

SOCI 285 - Identity and Citizenship

Fall 2015 – Term 1

Instructor: Dr. Stefano Gulmanelli

Office: ANSO 3108

Email: stefano.gulmanelli@ubc.ca

SOCI 285 seminars: Tuesday & Thursday: 12:30-2:00

Teaching Assistant: Sasha Pauer

Office: ANSO 108

Email: sasha.pauer@alumni.ubc.ca

Office Hours: Thursday: 2:00-3:00

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 also 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.

Prerequisite

SOCI 100 or its equivalent is a prerequisite for this course.

Course Organization

Twelve weeks with two 90-minute sessions per week. The session on Tuesdays is devoted to lectures, the one on Thursdays focuses on in-class activity, discussion and/or 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. These comments are presented to small groups (organized in a random manner) and provide the basis for a collective discussion on the topic. Each group is then asked to draft a one-page report of the discussion – structured by points – finalized to a brief presentation to the rest of the class.

Marking is 60% linked to the individual written comment and 40% related to the group participation.

b) Critical Reflections: 30%

Three critical reflections must be submitted in class on specified dates. The themes analyzed in the reflections are three 'foundational' blocks of the course: 1) Identity; 2) Nation(alism); 3) Social incorporation (the fourth – Citizenship – becomes the overarching subject of the final essay).

The reflections are meant to be personal critical thoughts and comments (500 words each) on the specific theme, drawing *both* on the related readings *and* the work done on Thursdays in the classroom.

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

The final assignment takes the form of an essay of 2500 words (bibliography excluded) that develops one of three research questions provided to this purpose.

The essay is evaluated in content (understanding of the theoretical topics covered in the course, 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 should comprise at least eight sources from academic journals or publications.

Policies

On attendance – While there are no automatic penalizations for missed classes, presence and participation are 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 would make 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 definitely not encouraged – unless during the break scheduled in all lectures.

On in-class discussions – Each Thursday students are grouped in groups (8/9 persons each) to discuss their one-page comment on the weekly reading. A group leader is chosen (volunteering is possible). Each member of the group presents the salient points of her/his written comment. The group leader encourages a discussion on the topics emerged during the individual presentations. The aim for the group is to draft a report summarizing the various points of view emerged during the debate (reaching consensus is not the goal) and present it to the rest of the class. Each member of the group has to sign the report to obtain the marking for participation.

On late assignments – Late assignments will receive a 10% grade penalization for each day

of delay. 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)

Week 1: Introduction of the course (Literature, Assessments, Basic Terms)

Week 2: Identity + Identity theory

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

Week 3: 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.

<i>Critical Reflection # 1 (Identity) – due date Sept. 29</i>

Week 4: 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: 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 # 2 (Nation-alism) – due date Oct. 13</i>
--

Week 6: Destabilizing (national) identity/belonging: Migration

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: 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: 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: 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: The multiculturalist proposition

Reading: Joppke, C. (1996), 'Multiculturalism and immigration: A comparison of the United States, Germany, and Great Britain,' *Theory and Society*, vol. 25, n.4 pp. 449-500.

Critical Reflection # 3 (Social incorporation) – due date Nov.17

Week 11: 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: Australia: the long, difficult journey from an exclusionary identity to multicultural citizenship

Reading: Gulmanelli, S. (2014) "From Cultural Pluralism to Monoculturalism/Monolingualism: A Case in Point, Australia in the Interwar Period." *Intercultural Research: Looking Back, Looking Forward*, 10th Annual Symposium Centre for Intercultural Language Studies (CILS), Univ. of British Columbia, Vancouver, May 9

Week 13: Wrap up and discussion of reading

Reading: Johnson C. (2010), 'The politics of affective citizenship: from Blair to Obama,' *Citizenship Studies*, Vol. 14. n. 5, pp. 495-509.

Final Examination (Essay) – due date Dec. 3