

## ANLS 205: Citizenship, Borders, and Belonging

Prof. Jacqueline Lyon  
[jlyon@bates.edu](mailto:jlyon@bates.edu)  
Pettengill 153  
(207) 786-8207  
Office Hours: TBD

### Course Introduction

Although goods, ideas, and capital cross borders with increasing ease, often, people do not. Citizenship, despite these global transformations remains especially relevant to the distribution of rights and resources. In this course, we will examine citizenship how citizenship is organized and contested in a variety of contexts in and beyond the Americas. As a community engaged course, students in this class will draw on their experiences working with local organizations in order to explore the everyday meanings and exercises of citizenship and the construction of belonging in the Lewiston-Auburn area. Key questions addressed in this course are: How do anthropologist study citizenship? How do citizenship, belonging, race, class, sexuality and gender mutually articulate? What are the experiences of non-citizens, citizenship seekers, and other subjects within the nation-state?

### Course Objectives

Students will:

- understand the interplay between culture and citizenship in a variety of global contexts.
- appreciate how citizenship is experienced by differently positioned actors.
- apply anthropological methods to the study of citizenship and belonging in Lewiston-Auburn.
- develop an understanding of the distinct ways states, communities and individuals negotiate exclusion and inclusion.

### Required Materials

*Available in the Bates College Bookstore:*

De Leon, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland, CA: University of California Press.

Pérez, Gina M. 2015. *Citizen, student, soldier: Latina/o youth, JROTC, and the American Dream*. New York: New York University Press.

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham, NC: Duke University Press.

All other readings are available on the course's Lyceum page.

## **Grading and Major Assignments**

*Pop Quizzes* (varying) The frequency of these quizzes depends on you. If I get a sense that students are not reading or are unprepared for the discussion of course materials I will give a quiz without prior notice. Quizzes will take multiple formats including multiple choice and short-answer.

*Attendance and Participation* Students will be penalized 10 pts on their final grade for each absence beyond a limit of three. Exceptions to this policy will be made only in extreme circumstances.

*Fieldnotes* (100 pts) Students are required to take detailed fieldnotes about their community engaged learning experience. These will be due two times during the semester. See the course schedule. Guidelines for taking fieldnotes will be covered in class.

*Citizenship Reflection Essay, Fieldnotes Assignment, Citizenship Exam Essay* (30 pts each) Throughout the semester you will write short reflection and analysis essays on topics related to the course's main themes. Instructions for these assignments will be distributed in-class before the due date.

*Class Lecture* (30 pts) Groups of students will work together to lead one class discussion during the term. A sign-up sheet will be distributed in class. Students will be provided a rubric for grading in advance of the assignment.

*Mid-term* (75 pts) Students will compare and contrast the different forms of citizenship covered in the course. Detailed instructions and a rubric will be distributed in advance of the due date.

*Final Paper* (150 pts) For this assignment, students will utilize course materials to discuss issues of citizenship and belonging highlighted in their community-engaged learning experience. This assignment is due on Lyceum during our assigned final period **April 13<sup>th</sup> at 10AM**.

*Late Policy* Assignments turned in past the due date will automatically receive a full letter grade deduction for each day it is late.

## **Course Policies**

In this class we will engage difficult, complex, and at times, uncomfortable topics through discussion and interaction. In order to foster an environment where everyone can learn we must ensure that everyone participates. To that end, students are expected to be in class on time and prepared to discuss the assigned materials. Students who are consistently late, unprepared, or absent will be penalized.

Moreover, students are expected to contribute to the construction of an inclusive classroom. This means both in terms of respecting your peers' opinions, gender, race, religion, and ethnic

presentations, and keeping in mind that we are reading and talking about real people's experiences and lives in this course. However, this course is designed to engage questions about power, privilege, and inequality that require critical commentary. You will be expected to question the perspective of the authors, the professor, yourself, and your peers. However, your critiques should be geared toward promoting learning and dialogue.

All of the work you submit for this class must be your own and properly cited. You are Any violation of the Bates Academic Integrity policy available here: <https://www.bates.edu/student-affairs/student-conduct/academic-integrity-policy/> will result in an automatic zero for the assignment and possible referral to the student conduct committee for further investigation.

## Resources

While I am always available for additional help and questions, there are several resources on campus to help you succeed in this course and others.

We will be working closely with the Harvard Center this term. Please contact them if you have any questions of concerns about your placement: Harvard Center for Community Partnerships 161 Wood Street 1-207-786-6202.

If you have any concerns about the accessibility of the course content and assessments you can contact me and the Office of Accessible Education <http://www.bates.edu/accessible-education/> to arrange accommodations.

The Academic Resource Commons <https://www.bates.edu/academic-resource-commons/> provides drop-in hours for doing homework and scheduled tutoring sessions.

The Writing and Speaking Center provides writing specialists you can contact to schedule an appointment or ask a question about writing.

The Office of Intercultural Education <https://www.bates.edu/oie/#connect-with-us> offers resources for LGBTQ students, first-generation college students, and students of color.

Laura Juraska is the research expert in anthropology in the Ladd library. You can contact her here: [http://libguides.bates.edu/Laura\\_Juraska?\\_ga=2.112801735.293573500.1504108587-1471847965.1504108587](http://libguides.bates.edu/Laura_Juraska?_ga=2.112801735.293573500.1504108587-1471847965.1504108587).

