Honours Seminar in Political Science
Census, Map, Museum: Identity and the State

POLI 524
Fall 2022
Leacock 424
Tuesdays, Noon-2:25pm

Prof. Juliet Johnson

Office Hours: Tues 9:30-11am and by appt
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Course Description
This course builds on Benedict Anderson's iconic essay *Census, Map, Museum* to examine how the contemporary state shapes the collective identities of its citizenry through its efforts to count them, map them, and define their shared pasts. While Anderson focused on colonial Southeast Asia, we will draw on expertise from multiple disciplines to examine these pervasive governance strategies and their implications in North America and Western Europe. The course self-consciously blends the theoretical and the practical, looking not only at why states engage in these activities, but how they do so and with what consequences.

Prerequisite: At least one upper-level course in the politics of developed areas
Restriction: Open to final-year Honours and Joint Honours students in political science

Course Requirements

Assignment	*Weight*	*Date Due*
Mini-Lecture	30%	Either Oct 18, Nov 8, or Nov 29
Policy Brief	30%	Either Oct 18, Nov 8, or Nov 29
Analytic Essay	30%	Either Oct 18, Nov 8, or Nov 29
Seminar Participation	10%	

You must earn a passing grade on all three major assignments to pass the course. In the event of extraordinary circumstances beyond the University's control (e.g., pandemic, earthquake, Sharknado), the content and/or evaluation scheme in this course is subject to change.

Readings
Three course books are available at the bookstore and all but the *Foucault Reader* are also available as e-books through the McGill library website. Other readings are hyperlinked in the syllabus and available on MyCourses.

James Scott, *Seeing Like a State* (Yale 1999).

Michel Foucault, ed. Paul Rabinow. *The Foucault Reader* (Any edition).

Mark Monmonier, *No Dig, No Fly, No Go: How Maps Restrict and Control* (Chicago 2010).

Assignments
Each student will complete one assignment for *each* of the three course units (map, census, museum) - either give a mini-lecture, write a policy brief, or write a research essay. Assignments are due via MyCourses by 11:30am on October 18, November 8, and November 29. Students must do a different assignment for each date. For example, a student might give his/her mini-lecture on a census topic, write a policy brief on a mapping issue, and write an analytic essay on a museum-related controversy. I will provide a list of possible topics, but you are free to choose off-list issues. Although the course readings and lectures focus on contemporary North America and the UK, you can choose your own topics from any country and/or time period. We will determine mini-lecture dates early in the semester.

Mini-Lecture
You will give a 12-15 minute lecture introducing the class to an important concept, scholarly debate, or real-life controversy relevant to the course unit, followed by five minutes of questions. For this assignment, please: 1) Submit your lecture notes (outline form is fine), bibliography, and powerpoint slides via MyCourses and 2) e-mail me your PowerPoint slides *by 9am on the day of your presentation*. I will upload everyone's slides to my computer so that we can smoothly move from one presentation to the next. For this reason, please use PowerPoint rather than Pages or Prezi. Late mini-lectures will generally not be accepted.*

Policy Brief
You will write a 1,200-1,500 word policy brief recommending the adoption of a particular policy relevant to the unit. Your policy brief should clearly describe the proposed recommendation, the rationale for adopting it, and the primary evidence supporting it. Indicate the intended audience as well; it will vary depending upon the policy (e.g., a proposal related to the Canadian census might be directed towards the Prime Minister and/or StatsCan). The emphasis is on tight, persuasive writing. Please attach a separate bibliography, not included in the 1,200-1,500 words. You may also attach relevant tables, charts, pictures, or figures, but be selective. Please submit your brief in MS Word. Late briefs will receive a maximum grade of B+. No briefs will be accepted after December 20.

