

GLOBAL CITIZENSHIP
POLSCI 4GS3
Term 1, Fall 2021

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Lecture: Wednesdays, 2:30pm-5:20pm
Room: Virtual
Office Hours: Online, by appointment

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Course Description

Citizenship is most commonly understood in national terms. While there are established philosophical and legal traditions that underpin the meaning of state citizenship (such as “Canadian citizenship” or “American citizenship”), what does it mean to speak of “global citizenship”? This seminar examines various historical and contemporary debates about global citizenship from a critical perspective. After reviewing some of the theoretical debates about cosmopolitanism and other forms of global citizenship, the seminar will move on to examine some concrete examples of the practices and institutions of global citizenship. The seminar will critically assess global citizenship in relationship to some of the main challenges of the contemporary politics, including refugee movements, global climate change, humanitarianism, advances in communication technologies, and the struggles of Indigenous peoples. These are global challenges that require responses on an equally global scale. By the end of the course, students will have gained an understanding of these issues and debates with the aim of showing the limits and possibilities of enacting oneself as a global citizen.

Course Objectives

By the end of the course students should be able to:

1. To read and come to understand a variety of scholarly writings on global citizenship.
2. To develop an appreciation of the historical emergence, transformation, experience, and contestation of citizenship.
3. To understand a range of concepts from social theory and their applicability to understanding contemporary issues in international relations.
4. To understand a range of contemporary global and cross-border issues.
5. To improve and refine research and writing skills through short and long essays.
6. To develop group leadership, discussion, and presentation skills.

Required Materials and Texts

All readings are available online via Avenue to Learn.

Class Format

This course will be run as a weekly seminar based on regular and consistent participation by all students. In light of the ongoing COVID-19 pandemic, the seminars will be held using Zoom. All students will receive a weekly Zoom invitation via email from the instructor. Please follow the link in the weekly invitation at the start of each week's class.

Course Evaluation – Overview

Component	Due Date	Description	Percentage
Seminar Participation	Every class	Read assigned readings. Active engagement in class discussion	20%
	Tuesdays 12noon	Keywords, Key Passage, Questions	
Class Leadership	Once per term	Presentation on readings; leading class discussion	10%
Short Essay	October 6	1,500 word essay	15%
Research Paper Outline	November 3	250 word abstract, 5 key words, 10 academic sources annotated bibliography	5%
Research Paper	December 1	4,000 word research paper	40%
Presentation of Research Papers	December 1 & 8	Presentation and discussion of research papers	10%

Course Evaluation – Details

Seminar Participation (20%)

This is an advanced seminar and so you are expected to attend all class sessions and participate in the discussions. You are expected to complete the required readings, think carefully about them before coming to class, and take an active part in the seminar. The quality of your questions and comments will be valued more than the quantity. Listening and engaging with your fellow students’ ideas will also be valued.

The agenda of each class session will be student driven. For weeks 2-4 and 6-12 you will be responsible for submitting a one page document consisting of: 1) a list of key concepts and terms from the readings; 2) a key line or passage from one of the readings; 3) three or four discussion questions based on the readings. The document is to be uploaded to the ‘Discussion’ section of the Avenue to Learn website by Tuesday at 12noon. You are encouraged to bring up your own or others’ keywords, passages, and questions in the seminar.

Class Leadership (10%)

Students will be arranged into groups of two (or more if necessary) at the first meeting of the class. Each group will make one presentation to the class reflecting on all the readings for that week. Students should avoid providing an author-by-author summary and concentrate instead on connections, contrasts and themes in the readings.

Presentations on the readings should be no longer than 15 minutes long.

In addition to presenting on the readings, the class leaders will lead the seminar discussion. They will create two-page 'agenda' based on the key terms, passages, and questions provided by their classmates, and provide copies to the class via the Avenue to Learn site. Class leaders are encouraged to use visual material and bring examples, illustrations and cases into your presentations.

Short Essay (15%), due October 6, 2021

Write a 1,500 word profile of one of the individuals or groups listed below and critically assess how they are engaging as global citizens. What does "global citizenship" mean with reference to this individual or group? How, specifically, do they enact themselves as global citizens? What are the limits or barriers to their global citizenship?

Tarana Burke

Colin Kaepernick

Carola Racket

Greta Thunberg

Doctors without Borders

Extinction Rebellion

No More Deaths

No One Is Illegal

Research Paper Outline (5%), due November 3, 2021

To help prepare for researching and writing the major research paper for this course (see below), each student will compose an outline of their research project. The outline will include:

- 1) A title that describes the research project;
- 2) A one sentence description of the project (thesis statement);
- 3) A 250 word paragraph that summarizes the project, including a description of how you plan to substantiate the argument (abstract); and
- 4) An annotated bibliography of at least ten academic books and/or journal articles.

