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Global Issues in Citizenship

Course Themes and Objectives
Although citizenship is most often seen as a legal political status, issues of citizenship frame narratives of identity and belonging. Citizenship is a key part of, and usually a prerequisite for, political representation. But it is also a process of cultural representation. Changing claims of citizenship are legislated in public policies. At the same time, changing considerations of legal citizenship impact on cultural and social understandings of membership. Through these interconnected processes, individuals experience their identities as citizens, denizens, aliens, and others.

Citizenship has been an enduring concern for political theorists, but in the last thirty years there has been a substantial expansion of interest in the theory, sociology, history, and culture of citizenship. This has led to a proliferation of the different ways that scholars have come to consider citizenship. This course seeks to introduce students to both established and emerging ideas about citizenship, place these ideas into social and historical context, and explore the resonance of classical conceptions in continuing citizenship debates. Throughout the course, we will integrate theories of citizenship with studies of historical and contemporary cases from ancient Athens, the Roman Empire, medieval Europe, the United States, the United Kingdom, the Asian diaspora, Germany, France, and the European Union.

Some of the questions raised in this course will include:
♦ What is a citizen? Who is and who should be a citizen?
♦ What are the tensions and interconnections between republican and liberal conceptions of citizenship?
♦ What are some of the central ways that different societies have envisioned and enacted citizenship?
♦ What are the distinctions that states make between citizens and non-citizens and why do they make these distinctions? How do these distinctions differ over time and in different nations today?
♦ Are processes of exclusion—especially by gender, race, and class—essential to the inclusion of some people as citizens? How have these practices of exclusion operated in the United States and other nations?
♦ In what ways do culture and politics interact to shape contrasting and changing understandings of citizenship? How is cultural citizenship related to legal status?
♦ How does public policy reflect different understandings of citizenship and what implications do new understandings of citizenship have for questions of public policy?
♦ How do federal systems complicate or challenge ideas of citizenship? What are the different histories of federal citizenship in the United States and the European Union?
♦ In what ways in citizenship tied to nationality? What are the possibilities for a regional, transnational, or postnational citizenship?
♦ Does globalization challenge traditional ways of understanding, culturally constituting and legislating citizenship? Does it require a global citizenship?
♦ Do corporations have rights and responsibilities that can be usefully understood in terms of citizenship? Do new technologies enhance or challenge our ability to participate in the political process?
♦ Is the concept of citizenship at odds with the belief that all human beings have fundamental human rights?
Course Materials
The required books are available for purchase from bookstores around town, including the College Store, Ned’s Bookstore, the Student Bookstore, and the Spartan Bookstore. We will be supplementing these books with numerous articles, many of which are in the coursepack. The coursepack costs $26.93 and is available at the Collegeville Textbook Company 321 E. Grand River, next door to Barnes and Noble (517 922-0013). Books are on reserve in the University Library and the Madison College Library. Coursepack articles and hard copies of electronic articles are on reserve only in the Madison Library. Please note that the Madison Library is open for limited hours. If you have circumstances that make it difficult to purchase the books or access them at university reserves, please let me know, as I may be able to loan you books from my library.

Electronic Texts
In addition to the coursepack articles (which are not available online), many of the texts for this course are available electronically. These texts are listed with an “E” beside them in the calendar. Electronic texts are less expensive and, if the hyperlink works, more convenient to access than other readings. However, they can cause problems if the links do not work. Links may not work for a number of reasons, many of which I cannot control; these include the type of computer that you use, the type of web browser that you choose, etc. Therefore, I always provide a full citation for electronic readings so that you can access them through the library website. Simply type the journal title into “electronic resources” and browse for the relevant volume, number, and page numbers. Please make sure that you access these well in advance of class as you may occasionally encounter difficulties in locating or printing these readings. I recommend locating and printing in hard copy (or saving to pdf) all the electronic readings at the beginning of the course. If you are unable to locate the readings, you may talk with me about this or check the copies of these readings on reserve in the Madison Library. **Difficulties with locating or printing electronic texts is never an acceptable reason for not doing the reading or not bringing a copy of the reading to class (in either paper or electronic form). Students who do not do the readings and bring a copy to class will be penalized in their participation grade.**

