

CAPILANO UNIVERSITY COURSE OUTLINE		
TERM: Fall 2015	COURSE NO: POL 340	
INSTRUCTOR:	COURSE NAME: CITIZENSHIP AND BELONGING: FROM LOCAL TO GLOBAL PERSPECTIVES	
OFFICE: LOCAL: E-MAIL:	SECTION NO(S):	CREDITS: 3
OFFICE HOURS:		

COURSE FORMAT:

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15 week semester, which includes two weeks for final exams.

COURSE PREREQUISITES:

45 credits of 100-level or higher coursework including POL 100 and 3 additional credits of POL.

COURSE DESCRIPTION

This course provides a comprehensive overview of the main debates on citizenship in liberal democracies and the implications of globalization on those debates. The renewed contemporary interest in the politics and practice of citizenship has been prompted by many questions. What is citizenship? Is it defined by the enjoyment of legal, political and social rights, or by the participatory entitlement to self-government within the nation-state, or by the experience of belonging to communities of distinct cultural, ethnic, national or gendered contexts? Is global citizenship possible or inevitable? Is citizenship becoming increasingly de-territorialized and fragmented raising new questions about how community identity, civic ties, human rights, environmental stewardship, and social justice are to be practiced and experienced?

This course, through a theoretical and historical examination of the concept citizenship within liberal democracies, will address a number of these important questions. Particular emphasis will be given to understanding and evaluating liberal, republican, pluralist, feminist, nationalist, and cosmopolitan conceptions of citizenship. Specific topics examined include: 1) the meaning of citizenship and why citizenship matters; 2) the role of citizenship framed as rights and duties within the state; 3) the challenge presented to state-bound notions of citizenship as advanced by feminism, multiculturalism, and Aboriginal nationalism; and 3) the prospect for a radically reconfigured expression of cosmopolitan citizenship developed in response to globalization.

COURSE LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Define and articulate connections between key concepts such as citizenship, democracy, liberalism, republicanism, feminism, pluralism, cosmopolitanism, civil society and globalization.

Course learning outcomes - continued

- Analyze how the politics and practice of citizenship is used by humans to negotiate political recognition, power and belonging both within and between states.
- Critically evaluate, through use of a number of different analytical tools, the major theoretical approaches to the politics and practice of citizenship.
- Research, evaluate, document, and synthesize information from library, online and media sources.
- Design and write a research “think” essay that demonstrates an understanding and critical evaluation of the course readings encountered during the term.
- Design and write an opinion/editorial piece on a topic associated with contemporary citizenship that can be submitted to a major newspaper.

REQUIRED TEXTS:

Isin, Engin F. and Bryan S. Turner, eds., *Handbook of Citizenship Studies*. London: Sage Publications, 2002 (on reserve in the Capilano University library – available in print and “e” versions; do not purchase this book).

Readings for Political Studies 340: Citizenship and Belonging: From Local to Global Perspectives (listed week by week on course Moodle site).

COURSE CONTENT:**PART I: CITIZENSHIP AND BELONGING: FRAMING THE DEBATE****1. Introduction to the Course**

Reading: None

2. What is Citizenship and Why Does it Matter?

Lecture: “Citizenship and its Challenges”

Discussion: “Canadian Images of Citizenship: Who Are We?”

Reading: “Discover Canada: Rights and Responsibilities of Citizenship.”
(<http://www.cic.gc.ca/english/resources/publications/discover/index.asp>)

3. Historical Considerations: The Roots of Liberal-Democratic Citizenship

Lecture: “Greece, Rome, and Beyond”

Reading: J.G.A. Pocock, “The Ideal of Citizenship since Classical Times” (course Moodle site)

Lecture: “The Modern Turn: Citizenship and Rights”

Reading: T.H. Marshall, “Citizenship and Social Class” (on reserve in the Capilano University Library)

Course content – continued

PART II: CITIZENSHIP AS RIGHTS, CITIZENSHIP AS DUTIES

4. Liberal Citizenship – Part One

Lecture: “Liberal Citizenship Broadly Defined”

Reading: Peter H. Schuck, “Liberal Citizenship,” (in Isin and Turner, eds., *Handbook of Citizenship Studies* – on reserve in the Capilano University Library)

Discussion: “Metaphysical Foundations – Does Liberalism Have Any?”

