

DTS314 – Citizenship and Multiculturalism

University of Toronto – Fall 2022

General Info

Class Meetings: Wednesdays 2:10pm-4pm
Location: Sidney Smith Hall (SS-2106)
Instructor: Ted Sammons — ted.sammons@utoronto.ca
Office: Jackman Humanities Bldg #230
Drop-in hours: Mondays 3pm-4pm or by appointment
Required Texts: available online on the course Quercus site

Course Description

This course examines approaches to belonging and distinction that accompany different models of citizenship. What are some historical and recent trends in the intersections of place, custom, and rights? How have governments related social diversity to social justice in theory and in practice? Areas of emphasis will include topics such as authenticity and assimilation; ethno-nationalism; immigration and naturalization policy; indigeneity; legacies of colonialism; mass media and popular culture; policing and surveillance; racial stratification; and xenophobia.

Weekly meetings will follow a collaborative format that emphasizes discussion in small groups and as a collective. In each session, an analytical discussion of assigned texts will take the foreground, with weekly writing assignments offering all students a chance to gather their thoughts ahead of class. To allow for further engagement with course readings and themes, students will also have the chance to earn points toward the final grade via steps toward constructing an original annotated bibliography of scholarship on a related topic of their choice.

Course Goals

Students who enroll in this course should finish the term:

- 1) prepared to describe in concrete terms how the concepts of citizenship and multiculturalism arose and wove together to take the prominence they have today
- 2) prepared to cite research and other writing to critically interrogate claims—or to advance new ones—regarding the virtues of multiculturalism as a basis for shaping law and policy
- 3) prepared to describe recent developments in world society that have shaped and been shaped by everyday intersections of place, custom, and rights, in Canada and elsewhere

Evaluation

In-Class Participation (10%)

Everyone starts with a perfect grade in this category. Keep it there by showing up on time, showing a preparedness to discuss the assigned course material, actively contributing to small and large group discussions, and avoiding using cellphones while class is in session.

Midterm Assignment and Final Assignment (10% + 10%)

Following the course calendar, students will have the chance to earn points toward their final grade by completing two take-home assignments. Each assignment will offer some choice from among several prompts calling for essay-length engagement with course texts.

Discussion Prompts (2% x 5 = 10%) – due Tues. 11:59pm, as per group assignment

Following the schedule corresponding to your group assignment, compose and submit a two-part prompt that can facilitate discussion of assigned readings in the upcoming class. Class meetings may include a handout with selections from each student's response in order to facilitate conversation (with names redacted). Grammar and spelling won't factor into assessment. Each written prompt must:

- for each reading, pose a minimum of two starter questions
- for each reading, identify one topic, passage, idea, or fact which you would especially like to discuss in class

Thumbnail Sketches (2% x 5 = 10%) – due Tues. 11:59pm, as per group assignment

Following the schedule corresponding to your group assignment, compose and submit a thumbnail sketch of each reading assigned for discussion the following session. Grammar and spelling won't factor into assessment. Each thumbnail sketch must:

- identify the region(s) of the world under focus in the reading
- identify the key people / groups who are highlighted in the reading
- cite one passage that is fundamental for understanding the reading's overall content
- identify one keyword that you propose we use as iconic of each reading
- include a minimum of 250 words (including quotations of the text)

Annotated Bibliography (2.5+5+5+2.5+7.5+7.5+7.5+7.5+10 = 50%) – as per calendar

Identify/choose a problem arising at the intersection of citizenship, multiculturalism, and everyday life in Canada today. Using a citation format of your choice, compose an annotated bibliography of peer reviewed academic journal articles that would provide the basis for a rigorous essay that persuasively argues a single concrete point regarding that problem. Along the way, follow the course calendar to:

- 2.5% — submit a minimum 250wd pitch identifying and describing the focal problem

