
POLISCI 2297F– CITIZENSHIP, BORDERS, AND THE STATE
SELECTED TOPICS IN POLITICAL SCIENCE

Instructor: Elizabeth Brown

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Office Hours: TBD in Class

Office Location(s): SSC 7336

Course Location: TBD

Scheduled Class Times: Wed 8:30-9:30 & Fri 8:30-10:30

Course Prerequisites: POLS 1020E, 1021F/G, 1022F/G *

Course Code: POLISCI 2297

*Alternately, you may receive departmental permission/approval in lieu of these courses.

COURSE DESCRIPTION

With a critical focus on conceptions of citizenship and bordering practices, this course explores how contemporary domestic and global politics relate to questions of identity, belonging, territory, and sovereign power. The course has been divided into weekly topics which respond to key questions relating to central course themes. The initial weeks address foundational topics and build a strong understanding of key concepts. As the course progresses, these foundational weeks will serve as the basis for a better understanding of more complex themes. We will conclude the course with several weeks of application, including addressing issues of immigration, free movement, civil disobedience, and anarchy. The last week of the course will be dedicated to review and discussing how these various themes fit together in order to prepare for the final exam.

COURSE FORMAT

This course will be delivered in person as a twice-weekly lecture. There will be opportunities for discussion during lectures, which will count toward your participation mark. Additionally, there will be online forums where I will post weekly discussion questions which students will respond to for additional participation marks. Attendance is not mandatory, but your participation grade will be, in part, dependent upon your in-class contributions. As such, it is highly encouraged to attend as many classes as possible to ensure the most opportunities for engagement.

LEARNING OBJECTIVES

- (1) To critically assess the ways in which lines, boundaries, and borders are used in political spaces.
- (2) To interrogate different conceptions of what it means to be a citizen, and to be familiar with the justifications for these various approaches.
- (3) To evaluate the ways in which bordering practices are used as methods of exclusion, and how this – in turn— informs and justifies hierarchical power structures.
- (4) To apply theoretical approaches to contemporary political issues.
- (5) To make thematic connections between weeks, and to better understand the ways in which questions of territory, sovereignty, identity, and citizenship intersect.
- (6) To engage in productive conversation with fellow classmates about course materials and individual perspectives on weekly themes.

TEXTBOOKS AND COURSE MATERIALS

All course materials will either be accessible online through the library website or uploaded on OWL by the instructor. If you are unable to access a reading please send me an email within a reasonable timeframe, and I will provide you with either a direct link to the reading, or a PDF.

METHODS OF EVALUATION

Participation (25%)

Student participation is graded weekly based on in-class contributions and participation in an online discussion forum. Your participation grade will be weighted equally between these two components (50% in-person contributions, 50% online contributions). In-class participation will be facilitated through lecture discussions, discussion questions, and exercises (e.g. debates, and in-class exercises). Online participation will involve responding to a single weekly question that will be posted on OWL. The forum will be open from Monday at 12 am - Friday at 11:59 pm. Your participation will be graded in accordance with the quality and quantity of your contributions. A rubric for participation grading, in addition to examples of strong contributions to discussions, will be shared on OWL.

Assignment 1: CITIZENSHIP ESSAY (CRITICAL) – DUE OCTOBER 28 at 11:59 pm (20%)

The purpose of this assignment is to contrast liberal and republican conceptions of citizenship, as outlined in the Oxford Handbook of Citizenship, and (i) evaluate which one you feel has more merit; (ii) the basis on which you formulated this opinion; (iii) what you would add to the theory to make it more accurate.

Your paper should include (i) a short summary of each perspective; (ii) a thesis statement that indicates which view you find to be most compelling; (iii) a section which contrasts the main points from each perspective, and explains why one is better than the other; (iv) a section which critiques the view you argued in favour of, and adds some components which you feel are missing. One way of approaching this last section might be to engage with a third view (i.e. contrast liberal and republican, and use elements of feminist theory to amend the approach you advocated for). However, it is not required that you take this particular approach.

WORD COUNT: 2000 words.

Assignment 2: GROUP PRESENTATION – PRESENTATION DATES TBD (25%)

Students will work in small groups (2-3 people) and present for 30 minutes on a topic chosen from a list of preselected options that I will provide. The presentation should include four sections:

- (1) An overview using literature that covers both supporting and dissenting views on the topic.
- (2) Your group's stance on the topic and the reasons why you have chosen this position.
- (3) Your group's response to the opposing view and whether you reject/accept their objections.
- (4) Two discussion questions that you pose to the class.

