

GLOBAL CITIZENSHIP

Winter 2019

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Lecture: Friday 11:30am-2:20pm
Classroom: BSB B154

Office: KTH 507
Office Hours: Friday 9:30-11:00am

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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

- Luis Cabrera, *The Practice of Global Citizenship* (Cambridge: Cambridge University Press, 2010).

The Cabrera book is available in the Campus Store. All other readings are available online via Avenue to Learn.

Course Evaluation – Overview

Participation	Every class	Read assigned readings. Active engagement in class discussion	30%
	Thursday 1pm	Keywords, Key Passage, Questions	
	Once per term	Class leadership	
Short Essay 1	January 25	1 page essay	5%
Short Essay 2	March 1	1,000 word essay	10%
Research Paper Outline	March 8	250 word abstract, 5 key words, 10 academic sources annotated bibliography	5%
Research Paper	April 5	4,000 word research paper	40%
3MT	April 5	3 minute presentation of research papers, with discussion	10%

Course Evaluation – Details

Seminar Participation (30%)

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 2-6 and 7-11 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 Thursday at 1pm. You are encouraged to bring up your own or others’ keywords, passages, and questions in the seminar.

Each week one (or more) student(s) will take the responsibility to collate the questions, provide hard copies to the class, and lead the class discussion. Class leaders begin with a short introduction of the readings, and then can use the student questions as an agenda for discussion. They are also encouraged to experiment with a variety of pedagogical techniques, including debates, go-around questions, short video clips for discussion, etc.

Short Essay 1 (5%), due January 25, 2019

Write a one-page profile on an individual or [club at McMaster](#) that you think is acting as a 'global citizen'.

Short Essay 2 (10%), due March 1, 2019

Write a 1,000 word essay that responds to the question: *Can there be citizenship without borders?* The paper will draw upon class readings, and must include an analysis of one or more of the groups featured below.

[Doctors without Borders](#)
[Reporters without Borders](#)
[Mothers without Borders](#)
[Engineers without Borders](#)
[Teachers without Borders](#)
[Lawyers without Borders](#)
[Clowns without Borders](#)
[Builders without Borders](#)
[Architects without Borders](#)

Research Paper Outline (5%), due March 8, 2019

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 April 5, 2019

Each student will write a major research essay on a topic of their choosing, but that is related to the course themes and arrived at through consultation with Professor Nyers. 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.

3MT (10%), due April 5, 2019

The final session of the course will take the format of Three-Minute Thesis (3MT) presentation. Students will present the core of their research papers and then field questions from their classmates. Prizes will be given to the first and second place winners of the 3MT competition, as determined by their classmates.

Weekly Course Schedule and Required Readings

Week 1 (January 11) – Introduction

No readings.

Week 2 (January 18) – 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')

Engin F. Isin, 'Citizenship in flux: the figure of the activist citizen', *Subjectivity* 29:1 (2009): 367-388.

Ruth Lister, *Citizenship: Feminist Perspectives*, Second Edition (New York: New York University Press, 1998): 13-41.

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

Week 3 (January 25) – What is Global Citizenship?

Luis Cabrera, *The Practice of Global Citizenship* (Cambridge: Cambridge University Press, 2010): 1-95.

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.

Short Paper 1 due

Week 4 (February 1) – Is Global Citizenship Elitist?

Craig Calhoun, 'The Class Consciousness of Frequent Travellers: Towards a Critique of Actually Existing Cosmopolitanism', in Daniele Archibugi, ed., *Debating Cosmopolitics* (London: Verso, 2003): 86-116.

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.

Debbie Lisle, 'Joyless cosmopolitans: the moral economy of ethical tourism', in Jacqueline Best and Matthew Paterson, eds., *Cultural Political Economy* (New York: Routledge, 2010): chapter 6.

Ayelet Shachar and Rainer Bauböck, eds., *Should Citizenship be for Sale?* European University Institute Working Paper RSCAS 2014/01.

Week 5: (February 8) – Unauthorized Migration and Global Citizenship

Luis Cabrera, *The Practice of Global Citizenship* (Cambridge: Cambridge University Press, 2010): 99-178.

Thomas Nail, 'Migrant Cosmopolitanism', *Public Affairs Quarterly* 29:2 (2015): 187–99.

Week 6 (February 15) – Institutions and Scales of Global Citizenship

Luis Cabrera, *The Practice of Global Citizenship* (Cambridge: Cambridge University Press, 2010): 181-262.

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

Week 7 (February 22) – Reading Week

No Class.

Week 8 (March 1) – Global Challenge I: Climate Change and the Anthropocene

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.

Andrew Biro, 'The Good Life in the Greenhouse? Autonomy, Democracy, and Citizenship in the Anthropocene', *Telos* 172 (2015): 15-37.

Jonathan Symons and Rasmus Karlsson, 'Ecomodernist citizenship: rethinking political obligations in a climate-changed world', *Citizenship Studies* 22:7 (2018): 685-704.

Short Paper 2 due

Week 9 (March 8) – Global Challenge II: Borders and the Migration Crisis

Chris Rumford, *Cosmopolitan Borders* (Basingstoke: Palgrave Macmillan, 2014): Introduction.

William Walters, 'No Border: Games With(out) Frontiers', *Social Justice* 33:1 (2006): 21-39.

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

Heather Johnson, 'Click to Donate: Visual Images, Constructing Victims, and Imagining the Female Refugee', *Third World Quarterly* 32:6 (2011): 1015-1053.

Research Paper Outline due

Week 10 (March 15) – Global Challenges III: Digital Worlds

Engin F. Isin and Evelyn Ruppert, *Being Digital Citizens* (London: Rowman & Littlefield, 2015): 159-185.

Toks Oyedemi, 'Internet access as citizen's right? Citizenship in the digital age', *Citizenship Studies* 19:3-4 (2015): 450-464.

Adi Kuntsman, *Selfie Citizenship* (Basingstoke: Palgrave Macmillan, 2017): 13-20 (Adi Kuntsman, 'Whose Selfie Citizenship?') and 39-48 (Catherine Hartung, 'Selfies for/of Nepal: Acts of Global Citizenship and Bearing Witness').

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

Week 11 (March 22) – Global Challenges IV: Indigenous Resurgence

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

Sheryl Lightfoot, *Global Indigenous Politics: A Subtle Revolution* (New York: Routledge, 2016): 72-90.

Thomas D. Hall and James V. Fenelon, *Indigenous Peoples and Globalization: Resistance and Revitalization* (Paradigm Publishers, 2009): 120-138.

William D. Coleman and Theresa McCarthy, 'Critical Mass, Global Mobilities, and the Haudenosaunee: Struggles for Cultural Autonomy', in Suzan Ilcan, ed., *Mobilities, Knowledge, and Social Justice* (Montreal and Kingston: McGill-Queen's University Press, 2013): 277-299.

Week 12 (March 29) – Documented Global Citizenship

Film: TBA

Week 13 (April 5) – Student Presentations of Research 3MT Presentations

Research Paper due

Course Policies

Submission of Assignments

All written assignments should be handed in as a hard copy in class. Electronic copies of the assignment will only be accepted if prior arrangements have been made with Prof. Nyers.

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

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

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

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 behavior 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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

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.