Analytic Essay
You will write a 6-8 page analytic essay on an important concept, scholarly debate, or real-life controversy relevant to the course unit. This essay should draw primarily on scholarly sources, but may also use relevant newspaper, web, survey, etc., sources as well. The essay should have a clear thesis and be well supported by reference to the scholarly literature. It should be double spaced and in 12-point font, with a complete and properly formatted bibliography (not counted in the 6-8 pages). Please submit your essay in MS Word. Late essays will receive a maximum grade of B+. No essays will be accepted after December 20.

Participation
Please plan to participate actively and regularly in class discussions. On weeks in which we have readings, you should be prepared to discuss the authors' main arguments, make comparisons, raise critiques, and ask questions. On practicum weeks you should have read the assigned materials and be prepared to draw on that knowledge during our activities. On mini-lecture weeks, you should come prepared either to lecture or to listen attentively and ask questions, depending upon your role. Informed attendance and engagement are vital in a weekly seminar that depends upon thoughtful, respectful, and inclusive class discussion. Coming to class unprepared or missing class will affect your participation grade.*

Course Schedule

Week 1 (Sept 6) *Introduction: Census, Map, Museum*

Benedict Anderson, "Census, Map, Museum" (Chapter 10 of *Imagined Communities*)

Citizenship Test Guides (we will look at these in class):
A Look at Canada (2001 guide)
Discover Canada (current guide)
Learn about the United States (current guide)
Life in the United Kingdom – A Guide for New Residents (3rd Edition) (current guide)

Week 2 (Sept 13) *Seeing Like a State*

Geoffrey Bowker and Susan Leigh Star, "To Classify is Human," in *Sorting Things Out: Classification and Its Consequences* (MIT 1999): 1-32.

James Scott, *Seeing Like a State*. Introduction and chapters 1-4, 9-10 (pp. 1-146, 307-358).

Week 3 (Sept 20) *Identity and Hegemony*

The Foucault Reader. "Introduction," "The Means of Correct Training," "Panopticism," and "Space, Knowledge, and Power."

T.J. Jackson Lears, "The Concept of Cultural Hegemony: Problems and Possibilities," *The American Historical Review* 90:3 (1985): 567-593.

Week 4 (Sept 27) *Census and Identity*

David Kertzer and Dominique Arel, "Censuses, identity formation, and the struggle for political power," in *Census and Identity* (Cambridge 2002): 1-42.

Debra Thompson, "Race, the Canadian Census, and Interactive Political Development," *Studies in American Political Development* 34.1 (2020): 44-70.

David Coleman, "The Twilight of the Census," *Population and Development Review*, 38 (2013): 334–351.

Laurence Cooley, "Census politics in Northern Ireland from the Good Friday Agreement to Brexit: Beyond the 'sectarian headcount'?" *The British Journal of Politics and International Relations* 23.3 (2021): 451-470.

Week 5 (Oct 4) *Census Practicum*

StatsCan Planning a Survey
The UN on Census Design (and take a quick look at its technical document on Principles and Recommendations to get a sense of the true complexity)
StatsCan Guide to the Census of Population 2021 and Long-Form Questionnaire
US Census Bureau on the American Community Survey and Why We Ask Each Question
Question Development for the 2021 Census for England and Wales (Read on one topic)

In Class: Census Design
Please sign up for a free SurveyMonkey account ahead of time and bring your laptops!

Week 6 (Oct 14) *Writing Week*

Week 7 (Oct 18) *Census Mini-Lectures*

Week 8 (Oct 25) *The Power of Maps*

Guest speaker: Prof. Benjamin Forest, Department of Geography

J.B. Harley, "Maps, Knowledge, and Power," in Cosgrove and Daniels, ed., *The Iconography of Landscape* (Cambridge 1988): 277-312. (Ch 8 of Geographic Thought)

Dallas Hunt and Shaun Stevenson. "Decolonizing geographies of power: Indigenous digital counter-mapping practices on Turtle Island." *Settler Colonial Studies* 7.3 (2017): 372-392.

Mark Monmonier, *No Dig, No Fly, No Go*.