Topics and groups will be posted on OWL during the third week of class to make room for any changes in class enrollment.

FORMAT: 30-minute PowerPoint presentation

Final Exam – FALL EXAMINATION PERIOD (30%)

The final exam will occur during the Fall exam period. It will consist of three short answer questions and an essay question. Lecture materials and readings will both be included in the testable materials. We will discuss the final exam and have a review session on December 6th.

Late Policy: You will have a five-day time bank that you can use to extend the deadline of your written assignment or to cover class absences. For example, you could submit the critical summary assignment three days late, and still have two days to cover class absences. Please note that in the case of absences from class, the time bank covers missed days and not weeks (i.e. if you miss a week of class, you will need to use two days from your time bank). If you require any additional accommodation you will need to go through Academic Advising, who will notify me of any adjustments required on my end.

COURSE SCHEDULE AND READINGS:

Week 1: INTRODUCTION | *Dates: September 9*

- No Readings (Syllabus Review/Assignment Overview/ Discussion of Course Themes)

Week 2: FOUNDATIONS OF CITIZENSHIP | *Dates: September 14- 16*

- Honohan, Iseult. 2017. "Liberal and Republican Conceptions of Citizenship" in *The Oxford Handbook of Citizenship* by Shachar, Ayelet, Bauböck, Rainer, Bloemraad, Irene, and Vink, Maarten. Oxford: Oxford University Press.
- Kymlicka, Will, 'Introduction', *Multicultural Citizenship: A Liberal Theory of Minority Rights* (Oxford, 1996; online edn, Oxford Academic, 1 Nov. 2003) [Introduction & Chapter 8; 164- 172 only].

Guiding Questions: What is the role of a citizen? Who is a good citizen? How does our understanding of citizenship change the role of the government? How does historical context shape understandings of citizenship? What is multicultural citizenship and why might it be necessary?

Week 3: IDENTITY AND CITIZENSHIP | *Dates: September 21- 23*

- Volpp, Leti. "Feminist, Sexual, and Queer Citizenship." *The Oxford Handbook of Citizenship*, 1st ed., Oxford University Press, 2017.
- Green, Joyce. 2017. "The Impossibility of Citizenship Liberation for Indigenous People." In *Citizenship in Transnational Perspective*, 175–88. Cham: Springer International Publishing.
- Devlin, Richard, and Dianne Pothier. "Introduction: Toward a Critical Theory of DisCitizenship." In *Critical Disability Theory: Essays in Philosophy, Politics, Policy, and Law*, ed. Dianne Pothier and Richard Devlin. Vancouver: UBC Press, 2006. (1-18 only)

Guiding Questions: How does identity complicate our understandings of citizenship? How might one's identity preclude them from the benefits of full citizenship? How ought we to change our understanding of citizenship to include marginalized identities?

Week 4: TERRITORY | *Dates: September 28- 30*

- Walker, Neil. "The Place of Territory in Citizenship." *The Oxford Handbook of Citizenship*, 1st ed., Oxford University Press, 2017.
- Moore, Margaret. "Which People and What Land? Territorial Right-Holders and Attachment to Territory." *International Theory*, vol. 6, no. 1, Cambridge University Press, 2014, pp. 121–40.

Guiding Questions: How can we justify a state's control over territory? What is the territorial principle? What is the attachment problem? How does territory shape citizenship? How does culture relate to territorial control? Is a territorially bounded state necessary for self-determination?

Week 5: CITIZENSHIP – WHO IS A CITIZEN? | *Dates: October 5-7*

- Lori, Noora A. "Statelessness, 'In-Between' Statuses, and Precarious Citizenship." *The Oxford Handbook of Citizenship*, 1st ed., Oxford University Press, 2017.
- Shachar, Ayelet. "Citizenship For Sale?" *The Oxford Handbook of Citizenship*, 1st ed., Oxford University Press, 2017.

Guiding Questions: How should we fairly determine citizenship – is money a fair way of doing so? What makes someone a precarious citizen? How can we fix it? Who is most likely to experience precarious citizenship? What are the four types of precarious citizenship?

