


POLS 3376E
Critical Perspectives on Citizenship, Borders and Belonging
-Selected Topics in International Politics-

Huron University College – Fall/Winter 2016-17

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Fridays 2:30-4:30

Location: HC-W17

Office: A301

Office Hours: Wednesdays 2-3pm and Fridays 12-1pm

(Or by appointment)

Contacting me:

The best way to contact me is through e-mail at jmustap@uwo.ca - During the week, I will try to respond within 24 hours, and on the weekends or over holidays within 48 hours. *Due to privacy rules, you must e-mail me from your own uwo.ca e-mail account.* E-mails are best for setting up office appointments and for asking brief questions, for which I can provide brief answers. *Please put the course number and the nature of your request into the subject line of your e-mail.*

Required Materials:

- *You are not required to purchase any textbooks for this course.* All course readings and materials are available through your access to the UWO library and through provided web links, and will consist mostly of academic articles and relevant media items. **A detailed list will be provided at the beginning of term and posted on the OWL site.**

Course Overview:

The prerequisite for this course is POLS 2231E or through permission of the Department. The basic practices of contemporary domestic and global politics are bound up in notions of citizenship, territoriality, and belonging. But what is “citizenship”? And what does it mean to be a “citizen” in a global context? What are the implications, for citizenship and belonging, of the borders we draw and the territories we delineate? Are these borders and territories necessary? What happens to people and groups who have irregular relationships to the territories or spaces in which they find themselves? What happens to people who find themselves in irregular territories and spaces? What happens to politics in spaces of overlapping jurisdictions?

As an engaging way of organizing a large breadth of material, this course explores questions like these through four different analytical modes: *Knowing, Seeing, Feeling* and *Doing*. Under *knowing*, we look at different ontological theorizations of citizenship, borders and territoriality within a global context, exploring the ways in which our conceptions of these things are intrinsically connected to sources of knowledge. Here we explore relationships between citizenship and (state) sovereignty, map-making and territoriality, conceptions of community, and various notions of cosmopolitics. Under *seeing*, we explore the complex

role that pop-culture, mass media, communication, and global spectacle play in our ability to “see” each other and in shaping and challenging global/local identities in complex ways. Related to this, under *feeling* we explore the emotional and affective aspects of notions of Self and Other, and explore how feelings about Self and Other (love, fear, indifference, contempt) are intrinsically related to how we understand citizenship, borders and belonging. Finally, under *doing*, the course explores different manifestations of citizenship and politics “in action.” Here we explore various bordering practices as well as forms of activism and “citizenship,” both global and local. In particular, we will discuss questions relating to the power relations that are revealed in enacting citizenship and enforcing borders. Who acts from a place of privilege? Who acts from a place of disadvantage? Which acts of “global citizenship” reify existing structures, and which acts are subversive?

Learning Objectives:

By the end of the course, students will be able to:

- 1) Demonstrate a critical understanding of the concept of “citizenship,” and in particular, recognize that there are multiple ways of understanding and enacting “citizenship(s),” whether local or global.
- 2) Demonstrate a critical understanding of borders and territoriality, including the significance of bordering practices and the significance of “state space” for global politics.
- 3) Demonstrate analytical and empirical knowledge of contemporary topics and issues relating to borders and citizenship and in particular, the ways in which notions of citizenship and belonging can both reify and challenge existing structures of power.
- 4) Demonstrate and convey these competencies in a clear, critical and reflexive communication style.

Evaluation- To be discussed in class and on OWL

(NOTE: Preliminary and subject to change based on class size):

Attendance and Participation:	15% - Ongoing
Reading Reflection Journal:	20% - 10% each term- Ongoing
First Term Think Piece Essay:	20% - Due Nov. 4 th
Research Presentation:	10% - Term 2- TBD
Second Term Research Essay:	30% - Due Mar. 31 st

Course Format:

Features of this full year course include lectures, some student presentations, writing assignments, the use of film and other media, and a variety of discussion methods. There is a participation mark and your attendance is expected. In general, in the first hour of each week I will usually deliver a lecture pertaining to the week’s topic (please note that while I will post any slides or media that I use, I will not be providing or posting “lecture notes,” so attendance is key). Following a short break, we will use the second part of our classes to critically engage the main points of the required readings and raise provocative and engaging questions for discussion relating to the weekly topic and the broader themes of the course. My classes are very interactive- I will not just be standing at the front talking for the whole time. I will often raise questions for general discussion and engage you in classroom activities like small conversation groups, problem solving activities, and debate discussions. As such, **all students are expected to complete the assigned readings each**

week before class, and to come to every class armed with relevant questions and ideas in order to participate actively. The success of this course for all students depends on your continued participation and collaboration.

