to the group participation. Comments uploaded on Canvas after the beginning of the in-class discussion (12:30 PM) receive a 10% penalization.

b) Critical Reflections: 30%

Two critical reflections must be submitted on specified dates. The themes analyzed in the reflections are:

- 1) National Identity (referring to topics dealt with during the first 4 weeks)
 - 2) Social incorporation (referring to topics dealt with during in the following 5 weeks).
- The reflections are meant to be personal critical thoughts and comments (400 words each) on the theme, drawing *both* on the related readings *and* the in-group debate on Tuesdays.

c) A Final Essay (Take-Home): 45%

The final assignment takes the form of an essay of 2000 words (bibliography excluded) that develops one of three research questions provided to this purpose.

The essay is evaluated in content (understanding of the topics covered during lectures, evidence of purposeful reading beyond that provided in the course, ability to develop a personal perspective, and quality of conclusions drawn and argument developed) as well as in form (clarity of structure, appropriate referencing, attention to language conventions). Bibliography will comprise at least six sources from academic journals/publications.

Policies

On attendance – There is no automatic penalization for missed classes, but participation is part of the evaluation process (see points *a* and *b* of the relevant paragraph). Moreover, although slides of the lectures will be uploaded and made available to the students, missing classes makes it harder for a student to fully appreciate the interconnections between the various topics the course focuses on.

Students who encounter medical, emotional or personal problems that affect their attendance or academic performance should contact the Faculty of Arts Academic Advising Services, located in Buchanan D-111, phone (604) 822-4028. Please refer to the UBC Calendar for a more thorough discussion of academic concession. UBC accommodates students with disabilities who have registered with the Disability Resource Centre. The university also accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious holidays involving fasting, abstention from work/study or participation in religious activities is available on the UBC website. Students should let the instructor know in advance (first week of the course) if they will require accommodation on these grounds.

With regards to laptops and tablets/smartphones, students can bring them in the classroom provided they are used for activities related to the course – that is, taking notes. Private use of those devices is not encouraged.

On late assignments – Late assignments will receive a 10% grade penalization for each day of delay (re weekly comments see the relevant section in the Evaluation section point a). After three days of delay the assignment is automatically marked zero. Only documented reasons (medical reason, emotional hardship, work commitments, serious family problems) will be considered as a possible justification.

On academic integrity – Students are expected to adhere to UBC's guidelines on academic integrity. (see <http://learningcommons.ubc.ca/guide-to-academic-integrity/> for details).

Central to the notion of academic integrity is the avoidance of any form of plagiarism. According to the UBC Academic Calendar, plagiarism is understood as "intellectual theft, [that] occurs where an individual submits or presents the oral or written work of another person as his or her own.....when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation." (see <http://www.arts1.arts.ubc.ca/arts-one-program/ubc-plagiarism-policy.html> for details). In accordance with the UBC calendar, a student suspected of plagiarism may be asked to submit their assignment electronically to TurnItIn.com for verification. If a student is caught cheating or plagiarizing, the assignment will automatically be recorded as not delivered (bear in mind this would also become a blot on your academic record in general).

LECTURE AND READING SCHEDULE
(I reserve the right to make minor modifications/adjustments)

NB. Weeks below are defined by topics rather than by calendar

Week 1 (Jan 3):

Topic: Introducing SOCI 285 (Basic Terms, Schedule, Literature, Assessments and Criteria for Evaluation)

Week 2 (Jan 8 & 10):

Topic: Identity + Identity theory

Reading: Bauman, Z (2001) 'Identity in the Globalized World,' *Social Anthropology*, vol. 9, n.2 pp. 121-129.

Week 3 (Jan 15 & 17):

Topic: Social Identity Theory and an example of layered identity (analytical tool)

Reading: Sidanius, J. et al. (2004) 'Ethnic enclaves and the dynamics of social identity on the college campus: The good, the bad and the ugly,' *Journal of Personality and Social Psychology*, vol. 87, n.1 pp. 96-110.

Week 4 (Jan 22 & 24):

Topic: Nation and National identity

Reading: Llobera, J (2004), 'God Giveth Them Glory, for They Speaketh the Native Tongue,' in Loolbera, J. (2004), *Foundations of National Identity: From Catalonia to Europe*, pp. 82-98, Berghahn, Oxford.

Week 5 (Jan 29 & 31):

Topic: Nation and Nationalism: origins, development, types

Reading: Kelman, C.K. (1997), 'Nationalism, Patriotism, and National Identity: Social-Psychological Dimensions,' in Bar-Tal, D & Staub, E. (eds), *Patriotism in the Lives of Individuals and Nations*, Nelson-Hall, Chicago.

<i>Critical Reflection # 1 (National Identity) – due date Feb 9</i>

Week 6 (Feb 5 & 7):

Topic: Destabilizing (national) identity/belonging

Reading: Portes, A. (2010) 'Migration and Social Change: Some Conceptual Reflections,' *Journal of Ethnic and Migration Studies*, vol. 36, n.10 pp. 1537-1563.

Week 7 (Feb 12 & 14):

Topic: Models of acculturation

Reading: McCrone, D. & Bechhofer, F. (2008) 'National Identity and Social Inclusion,' *Ethnic and Racial Studies*, vol. 31, n.7 pp. 1245-1266.

Week 8 (Feb 26 & 28):

Topic: Cultural values & Inter-group relations

Reading: Smolicz, J. (1981) 'Core Values and Cultural Identity,' *Ethnic and Racial Studies*, vol. 4, n.1 pp. 75-91.

Week 9 (March 5 & 7):

Topic: Modes of incorporation

Reading: Alexander, J.C. (2001), 'Theorizing the "Modes of Incorporation": Assimilation, Hyphenation, and Multiculturalism as Varieties of Civil Participation,' *Sociological Theory*, vol. 19, n.3, pp. 237-249.

Week 10 (March 12 & 14):

Topic: The multiculturalist proposition

Reading: Garcea, J. (2008), 'Postulations on the Fragmentary Effects of Multiculturalism in Canada,' *Canadian Ethnic Studies*, vol. 40, n. 1 pp. 141-160.

Critical Reflection # 2 (Social incorporation) – due date March 23

Week 11 (March 19 & 21):

Topic: Citizenship - Definition/content/types

Reading: Oxhorn, P. (2012) "When Everything Seems to Change, Why Do We Still Call It 'Citizenship?'" in *Shifting Frontiers of Citizenship: The Latin American Experience*, Sznajder, M., Roniger, L. & Forment C.A. (eds), *International Comparative Social Studies (Book 29)*, pp. 475-495.

Week 12 (March 26 & 28):

Topic: Presentation of Essay Questions

Reading: Delanty, G. (2007) 'European Citizenship' A Critical Assessment', *Citizenship Studies*, vol. 11 n. 1 pp. 63-72

Week 13 (April 2 & 4):

Topic: Australia: transitioning from an exclusionary identity to multicultural citizenship

Reading: tbd

Final Examination (Essay) – due date April 7