

SOCI 175: Nationality and Citizenship

<https://canvas.ucsd.edu/courses/61950>

UCSD Winter 2024

MWF 4-4:50pm, Center 222

Michael Calderón-Zaks

m2calderonzaks@ucsd.edu

Office Hours: MW 1-2:30pm

SSB 417 (enter through SSB 415)

Course Description

Surveys the development of nationality and citizenship law in historical and comparative perspective with an emphasis on the United States, Latin America, and Europe. Examines competing sociological accounts for national variation and convergence; consequences of the law; and local, transnational, and extraterritorial forms of citizenship. **Prerequisites:** upper-division standing. Will not receive credit for SOCI 175 and SOCD 175.

Academic Integrity

All papers will be submitted electronically via TurnItIn (TII), which will detect plagiarism, including self-plagiarism (meaning you already submitted that paper for another course) and failure to cite your sources, including page numbers. No other means of submission will be accepted/read. Your TII score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F. Write in your own words! Papers without citations or references will not receive higher than a C grade. Acts of academic dishonesty, from plagiarism, utilizing AI software like ChatGPT to cheating on exams, will receive an F grade and be reported to the Academic Honesty committee. Dishonesty in all forms, including AI transcription, undermine any institution's ability to certify students' knowledge and abilities. If you're unsure about your writing, you can utilize the writing resources on campus, or simply visit the instructor during office hours and share what you've written up to that point via the Share Screen function on Zoom. For more, visit the academic integrity office:

<https://academicintegrity.ucsd.edu/>

Photo and Audio/Video Recording Policy

Taking pictures or audio/video recording/transcription in class without the consent of *everyone* in the class violates the UCSD Code of Conduct 10.25 Privacy Policy: "Making a video recording, audio recording, taking photographs, or streaming audio/video of any person in a location where the person has a reasonable expectation of privacy, without that person's knowledge and express consent...of all recorded parties." AI transcription is considered recording and will be penalized.

Grading (all assignments submitted via Canvas)

Survey due January 22, 4pm	10%
5 quizzes online (not counting lowest score)	20%
Writing two 800-1000 word essays (submit to Turn It In)	40%
Participation	10%
Final Exam Online (no fault)	20%
Totals	100%

Mid-Quarter Evaluation via Canvas
SET Evaluation

2% (extra credit)
3% (extra credit)

Letter of Recommendation Statement

If you anticipate needing a letter of recommendation, please be mindful that as a contingent faculty member, my time at UCSD may be short. Reasonably, I cannot be expected to remember former students who didn't take the time to get to know me or vice versa. Letters are strictly for applications into graduate programs, *social science ones, in particular*. Also, as a Lecturer, I have no access to the official UCSD letterhead that would give the letter a more official look. Please give me at least 30 days in advance of the application deadline.

Participation

Attendance is required. Please come to class on time. If you're late or can't attend for any reason, please be courteous and let me know in advance. It's difficult to teach when interrupted. However, there are good interruptions to have, such as asking questions in response to the teaching content/reading. Please attend and *participate* in order to receive full credit. This class only meets eight times all quarter—make the most of them.

Late Work Policy

The Survey is the only non-extra credit assignment that *cannot* be submitted late. Quizzes will be held towards the end of class. You have six days to make up a missed quiz, which can be done in professor's office hours or in Triton Testing Center with account. The only excuses for missed quizzes are medical, family emergency, and proof of faulty internet connection that prevents your taking the quiz (please screen shot problem and send to instructor). Papers over one week late without valid excuse will not receive full credit.

Prompt Questions/Two Essays

For the writing assignment, you can respond to as few/many prompt questions as you like per paper, so long as you have written 800-1000 words by the end of Week 5 and a *combined* 1750-2000 words by the end of the quarter. Write in Times New Roman font size 12, double-spaced with 1" margins. If you prefer to write a family history project or something else pertaining to nationality/citizenship, please seek permission from me no later than Friday, January 20. The first paper is due the Saturday of Week 5, at 11:59pm. Second papers are due Friday of Week 10, at 11:59pm.

