

CGS 3518 State Formations and Non-State Persons
K.L. Pendakis

Seminars: Tuesdays 1:30 - 2:20; Thursdays 12:30 - 2:20

Seminar Room: V208

Office Hours: Thursdays 2:30-3:30

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Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1999 level, or permission of the Centre for Global Studies

Course Description

This course will explore statelessness as both a fundamental feature of state formation and a lived condition that is experienced in diverse ways by different groups. Using an interdisciplinary approach and drawing creatively from philosophical, anthropological, and sociological literatures, we will examine and deconstruct specific analytical and practical tensions at the heart of discussions about governance, citizenship and rights. Through close study of specific case studies, we aim to go beyond the refugee as a paradigmatic example of stateless, to non-state persons who actively resist inclusion in governmental structures and institutions. We will reflect on statelessness as a complex spectrum inhabited by actors as diverse as refugees, anarchists and indigenous activists (among others), and we will explore the affective, social and political lives of those who occupy an ambivalent position to the state. By focusing on these positions — from ‘desiring’ to ‘resisting’ state inclusion— we will challenge some primary assumptions about state and subject relations at the heart of contemporary political theory.

Course Objectives

1. To gain an understanding of core theoretical problems tied to statelessness
2. To learn how to think critically about dominant assumptions regarding the relationship between the state and the subject
3. To gain an understanding of the diversity of forms of statelessness, using case studies

Course Methods

This course consists of lectures, classroom discussion, presentations, small-group activities and short, in-class writing sessions.

Evaluation & Deadlines

All assignments are due on OWL before midnight.

Assignment	Worth	Deadline
Topic Selection		Thursday, September 14
Reflection 1	10%	Friday, September 22

Reflection 2	10%	Friday, October 20
Paper Proposal	5%	Friday, November 10
Reflection 3	10%	Friday, November 17
Presentation	15%	Date selected by student
Peer Assessments	10%	Assessed Weekly
Participation	10%	Assessed Weekly
Research Paper	30%	Friday, December 8

Themes/ Readings

Thursday, September 7: Intro to Course

Tuesday, September 12: Research Workshop

- *Details to be discussed on the first day of class*

Thursday, September 14: Philosophical Orientations Seminar

- ❖ Topic Selection due in class
- Excerpt from Aristotle's *Politics* (OWL)
- Hannah Arendt's *The Origins of Totalitarianism* (Chapter 9: The Decline of the Nation State and the End of the Rights of Man) (OWL)

Tuesday, September 19: Philosophical Orientations Discussion

- In-class group work

Thursday, September 21: Historical Foundations Seminar

- Aristide Zolberg's (1983) The Formation of New States as a Refugee-Generating Process. *The Annals of the American Academy of Political and Social Science* 467: 24-38.
- Excerpt of Margaret Somers's *Genealogies of Citizenship: Markets, Statelessness, and the Right to have Rights* (OWL)
- Excerpt of James Scott's (1998) *Seeing like a State* 9 (OWL)

Friday, September 22: Reflection 1 DUE

September 26: Historical Foundations Discussion

- Group 1 presentation
- In-class group work

September 28: Subjectivity & the State / Governmentality Seminar

- Michel Foucault's (1991) "Governmentality" in *The Foucault Effect: Studies in Governmentality* (OWL)
- Colin Gordon's (1991) Governmental Rationality: An Introduction in *The Foucault Effect: Studies in Governmentality* (OWL)
- James Ferguson and Akhil Gupta's (2002) Spatializing States: Toward an Ethnography of Neoliberal Governmentality. *American Ethnologist* 29(4):981-1002.

Tuesday, October 3: Subjectivity & the State Discussion

- Group 2 Presentation
- In-class group work

Thursday, October 5: Stateless as Resistance Seminar (Part I)

- Pierre Clastres' (1977) *Society Against the State* (Chapter 1) (OWL)
- Excerpt of James Scott's *The Art of Not Being Governed* (OWL)

READING WEEK (October 10/12)

Tuesday, October 17: Workshop II

- *Details to be discussed in class*

Thursday, October 19: Statelessness as Resistance (Part II) Seminar

- Sherry Ortner's (1995) Resistance and the Problem of Ethnographic Refusal. *Comparative Studies in Society & History* 37 (1): 173-193.
- Peter Nyers' (2010) No one Is illegal Between City and Nation. *Studies in Social Justice* 4 (2)
- Audra Simpson's (2007) Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. *Junctures: The Journal for Thematic Dialogue* 9: 67-80.
- Carole Granahan (2016) Theorizing Refusal: An Introduction. *Cultural Anthropology* 31 (3): 319-325

*****Friday, October 20: Reflection 2 DUE*****

Tuesdays, October 24: Statelessness as Resistance (Part II) Discussion

- Group 3 presentation
- In-class group work

Thursday, October 26: Writing, Documents and the 'Magic' of the State Seminar

- Tobias Kelly's (2006) Documented Lives: Fear and the Uncertainties of Law During the Second Palestinian Intifada. *Royal Anthropological Institute* 12: 89-107.
- Gaston Gordillo's (2006) The Crucible of Citizenship: ID-Paper Fetishism in the Argentinean Chaco. *American Ethnologist* 33 (2): 162-176.
- Excerpt from John Torpey's *The Invention of the Passport: Surveillance, Citizenship and the State* (OWL)

