## Course Information

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| --- | --- | --- |
| **Course Title** | **Course Code Number** | **Credit Value** |
| Citizenship & Identity | SOCI 285 – 101 | 3 |
| **Class Location** | **Days** | **Time** |
| Virtual | Tuesdays and Thursdays | 17:00-18:20 |

### course calendar description

The concepts of citizenship, identity, and human rights as social processes shaping individuals and communities (both local and global).

Pre-reqs: NA.

## Contacts

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| --- | --- | --- | --- |
| **Course Instructor** | **Contact Details** | **Office**  | **Office Hours** |
| Craig Meadows (he/him) | craig.meadows@ubc.ca |  | Fridays, 11:00-12:00 or by appointment |

## 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 synchronous lectures (no PowerPoint slides), a few videos, and small group discussions. Discussion questions will be used in group work to orient you to key sections of the readings.

The overall purpose of the lectures is to produce understandings of the texts, to understand the foundation of sociology as a discipline, and to engage in critique of the sociological canon through reading authors against each other.

Students will have the option of engaging the course asynchronously. If you are unable to attend virtual classes and discussion groups, then you can watch the recorded Collaborate Ultra lectures and then you can do two additional assignments, in place of regular group discussions,

## 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 and videos will be posted to Canvas.

## Assessments of Learning

|  |  |  |
| --- | --- | --- |
| **Description** | **Weight** | **Due Date** |
| 4 readings responses of 500 words @ 10 marks each | 40 | 29 September, 23 October, 19 November, & 3 December |
|  |  |  |
| Final Essay – 8 pages | 40 | 7 December |
| Participation | 20 | (Asynchronous students will complete two additional responses for 10 marks each, and these are due 26 October and 1 December) |
|  | 100 |  |

**Last Days to Drop:**

Without a “W”: September 21

With a “W”: October 30

**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. **Students are encouraged to contact their TA as soon as they realize they are falling behind. It is much easier to make accommodations when we know ahead of time.**

* Please do not just “disappear”
* Please do not think that you have to tell us your personal issues. We are not counselors. We are here to facilitate your successful completion of the course.

**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 two days 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. There are three potential outcomes of a grade revision:

1. The grade remains the same
2. The grade is adjusted to your assessment
3. The grade is adjusted to somewhere in between the two assessments

***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 your TA in advance if you are unable to attend more than one class due to health or family issues.
* *Verbal/Text Contributions in Lecture & Groups*: Direct contributions that are related to course materials that engage peers and/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.

This is a “choose your own adventure” reading list. The regularly scheduled readings will be the focus of the lectures, but I have provided a number of additional, related readings that you are more than welcome to read in addition to or in place of the main readings. The purpose is to get you reading on the diverse range of materials. Assignments require you to work with, explain, and integrate parts of readings, rather than show a comprehensive knowledge of the entire course.

Also note: some of the readings can be on the difficult side, especially early in the semester. I encourage you to access the readings in the manner you find most suitable. Some students gain the most by reading before class, others do better once the lecture has been given. The only cardinal sin would be not reading anything through the course. Regular reading practices aid in comprehension and in your own writing.

**Week 1: Introduction/Nationalism**

8 September

* Introduction & Course Outline

10 September

* Immanuel Wallerstein. 1991. “The Construction of Peoplehood: Racism, Nationalism, Ethnicity.” In Étienne Balibar & Immanuel Wallerstein. *Race, Nation, Class: Ambiguous Identities*. London: Verso. Pgs. 71-85.

Recommended Reading:

* Thomas Hobbes. 1668. “Of the Causes, Genderatoin, and Definition of a Commonwealth” & “Of the Rights of Sovereigns by Institution.” *Leviathan*. Indianapolis, IN: Hackett Publishing. Pgs. 106-18.

**Week 2: The Nation-State and Neoliberal Nationalism**

15 & 17 September

* Étienne Balibar. 1991. “The Nation Form: History and Ideology.” In *Race, Nation, Class: Ambiguous Identities*. Pgs. 86-105.
* Lauren Berlant. 1997. “Introduction: The Intimate Public Sphere.” In *The Queen of America Goes to Washington City*. Pgs. 1-20.