Writing Rules/Guidelines, aka "Checklist"

- Each Paper is 800-1000 words (not including headings, titles, and works cited).
 - For the first paper, choose *among* prompt questions 1-5.
 - For the second paper, choose *among* questions 6-10.
- You can choose up to three questions to answer, so long as you reach the word count of 800-1000 words (words in titles and works cited not included).
- Write prompt question that you're responding to *as your title*
 - Papers that don't follow this rule automatically lose 10% of points
 - Your thesis is your response to the question
- Cite facts and figures whenever you enter them in the text
 - Citation Format: (author last name year: page number(s))

- Write in your own words
 - Quotes should be no more than one sentence
- List all sources you cited in your Works Cited
 - Have at least two in-class reading sources if you only respond to one prompt, otherwise have at least three in-class reading sources for the entire paper. If you want, you can also add scholarly sources that are not on the syllabus on top of the quota for in-class reading sources.
 - **Reference readings, not lectures.** Prove that you read!
 - **Works Cited formats:**
 - Article format: Author last name, first name. Year. "Article Title." *Journal Title* Volume.Number: page range of entire article
 - Example: Calderón-Zaks, Michael. 2022. "Technological Change before Globalization: Race and Declining Employment for Mexicans on Railroads, 1945-1970." *Journal of World-Systems Research* 28.1(Winter/Spring): 77-97.
 - Book format: Author last name, first name. Year. *Title*. Publisher home location: publisher.
 - Example: Ngai, Mae. 2003. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.
 - Anthology Chapter format: Author last name, first name. Year. "Chapter title." Ed(s). Name(s). *Anthology title*. Publisher.
 - Example: Calderon-Zaks, Michael. 2021. "The First Wave of Mexican Migration to the US: Rail Construction and Maintenance's Contribution to World System Development, 1890-1929." Eds. Denis O'Hearn and Paul Ciccantell. *Migration, Racism and Labor Exploitation in the World-System*. Routledge.
- Your TurnItIn score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F
- If all of the above criteria are met and you make sound arguments, you can get the full points.

Readings

The readings (and films, too) can be found online while your Virtual Private Network (VPN) is on. If you do not have UCSD's VPN app, you can download it here:

<https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/index.html>

You may also have to login to the UCSD [Library for some sources](#).

Books

- [Benedict Anderson. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso.](#)
- [Linda Bosniak. 2006. *The Citizen and the Alien: Dilemmas of Contemporary Membership*. Princeton, NJ: Princeton University Press.](#)

Schedule (Readings and some films can only be opened when VPN is on)¹

¹ Fridays are on Zoom.

Week 1: January 6, 8, and 10: Defining Nationality and the Nation

- Benedict Anderson. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, Chapters [One](#), [Three](#), and [Four](#)
- Jason Farr. 2005. "The Westphalia Legacy and the Modern Nation-State." *International Social Science Review* 80.3: 156-159
- Film on Friday: *The World Today: Imagined Communities: On British Nationalism* (2016): <https://www.youtube.com/watch?v=15nqjGCAqd4>
- **Writing Prompt:** Why does Anderson argue that the nation is imagined? How does this affect our perspective of nationality? Please explain.

Week 2: January 13, 15, and 17: Defining Citizenship

- Linda Bosniak, 2006. *The Citizen and the Alien: Dilemmas of Contemporary Membership*. Princeton University Press, [Chapter Two](#) and [Chapter Three](#).
- Sarah Shamim. 2024. "Can Donald Trump End Birthright Citizenship in the US?" *Al Jazeera* 9 December. <https://www.aljazeera.com/news/2024/12/9/can-donald-trump-end-birthright-citizenship-in-the-us>
- Film: *Race and Citizenship in Antebellum America* (2016): <https://www.youtube.com/watch?v=hInT-UteYcc>
- **Writing Prompt:** How can we define citizenship and who is this in contrast to? What are the limits of citizenship? Please explain
- **Quiz 1**

Week 3: January 20 (no class—Martin Luther King, Jr.'s Birthday), 22 and 24: Citizenship's Ambiguities

- Bosniak, [Chapter Four](#) and [Chapter Five](#)
 - **Writing Prompt:** Just how inclusive are the various types of citizenship? Explain one or more type(s).
- Survey due Monday, January 22, 4pm

Week 4: January 27, 29, and 31: Race, Citizenship, and Constructing "Illegal" People

- Ramon Grosfoguel. 2003. *Colonial Subjects: Puerto Ricans in a Global Perspective*. Berkeley: University of California Press, Chapter 7 (pp. 192-212).
- Mae Ngai. 2006. "How Grandma got Legal." *Los Angeles Times*, 16 May.
- Corrie van Eijl. 2008. "Tracing back Illegal Aliens in the Netherlands, 1850-1940." Eds. Marlou Schrover et al. *Illegal Migration and Gender in a Global and Historical Perspective*. Amsterdam University Press, pp. 39-58
- Nicholas de Genova. 2013. "Spectacles of migrant 'illegality': the scene of exclusion, the obscene of inclusion." *Ethnic and Racial Studies*, 36.7: 1180-1198
- Film: *Reece Jones: White Borders* (2021): <https://www.youtube.com/watch?v=t3waVfpCnR4&t=2306s>
- **Writing Prompt (option 1):** How old a social construct is an "illegal" person and what really promoted its use? Be critical.
- **Writing Prompt (option 2):** How has race shaped the meaning, practices, and standards of citizenship?
- **Quiz 2**

