## Course Information

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| **Course Title** | **Course Code Number** | **Credit Value** |
| Citizenship & Identity | SOCI 285 – 901 & 902 | 3 |
| **Class Location** | **Days** | **Time** |
| Virtual | 901: Mondays & Wednesdays  902: Tuesdays & Thursdays | 09:00-11:50  17:00-19:50 |

### course calendar description

An examination of selected traditions, conceptual problems and topics in the foundational theories of sociology.

Pre-reqs: One of [SOCI 100](https://courses.students.ubc.ca/cs/courseschedule?pname=subjarea&tname=subj-course&dept=SOCI&course=100), [SOCI 101](https://courses.students.ubc.ca/cs/courseschedule?pname=subjarea&tname=subj-course&dept=SOCI&course=101), [SOCI 102](https://courses.students.ubc.ca/cs/courseschedule?pname=subjarea&tname=subj-course&dept=SOCI&course=102).

## Contacts

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| --- | --- | --- | --- |
| **Course Instructor** | **Contact Details** | **Office** | **Office Hours** |
| Craig Meadows (he/him) | craig.meadows@ubc.ca |  | Thursdays, 13:00-14:00 |

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| **Teaching Assistants** | **Contact Details** | **Office** | **Office Hours** |
| June Lam | june.lam@alumni.ubc.ca | NA | Mondays, 17:00-18:00 |

## Course overview

In this course we will attempt to address a number of different currents and conjunctures in the relation of identity and citizenship. These currents include the mediations of identity by state insitutions that work to interpellate subjects and to produce identifications with the state and between individuals over vast geographical regions, along with the modes of representation that establish forge national identity and construct an ideal citizen subject. Questions we will answer include:

1. How is identity mediated by state insittuitons and to what end?
2. What are the historical shifts in identification and disidentification with the state and/or the nation?
3. How does power inflect mediations of identity and how does it work to integrate and disaggregate in different ways through different identities?
4. How have changes in the state system since World War II, and particularly with the rise of neoliberalism in the 1970s, served to expel populations and target them as rightless populations (which are often left to die in what is known as Necropolitics)?
5. What effects have all of the above had upon the ability to assume the most naïve proclamations of status as a citizen?

## Course Structure

Classes are a combination of lectures (few or no PowerPoint slides), a few videos, and small group and lecture discussions. Discussion questions will be used in group discussions to orient you to key sections of the readings.

Monday and Wednesday classes will be held as virtual, synchronous classes, with some discussion groups closing out the last hour of class. Every effort should be made to attend lectures and discussion groups, but lectures will be recorded to enable asynchronous learning. You should contact the professor and your TA if you are not able to regularly attend discussions.

Tuesday and Thursday classes will be posted recordings of the Monday/Wednesday lectures. Some classes will be just lecture, some will have discussion groups (you will be notified in advance).

The overall purpose of the lectures is to produce understandings of the texts, to expand the understanding of sociological methods, and to develop critical skills for understanding state processes and practices.

## Learning Outcomes

You should come away from the course with the following:

1. An ability to understand the basic structural relation of the state with identity formations.
2. An ability to critically read contemporary structures and discourses of the state, modernity, and everyday life.
3. An ability to understand contemporary trends and issues concerning state practices.

## Required Materials

1. All readings will be posted to Canvas, with the exception of 2 eBooks (costing a total of $26). The links for the eBooks are on Canvas.

## Assessments of Learning

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| --- | --- | --- |
| **Description** | **Weight** | **Due Date** |
| Essay | 50 |  |
| 3 readings responses of 500 words due in weeks 2, 4 and 6 @ 10 marks each | 30 |  |
| Participation | 20 | Alternate Assignments for Asynchronous students: 2, 2 page responses to discussion topics. Due weeks 3 & 5. |
|  | 100 |  |

**Late Submissions:**

Late papers will be docked at a rate of 5% per day. Accommodations are made for students registered with the Centre for Accessibility and those who have university recognized absences with supporting documentation.

**Grade Revisions and Petitions:**

There are no re-writes in this course. All submissions are final. Students are welcome to seek additional explanation for their grades from their grader one week after they are returned. If you are unsatisfied with the explanation, a grade petition can be submitted to the course instructor. Your petition is an assessment of the strengths and weaknesses of your work with the grade you think it should have received. Your petition can outline any of the following: how you met the requirements of the assignment; how the critique of your work was in error; or, what you think was missed in the initial assessment.

***Participation*:** Active engagement with course materials, peers, and the course director are essential to a successful seminar. To this end, the following factors will be taken into consideration when calculating your grade:

* *Attendance*: It is not possible to participate if not in attendance. Please contact the course director in advance if you are unable to attend class due to health or family issues. Note the penalty on the rubric for missed classes increases exponentially and a zero for attendance will result in zeroes for the remaining categories.
* *Verbal Contributions*: Direct contributions that are related to course materials that engage peers or the course director.
* *Active Listening*: Allowing space for the contributions of other students and paying attention to/engaging with their comments. Domination of the class, refusal to allow others to speak, active disrespect shown to peers or the course director, or a pattern of refusal to stick to course materials will all negatively impact your grade.
* *Group participation:* Much of your participation will come from small group discussions and will be calculated from peer and self-evaluations. Groups will discuss readings and films, and submit summaries of their discussions. A copy of the form and expectations for group discussions is attached to the end of the syllabus.

At the end of the course, *STANDING DEFERRED* standing will be granted where necessary (such as serious illness or bereavement) – at which time documentation will be required.