Week 9 (Nov 1) *Map Practicum*

Abraham M. Rutchick, Joshua M. Smyth, and Sara Konrath, "Seeing red (and blue): Effects of electoral college depictions on political group perception," *Analyses of Social Issues and Public Policy* 9.1 (2009): 269-282

NYTimes Redistricting Maps Explained
NYTimes Can You Gerrymander Your Party to Power? (play the game)
538 - What Redistricting Looks Like in Every State
ABC News 2020 Interactive Electoral Map vs ESRI Popular Vote with Population

Sebastien Caquard, The Politics of Making Maps
ESRI, What is GIS?, How Governments Use GIS and Redlining Storymapping
Chicago Police Department CLEARMAP

In Class: Red State, Blue State. Please bring your laptops!

Week 10 (Nov 8) *Map Mini-Lectures*

Week 11 (Nov 15) *National Museums*

Tony Bennett. "The exhibitionary complex," in Dirks, Eley and Ortner, ed. *Culture/Power/History* (Princeton 1988): 123-154.

Sheila Watson, "Introduction" and "History, Myth, and Memory," in *National Museums and the Origins of Nations: Emotional Myths and Narratives* (Routledge, 2021): 1-14 and 64-90.

James Gardner, "Contested terrain: History, museums, and the public," *The Public Historian* 26.4 (2004): 11-21.

Susan Ashley, "State Authority and the Public Sphere: Ideas on the changing role of the Museum as a Canadian social institution," *museum and society* 3.1 (2005): 5-17.

Week 12 (Nov 22) *Museum Practicum: Canadian Museum of History*

All-day field trip to the Canadian Museum of History in Gatineau
Organized with Dr. Tim Foran, PhD History and Curator for British North America
Supported by the Dean of Arts Development Fund

Cynthia Wallace-Casey, "Constructing patriotism: How Canada's History Hall has evolved over 50 years," *History Education Research Journal* 15:2 (2018): 292–307.

The new Canadian Museum of History: Whose history will it tell?, Globe and Mail (2012)
Canadian Museum of History plans revealed, CBC News (2013)
How Stephen Harper is Rewriting History, Maclean's (2013)
Debate on the third reading of the Canadian Museum of History Act (2013)
Canadian Museum of History 2013 Research Strategy
Canadian History Museum unveils its new depiction of Canada's story, Hill Times (2017)

Week 13 (Nov 29) *Museum Mini-Lectures*

Important Course Information

Course Grading Scale

Grade	*Grade Points*	*Grade Range*
A	4.0	>3.85
A-	3.7	3.50-3.85
B+	3.3	3.15-3.49
B	3.0	2.85-3.14
B-	2.7	2.50-2.84
C+	2.3	2.15-2.49
C	2.0	1.85-2.14
D	1.0	1.0-1.84
F	0.0	<1.0

This course uses the standard 4.0 system for grading for all assignments. An A on an assignment is worth 4 points, an A- is worth 3.7 points, etc. To calculate your final grade, I will first multiply the grade points you have earned on each assignment by the relative weight of that assignment (for this class, 0.3 for the major assignments), and then add the scores together to get your final grade-point average. That average will determine your final letter grade for the course (refer the grade range column). For example, if your overall grade-point average is a 3.4, you would earn a B+ in the course.

***Missing Class**

While seminar attendance is extremely important, life does happen. Please do not come to class if you are sick or have a family emergency. You may miss one class during the semester without penalty, explanation, or make up (except for your mini-lecture day, for which a make-up would be required). Please only use this free skip if you really need it.

Land Acknowledgement

McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognizes, and respects these nations as the traditional stewards of the lands and waters on which we meet today.

McGill Policy on Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures." (Approved by Senate on 29 January 2003) (See McGill's guide to academic honesty for more information.)

McGill Policy on Language of Submission

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté. (Énoncé approuvé par le Sénat le 21 janvier 2009)

In accord with McGill University's Charter of Student Rights, students in this course have the right to submit in English or in French written work that is to be graded. (Approved by Senate on 21 January 2009)