Reading: John Rawls, “Justice as Fairness: Political not Metaphysical,” (course Moodle site)

5. Liberal Citizenship – Part Two

Discussion: “Liberal Civil Rights Protected – Cases on Insite, prostitution, and polygamy in Canada”

Reading: Newspaper articles to be distributed in class. On Insite see Supreme Court of Canada – Canada (Attorney General) v. PHS Community Services Society, 2011 SCC 44 (on line)

Discussion: “Social Rights in Retreat – What Should Be Done?”

Reading: Peter Kivisto and Thomas Faist, “Erosion,” and Louise Arbour, “6th Annual Lafontaine – Baldwin Lecture,” (both in course Moodle site)

6. Republican Citizenship

Lecture: “Republican Citizenship Broadly Defined”

Reading: Richard Dagger, “Republican Citizenship,” (in Isin and Turner, eds., *Handbook of Citizenship Studies* – on reserve in the Capilano University Library)

Discussion: “Are Liberalism and Democracy in Difficulty?”

Readings: Michael Walzer, “The Communitarian Critique of Liberalism,” and John Schwarzmantel, “Democracy in difficulty,” (both in course Moodle site)

7. Course Interlude # 1

Work-Shop: “Op-Ed Pieces Underway”

Come prepared to discuss your ideas for your op-ed piece and to receive feed-back from your class-mates. Bring a rough draft of your work to class.

Course content – continued

PART III: CITIZENSHIP AS DIFFERENCE

8. Sexual Citizenship

Lecture: “Sexual Citizenship Broadly Defined”

Reading: Ruth Lister, “Sexual Citizenship,” (in Isin and Turner, eds., *Handbook of Citizenship Studies* – on reserve in the Capilano University Library)

Discussion: “From Justice to Care as a Public Practice?”

Reading: Jennifer Nedelsky, “Citizenship and Relational Feminism,” (course Moodle site)

9. Multicultural Citizenship

Lecture: “Multicultural Citizenship Broadly Defined”

Reading: Iris Marion Young, “Polity and Group Difference: A Critique of the Ideal of Universal Citizenship,” and Will Kymlicka, “Citizenship, Communities, and Identities in Canada,” (both in course Moodle site)

Wednesday, October 30

Discussion: “Multiculturalism: How do we Hold onto the Centre?”

Readings: Christian Joppke, “Multicultural Citizenship,” (in Isin and Turner, eds., *Handbook of Citizenship Studies* – on reserve in the Capilano University Library); and Keith Faulks, “Pluralism and Difference,” (course Moodle site)

10. Aboriginal Nationalism

Lecture: “Aboriginal Nationalism Broadly Defined”

Reading: Alan C. Cairns, “Citizenship and Indian Peoples: The Ambiguous Legacy of Internal Colonialism,” (in Isin and Turner, eds., *Handbook of Citizenship Studies* – on reserve in the Capilano University Library)

Discussion: “What’s the Deal with Treaty Federalism?”

Reading: James Tully, “The Struggles of Indigenous Peoples for and of Freedom,” and Taiaiake Alfred and Jeff Corntassel, “Being Indigenous: Resurgences against Contemporary Colonialism,” (both in course Moodle site)

PART IV: CITIZENSHIP AND GLOBAL PERSPECTIVES

11. Cosmopolitanism

Lecture: “Cosmopolitanism Broadly Defined”

Reading: Andrew Linklater, “Cosmopolitan Citizenship,” (in Isin and Turner, eds., *Handbook of Citizenship Studies* – on reserve in the Capilano University Library)

Discussion: “Do all Peoples of the World Have the Right to Have Rights?”

Readings: David Held, “Cosmopolitanism: Ideas, Realities, and Deficits,” and Richard Bellamy, “Rights and the right to have rights,” (both in course Moodle site)

12. Course Interlude #2

Presentation: “Op-Ed pieces polished”

Come prepared to present your op-ed piece and to receive feed-back from your classmates. Bring the final draft of your work to class to hand in.

13. Creating Citizenship Locally and Globally

Discussion: “Global poverty, human rights, and planet Earth: creating global citizenship and global justice?”