Tuesday, October 31: Writing, Documents and the 'Magic' of the State Discussion

- Group 4 presentation
- In-class group work

Thursday, November 2: The Surveillance State and Stateless People Seminar

- Ruben Andersson's (2014) Time and the Migrant Other: European Border Controls and the Temporal Economics of Illegality. *American Anthropologist* 116 (4): 795-805.
- Deanna Barenboim's (2016) The Specter of Surveillance: Navigating "Illegality" and Indigeneity among Maya Migrants in the San Francisco Bay Area. *Political and Legal Anthropological Review* 39 (1): 79- 94.
- Craig Proulx's (2014) Colonizing Surveillance: Canada Constructs an Indigenous Terror Threat. *Anthropologica* 56(1): 83-100.

Tuesday, November 7: Workshop III

- *Details to be discussed in class*

*****Friday, November 10: Proposal DUE*****

Thursday, November 9: Affective States/ Desiring the State Seminar

- Excerpt from Holly High's (2014) *Fields of Desire: Poverty and Policy in Laos*. (OWL)
- Begoña Aretxaga's (2003) Maddening States. *Annual Review of Anthropology* 32:393-41
- Yael Navaro-Yashin's (2007) Make-Believe Papers, Legal Forms and the Counterfeit. *Anthropological Theory* 7(1): 79-98.

Tuesday, November 14: Affective States/ Desiring the State Discussion

- Group 5 presentation
- Group 6 presentation

Thursday, November 16: Deconstructing the Reified State Seminar

- Philip Abrams' (1988) Notes on the Difficulty of Studying the State. *Journal of Historical Sociology* 1 (1): 58-89.
- Timothy Mitchell's (1999) Society, Economy and the State Effect. In (ed) G. Steinmetz, *State/Culture: State-Formation after the Cultural Turn*. London: Cornell University Press (OWL)
- Veena Das and Deborah Poole's (2004) *Anthropology in the Margins of the State* (Chapter 1 The State and Its Margins) (OWL)

*****Friday, November 17: Reflection 3 DUE*****

Tuesday, November 21: Deconstructing the Reified State Discussion

- Group 7 presentation
- In-class group work

Thursday, November 23: Case study of the Iroquois in Canada

- Excerpts from Simpson, Audra (2014) *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Pp. 1-36 & 115-146, 147-176. (OWL)

Tuesday, November 28

- Group 8 presentation
- In-class group work

Thursday, November 30: Case study of the Turkish State

- Latif Tas' (2016) How International Law Impacts on Statelessness and Citizenship: The Case of Kurdish Nationalism, Conflict and Peace. *International Journal of Law in Context* 12 (1): 42-62.
- Kurdish Resistance:
<https://revolutionarystrategicstudies.wordpress.com/2014/10/22/stateless-democracy-how-the-kurdish-womens-movement-liberated-democracy-from-the-state/>
- (2015) Rojava. Capitalism, Nature, *Socialism* 26 (1) : 1-15.
- Feyzi Baban, Suzan Ilcan and Kim Rygiel (2017) Syrian Refugees in Turkey: Pathways to Precarity, Differential Inclusion, and Negotiated Citizenship. *Journal of Ethnic and Migration Studies* 43 (1): 41-57.
- Additional Article TBA

Tuesday, December 5: Individual Consultations

- Details in class

Thursday, December 7: Course Summary

Assignment Descriptions

* *Further details and grading schemes will be discussed on the first day of class and posted on OWL*

- *Topic Selection:* Please choose a case study of statelessness that you would like to explore throughout the semester. Each of the assignments will ask you to relate course material to your chosen case study. I will provide a list of possibilities on the first day of class. If you would like to propose an alternative case study, please do so during office hours *prior* to the 19th of September.
- *Reflections (3):* You will be asked to write three reflection pieces (1000-1500 words) over the course of the semester. I will provide you with two “prompts” (via OWL) to guide your writing. The first prompt will relate to the content of the readings, the second will ask you to apply the readings to your chosen research topic. Prompts will be posted two weeks in advance of the deadline.
- *Presentation:* Each group will be asked, on one occasion, to prepare questions based on the assigned weekly readings in order to stimulate and guide class discussion. Students will sign up for presentations on the first day of class.
- *Peer Assessment/ Engagement:* Every week, students will submit a short assessment of each presentation along with questions for further engagement with the material presented.

- *Participation:* It is expected that students will come to class having read the assigned texts and ready to demonstrate curiosity and respect in their discussions with others. Please be prepared for substantial group work throughout the semester.
- *Easy Proposal:* Students are asked to submit a proposal of their final paper. I will provide comments in a timely manner so that these comments can be incorporated into the final paper.
- *Final Research Paper:* The final paper (3500 words) will be based on the research you have done throughout the semester on your specific case study. You will develop a historically contextualized argument—one that is supported by evidence and theoretically framed using course material. Your research paper should engage with 8-10 *additional* academic articles.



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the

instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>