- 5% — submit a bibliography of fifteen peer reviewed academic journal articles
- 5% — add fifteen more to form an un-annotated bibliography of *at least thirty total*
- 2.5% — bring your bib-in-progress to a scheduled in-class workshop
- 7.5% — select five of the thirty articles you have chosen and annotate each:
 - min. 200wds riff
 - note key info you can glean from skimming
 - describe the article’s practical application for your imagined essay
- 7.5% — select five more from your collection and annotate each, as above
- 7.5% — select five more from your collection and annotate each, as above
- 7.5% — submit a min. 1000wd piece, written as an email to another DTS314 student
 - sketch an informal introductory rationale for your annotated bib
 - describe the bib as a whole and as a collection of different works
 - identify the focal problem and describe the imaginary paper
 - describe how the bib and its components would serve this paper
 - titles not included in word count
- 10% — submit a formal fifteen-work annotated bibliography + min. 750wd rationale
 - incorporate peer and instructor comments
 - titles not included in word count

Other Factors

Overdue Assignments

Assignments submitted after the due date will not be graded without prior approval from the instructor or proof of an emergency circumstance barring timely completion.

Plagiarism

All students who are unsure about the correct way to draw on another person’s work for their own scholarship are encouraged to contact the instructor, to visit the U of T Writing Centre

For more information on this and other issues pertaining to academic integrity, see Section B of the U of T’s Code of Behaviour on Academic Matters.

Academic Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may

require accommodations, please communicate these to me directly and/or the AccessAbility Services as soon as possible.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. AccessAbility Services staff (located in 455 Spadina Avenue, 4th Floor, Suite 400) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Call 416-978-8060 or email accessibility.services@utoronto.ca.

9/14 **introductions**

- [The Government of Canada. 2016. "Discover Canada: The Rights and Responsibilities of Citizenship"](#)

9/21 **the promise(s) of citizenship** – group a prompts / group b sketches due night before

- James, CLR. 2013 (1960). "Chapter Five" in *Modern Politics*. Oakland: PM Press. 101-130.

DUE END OF FRIDAY 9/23: min. 250wd PITCH

9/28 **citizenship and social class** – group a sketches / group b prompts

- Marshall, T.H. 1992 (1950). "The Development of Citizenship to the End of the Nineteenth Century" and "The Early Impact of Citizenship on Social Class" in *Citizenship and Social Class*. London: Pluto Press, 8-17 + 17-27.
- Brubaker, Rogers. 1992. *Citizenship and Nationhood in France and Germany* (selections). Cambridge: Harvard UP, 21-34 + 179-187.

DUE END OF FRIDAY 9/30: FIRST FIFTEEN SOURCES

10/5 **post-colonial citizenship** – group a prompts / group b sketches

- [Miki, Yuko. 2021. "Citizens of Nowhere: Illegal Slavery and Racial Silence in the African and Indigenous Histories of Postcolonial Brazil." *Citizenship Studies* 25\(4\): 474-490.](#)
- [Wong, James K. and Alvin So. 2020. "The Re-making of Developmental Citizenship in Post-handover Hong Kong." *Citizenship Studies* 24\(7\): 934-949.](#)

DUE END OF FRIDAY 10/7: SECOND FIFTEEN SOURCES (total = 30)

10/12 **post-socialist citizenship + workshop** – a = sketches / b = prompts

- [Verdery, Katherine. 1998. "Transnationalism, Nationalism, Citizenship, and Property: Eastern Europe Since 1989." *American Ethnologist* 25\(2\): 291-306.](#)
- Milanovic, Branko. 2019. "The Interaction of Capitalism and Globalization" (selection) in *Capitalism, Alone: The Future of the System that Rules the World*. Cambridge: Belknap Press, 129-147.

