

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
ANTH4750
FALL 2026
Advanced Studies in Citizenship and Globalization

Instructor: Vivian Solana

Office Hours: By appointment. Email Vivian to meet at Vivian's office (B745 Loeb Building) or through the Office Hours Zoom link available on the course's Brightspace under "Syllabus and Course Tools"

Email: Vivian.solana@carleton.ca

Brightspace course page link:

Pre-requisites & Precluded Courses: fourth year standing. Precludes additional credit for SOCI 4750 (no longer offered).

Method of Delivery: In person. Thursdays 8.35-11.25 am

Course Description and Objectives:

How do human beings live with one and others? Who decides how we share space, resources, exchange services, and distribute leadership? What is "citizenship" and how does it intersect with other categories of shared identity and belonging, such as family, nation, ethnicity, race, gender, and globality? In this course, we will examine anthropological approaches to the study of citizenship as a bundle of rights, responsibilities, and social practices that are historically produced and constantly transformed through particular political and economic circumstances. We will closely examine places and processes through which citizenship is constituted, reproduced and renegotiated (examples: imperialism, colonialism, the national state, the body, the law, but also border crossings, identity documents, access to public services, migration, economic and kinship practices). Each student will produce a final project that focuses on one such place or process, investigating the legal and social meanings of "citizenship" in a particular social context to which they belong.

Learning Outcomes:

By the end of the course, you will be able to:

1. Reflect on the diverse ways that citizenship is produced and experienced in everyday life.
2. Analyze how legal and social categories of citizenship are used to include and exclude people across local, national, and global scales.
3. Develop and produce a research project that practices your ethnographic methods and writing and explores the legal and social meanings of citizenship in a social context that you belong to.
4. Hone your reading, writing, analytical, leading discussion and oral presentation skills.

Readings:

All required course readings are listed in the course outline and will be available online through the course's Brightspace and Ares.

Course Requirements & Methods of Evaluation:

Assignment	Due Date	Grade
Seminar Attendance	Ongoing	20 %
Seminar Participation	Ongoing	10%
Weekly discussion questions	Ongoing	10 %
Presentation and leading class discussion	Once during the term (from Oct 1 onwards)	10 %
CUAG: In-situ reflection	November 26	5%
Participant Observation of Citizenship: Ethnographic practice	Submit 2-paged cuPortfolio collection & oral presentation:	
1. First Page: Description of your chosen field site, methods and social position within the site	October 8 (11.59 pm)	10 %
2. Oral Presentation	December 3 (during class)	10%
3. Peer-review workshop	December 10 (during class)	See Attendance & Participation
4. Second Page: Ethnographic description and analysis	December 10 (11.59 pm)	20%
Extra credit opportunity	Ongoing	5%

1. **Seminar Attendance** Every time you attend a class, you will receive 1.5 % towards this portion of your evaluation. Health and personal issues sometimes get in the way of attending class but please note that there is a total of 12 seminar sessions. This means that you can miss up to two sessions this term and *still* get full marks for this portion of your evaluation.
2. **Seminar Participation**: At the end of the term, the Professor will evaluate the over *quality* of your participation in weekly class discussion and give you a mark from 1 to 10: How pertinent were your observations, reflections, comments and questions to the course content? Pertinence here is measured through the following parameters: degree of your grasp of course readings and content and originality of thought.