If you have any mental health needs or just having a bad day you can make an appointment with Counseling and Psychological Services here: <https://www.bates.edu/counseling-psychological-services/>.

Also, me! Stop by my office hours for any questions or concerns you may have about class, your college experience, or life in general.

## Schedule

## Introduction: Key Concepts

### Monday, January 8

Marshall, T.H. 2009. "Citizenship and Social Class," In *Inequality and Society*, Eds. Jeff Manza and Michael Sauder, 148-154. New York, NY: W.W. Norton and Co.

### Wednesday, January 10

Yuval-Davis, Nira. 1997. "Citizenship and Difference," *Feminist Review* 17: 4-27.

### Monday, January 15 – NO CLASS

#### MLK Day Events

Selections from *Doing Ethnographies*

### Wednesday, January 17

#### Citizenship Reflection Essay Due

Anderson, Benedict. 2006[1983]. "Cultural Roots," In *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. 9-36. London, UK: Verso.

### Monday, January 22

Siu, Lok. 2001. "Diasporic Cultural Citizenship: Chinese Belonging in Central America and Panama." *Social Text* 19(4):7-28.

Ramos-Zayas, Ana Y. 2007. "Becoming American, becoming black? Urban competency, racialized spaces, and the politics of citizenship among Brazilian and Puerto Rican youth in Newark." *Identities* 14 (1-2): 85-109.

## Citizenship, Rights, and Duties

### Wednesday, January 24

#### Fieldnotes Assignment Due

*Citizen, Student, Soldier* Pgs. 1-24

### Monday, January 29

*Citizen, Student, Soldier* Pgs. 25-57

### Wednesday, January 31

*Citizen, Student, Soldier* Pgs. 151-182

### Monday, February 5

*Citizen, Student, Soldier* Pgs. 183-211

### Wednesday, February 7

Horton, Sarah. 2004. "Different Subjects: The Health Care System's Participation in the Differential Construction of the Cultural Citizenship of Cuban Refugees and Mexican Immigrants." *Medical Anthropology Quarterly*. 18(4): 472-489.

Brodin, Karen. 2014. "Work, race, and economic citizenship." *Current Anthropology* 55 (S9):

S116-25.

**Monday, February 12**

Aizura, Aren Z. 2006. "Of borders and Homes: The Imaginary Community of (trans)sexual Citizenship" *Inter-Asia Cultural Studies*. 7(2): 289-309.

Friedman, Sara L. 2015. "Regulating Cross-Border Intimacy: Authenticity Paradigms and the Specter of Illegality Among Chinese Marital Immigrants to Taiwan" In *Migrant Encounters: Intimate Labor, the State, and Mobility Across Asia*. 206-229. University of Pennsylvania Press.

**Wednesday, February 14**

Nading, Alex. 2014. "Patrons, Clients, and Parasites" In *Mosquito Trails: Ecology, Health, and the Politics of Entanglement*, Berkeley, California: University of California Press.

**Non-Citizens, Borders, and Boundaries**

**Monday, February 26 – MIDTERM DUE**

Elmerdah, Nadia. 2015. "Being and Belonging in Kuwait: Expatriates, Stateless Peoples and the Politics of Citizenship" In *Anthropology of the Middle East*, 10(2): 83-100.

**Wednesday, February 28**

Chalfin, Brenda. 2008. "Sovereigns and Citizens in Close Encounter: Airport Anthropology and Customs Regimes in Neoliberal Ghana" *American Ethnologist*, 35(4): 519-538.

Sigona, Nando. 2012. "'I have too much baggage': the impacts of legal status on the social worlds of irregular migrants." *Social Anthropology* 20: 50–65.

**Monday, March 5**

**Fieldnotes Due**

*Land of Open Graves* Pgs. 1-37

**Wednesday, March 7**

*Land of Open Graves* Pgs. 38-61; 68-72; 107-115

**Monday, March 12**

**Citizenship Exam Paper Due**

*Land of Open Graves* Pgs. 220-237; 265-279

**Wednesday, March 14**

Besteman, Catherine. 2014. "Refuge fragments, fragmentary refuge," *Ethnography*. 15 (2): 426-445.

*Latino USA Podcast* – "The Death Count"

**Alternative Constructions**

**Monday, March 19**

Thomas, Deborah A. and M. Kamari Clarke. 2013. "Globalization and Race: Structures of Inequality, New Sovereignties, and Citizenship in a Neoliberal Era." *Annual Review of Anthropology* 42: 305-325.

Berg, Ulla Dalum and Robyn Magalit Rodriguez. 2013. "Transnational citizenship across the Americas," *Identities*, 20(6), 649-664, DOI: 10.1080/1070289X.2013.828627.

**Wednesday, March 21**

Tallbear, Kimberly. 2003. "DNA, Blood, and Racializing the Tribe" *Wicazo SA Review*: 81-107.

**Monday, March 26**

*Mohawk Interruptus* Pgs. 1-35

**Wednesday, March 28**

*Mohawk Interruptus* Pgs. 95-129

**Monday, April 2**

*Mohawk Interruptus* Pgs. 129-160

**Wednesday, April 4**

**Fieldnotes Due**

*Mohawk Interruptus* Pgs. 160-194

**Friday, April 13**

**FINAL DUE**