

ADVANCED ISSUES IN GLOBAL CITIZENSHIP
POLSCI 4GC3
Fall 2022

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Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Course Evaluation – Overview.....	4
Course Evaluation – Details.....	4
Participation (15%), due on-going during the semester.....	4
Weekly Summary Statements (20%), due December 5 th	4
Seminar Leadership (10%), due once during the semester.....	5
Paper Proposal (5%), due October 3 rd	5
Global Citizens Profile Paper (15%), due October 17 th	6
Research Paper (35%), due December 5 th	6
Weekly Course Schedule and Required Readings	7
Week 1 (September 5 th) Welcome Back! No Class	7
Week 2 (September 12 th) Introduction.....	7
Week 3 (September 19 th) Conceptualizing Citizenship.....	7
Week 4 (September 26 th) Towards Global Citizenship?	7
Week 5 (October 3 rd) Governing Migration: Mobile Bodies in a Globalizing World.....	7
Week 6 (October 10 th) Mid-term recess, No Class	8
Week 7 (October 17 th) Dis/Placing Borders.....	8
Week 8 (October 24 th) Solidarity and Resistance at the Borders of Europe	8
Week 9 (October 31 st) Activist-Citizens in the US-Mexico Borderlands.....	8
Week 10 (November 7 th) Citizenship and Sanctuary	8
Week 11 (November 14 th) Legible Citizens: Passports, Biometrics and Surveillance .	9
Week 12 (November 21 st) Indigenous Citizenship: Settler-Colonialism, Sovereignty and Conflict.....	9

Week 13 (November 28 th) Climate Change, Environmental Disasters and Citizenship	9
Week 14 (December 5 th) Course Wrap-Up.....	9
Course Policies	10
Submission of Assignments.....	10
Grades.....	10
Communication.....	10
Assignment Submissions.....	10
Extensions.....	10
Late Assignments	10
Grade Reassessment.....	11
Absences, Missed Work, Illness	11
Courses With An On-Line Element.....	11
Online Proctoring.....	11
Authenticity / Plagiarism Detection	11
Copyright and Recording	12
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	12
Academic Integrity Statement.....	12
Conduct Expectations.....	13
Academic Accommodation of Students with Disabilities.....	13
Faculty of Social Sciences E-mail Communication Policy	13
Course Modification.....	13
Extreme Circumstances.....	14

Course Description

This course explores theoretical and empirical developments in citizenship studies from a critical perspective. Primarily, students will examine citizenship through the intersections with borders, migration and security. The course discusses the practice and performance of citizenship in a diverse range of contexts. In doing so, we look to examine some of the theoretical underpinnings of citizenship and migration studies while also exploring the various ways these perspectives help to shape the way we look at mobility issues in a globalized context. In the first part of the course, we will examine some of the theoretical framings of citizenship and alternative conceptualizations of political belonging. The course then shifts from a theoretical interrogation of citizenship, to examining the intersections of border and migration governance. In doing so, we will look at how states seek to control mobility in the borderlands, as well as discussing conceptual fluidity of the border itself. We continue on to discuss some of the ways that citizens have responded various state bordering efforts in the Global North. Finally, we will look to a variety of thematic issues surrounding the intersections of citizenship and migration studies including the environment, technology, and indigeneity among others. The course will conclude with student presentations in the form of a mini-academic conference where each person will provide an overview of their research project that will be developed throughout the course. The course will be run as a weekly seminar. With this particular format, students are required to be regularly and consistently involved in the class discussions.

Course Objectives

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

- Read, understand, and apply the diverse range of theoretical perspectives that underpin critical citizenship and migration studies
- Identify and explain the emergence of critical citizenship and migration studies and the various theoretical shifts that have occurred throughout the evolution of the subfield
- Develop an appreciation of the historical emergence, transformation, experience and contestation of citizenship and borders
- Understand a range of contemporary issues relating to migration and citizenship in the global context
- Develop individual research and writing skills through applying course content and independent research in the development of an independent research project
- Strengthen leadership and presentation skills through the facilitation of class discussion