**Grading System:**

This course will be graded as follows:

**Percentage Grade Letter Grade Grade Point Score Descriptive Term**

A+ 90 and above 4.33 Excellent

A 85-89 3.95-4.30 Excellent

A- 80-84 3.70-3.90 Very Good

B+ 76-79 3.30-3.60 Very Good

B 72-75 2.95-3.20 Good

B- 68-71 2.65-2.90 Good

C+ 64-67 2.40-2.60 Satisfactory

C 60-63 2.00-2.30 Satisfactory

C- 55-59 1.50-1.90 Satisfactory

D 50-54 1.00-1.40 Marginal

F(Fail) 49 and below Unsatisfactory

## Schedule of Topics

Note: The course director reserves the right to change the weekly schedule. Students will be advised in advance, and a new outline will be issued.

**Week 1: Introduction**

6 July

* *Human Flow*. 2017. Ai Weiwei, dir.

8 July

* Lauren Berlant. 1997. “The Theory of Infantile Citizenship.” *The Queen of America Goes to Washington City: Essays on Sex and Citizenship*. Durham, NC: Duke University Press. Pgs. 25-53.

**Week 2: The State & Human Rights**

13 & 15 July

* Stephanie DeGooyer, Alastair Hun, Lida Maxwell & Samuel Moyn. 2019. *The Right to Have Rights*. London: Verso.

**Week 3: The Racial State**

20 July

* Paul Gilroy. 1987. “‘The Whisper Wakes, The Shudder Plays’: ‘Race’, Nation and Ethnic Absolutism.” *There Ain’t No Black in the Union Jack: The Cultural Politics of Race and Nation*. London: Routledge. Pgs. 41-80.

22 July

* Kathleen Belew. 2018. “The Vietnam War Story” & “Race War and White Women.” *Bring the War Home: The White Power Movement and Paramilitary America.* Cambridge, MA: Harvard University Press. Pgs. 19-32, 156-84.
  + Recommended Reading: Matthew L. Lyons. 2018. “Trump’s Presidency and the Far Right.” *Insurgent Supremacists: The U.S. Far Right’s Challenge to State and Empire*. Montreal, QC: Kersplebedeb. Pgs. 195-216.

**Week 4: Border Walls: Policing Settler States**

27 July

* Audra Simpson. 2014. “Borders, Cigarettes, and Sovereignty.” *Mohawk Interruptus: Political Life Across the Borders of Settler States.* Durham, NC: Duke University Press. Pgs. 115-145.

29 July

* John Hultgren. 2015. “The Challenge of Ecocommunitarian Restrictionism.” *Border Walls Gone Green: Nature and Anti-Immigrant Politics in America*. Minneapolis, MN: University of Minnesota Press. Pgs. 89-119.
* Alex S. Vitale. 2018. “Border Policing.” *The End of Policing*. London: Verso. Pgs. 176-96.

**Week 5: Diasporic Identity**

5 August

* Dionne Brand. 2011. *A Map to the Door of No Return: Notes to Belonging*. Toronto, ON: Vintage Canada. Pgs. 3-55.

**Week 6: Counter-Movements**

10 August

* Harsha Walia. 2016. “No One is Illegal: Undoing Borders.” *A World to Win: Contemporary Social Movements & Counter-Hegemony*. William K. Carroll & Kanchan Sarker, eds. Winnipeg, MB: ARP Books. Pgs. 267-89.

12 August

* James Baldwin. 1963. *The Fire Next Time*. New York: Vintage.

## University Policies

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 availableon[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

### Learning Analytics

Will not be used. Online materials are provided to help you succeed in the course. I will not use analytics to surveil students. You are thus free to learn or not learn.

### Copyright

All materials included in the course pack and any links or readings on Canvas are coprighted materials and must be cited when used.

You are welcome to record lectures, but these are for personal use only. Under no circumstances can you share lectures with others or post them to the internet.

All lecture slide materials and lectures/discussions are public domain and do not need to be cited.

*Version: March 11, 2019*

**Group Participation Evaluation Form Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Name** | **Contributions** | **Active Listening** | **Total** | **Attendance** | **Comments (use back for more space)** |
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|  |  | **Average Score:** |  |  | **(Sum of each score divided by number of students)** |

Note 1: The average for the total column (not including attendance) cannot be higher than 16. Exceptions must be approved by the course instructor or TA.

Note 2: You must evaluate yourself and your peers. Comments should be more detailed than “great listener.” Explain how each group member contributed to the discussions, or why their presence was detrimental to group success.

**Evaluation Rubric**

**Attendance (Note: Attendance establishes the starting point of your participation grade).**

Missed 0-1 discussions 10

Missed 2 discussions 8

Missed 3 discussions 6

Missed 4 discussions 4

Missed 5 or more discussions 0

**Contributions**

Excellent: Always contributes with references to text and course materials, stays on topic 9

Very Good: Regular contributions with readings done most of the time, stays on topic 8

Good: Contributes sometimes, makes occasional reference to readings, might stray 7

Satisfactory: Occasional contributions, some reference to readings, might stray from topic 6

Poor: Rarely contributes, never references readings, strays from topic 0-5

**Active Listening**

Excellent: Listens and responds to peers, integrates ideas, does not dominate group 8-9

Good: Might get distracted on occasion, might dominate at times, but generally good 7

Fair: Disregards ideas from others, might be distracted or uninterested, might dominate 5-6

Poor: Does not allow space for others to talk or very uninterested, too cool for school 0-5