Reading: Andrew Dobson, “Towards Post-cosmopolitanism,” and Robert Paehlke, “Climate Change and the Challenge of Canadian Global Citizenship,” (both in course Moodle site)

Discussion: “Is Civil Society the Place We Call Home?”

Reading: Michael Walzer, “The Civil Society Argument,” (course Moodle site)

Weeks 14 & 15 – Final Exam Period**COURSE ASSIGNMENTS:****1. Participation:**

Students are expected to attend classes and to complete the readings. As this is an upper level undergraduate course, the reading is both relatively heavy and academically demanding. The success of classroom sessions depends upon each student completing readings prior to class and coming prepared to discuss them. Participation grades will be based on consistent attendance, contribution to class discussions, and the ability to raise critical questions and ideas in class. Attendance will be recorded in each class. Participation constitutes **10%** of the total grade.

2. Additional Hour Activities:**a) Reading reflection papers:**

Students will submit **3, two page** reflection papers during the course of the term. Students will choose to write their papers on **three** of the **ten topics** under the weekly **discussion** categories beginning with the topic: **Liberalism – Part 1.**

Course assignments – continued

Students will submit their reflection paper at **the end of class on the day in which the topic is discussed**. Each reflection paper must include the following ingredients:

1. A brief summary of the main themes of the reading(s);
2. A controversy identified either by the reading or by you as a result of your evaluation of the reading; and
3. Two discussable questions for the class.

Collectively, the reflection papers will constitute **15%** (or **5% each**) of the final grade. **No late papers will be accepted after the date on which the topic is discussed.**

b) Class presentation:

The above papers will also constitute your point of orientation for a class presentation of the discussion readings and will be conducted in groups of **2 or 3 persons**. You will choose **one** of your three “reading reflection” papers on which to base your presentation which will be worth **5%** of your total grade.

Groups should meet prior to class to plan their presentations and to decide who will take responsibility for each of the following essential ingredients to a successful class presentation:

1. Provide the class with a brief overview of the essential arguments, themes, or point of view of the readings;
2. Identify for the class a controversy or problem either embedded within the reading itself or defined by you as a result of your evaluation of the reading; and
3. Provide a number of discussable questions and engage the class in a discussion of them in a format to be decided by the group.

A sign-up sheet can be found at the end of the Course Outline and also will be brought to every class by the instructor.

3. Op-Ed Piece:

Each student will write an opinion/commentary piece of **750 words** on a topic of their choice associated with contemporary citizenship. Class time will be devoted to this assignment.

Date TBA: Students will come to class with a rough draft of their op-ed piece in hand and will meet in small groups to discuss their ideas and drafts with the purpose of receiving feed-back from their peers.

Date TBA: Students will present their final, polished op-ed pieces to one another in small groups. Students will further be encouraged to submit their op-ed pieces to a major newspaper of their choice.

The op-ed piece will constitute **20%** of the total grade and is due in class, date TBA

All late op-ed pieces will be penalized 1 point per day (out of a possible 20 points) and will also receive no instructor comments.

Course assignments – continued

4. Research “Think” Essay:

Students will write one research “think” essay on a topic to be selected from those offered below. The essay should be approximately **six to eight pages long** (1800 to 2400 words).

Your research “think” essay should reflect the progressive development of the critical conversation and engagement that you have with the literature over the term as related to topics relevant to “being a citizen, whether local, global, or somewhere in between.”

Possible Essay Topics:

1. Republicanism versus Liberalism

- Offer a republican critique of liberal notions of citizenship;
- Offer a liberal defence of citizenship in response to the republican critique
- Offer a republican rejoinder
- Offer a liberal’s final reply

2. Feminism versus Liberalism **or** Republicanism

- Offer a feminist critique of liberal **or** republican notions of citizenship;
- Offer a liberal **or** republican defence of citizenship in response to the feminist critique;
- Offer a feminist rejoinder;
- Offer a liberal’s **or** republican’s final reply

3. Multiculturalism versus Liberalism

- Offer a multicultural critique of liberal notions of citizenship;
- Offer a liberal defence of citizenship in response to the multicultural critique;
- Offer a multicultural rejoinder;
- Offer a liberal’s final reply

4. Aboriginal Nationalism versus Liberalism

- Offer an Aboriginal nationalist critique of liberal notions of citizenship;
- Offer a liberal defence of citizenship in response to the Aboriginal nationalist critique;
- Offer an Aboriginal nationalist’s rejoinder;
- Offer a liberal’s final reply

5. Cosmopolitanism versus the State

- Offer a cosmopolitan critique of state-specific notions of citizenship;
- Offer a state-specific defence of citizenship in response to the cosmopolitan critique;
- Offer a cosmopolitan’s rejoinder;
- Offer a state-specific advocate’s final reply

Should you wish to write an essay on a topic other than the ones suggested, you are invited to do so. However, under no circumstances should you proceed without the prior approval of the instructor.