**Week 3: Place and National Integration: Pop Culture and the Physical Organization of National Space**

22 & 24 September

* 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 4: Ethnic Absolutism and the Unnerving Presence Within**

29 September & 1 October

* 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.

**Week 5: Hyper-Nationalism: America and India**

6 & 8 October

* 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 Publishing. Pgs. 195-216.
* Arundhati Roy. 2019. “India: Intimations of an Ending.” *The Nation*. 22 November 2019.

Recommended Reading:

* 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.

**Week 6: Pandemics, Race, and Social Hygiene**

13 & 15 October

* Nayan Shah. 2001. “Public Health and the Mapping of Chinatown.” *Contagious Divides: Epidemics and Race in San Francisco’s Chinatown*. Berkeley, CA: University of California Press. Pgs. 17-44.

Recommended Reading:

* Nayan Shah. 2001. “Healthy Spaces, Healthy Conduct.” In *Contagious Divides*. Pgs. 204-224.

**Week 7: Canadian Nationalism and the Surveillance State**

20 & 22 October

* Gary Kinsman. 2019. “Forgetting national security in ‘Canada’: Towards pedagogies of resistance.” In Aziz Chaudry, ed. *Activists and the Surveillance State: Learning from Repression*. London: Pluto Press. Pgs. 129-147.

**Week 8: War, Dispossession, and the Refugee Crisis**

27 & 29 October

* *Human Flow*. 2017. Ai Weiwei, dir. 24 Media Production Company, AC Films, Ai Weiwei Studio. 140 mins.

**Week 9: Neoliberal Enclosures and the Postcolonial State**

3 & 5 November

* Reece Jones. 2017. “Bounding Wages, Goods, and Workers.” *Violent Borders: Refugees and the Right to Move*. London: Verso. Pgs. 89-118.

Recommended Reading:

* Nandita Sharma. 2020. “Global Lockdown: Postcolonial Expansion of National Citizenship and Immigration Controls.” *Home Rule: National Sovereignty and the Separation of Natives and Migrants*. Durham, NC: Duke University Press. Pgs. 163-203.
* Chris Ramsaroop. 2016. “The Case for Unemployment Insurance Benefits for Migrant Agricultural Workers in Canada.” In Aziz Chaudry & Adrian A. Smith. *Unfree Labour: Struggles of Migrant and Immigrant Labour in Canada*. Oakland, CA: PM Press. Pgs. 105-22.

**Week 10: Border Walls, Repatriation, and Concentration Camps**

10 & 12 November – Read one of, or both!

* Alex S. Vitale. 2018. “Border Policing.” *The End of Policing*. London: Verso. Pgs. 176-96.
* A. Naomi Paik. 2020. “Raids.” *Bans, Walls, Raids, Sanctuary: Understanding U.S. Immigration for the Twenty-First Century*. Berkeley, CA: University of California Press. Pgs. 74-101.

Recommended Reading:

* A. Naomi Paik. 2020. “Walls.” In *Bans, Walls, Raids, Sanctuary*. Pgs. 47-73.
* Jana K. Lipman. 2020. “Hong Kong: Deterrence, Detention, and Repatriation, 1980-1989.” *In Camps: Vietnamese Refugees, Asylum Seekers, and Repatriates*. Berkeley, CA: University of California Press. Pgs. 126-60.

**Week 11: Undoing Borders: Third World Women of Color and the Border**

17 & 19 November

* Gloria Anzaldúa. “*La Conciencia de la mestiza/Towards a New Consciousness.*” *Borderlands/La Frontera*. 2nd ed. San Francisco, CA: Aunt Lute Books. Pgs. 99-113.
* 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.

**Week 12: Diasporic Identity and the Afterlives of Slavery**

24 & 26 November

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

Recommended Reading:

* Simone Browne. 2015. “Notes on Surveillance Studies: *Through the Door of No Return.*” *Dark Matters: On the Surveillance of Blackness*. Durham, NC: Duke University Press. Pgs. 31-62.

**Week 13: Indigenous Peoples Contra Hobbes: Dual Systems of Sovereignty**

1 December

* 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.

3 December

* Course Summary

## 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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: 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