

# **ISSUES IN INTERNATIONAL POLITICS: GLOBAL CITIZENSHIP**

## **Winter 2020**

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**Lecture:** Monday 7-10pm  
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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.

## **Course Evaluation – Overview**

<b>Component</b>	<b>Due Date</b>	<b>Description</b>	<b>Percentage</b>
<b>Participation</b>	Every class	Read assigned readings. Active engagement in class discussion	20%
	Sunday 1pm	Keywords, Key Passage, Questions	
<b>Class Leadership</b>	Once per term	Presentation on readings; leading class discussion	10%
<b>Short Essay 1</b>	January 20	1 page essay	5%
<b>Short Essay 2</b>	February 24	1,000 word essay	10%
<b>Research Paper Outline</b>	March 2	250 word abstract, 5 key words, 10 academic sources annotated bibliography	5%
<b>Research Paper</b>	April 6	4,000 word research paper	40%
<b>3MT</b>	April 6	3 minute presentation of research papers, with discussion	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 2-6, 8-11, and 13 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 Sunday at 1pm. 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 hard copies to the class. Class leaders are encouraged to use visual material and bring examples, illustrations and cases into your presentations.

### **Short Essay 1 (5%), due January 20, 2020**

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

### **Short Essay 2 (10%), due February 24, 2020**

Write a 1,000 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	Doctors without Borders
Colin Kaepernick	Extinction Rebellion
Carola Racket	No More Deaths
Greta Thunberg	No One Is Illegal

### **Research Paper Outline (5%), due March 9, 2020**

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 6, 2020**

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 6, 2020**

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 6) – Introduction**

No readings.

### **Week 2 (January 13) – 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')

Bryan S. Turner, 'Citizenship Studies: A General Theory', *Citizenship Studies* 1:1 (1997): 5-18.

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 (January 20) – What is Global Citizenship?**

#### **Short Paper 1 due**

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

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

Saskia Sassen, 'Towards Post-National and Denationalized Citizenship', in Engin F. Isin and Bryan S. Turner, eds., *Handbook of Citizenship Studies* (London: SAGE, 2002): 277-291.

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 (January 27) – 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.

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

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

#### **Week 5: (February 3) – 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.

John Barry, 'Resistance is Fertile: From Environmental to Sustainability Citizenship', in Andrew Dobson and Derek Bell, eds., *Environmental Citizenship* (Cambridge, MA: The MIT Press, 2006): 21-48.

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

#### **Week 6 (February 10) – Humanitarian Rescue at Sea**

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

Polly Pallister-Wilkins, 'Humanitarian Rescue/Sovereign Capture and the Policing of Possible Responses to Violent Borders', *Global Policy* 8:1 (2017): 19-24.

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.

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

### **Week 7 (February 17) – Reading Week**

No Class.

### **Week 8 (February 24) – Global Citizenship at the US/Mexico Borderzone**

#### **Short Paper 2 due**

Sopie 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 (March 2) – Sanctuary, Hospitality, Refugia**

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

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

David Moffette and Jennifer Ridgley, 'Sanctuary City Organizing in Canada: From Hospitality to Solidarity', *Migration and Society: Advances in Research* 1 (2018): 147-155.

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

### **Week 10 (March 9) – Digital Worlds, Data Subjects**

#### **Research Paper Outline due**

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 11 (March 16) – 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.

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.

Alan C. Cairns, 'Citizenship and Indian Peoples: The Ambiguous Legacy of Internal Colonialism', in Engin F. Isin and Bryan S. Turner, eds., *Handbook of Citizenship Studies* (London: SAGE, 2002): 209-230.

### **Week 12 (March 23) – Citizenship and Security I**

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

**Assignment:** Which vignette did you find most interesting and why? Come prepared to discuss your choice on the March 30th class.

### **Week 13 (March 30) – Citizenship and Security II**

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.

## **Week 14 (April 6) – 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:

<b>MARK</b>	<b>GRADE</b>
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**

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.

## **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.

## **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 requiring a RISO accommodation 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

## **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](mailto: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.