Required Materials and Texts

- Textbook: None

There is no required textbook for the course. Instead, the weekly readings will be provided by the instructor and posted on the course page on Avenue

Course Evaluation – Overview

1. Participation – 15%, on-going
2. Weekly Summary Statements – 20%, due weekly
3. Seminar Leadership – 10%, once per student
4. Paper Proposal – 5%, due October 3rd
5. Global Citizens Profile Paper – 15%, due October 17th
6. Research Paper – 35%, due December 5th

Course Evaluation – Details

Participation (15%), due on-going during the semester

This course is designed to operate as an interactive seminar where students are expected to engage in discussion on the weekly readings. The intent is to foster a dynamic, engaging and collegial environment in which students can work through the thematic issues presented each week. By moving beyond a descriptive recitation of the key points of the readings for that week, we will have the opportunity to dig deeper into the points of contention or uncertainty that remain. Throughout each week, think about the following: What is unsettled or uncertain? What are the strongest arguments or observations involved? Where are the ambiguities or tensions? How is this related to the broader literature in the field?

Students are expected to attend all class sessions having completed the required readings in order to participate in active class discussions. Participation in these discussions is an integral part of this course. Involvement in these discussions that shows evidence of critical thinking, the ability to apply theoretical perspectives, and constructive engagement with peers to encourage further discussion will contribute toward the overall participation grade.

Weekly Summary Statements (20%), due December 5th

Beginning in Week 3 (*Conceptualizing Citizenship*), students will submit a short summary of the readings before class begins each week. Students are expected to attend class having completed the required readings and written summary before their arrival. Each submission will include a brief summary (4-5 sentences) that captures the essence of the argument and 1-2 questions that emerge from the text. In effect, you are submitting a brief abstract of the readings each week. The intent is to think about how to summarize the arguments that arise within each topic. Think about what stands out as the integral aspects of the articles/chapters. What are the key ideas/arguments being developed? What questions remain? What gaps exist? We will draw on some of the key terms and questions from these submissions to help guide our discussion. Students will be expected to submit their weekly summary by Sunday at midnight, before that week's class. This will allow the student(s) leading the discussion for that week to gather questions for the class discussion.

There are two parts to the submission on Avenue (1) Post your questions for the class on the course discussion board for that particular week (2) Submit your summary statements to the drop box. This is a Pass/Fail assignment. If you submit the weekly statement by the due date, you will receive 2% towards your final grade. Statements submitted after the due date will not be accepted for that week.

Seminar Leadership (10%), due once during the semester

Each week, one or two students (depending on class size) will take charge of leading the seminar for that particular week. The student(s) leading the discussion will provide a brief overview of the required readings for that week and then be responsible for guiding the class discussion for that particular week. The overview of the readings should last no longer than 15 minutes to allow ample time for discussion. The expectation is that everyone will have done the readings beforehand, so avoid providing an in-depth summary. Instead, you should focus on identifying and connecting the most important themes emerging from the reading. Students will be able to use the questions from the weekly statements to allow those leading the seminar to shape the direction and focus of the class that week.

You are welcome to use technology to support your presentation (i.e. PowerPoint, Prezi etc.), but you are not required to do so. The format for the presentation and seminar leadership is up to the student(s) in charge of the class for that week. Feel free to get creative with how you approach the seminar leadership. If you want to incorporate a game, simulation, or activity into your time, please feel free to do so! You are encouraged to talk with the instructor beforehand if you are considering an alternative format to make sure it works for that particular week.

Paper Proposal (5%), due October 3rd

The proposal is designed to get students thinking about the research paper. In effect, the proposal can be thought of similarly to an article abstract. While not a “grade heavy” submission, the proposal is an important step in the development of the research and will provide an opportunity to get feedback in the early stages of the project. Students are welcome to submit a proposal on any thematic area with a connection to borders, migration, security. Given the broad scope of the course, students are encouraged to think creatively about the application of these concepts. As students will be required to submit a research paper later in the semester that builds on this proposal, they are encouraged to explore some area of personal interest to them. Proposals will be returned with comments following the submission. This will allow students ample time to conduct the remaining research for their paper and address any issues that arise at the proposal stage.

