



Citizenship in Anthropology for IB Social Anthropology utilising the Cambridge Encyclopaedia of Anthropology

The Cambridge Encyclopaedia of Anthropology (CEA) is a growing open-access teaching and learning resource. Its goal is to facilitate access to scholarship in Social Anthropology for experts and non-experts worldwide. All entries are written and peer-reviewed by leading academics. This document has been created to provide sign posting as to how this resource might be used by those studying IB Social Anthropology.

Purpose of this document

This document provides five activities that support preparation for exam paper 2. It also offers some suggestions for applying this topic to an extended essay. The activities can be utilised individually, or as part of a program. Each activity requires 1-2 hours, there are a mix of individual and small group exercises. There are distance learning suggestions for online teaching.

A contents table on page two outlines the activities that have been produced.

Preparation

Students would benefit from reading [Sian Lazar's online encyclopaedia entry](#) which offers an introduction to thinking about citizenship within anthropology. These activities will also be best approached by students who have already read (or at least, are a substantial way into) an ethnography that incorporates citizenship.

Example ethnography options

Holston, James. *Insurgent citizenship: Disjunctions of democracy and modernity in Brazil*. Princeton university press, 2009.

Lazar, Sian. *El Alto, rebel city: Self and citizenship in Andean Bolivia*. Duke University Press, 2008.

The following edited volumes may also be useful:

Herrera, Linda, ed. *Wired citizenship: Youth learning and activism in the Middle East*. Routledge, 2014.

Lazar, Sian. *The anthropology of citizenship: A reader*. John Wiley & Sons, 2013.

International Baccalaureate Curriculum Links

Part 2: Engaging with ethnography.

The anthropological study of citizenship provides possibilities for making connections across several of the key concepts and areas of inquiry.

Areas of inquiry:

Group 2: **Belonging**

Key concepts:

Identity, Power, Change, Social Relations, Society.



Page	Activity	Objective	Time
3	Comprehension of the Encyclopaedia Entry.	Students will have read the encyclopaedia entry and begin to understand and engage with the key concepts.	The entry will take around 1 hour to read. The exercise will take 45 minutes to complete
4	Who Makes Citizens?	Students will understand 'top down' and 'bottom up' systems for defining and claiming citizenship, and evidence both through ethnographic evidence.	One hour (+ one hour additional study question)
5-7	Conceptual Links: Power and Belonging	Students will have explored through discussion how the concept of citizenship relates to the concepts of power and belonging.	1 hour group work + (suggested films to watch, extra 30 mins -75 mins) + 45 minutes individual study
8	Ideal Versus Actual	Through work in small groups students will have used ethnographic evidence to complicate the ideal abstract notion of citizenship. Through this they will come to understand the value of an anthropological approach.	1 hour – 1 hour 30
9-10	Exam and extended essay preparation	Students will be able to apply their learning to general anthropological discussions and broad exam-type questions.	Exam practice: 1 hour. Extended Essay Prompts: 10 mins reading, to prompt future work.



Comprehension of the Encyclopaedia Entry.

Type of Work: Individual

Activity Objective: Reading the encyclopaedia entry and begin to understand and engage with the key concepts.

Time Allocated: The entry will take around 1 hour to read. The exercise will take 45 minutes to complete.

Read the [encyclopaedia entry on Citizenship](#) and answer the following questions

1. Lazar explains that for Rousseau and Locke: *“True freedom comes from respect for the law, not from absence of law.”* In no more than four sentences, explain what this statement might mean and why it is important to a liberal notion of citizenship.
2. Liberal citizenship is not the only sort of citizenship imaginable. Describe one difference between liberal and communitarian notions of citizenship. (Tip: For example, think about the importance of individual rights, versus group rights)
3. What might property ownership have to do with citizenship? (Think about possible definitions of citizenship as well as possible rights of citizens).
4. Lazar is speaking of Aristotle’s Athens when she says the following, but what might this statement mean about citizenship today? *“Political subjectivity is something that cannot be assumed to exist, but must be created.”*

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<https://sianlazar.wordpress.com/>





Who Makes Citizens?

Type of work: Small Group Work

Activity Objectives: Students will understand 'top down' and 'bottom up' systems for defining and claiming citizenship, and evidence both through ethnographic evidence.

Time Allocated: One hour

Extra reading:

Ong, A. 1996. Cultural citizenship as subject-making: immigrants negotiate racial and cultural boundaries in the United States [and Comments and Reply]. *Current Anthropology* 37, 737-62.

Part One (45 minutes)

1. Aihwa Ong suggested that citizenship is a 'process of self-making and being-made' (1996: 737). In small groups, list examples that can demonstrate how citizenship is created a) from the top down and b) from the bottom up. Use ethnographic examples where possible, and examples from your own lives to supplement your lists.
2. Create a poster (or shared document, for online teaching alternative) that displays the 'bottom up' and 'top down' aspects of citizenship.
3. Share your small group work with the whole class.

Part Two: (15 minutes)

Whole group discussion: Is citizenship something you are, something you have, or something you do? Can any students support any of these three suggestions?

Additional group discussion or extension question if students have already studied theories of power:

To understand the way power works within communities, we need to look beyond the idea of citizenship. Do you agree? Why/why not?





Conceptual Links: Power and Belonging

Type of Work: Small group work followed by individual study

Objective: Students will discuss how the concept of citizenship relates to the concepts of power and belonging.

Time: 1 hour group work, 45 minutes individual study (ideal homework task).