Research Paper (40%), due December 1, 2021

Each student will write a major research essay on a topic of their choosing, but that is related to the course themes. The research essay will be 14-16 pages in length (about 4,000 words). The theoretical and empirical sources of the paper can draw upon any of the course readings. However, the paper must also demonstrate independent research.

Presentation of Research Papers (10%), due December 1 & 8, 2021

Weeks 13 and 14 of the seminar will take the format of a mini-conference. Students will make a 10 minute presentation of the key findings of their research paper and then field

questions from their classmates. A PowerPoint presentation must accompany the presentation.

Weekly Course Schedule and Required Readings

Week 1 (September 8) – Introduction

No readings.

Week 2 (September 15) – What is Citizenship?

J.G.A. Pocock, 'The Ideal of Citizenship since Classical Times', in Ronald Beiner, *Theorizing Citizenship* (Albany, NY: SUNY Press, 1995): 31-41.

Rogers Brubaker, *Citizenship and Nationhood in France and Germany* (Cambridge, MA: Harvard University Press, 1992): chapter 1 ('Citizenship as Social Closure').

Bridget Anderson, *Us and Them? The Dangerous Politics of Immigration Control* (Oxford: University of Oxford Press, 2013): 1-11 (Introduction: 'Citizenship and the Community of Value: Exclusion, Failure, Tolerance').

Engin F. Isin, 'Performative citizenship', in Ayelet Shachar, et al., eds., *The Oxford Handbook of Citizenship* (Oxford: Oxford University Press, 2017): 500-523.

Assignment: Look up the rules on citizenship for Canada and one other country. Come to class ready to discuss the different rules of membership taken by different states.

Week 3 (September 22) – What is Global Citizenship?

Charles Foran, 'The Canada experiment: is this the world's first "postnational" country?' *The Guardian* (4 January 2017).

James Tully, 'Two Meanings of Global Citizenship: Modern and Diverse', Keynote Presentation at the Meanings of Global Citizenship conference, University of British Columbia, September 9-10, 2005: 1-20.

Martha Nussbaum, 'Patriotism and Cosmopolitanism' *Boston Review* 19:5 (1995): 1-7.

Charles T. Lee, 'Decolonizing global citizenship', in Engin F. Isin and Peter Nyers, eds., *Handbook of Global Citizenship Studies* (New York: Routledge, 2014): 75-85.

Week 4 (September 29) – Is Global Citizenship Elitist?

Atefeh Ramsari, 'The Rise of the COVID-19 Pandemic and the Decline of Global Citizenship', in J. Michael Ryan, ed., *COVID-19: Global Pandemic, Societal Responses, Ideological Solutions*, London: Routledge, 2020, pp. 94-105.

Ilan Kapoor, 'Humanitarian Heroes?' in Gavin Fridell and Martijn Konings, eds., *Age of Icons: Exploring Philanthrocapitalism in the Contemporary World* (Toronto: University of Toronto Press, 2013), pp. 26-49.

Wanda Vrasti, *Volunteer Tourism in the Global South: Giving Back in Neoliberal Times* (New York: Routledge, 2013), Introduction.

Kristin Surak, 'What Money Can Buy: Citizenship by Investment on a Global Scale,' in Didier Fassin, ed., *Deepening Divides: How Territorial Borders and Social Boundaries Delineate Our World* (London: Pluto Press, 2020), pp. 21-38.

Week 5 (October 6) – Humanitarian Rescue at Sea

Short Essay due

Helena Kaschel, 'What drives Sea-Watch captain Carola Rackete to rescue migrants?' (2019).

Miriam Ticktin, 'Thinking Beyond Humanitarian Borders', *Social Research: An International Quarterly* 83:2 (2016): 255-271.

Maurice Stierl, 'A sea of struggle: activist border interventions in the Mediterranean Sea', *Citizenship Studies* 20:5 (2016): 561-578.

Deanna Dadusc and Pierpaolo Mudu, 'Care without Control: the Humanitarian Industrial Complex and the Criminalisation of Solidarity', *Geopolitics* (2020), pp. 1-26.

Week 6 (October 13)

Reading Week – No Class

Assignment: Watch '*I am an American*': *Video Portraits of Post-9/11 US Citizens* (Dir. Cynthia Weber, 2007).

Week 7 (October 20) – Citizenship and Security

Xavier Guillaume and Jef Huysmans, 'Introduction: Citizenship and Security', in Xavier Guillaume and Jef Huysmans, eds., *Citizenship and Security: the constitution of political being* (London: Routledge, 2013): 1-34.

Angharad Closs Stephens, 'Recrafting Political Community', in Xavier Guillaume and Jef Huysmans, eds., *Citizenship and Security: the constitution of political being* (London: Routledge, 2013): 178-193.

Audrey Macklin and Rainer Bauböck, eds., *The Return of Banishment: Do the New Denationalisation Policies Weaken Citizenship?* EUI Working Paper RSCAS 2015/14: 1-56.