Each proposal submission will include:

- a brief overview of the thematic focus of the paper
- a tentative thesis statement/argument

- a proposed line of inquiry or roadmap outlining how you plan to substantiate the argument
- an annotated bibliography listing 10 academic, peer-reviewed sources relevant to your topic and a short (3-5 sentence) summary of the article, similar to the weekly submissions
- Word Count: 500 words + annotated bibliography

Global Citizens Profile Paper (15%), due October 17th

Students will write a short paper that provides a profile on an individual or group while reflecting on how they engage as global citizens in their various contexts. In writing this paper, think about what global citizenship means in relation to the work of this individual or group. Moreover, you will want to consider how they enact global citizenship and what are the limits or barriers faced in their production of global citizenship. Examples could include individuals (Colin Kaepernick, Carola Rackete, Greta Thunberg etc.) or groups/movements (Sea-Watch, Doctors without Borders, Extinction Rebellion, No More Deaths, No One Is Illegal etc.).

- Word Count: 1,500 words

Research Paper (35%), due December 5th

The research paper is an opportunity for students to engage with the literature and develop a strong, cohesive piece of academic scholarship. The research paper is required to reflect the research proposal unless given prior approval for a thematic change. Students can draw on the readings from the course, but they are also expected to conduct independent research for the assignment. Making sure to carefully select sources as you develop the annotated bibliography during the proposal can help you to identify materials that will be useful for the final research paper.

- Word Count: 3,500-4,000 words [Excluding bibliography]

Weekly Course Schedule and Required Readings

Week 1 (September 5th) Welcome Back! No Class

Readings: None

Week 2 (September 12th) Introduction

Readings:

- Course Syllabus

Week 3 (September 19th) Conceptualizing Citizenship

Readings:

- Bridget Anderson (2013) Citizenship and the Community of Value: Exclusion, Failure, Tolerance
- Nandita Sharma (2019) Dispossessing Citizenship
- Engin Isin (2012) Citizens Without Frontiers
- Jonathan Darling (2017) Acts, ambiguities, and the labour of contesting citizenship

Week 4 (September 26th) Towards Global Citizenship?

Readings:

- Kim Ruygiel (2010) Globalizing Citizenship
- Peter Nyers (2018) Irregular Citizenship, Immigration, and Deportation
- Demitris Papadopolous & Vassilis Tsianos (2013) After citizenship: autonomy of migration, organisational ontology and mobile commons
- Engin Isin (2009) Citizenship in flux: The figure of the activist citizen

*****Notes: The seminar will be virtual this week only*****

*****Notes: Weekly Summary Statements Submission Begin*****

Week 5 (October 3rd) Governing Migration: Mobile Bodies in a Globalizing World

Readings:

- Columba Peoples & Nick Vaughan-Williams (2021) Migration and border security
- Harsha Walia (2013) What is Border Imperialism?
- Maurice Stierl (2021) The Mediterranean as a Carceral Seascape
- Chris Rumford (2008) Citizens and Borderwork in Europe

*****Notes: Paper Proposal Due*****

Week 6 (October 10th) Mid-term recess, No Class

Readings:

- None

Week 7 (October 17th) Dis/Placing Borders

Readings:

- Reece Jones (2016) The Global Border Regime
- Alison Mountz (2011) The Enforcement Archipelago: Detention, Haunting, and Asylum on Islands
- Todd Miller (2019) Empire of Borders: The Expansion of the US Border Around the World
- Tugba Basaran (2008) Security, law, borders: Spaces of Exclusion

*****Notes: Global Citizens Profile Paper Due*****

Week 8 (October 24th) Solidarity and Resistance at the Borders of Europe

Readings:

- Miriam Ticktin (2016) Thinking Beyond Humanitarian Borders
- Maurice Stierl (2018) A Fleet of Mediterranean Border Humanitarians
- Deanna Dadusc & Pierpaolo Mudu (2020) Care without Control: The Humanitarian Industrial Complex and the Criminalization of Solidarity
- Thom Tyerman (2021) Everyday Borders in Calais: The Globally Intimate Injustices of Segregation