Success in this course:

I have high (but not unreasonable) expectations for my students because I believe that you deserve that respect. Importantly, the lectures, readings, assignments, and class participation activities are *all* components of the course, and are instrumental in your learning. Material covered in one component may not be covered in another. If you **attend the lectures, read the assigned material, put effort into your assignments** and **participate in discussions and class activities** you will be well equipped to achieve the learning objectives of the course. The key however, is to stay on top of things. You need to hit the ground running. Do not put off the readings and do get a head start on whatever work you can. Utilize your resources. Familiarize yourself with the course content on OWL. And of course, feel free to contact me if you have questions about the material or about assignments.

Index of Weeks and Topics

*IMPORTANT: Subject to change, especially in the event of illness or inclement weather.
Appropriate notice will be given in the event of any changes.*

<i>Date</i>	<i>Week #</i>	<i>Weekly Topic</i>
Sep. 09	Week 1:	Introduction to the course
Sep. 16	Week 2:	<i>I. Knowing</i> Ontologies of “citizenship”
Sep. 23	Week 3:	Identity/ community/ sovereignty
Sep. 30	Week 4:	No one and everyone is a “global citizen”
Oct. 07	Week 5:	Making (state) space strange
Oct. 14	Week 6:	What and where is the “border”?
Oct. 21	Week 7:	Borderlands, secret spaces and zones of exception
Oct. 28	Week 8:	*****No Class: Fall Break*****
<i>II. Seeing</i>		
Nov. 04	Week 9:	Visuality, media and communications- <i>Think Piece Due</i>
Nov. 11	Week 10:	Literally <i>seeing</i> others: the power of images
Nov. 18	Week 11:	Scales of governance & non-state citizenship: The City
Nov. 25	Week 12:	Scales of governance & non-state citizenship: The Camp
Dec. 02	Week 13:	Sport and global spectacle: <i>#TeamRefugees</i>
*****December Break*****		
<i>III. Feeling</i>		
Jan. 06	Week 14:	Affect and emotion in conceptions of Self/Other
Jan. 13	Week 15:	Belonging and exclusion: Fear and loathing I
Jan. 20	Week 16:	Belonging and exclusion: Fear and loathing II
Jan. 27	Week 17:	Belonging and exclusion: Love and other drugs I
Feb. 03	Week 18:	Belonging and exclusion: Love and other drugs II

IV. Doing

Feb. 10	Week 19:	Borderlands and bordering practices
Feb. 17	Week 20:	Acts of citizenship/ citizenship <i>as</i> Acts
Feb. 24	Week 21:	**** No class: Reading Week Feb. 20-24****
Mar. 03	Week 22:	Enacting politics and agency in forced displacement
Mar. 10	Week 23:	The Cosmopolitical: It's not what you think
Mar. 17	Week 24:	Being (global) "citizens"
Mar. 24	Week 25:	TBD
Mar. 31	Week 26:	Class Wrap Up and Review- <i>Final Essay Due</i>

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario 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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is 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.

Academic Accommodation for Medical/Non-Medical Grounds

Requests for Accommodation on Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 informed 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 Assistant Dean, Student Success. The instructor’s decision is appealable to the dean.

Requests for Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation 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. 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 informed 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 Assistant Dean, Student Success. The instructor’s decision is appealable to the dean.

Requests for Accommodation on Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been informed that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where

documentation has been submitted to an academic advisor, the instructor will consult with the Assistant Dean, Student Success. The instructor's decision is appealable to the dean.

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 Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at:

<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>