Suggested ethnographic film: Some relevant ethnographic films on migration and citizenship can be found here:

<https://raifilmfest.org.uk/film/festival/2011/home/migration.html>

In small groups, discuss the following questions themed around power and belonging in relation to the ethnography you have read or watched. Use ethnographic examples where possible, to consider the following.

Part One: Power

Is citizenship the means for being politically active within a state, or the outcome of already being politically active in relation to the state?

What sort of presumptions does citizenship make about the agency and personhood of its members?

Who gets to decide what citizenship is?

Share with whole group: Each small group to select ONE ethnographic example from the above discussion, that can tell us something interesting about what citizenship can teach us about power.

Part Two: Belonging

How does the concept of citizenship compare with the concept of belonging?

Are citizens the people who belong to a city/state/nation?

Citizenship is only one sort of belonging to a political collective. When might different sorts of political belonging matter within people's lives?

Share with whole group: Each small group to select ONE ethnographic example from the above discussion, that can tell us something interesting about what citizenship can teach us about belonging.

Part Three: Individual study

In essay form, answer the following question:

Citizenship is the means through which individuals can belong to the political community of the state. Discuss.

Use at least two ethnographic examples in your answer.



Ideal versus Actual

Type of work: Whole class project, followed by small group work

Activity Objective: Students work in small groups to utilise ethnographic evidence to complicate the ideal abstract notion of citizenship and to understand the value of an anthropological approach.

Time Allocation: 1 hour – 1 hour 30 minutes

This exercise involves shared writing space (a whiteboard is ideal, or online equivalent)

Students are going to take up Lazar’s distinction between normative and descriptive, in order to understand the value of anthropological methods and theories for studying citizenship.

Give students the following quote to begin the exercise.

In her encyclopaedia entry on anthropological approaches towards citizenship, Sian Lazar says: *“In the move from political philosophy to anthropology, we see an important analytical shift take place from the normative to the descriptive: from what citizenship and citizens should be to a critical analysis of what they are.”*

1. Whole class exercise: Students to contribute ideas towards an ideal definition of citizenship. Write this definition on the board/a shared space. They may wish to use a definition offered by another author, (past or present) or come up with their own.
2. Title a second area of the shared space ‘Actual Citizenship’.
3. Students are invited to individually come and contribute to the board, using ethnographic examples to show how citizenship really plays out. Postit notes can work better than board pens for this exercise.

The following questions can prompt thinking if students are struggling for ideas: What do you have to do to become a citizen? Who does or doesn’t get to be a citizen, or doesn’t get to be a citizen in a full sense? What rights are/are not protected by citizenship? Who gets to decide those rights? How is citizenship instilled from top down or bottom up? What does the ideal of citizenship presume is similar about the members? When might citizenship come into competition with other sorts of political community membership? Are some citizens more, or less, citizen-like than other citizens?

4. Allow time for students to read one another’s additions to the group project.

Sian Lazar also says

“Studying citizenship as a political practice often obliges us to take a political stand.”

5. In small groups discuss:

What sort of political stand do you think anthropologists can take through their work?

What are the risks and possibilities of this sort of scholarship?



What sort of political stance have you encountered within the ethnographies that you have read?

What sort of approach to citizenship would you like to take if you were to complete ethnographic research on these themes?



Essay and Exam preparation

Type of work: Individual Study

Activity Objective: Students will be able to apply their learning to general anthropological discussions and broad exam-type questions.

Time Allocation: 1 hour

Write an essay in response to one of the following questions. Use ethnographic evidence of contemporary, real world examples, in the answer. Remember to include the date/place of the ethnographic fieldwork you reference, as well as the name of the author, and the date and title of the publication.

1. Citizenship is the relationship between an individual and the state. Discuss.
2. Is citizenship always understood in relation to those excluded from it?
3. Citizens are the people with the power to change the state. Do you agree?
4. Ultimately, states make citizens. Do you agree?
5. Citizenship is only one sort of political collectivity: How does it compete with other versions?

TIPS: These questions are broad and general and can be quite intimidating. But you do not need to come up with the final, complete, and correct answer to these questions. You need to use them as ways to think about the specific things that you have read about in ethnography. If you are unsure how to tackle a question, as a starting point, come up with two ethnographic examples that demonstrate something relevant to the question, and then compare them with one another, relating back to the question throughout.

TOP TIP: For an excellent answer, can you think about how anthropologists *ought to* think about the key concepts (e.g. materiality, identity, power, change) in order to best understand human lives? What is good or not so good about the approach of the anthropologist's you have read?





Extended essay or fieldwork research topics

Some students may want to think about citizenship as a topic for their extended essay or research projects. Some possible titles/prompts are below.

1. The meaning of “citizenship” in human lives. (You might like to think about different definitions for citizenship, the way citizenship comes to matter in various ways depending on individual context)
2. Power and group membership. (You may like to think about citizenship compared with other sorts of group or political collective, you may like to consider individual versus group rights/agencies/capacities)
3. Who makes citizens? (You may like to think about top down and bottom up dynamics, who decides the parameters for citizenship, and actual versus ideal descriptions of the way citizenship is invoked).

Or, to come up with your own title of enquiry you may like to consider:

- What did you find surprising about the ethnographies you read?
- How do anthropological approaches to citizenship compare with the approaches you have come across within other disciplines?



Figure 1 <https://www.crowdfunder.co.uk/eu-citizenship-is-a-permanent-status>