3. **Weekly Discussion Forum Questions:** Post a question related to the weekly readings. Questions are required for seven weeks, beginning on September 17 for 1% each question. An extra 3% will be awarded to those who never miss posting a weekly question. Please post your question to the “Discussion Forum on Brightspace” by the end of the day on Mondays. The student leading the class on Thursday will work to incorporate and/or refer to peers’ weekly questions in their presentation and leading of class discussion. Note: you are welcome to add further thoughts and questions to the Discussion Forum in addition to the weekly questions. This might include any photos, video, audio files, and URLs that relate to some of the readings for that week. This might enable you to think about how the readings resonate or not with issues that you may be familiar with or wish to share.
4. **Student led discussion:** The professor will warm up the class with a presentation that will provide context for the week’s topic and some broad reflections on the readings. This will be followed by a student’s presentation on the readings (15-20 minutes) who will also be responsible for leading the remaining class discussion. In your presentation and leading of class discussion, you are required to address the questions posted by your peers by the end of the day on Monday as well as pose your own question for the week. A google doc is available on Brightspace for you to sign up to your preferred week. Student presentation and leading of class discussion will begin on October 1.
5. **In-Situ Reflection on CUAG visit:** On November 26th we will be visiting the Carleton University Art Gallery to see Faisa Omer’s: Threading Roots: <https://cuag.ca/exhibition/faisa-omer-threading-roots/> together. After viewing we will all sit down for an in-situ written reflection on how the piece speaks to course themes worth 5% of your final evaluation. Make sure to bring a notebook or your laptop for the exercise. We will end the class with an informal discussion reflecting on what each of us wrote.
6. **Participant Observation of Citizenship: Ethnographic Practice:** Your capstone assignment is an experiential learning activity designed for you to practice anthropological research and writing firsthand. You will create a cuPortfolio collection that will contain the following two pages:

cuPortfolio page 1: Choose a Research Site, 10%: This page will describe the social setting you have chosen to do your research in for this assignment: How is social *belonging* produced in the space? Is and how is such belonging affected by state-defined modality citizenship? It needs to be a social site that you belong to and attend regularly. For example: Your workplace, a student club, a sports club, a dance club, a musical band, a place of worship, a gym, a neighborhood, a household, etc. By the end of the day on October 8th, you will submit your first cuPortfolio page with a brief description of the research site you propose to undertake participant observation in for this assignment. This description should also describe your (1) methodology (i.e., how often will you attend the site, what will be the focus of your observations while you are there, what questions will animate your research and how will you document your observations) and (2) your own social position within this research location.

The use of cuPortfolio will allow you to include images (drawings, photography, maps, etc.), but also videos, and/or audio clips to enhance your textual description of the site. Please don’t upload images of human beings in this research site other than of yourself. Notice that you are required to choose a site that you are socially embedded in. This requirement has to do with the ethics of social scientific research, which is a topic we will discuss in class.

Once the Professor has approved your research site, you will begin keeping a field diary centered on your own first-hand experience and observations of the site and the social worlds it contains. Between weeks 6 and week 12, you will update your field diary once a week. The more details you include in your fieldnotes, the easier it will be for you to craft an ethnographic description of the site that develops an argument about how “citizenship” emerges in the social setting of your choice. **Word limit: 500 words. No references needed.**

cuPortfolio page 2: Ethnographic description and analysis: Before the end of the day on December 10, you are due to submit a second cuPortfolio page that includes an ethnographic description of the participant observations you have undertaken in your research site. The description should contain an ethnographic argument that is centered around the question of how citizenship (how we live with others) emerges in your fieldsite. The use of cuPortfolio will allow you to include images (drawings, photography, maps, etc.), videos, and/or audio to enhance your textual description of the site. For ethical purposes, please don't upload images of human beings in this research site other than of yourself. Word limit: 1500 words. Note that your ethnographic argument is required to draw on at least two of the course readings.

Important dates: Note that you are required to share the results of your research and preliminary arguments in the form of an oral presentation delivered in class on December 3rd for 10% of your final grade. You are also required to participate in an online-peer review workshop on December 10th that will significantly help you improve your final submission due by the end of that day.

Course Expectations

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Policy regarding extensions, late submissions and the use of AI

All late assignments will be given a penalty of 2% per day, including weekends, and will not be accepted after seven days late. If an illness, injury, or other emergency impacts your coursework, it is your responsibility to contact your professor as soon as possible and in advance of your deadline to discuss if it would be in your best interest to drop the course or if it is possible to arrange an alternative deadline. The use of AI is strictly prohibited in this course and will be considered a case of plagiarism.