Assignment: Come prepared to discuss which vignette from Weber's film you found most interesting and why.

Week 8 (October 27) – Global Citizenship at the US/Mexico Borderzone

Sophie Smith, 'No More Deaths: Direct Aid in the US-Mexico Border Zone', *South Atlantic Quarterly* 116:4 (2017): 851-862.

Roxanne Lynn Doty, *The Law Into Their Own Hands: Immigration and the Politics of Exceptionalism* (Tucson: University of Arizona Press, 2009): 3-40.

Leif Johnson, 'Material Interventions on the US-Mexico Border: Investigating a Sited Politics of Migrant Solidarity', *Antipode* 47:5 (2015): 1243-1260.

Noelle Brigden, 'Underground Railroads and Coyote Conductors', *International Journal of Migration and Border Studies* 5:1/2 (2019): 29-43.

Week 9 (November 3) – Sanctuary, Hospitality, Refugia

Research Paper Outline due

Jacques Derrida, *On Cosmopolitanism and Forgiveness* (New York: Routledge, 2001): Part I.

Thomas Nail, 'Sanctuary, Solidarity, Status!' in Reece Jones, ed., *Open Borders: In Defense of Free Movement* (Athens: University of Georgia Press, 2019): 23-33.

Fiona Jeffries and Jennifer Ridgley, 'Building the sanctuary city from the ground up: abolitionist solidarity and transformative reform', *Citizenship Studies* 24:4 (2020): 548-567.

Nicholas Van Hear, 'Imagining Refugia: Thinking Outside the Current Refugee Regime', *Migration and Society: Advances in Research* 1 (2018): 175-194.

Week 10 (November 10) – Climate Emergencies

Greta Thunberg, 'How dare you' (2019).

Naomi Klein, *This Changes Everything: Capitalism vs. The Climate* (Toronto: Knopf, 2014): 253-290 (chapter 9: 'Blockadia').

Rob Nixon, 'Pipe Dreams: Ken Saro-Wiwa, Environmental Justice, and Micro-Minority Rights', *Black Renaissance* 1:1 (1996): 39-53.

Emily Westwell and Josh Bunting, 'The regenerative culture of Extinction Rebellion: self-care, people care, planet care', *Environmental Politics* 29:3 (2020): 546-551.

Joe Curnow and Anjali Helferty, 'Contradictions of Solidarity: Whiteness, Settler Coloniality, and the Mainstream Environmental Movement', *Environment and Society* 9:1 (2018): 145-163.

Week 11 (November 17) – Indigenous Resurgence

Jeff Corntassel, 'Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination', *Decolonization: Indigeneity, Education & Society* 1:1 (2012): 86-101.

Kirsty Gover, 'Indigenous Citizenship in Settler States', in Ayelet Shachar, et al., eds., *The Oxford Handbook of Citizenship* (Oxford: Oxford University Press, 2017): 453-477.

Katerina Teaiwa, 'On decoloniality: a view from Oceania', *Postcolonial Studies* (2020): 1-3.

Kalamaoka'aina Niheu, 'Indigenous Resistance in an Era of Climate Change Crisis', *Radical History Review* 133 (2019): 117-129.

Week 12 (November 24) – Digital Worlds, Data Subjects

Jennifer Gabrys, 'Data citizens: how to reinvent rights', in Didier Bigo, Engin Isin, and Evelyn Ruppert, eds., *Data Politics: Worlds, Subjects, Rights* (London: Routledge, 2019): 248-266.

Costica Dumbrava, 'Citizenship and Technology', in Ayelet Shachar, et al., eds., *The Oxford Handbook of Citizenship* (Oxford: Oxford University Press, 2017): 767-788.

Liav Orgad and Rainer Bauböck, eds., *Cloud Communities: The Dawn of Global Citizenship?* European University Institute Working Paper RSCAS 2018/28.

Adi Kuntsman, 'Whose Selfie Citizenship?', in Adi Kuntsman, *Selfie Citizenship* (Basingstoke: Palgrave Macmillan, 2017): 13-20.

Week 13 (December 1) – Student Presentations of Research

No readings. Student presentations.

Research Paper due

Week 14 (December 8) – Student Presentations of Research

No readings. Student presentations.

Course Policies

Submission of Assignments

All written assignments must be emailed to Professor Nyers at nyersp@mcmaster.ca in either Word or PDF format, no later than 11:59 pm (EST) on the date it is due.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments are to be handed in on the due date. Unless a prior arrangement has been made with Professor Nyers, late submissions will be penalized 3% per day. Students are required to keep both paper and electronic copies of all work submitted for evaluation.

Absences, Missed Work, Illness

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Please inform Prof. Nyers if you are ill or will otherwise be missing class.

Courses With An On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this

disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their

instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make

arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.