

**COURSE INFORMATION**

Course Title	Course Code Number	Credit Value
Citizenship and Identity	SOCI 285	3

**PREREQUISITES**

None

**CONTACTS**

Course Instructor(s)	Contact Details	Office Location	Office Hours
Stefano Gulmanelli	<a href="mailto:stefano.gulmanelli@ubc.ca">stefano.gulmanelli@ubc.ca</a> Typical time of response: 1 business day	TBD	Students can make appointments when needed. Contact the instructor and a meeting will be set.

**OTHER INSTRUCTIONAL STAFF**

If a TA is assigned to the course s/he will be marking part of the assignments

**COURSE STRUCTURE**

Twelve weeks with two 90-minute sessions per week (Mondays & Wednesdays). Mondays are for lectures, Wednesdays for in-class activity, discussion and presentations.

The lectures are traditional style and at the end of the session the slides will be uploaded on Canvas

**LEARNING OUTCOMES**

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.

**LEARNING ACTIVITIES**

There is no automatic penalization for missed classes, but participation is part of the evaluation process (see point a of the relevant paragraph). Moreover, although slides of the lectures are 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.

### LEARNING MATERIALS

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A package of 11 readings (journal articles and/or chapters/extracts from books) is provided. The text is chosen according to the issue dealt in a specific class.

The reading are available on Canvas.

### ASSESSMENTS OF LEARNING

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#### a) In-class participation: 25%

In-class activity is an integral component of the learning experience. On Wednesdays, students need to prepare a one-page (250 words) comment on the weekly reading. Groups (5/6 persons each) are formed in class. Each group member presents the salient points of her/his work to trigger a collective discussion. A brief report summarizing the points dealt with during the debate (reaching consensus is not the goal) is drafted and presented 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 (4:00 PM) receive a 20% 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 Wednesdays.

#### 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.

### UNIVERSITY POLICIES

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

### OTHER COURSE POLICIES

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**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.

**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.

**In-term concessions** – Students must contact the instructor via email as soon as they are aware they may need an [in-term concession](#). I will adjudicate the request. Please include a Student Self-Declaration form, found on the [Arts Advising website](#). If you require a second concession, you must make your request to your Faculty Advising Office.

**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).

### ACKNOWLEDGEMENT

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UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

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### COPYRIGHT

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Lecture slides and assessment forms are the intellectual property of the Course Instructor. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Recording of lectures is not permitted.

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**SCHEDULE OF TOPICS**

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**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 (Sept 4):**

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

**Week 2 (Sept 9 & 11):**

**Topic: Identity + Identity theory**

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

**Week 3 (Sept 16 & 18):**

**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 (Sept 23 & 25):**

**Topic: Nation and National identity**

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

**Week 5 (Sept 30 & Oct 2):**

**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 Oct 13</i>
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**Week 6 (Oct 7 & 9):**

**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 (Oct 16 & 21):**

**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 (Oct 23 & 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 (Oct 30 & Nov 4):****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 (Nov 6 & 13):****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.

<i>Critical Reflection # 2 (Social incorporation) – due date Nov 17</i>
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**Week 11 (Nov 18 & 20):****Topic: Citizenship - Definition/content/types**

Reading: Oxborn, 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 (Nov 25 & 27):****Topic: Presentation of Essay Questions**

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

<i>Final Examination (Essay) – due date Dec 7</i>
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