Week 5: February 3, 5, and 7: Stateless Persons

- [Marianne Hirsch. 2019. "Stateless Memory." *Critical Times* 2.3: 416-434](#)
- [Reddy, S., & Ramaprasad, A. 2019. "Reframing the Problem of Statelessness: Quest for Supra-Legal Perspective." *Oregon Review of International Law*, 20.2: 361-394](#)
- Film: *Can We End Statelessness?*(2019): https://youtu.be/jJJWgNwn_b8?si=sBBh5yM-NbK6npLE
- Film: *Stories of Statelessness* (2019): <https://youtu.be/0zkEakEh-LY?si=qdVdD269SwSiSXE>
- **Writing Prompt:** How does being stateless affect one's ability to function within the boundaries of a nation-state?
- **Mid-Quarter Evaluation Survey Due Sunday, February 11, 5pm**
- **First Paper Due**, Saturday, February 10, 11:59pm

Week 6: February 10, 12, and 14: Borders and Citizenship

- [Francesca Romana Ammeturo. 2018. "Europe and Whiteness: Challenge to European Identity and European Citizenship in Light of Brexit and the 'Refugees/Migrants Crisis.'" *European Journal of Social Theory* 22.4: 548-566](#)
- [Mark B. Salter. 2008. "When the Exception Becomes the Rule: Borders, Sovereignty and Citizenship." *Citizenship Studies* 12.4: 365-380](#)
- [Harsha Walia. 2021. *Border and Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism*. Chicago: Haymarket, Chapter 4 \(pp. 77-92\)](#)
- Film: *The Human Cost of Hardening the US-Mexico Border* (2022). <https://www.youtube.com/watch?v=Lz5LiX05gAU>
- **Writing Prompt:** What's the significance of borders in both nationality and citizenship (and perhaps race) contexts?
- **Quiz 3**

Week 7: February 17 (no class—Presidents Day), 19, and 21: Citizenship across Shifting Borders

- Eds. Denis O'Hearn and Paul Ciccantell. *Migration, Racism and Labor Exploitation in the World-System*. Routledge.
 - [Robert Schaeffer. 2021. "Partition-Induced Migrations: How Migration Has \(Re\)shaped Social and Political Identities in Divided States."](#)
 - [Walden Bello. 2021. "'Going Home is Not an Option:' Filipino Domestic Workers in the Middle East."](#)
- Alana de Hinojosa. "El Río Grande as Pedagogy: The Unruly, Unresolved Terrains of the Chamizal Land Dispute." *American Quarterly* 73.4: 711-742
- **Writing Prompt:** How do shifting borders/partitions/confiscated passports affect citizenship statuses of people in the affected zones?

Week 8: February 24, 26, and 28: Citizenship in (Post)Colonial Contexts

- Harald Bauder and Rebecca Mueller. 2023. "[Westphalian vs. Indigenous Sovereignty: Challenging Colonial Territorial Governance.](#)" *Geopolitics* 28.1: 156-173
- Rick Baldoz and Cesar Ayala. 2013. "[The Bordering of America: Colonialism and Citizenship in the Philippines and Puerto Rico.](#)" *Centro Journal* 25.1: 76-105

- Nandita Sharma. 2022. “[National Citizenship and Postcolonial Racism.](#)” *Citizenship Studies* 26.4-5: 638-649
- Film: *How the U.S. Territory of Guam became an American Colony* (2017): <https://www.youtube.com/watch?v=bZP91Aout2Q>
- Film: *Meet the Native Hawaiians Fighting US Occupation* (2017): <https://www.youtube.com/watch?v=QBokfBwYJo0>
- **Writing Prompt:** How or why did colonization produce uneven citizenship statuses?
- **Quiz 4**

Week 9: March 3, 5, and 7: Dual Citizenship

- [Joachim Blatter. 2011. “Dual Citizenship and Theories of Democracy.” *Citizenship Studies* 15.6-7: 769-798](#)
- [Tanja Brøndsted Sejersen. 2008. “‘I vow to Thee My Countries—’ The Expansion of Dual Citizenship in the 21st Century.” *International Migration Review* 42.3: 523-549](#)
- Film: *The Cyprus Papers Undercover* (2020): https://www.youtube.com/watch?v=Oj18cya_gvw
- **Writing Prompt:** What are some of the pros/cons of dual citizenship? Please explain.