Week 9 (October 31st) Activist-Citizens in the US-Mexico Borderlands

Readings:

- Roxanne Doty (2011) Bare life: Border-crossing deaths and spaces of moral alibi
- Reece Jones (2016) The US-Mexico Border: Rise of a Militarized Zone
- Lief Johnson (2015) Material Interventions on the US-Mexico Border
- Heidi Sarabia (2020) Migrants, activists, and the Mexican State: framing violence, rights, and solidarity along the U.S.-Mexico border

Week 10 (November 7th) Citizenship and Sanctuary

Readings:

- Peter Nyers (2010) No one is illegal between city and nation
- Thomas Nail (2019) Sanctuary, Solidarity, Status!
- Fiona Jeffries & Jennifer Ridgley (2020) Building the Sanctuary City From the Ground Up
- Peter Mancina (2019) Sanctuary Cities and Sanctuary Power

Week 11 (November 14th) Legible Citizens: Passports, Biometrics and Surveillance

Readings:

- Philippe Frowd (2017) The Promises and Pitfalls of Biometric Security Practices in Senegal
- Radhika Viyas Mongia (2003) Race, Nationality, Mobility: A History of the Passport
- Mark Latonero & Paula Kift (2018) On Digital Passages and Borders: Refugees and the New Infrastructure for Movement and Control
- Huub Dijstelbloem (2021) The Rise of Europe's Border Infrastructures

Week 12 (November 21st) Indigenous Citizenship: Settler-Colonialism, Sovereignty and Conflict

Readings:

- Liam Midzain-Gobin (2019) 'Come out and live on your land again'
- Audra Simpson (2015) 'Borders, Cigarettes, and Sovereignty'
- Delacey Tedesco and Jennifer Bagelman (2017) The 'Missing' Politics of Whiteness and Rightful Presence in the Settler-Colonial City
- Jeff Corntassel (2012) Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination

Week 13 (November 28th) Climate Change, Environmental Disasters and Citizenship

Readings:

- Reece Jones (2016) Borders, Climate Change, and the Environment
- Joe Curnow & Anjali Helferty (2018) Contradictions of Solidarity: Whiteness, Settler Coloniality, and the Mainstream Environmental Movement
- Kalamaoka'aina Niheu (2019) Indigenous Resistance in an Era of Climate Change Crisis
- Anthony Burke et al (2016) Planet Politics: A Manifesto from the End of IR

Week 14 (December 5th) Course Wrap-Up

Readings:

- None

*****Notes: Final Research Paper Due*****

Course Policies

Submission of Assignments

[Insert policy on format of assignments and how to be submitted]

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

Communication

I am always available by email. I generally respond to emails within 24 hours. On the weekend, the response time might be slightly delayed. If you have not heard back from me within 24 hours, please feel free to send a follow up email. Please ensure that all your email communications are made through your McMaster email account.

Assignment Submissions

Assignments will be submitted virtually via the Avenue drop box. Please follow the assignment guidelines and template included on Avenue. If you have any questions regarding the specific requirements for the assignment, please do not hesitate to contact me in advance of the submission deadline.

Extensions

You are all busy people with other work, family, academic and social commitments. I'm a generally very flexible with submission deadlines extensions as long as students reach out well in advance of the assignment due date. Please do not request an extension within 72 hours of the submission deadline as the request will not be granted.

Late Assignments

Students must submit their assignments at the beginning of the class on the date the assignment is due. After the class begins, the submission will be considered late. Unless students have made arrangements to alter the submission date, all assignments submitted after the due date will be subject to a 2% penalty per day (including

weekends) for a maximum of seven (7) days. If you have questions or concerns regarding submission deadlines, please speak to the instructor well in advance of the due date. class and online participation.

Grade Reassessment

If you do not believe the grade you have received on the assignment meets your expectations for the submission, please feel free to contact me. If you are looking to have your assignment regraded, I am happy to do so. In order to proceed with the re-marking of an assignment, I require a brief written statement indicating where you believe I have made an error in assessing your submission. If approved, please keep in mind that your grade can either be increased or decreased when reassessed.

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”.

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](#), 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.