Course assignments – continued

Your essay will constitute **25%** of the total grade and must be submitted in class, date: TBA. However, you are invited to submit your essay for final grading earlier in the course.

All late essays will be penalized 1 point per day (out of a possible 25 points) and will also receive no instructor comments.

Instructions for Essays:

Please be sure that your essay contains a clear introduction in which you state what position you intend to defend (i.e. a thesis statement that encapsulates your entire argument) and what the steps in your argument will be. Your introduction should be a single paragraph and no longer than half a page. The reader should know exactly what is to follow in the essay after reading your introduction.

The body of your paper should contain a logical progression of paragraphs in which you develop the key points in defence of your position. To convince the reader, you should distil all the information you have collected to a number of key points. Somewhere here you should also incorporate a paragraph or two describing why some might object to your argument and how you would defend yourself against such objections.

Your paper should then end with a concluding paragraph in which you indicate what your analysis has accomplished and why it is the best position to adopt. Here you may wish to rearticulate your thesis statement and summarize how the steps in your argument lead you to a solid and supportable conclusion. Like your introduction, your conclusion should be about half a page.

As this is a research essay, your bibliography should, in addition to class readings, contain a **minimum** of **five** other sources. Sources **must** include a mixture of books, scholarly articles, book chapters, and web-based materials. **Under no circumstances should your paper rely on web-based materials alone!**

The key to a first class essay is a critical but objective analysis. Your essay should appear scholarly and professional.

Essay Checklist:

- Does the introduction grab the reader's attention?
- Do I have a well-defined thesis statement?
- Does my introduction lay out the steps I will take to develop my argument?
- Do all parts of my essay relate to my thesis statement?
- Do I have enough evidence to support my thesis statement?
- Does my concluding thesis match my opening thesis?
- Have I cited all my sources in an acceptable style?
- Is my tone appropriate? Do I sound professional and scholarly? Not casual?
- Is my essay grammatically sound? Have I checked for spelling and punctuation errors?
- Are there any misused words, terms, expressions?
- Have I varied my sentence structure and vocabulary?

Course assignments – continued**6. Final Exam:**

The final exam will be closed book and will be course cumulative including all readings and lecture materials. Details concerning the final exam's format and tips for preparation will be offered near the end of the course. The final exam will be scheduled by the University. **You are required to take the final exam as scheduled.**

The final exam will constitute **25%** of the total grade.

EVALUATION PROFILE:

Participation	10%
Reflection Papers (4 th hour)	15%
Class Presentation	5%
Op-Ed piece	20%
Research "Think" Essay	25%
Final Exam	25%

GRADE PROFILE:

A+ = 90 - 100%	B+ = 77 - 79%	C+ = 67 - 69%	D = 50 - 59%
A = 85 - 89	B = 73 - 76	C = 63 - 66	F = 0 - 49
A- = 80 - 84	B- = 70 - 72	C- = 60 - 62	

OPERATIONAL DETAILS:

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance:

Regular attendance is essential to achieve success in the course. Attendance will be taken daily and will form part of the final grade. When students are absent from class, they are still responsible for the material covered during their absence including announcements, assigned readings, and hand-outs.

Late Assignments:

All assignments must be presented in class on the due date. Papers must be submitted directly to the instructor in hard copy form (no e-mail attachments). Do not submit your paper to another university instructor or slip your assignment under my office door unless you have been given special permission to do so. All late assignments will receive a one point penalty for every day it is late (including weekends) and will also receive no instructor comments.

Missed Exams:

Make-up tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crisis. Students should be prepared to provide proof of inability to write the test on the scheduled date (e.g. letter from doctor).