Week 10: March 10, 12, and 14: Global Far-Right Nationalism and Popular Resistance

- [Gurminder Bhambra. 2017. “Brexit, Trump, and ‘methodological whiteness’: on the misrecognition of race and class.” *British Journal of Sociology* 68: 214-232](#)
- [Walia, *Border & Rule*, Chapter 11 \(pp. 196-211\)](#)
- **Quiz 5**
- **Writing Prompt:** How has the shift towards globalization altered the perception of nation and/or citizenship? What’s the agency of those excluded from nationalism?
- **Paper Two due** Friday, March 15, 11:59pm

Final Exam (no fault) via Canvas/Lockdown Browser: Friday, March 21, 3-6pm

Student Resources

- Learning Resources
 - The Writing Hub: <https://writinghub.ucsd.edu/>
 - LATS at OASIS: <https://oasis.ucsd.edu/academic-services/lats-folder/index.html>
 - Supplemental Instruction (i.e., study groups): <https://aah.ucsd.edu/supplementalinstruction-study-group/index.html>
 - Chat with a Librarian for Research and Library Help: <https://library.ucsd.edu/askus/index.html>
- Technical Support
 - For help with accounts, network, and technical issues: <https://blink.ucsd.edu/technology/help-desk/service-desk/index.html>
 - For help with electronic library resources: <https://library.ucsd.edu/computing-andtechnology/connect-from-off-campus/>
 - For help installing Zoom for virtual office hours: <https://blink.ucsd.edu/technology/filessharing/zoom/index.html>
 - EdTech Support: service@ucsd.edu or 858-246-4357

- Canvas Tools Student Guide: <https://community.canvaslms.com/t5/Student-Guide/tkbp/student>
- Discussions Overview (Students): <https://community.canvaslms.com/t5/Video-Guide/Discussions-Overview-Students/ta-p/383515>
- Connecting Off-Campus Using a VPN (to view films on Course Reserves): <https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>
- Basic Needs and Wellness
 - CAPS Student Health and Well-Being: <https://wellness.ucsd.edu/CAPS/Pages/default.aspx>
 - COVID-19 Resources: <https://basicneeds.ucsd.edu/covid/index.html>
 - Food Security: <https://basicneeds.ucsd.edu/food-security/index.html>
 - Housing Resources: <https://basicneeds.ucsd.edu/housing-resources/index.html>
 - Financial Wellness: <https://basicneeds.ucsd.edu/financial-wellness/index.html>
 - Counseling and Psychological Services (CAPS): <https://wellness.ucsd.edu/caps/Pages/default.aspx#students>
 - The Zone at UC San Diego: <https://wellness.ucsd.edu/zone/Pages/default.aspx>
 - National Suicide Hotline Number: 1-800-273-8255
 - Crisis Text Line: text HOME to 741741 (<https://www.crisistextline.org>)
- Community Centers
 - Learn about the different ways UC San Diego explores, supports and celebrates the many cultures that make up our diverse community at Student Life Diversity: <https://students.ucsd.edu/student-life/diversity/index.html>
- Accessibility and Accommodations for Disability
 - Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the UC San Diego Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: <https://disabilities.ucsd.edu/> | osd@ucsd.edu | 858.534.4382
- Inclusion
 - I am committed to creating a learning environment that supports diversity of thought, experience, and identity, and I encourage students to participate in discussion and contribute to the course from their valuable and respected perspectives.
 - Office of Equity, Diversity, and Inclusion: 858.822.3542 | diversity@ucsd.edu | <https://students.ucsd.edu/student-life/diversity/index.html>
 - Sexual Assault Resource Center (SARC): <https://students.ucsd.edu/sponsor/sarc/>
 - Cross Cultural Center: <https://ccc.ucsd.edu/>
 - LGBT Resource Center: <https://lgbt.ucsd.edu/>
 - University of California Diversity Statement: <https://regents.universityofcalifornia.edu/governance/policies/4400.html>
 The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language,

abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more. Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State. Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership. Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.

- Religious Accommodation

- It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.
- For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.
- For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.
- If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

- Discrimination and Harassment

See: Nondiscrimination Policy Statement:

https://ophd.ucsd.edu/policiesprocedures/nps_student.html

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition

(cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

- CARE at the Sexual Assault Resource Center
858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>
- Counseling and Psychological Services (CAPS)
858.534.3755 | <https://caps.ucsd.edu>