Week 6: INDIGENEITY, CITIZENSHIP, AND THE STATE | Dates: October 12-14

OCT 10: THANKSGIVING

- Simpson, Audra. "One Indigenous Interruptions Mohawk Nationhood, Citizenship, and the State." *Mohawk Interruptus*, Duke University Press, 2020, pp. 1–36
- Dick, Caroline. "The Politics of Intragroup Difference: First Nations' Women and the Sawridge Dispute." *Canadian Journal of Political Science*, vol. 39, no. 1, Cambridge University Press, 2006, pp. 97–116.
- Green, J. (2001). Canaries in the Mines of Citizenship: Indian Women in Canada. *Canadian Journal of Political Science*, 34(4), 715-738. doi:10.1017/S0008423901778067

Guiding Questions: What is intragroup difference and what problem does it present in discussion of membership rights? How might Indigenous group rights to restrict membership be unique from the rights of the state? Are they different- if so why? What is nested sovereignty? What is the approach Dick advocates for? How does it differ from Taylor, Eisenburg and Kymlicka?

Week 7: BORDERS | Dates: October 19-21

- Basaran, Tugba. 2008. "Security, Law, Borders: Spaces of Exclusion." *International Political Sociology* 2(4):339–54.
- Simmons, A. (2016). *Borders*. In *Boundaries of Authority*.: Oxford University Press. [Chapter 10]
- Agnew, John. 2008. "Borders on the Mind: Re-Framing Border Thinking." *Ethics & Global Politics: Special Issue: At the Border* 1(4):175–91.

Guiding Questions: How can we (morally) justify the state's right to exclude? What is a nationalist argument in favour of the right to control borders? What are the arguments in favour of open borders? What is the difference between hard and soft borders? How does one inform the other? What is the state of exception? How might borders be states of exception?

Week 8: BORDERS II | Dates: October 26-28

ASSIGNMENT 1: DUE

- Abizadeh, Arash. 2008. "Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Borders." *Political Theory* 36(1):37–65.
- Miller, David. 2009. "Why Immigration Controls Are Not Coercive: A Reply to Arash Abizadeh." *Political Theory* 38(1):111–20.

Guiding Questions: Is it justified to close borders to foreigners? If so, to whom do we owe justification (citizens or non-citizens)? Are borders coercive? What is the unbounded demos thesis? What is the boundary problem? How does it complicate the democratic approach to legitimizing borders?

Week 9: READING WEEK | Dates: November 2-4

Week 10: IMMIGRATION AND REFUGEES | Dates: November 9-11

- Oberman, K. (2019). Border Rescue. In D. Miller & C. Straehle (Eds.), *The Political Philosophy of Refuge* (pp. 78-96). Cambridge: Cambridge University Press.
- Wilcox, Shelley. "Does Brock's Theory of Migration Justice Adequately Account for Climate Refugees?" *Ethics & Global Politics*, vol. 14, no. 2, Routledge, 2021, pp. 75–85.

Guiding Questions: What do we owe refugees? Does this change if they are only temporarily displaced (rather than permanently displaced)? What might we owe climate refugees that wouldn't apply to refugees more generally? What is Gillian Brock's development approach? What does it ask of us? Are borders inherently dangerous or are they constructed that way?

Week 11: FREE MOVEMENT AND OPEN BORDERS | *Dates: November 16-18*

- *Open Borders : In Defense of Free Movement*, edited by Reece Jones, University of Georgia Press, 2019. ProQuest Ebook Central [Chapters 1 & 2].

Guiding Questions: Is a borderless world possible? Why might it be desirable? Do territorial societies require the social expulsion of migrants (why or why not)? What is migrant cosmopolitanism? What tactics does it entail? Why might illegal immigration be defensible? Do you agree (why or why not)?

Week 12: CIVIL DISOBEDIENCE | *Dates: November 23-25*

- Delmas, Candice. *A Duty to Resist: When Disobedience Should Be Uncivil*. Oxford University Press, 2018. [Chapter 2]
- Thoreau, Henry. 2009. *Civil Disobedience* [e-Book]. Great Neck Publishing.

Guiding Questions: Should a good citizen engage in civil disobedience? Why or why not? What is uncivil disobedience? How does it differ?

Week 13: ANARCHISM | *Dates: November 30- December 2*

- Leibold, Bruno. 2015. "Political Anarchism and Raz's Theory of Authority." *Res Publica* 21(3):309–29.

Guiding Questions: What is the normal justification thesis? How does this apply to the themes of anarchy and authority? What is philosophical anarchism? How does it differ from political anarchism? Is political anarchism feasible? What is Raz's service theory of authority?

Week 14: Dec 7 ****Exam Review****

- No Readings: Spend this week thinking about the themes of the course and the ways that they interconnect. Lectures for this week will serve as exam review, and we will have a group discussion



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones)

in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

- b) **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for

Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/> Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student->

[services/#1](http://academicsupport.uwo.ca/services/#1) Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

huronwellness@huron.uwo.ca Community

Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)