DUE END OF FRIDAY 10/14: FIRST FIVE ANNOTATIONS

10/19 **surveilled citizenship** – a = prompts / b = sketches

- [Abdul Khabeer, Su'ad. 2017. "Citizens and Suspects: Race, Gender, and the Making of American Muslim Citizenship." *Transforming Anthropology* 25\(2\): 103-119.](#)
- [Al-Bulushi, Samar. 2021. "Citizen-Suspect: Navigating Surveillance and Policing in Urban Kenya." *American Anthropologist* 123\(3\) pp TK](#)

DUE END OF FRIDAY 10/21: SECOND FIVE ANNOTATIONS (total = 10)

10/26 **multiculturalism as a solution** – a = sketches / b = prompts

- [Kymlicka, Will. 2003 \[1995\]. "The Politics of Multiculturalism." Chapter 2 in *Multicultural Citizenship: A Liberal Theory of Minority Rights*. New York: Oxford UP, 10-33.](#)
- [Griffith, Andrew. 2017. "Building a Mosaic: The Evolution of Canada's Approach to Immigrant Integration." *Migration Information Source*. November 1st.](#)

DUE END OF FRIDAY 10/28: THIRD FIVE ANNOTATIONS (total = 15)

11/2 **multiculturalism as a problem** – a = prompts / b = sketches

- [Hage, Ghassan. 2000 \[1998\]. "The Discourse of Anglo Decline 1: The Spectre of Cosmopolitan Whiteness" in *White Nation: Fantasies of White Supremacy in a Multicultural Society*. New York: Routledge, 179-208.](#)
- [Brown, Wendy. 2008. "Tolerance as/in Civilizational Discourse" in *Regulating Aversion: Tolerance in the Age of Identity and Empire*. Princeton: Princeton UP, 176-205.](#)

11/9 **no class – reading week**

DUE END OF WEDNESDAY 11/16: TAKE HOME ASSIGNMENT #1

11/16 **citizenship + multiculturalism + recognition / redistribution** – a = sketches / b = prompts

- [Balaton-Chrimes, Samantha. 2011. "Counting as Citizens: Recognition of the Nubians in the 2009 Kenyan Census." *Ethnopolitics* 10\(2\): 205-218.](#)
- Rankine, Claudia. 2014. "July 13, 2013" (selection) in *Citizen: An American Lyric*. Minneapolis: Graywolf Press, p. 131.
- [Williams, Patricia J. 2021. "Skittles as Matterphor." *Theory and Event* 24\(1\): 356-398.](#)

DUE END OF FRIDAY 11/18: NOTHING

11/23 **citizenship + multiculturalism + indigeneity** – a = prompts / b = sketches

- [Lazar, Sian. 2004. "Education for Credit: Development as Citizenship Project in Bolivia." *Critique of Anthropology* 24\(3\): 301-319.](#)
- [Hooker, Juliet. 2005. "Indigenous Inclusion/Black Exclusion: Race, Ethnicity and Multicultural Citizenship in Latin America." *Journal of Latin American Studies*. 37\(2\): 285-310.](#)

DUE END OF FRIDAY 11/25: min. 1000wd SKETCH OF INTRODUCTORY RATIONALE

11/30 **internal multiplicity and multi-culturalism** – a = sketches / b = prompts

- [Jedwab, Jack and Susan W. Hardwick. 2014. "'Multiculturalism' in North America: Canadian and American Attitudes Toward Immigration, Integration, and Residential Concentration" in Jedwab, ed. *The Multiculturalism Question: Debating Identity in 21st-century Canada*. Montreal: McGill-Queens University Press, 241-256.](#)
- [Morgan, Ruth and Michiko Kaneko. 2017. "Being and Belonging as Deaf South Africans: Multiple Identities in SASL Poetry." *African Studies* 76\(3\): 320-336.](#)

12/7 **wrap up / review**

- [The Government of Canada. 2016. "Discover Canada: The Rights and Responsibilities of Citizenship"](#)
- [Brosseau, Laurence and Michael Dewing. 2018. "Canadian Multiculturalism." Rev. from 1994 & 2009 editions. Library of Parliament Canada. Publication No. 2009-20-E. 1-22.](#)

DUE END OF MONDAY 12/12: TAKE HOME ASSIGNMENT #2

DUE END OF MONDAY 12/19: ANNOTATED BIBLIOGRAPHY + INTRODUCTORY RATIONALE