Operational details – continued

English Usage:

It is the responsibility of students to proof-read all written work for any grammatical, spelling and stylistic errors. Marks will be deducted for incorrect grammar and spelling in written assignments.

Incomplete Grades:

Given at the discretion of the instructor. Generally given only in medical emergencies or severe personal crises.

Electronic Devices:

No personal electronic devices (cell phones, pagers, calculators, electronic dictionaries, etc...) may be used during an examination without prior approval from the instructor. During an exam, turn off all cell phones and pagers and remove them from the desk.

Emergency Procedures:

Please read the emergency procedures posted on the wall of the classroom.

Class Presentations – Sign-up Sheet

1. Liberal Citizenship – Wednesday, September 25

Discussion Topic: Metaphysical Foundations – Does Liberalism Have Any?

Reading: John Rawls, “Justice as Fairness: Political not Metaphysical,” (course Moodle site)

Discussion Leaders:

A) _____, B) _____,

C) _____

2. Liberal Citizenship – Monday, September 30

Discussion Topic: Liberal Civil Rights Protected – Cases on Insite, Prostitution, and Polygamy in Canada

Reading: Newspaper articles to be distributed in class. On Insite see Supreme Court of Canada – Canada (Attorney General) v. PHS Community Services Society, 2011 SCC 44 (on line)

Discussion Leaders:

A) _____, B) _____,

C) _____

3. Liberal Citizenship – Wednesday, October 2

Discussion Topic: Social Rights in Retreat – what Should Be Done?

Reading: Peter Kivisto and Thomas Faist, “Erosion,” and Louise Arbour, “6th Annual Lafontaine – Baldwin Lecture,” (both in course Moodle site)

Discussion Leaders:

A) _____, B) _____

C) _____

4. Republican Citizenship – Wednesday, October 9

Discussion Topic: Are Liberalism and Democracy in Difficulty?

Reading: Michael Walzer, “The Communitarian Critique of Liberalism,” and John Schwarzmantel, “Democracy in difficulty,” (both in course Moodle site)

Discussion Leaders:

A) _____, B) _____

C) _____

5. Sexual Citizenship – Wednesday, October 23

Discussion Topic: From Justice to Care as a Public Practice?

Reading: Jennifer Nedelsky, “Citizenship and Relational Feminism,” (course Moodle site)

Discussion Leaders:

A) _____, B) _____

C) _____

6. Multicultural Citizenship – Wednesday, October 30

Discussion Topic: Multiculturalism: How do we Hold onto the “Centre?”

Reading: Christian Joppke, “Multicultural Citizenship,” (in Isin and Turner, eds., *Handbook of Citizenship Studies* – on reserve in the Capilano University Library); and Keith Faulks, “Pluralism and Difference,” (course Moodle site)

Discussion Leaders:

A) _____, B) _____

C) _____

7. Aboriginal Nationalism – Wednesday, November 6

Discussion Topic: What’s the Deal with Treaty Federalism?”

Reading: James Tully, “The Struggles of Indigenous Peoples for and of Freedom,” and Taiiaki Alfred and Jeff Corntassel, “Being Indigenous: Resurgences against Contemporary Colonialism,” (both in course Moodle site)

Discussion Leaders:

A) _____, B) _____

C) _____

8. Cosmopolitanism – Monday, November 18

Discussion Topic: Do All Peoples of the World Have the Right to Have Rights?

Reading: David Held, “Cosmopolitanism: Ideas, Realities, and Deficits,” and Richard Bellamy, “Rights and the right to have rights,” (both in course Moodle site)

Discussion Leaders:

A) _____, B) _____

C) _____

9. Creating Citizenship Locally and Globally – Monday, November 25

Discussion Topic: Global Poverty, Human Rights, and the Planet: Global Citizenship and Global Justice?

Reading: Andrew Dobson, “Towards Post-cosmopolitanism,” and Robert Paehlke, “Climate Change and the Challenge of Canadian Global Citizenship,” (both in course Moodle site)

Discussion Leaders:

A) _____, B) _____

C) _____

10. Creating Citizenship Locally and Globally – Wednesday, November 27

Discussion Topic: Is Civil Society the Place We Call Home?

Reading: Michael Walzer, “The Civil Society Argument,” (course Moodle site)

Discussion Leaders:

A) _____, B) _____

C) _____