Required Texts

Course Requirements, Assignments and Expectations
- Participation (15%)
- Quizzes (20%)
- Midterm essay exam (20%)
- Wikipedia entry (10%)
- Research project (35%)
Participation (15%)
Class sessions will use both lecture and discussion to strengthen your understanding of the course themes and to improve your analytical skills. Each session will be organized with the assumption that you have carefully read the assigned texts and that you are prepared to discuss them thoughtfully. The participation requirements for this course are structured to recognize the importance of discussion, but also to reflect the fact that not all students are comfortable with the same levels and types of participation.

The participation requirements are as follows:
♦ Attend all class sessions and arrive promptly for class. **Repeated late attendance disrupts the class and will hurt your participation grade.**
♦ Prepare for class meetings by developing your own notes on the readings, questions and topics for discussion. Students who would like to raise a particular question or discuss a particular topic may share this with me in advance via email (by 9am on the day of class) to include it in our discussion. These emails will receive participation credit, like questions or comments raised in class.
♦ **Read all required materials carefully and bring a copy of the readings to class.** We will be referring to the readings in detail in our discussions so it is essential that you bring a copy to class, either in hard copy or on your computer. **I will be checking to ensure that you bring your copies to class. Students who forget their readings will receive a lower participation grade.**
♦ Make informed, thoughtful contributions to discussions consistently throughout the semester.
♦ **Meet with professor to discuss your research proposal during office hours or by appointment.** You may choose to meet with me during office hours to discuss any issue related to the course. Ideally, you should attend office hours more frequently than once per semester, especially if you are quieter during class or have concerns about the course. However, one meeting to discuss your research project is the required minimum.
♦ In the case of a significant, unavoidable conflict (such as a religious holiday or court date) or an emergency (such as hospitalization), you will receive an excused absence. Religious observances do not require documentation, but other excused absences should be documented. In cases such as car breakdowns, minor illnesses, etc., you will receive an unexcused absence. More than two unexcused absences will affect your final grade. **Students with more than four unexcused absences will not be eligible to receive a participation grade and may not be eligible to receive a course grade.**

Your participation is graded as a whole.

Quizzes (20%)
There will be four scheduled in-class quizzes, each worth 5% of your grade. These quizzes will be designed to test your content knowledge and familiarity with the course themes, drawing on both readings and lectures. You must be in class on the quiz days in order to take and receive credit for the quiz.

Midterm Essay Exam (20%)
There will be a take-home midterm essay exam worth 20% of your grade. You will have a choice of two questions and will answer one of these. Your essay answer should make a well-structured argument, supporting your position with clear logic that draws on various readings and specific examples from the course.
**Wikipedia Entry (10%)**
As this course progresses, you will become expert in understanding key issues concerning citizenship. You will share this expertise by writing a short Wikipedia entry about a citizenship topic or by revising and expanding an incomplete or inaccurate entry. I will provide instructions on how to post your entry to Wikipedia. Your entry may be related to your research project or may be about a separate topic.

**Research Project (35%)**
The research paper may cover almost any citizenship topic that interests you. However, you must discuss and decide this topic in consultation with me. The research project is composed of three parts, designed to structure your research process. Each of these parts will be outlined in more detail in the research paper assignment:

- **Research proposal and bibliography (5%)**
  Although it does not form a substantial part of your grade, the proposal will be a substantial part of your research paper. Poorly conceived proposals will lead to weak papers. Therefore, it is required for you to meet with me to discuss your research proposal and it is very important that you spend sufficient time on this assignment.

- **Poster or electronic presentation (10%)**
  The in-class presentation will allow you to hone your arguments and your evidence prior to completing your research paper. It will also allow your fellow students to discuss and provide feedback on your research project, facilitating the exchange of ideas. A polished presentation will strengthen your ability to write your final paper and should result in more useful student feedback.

- **Research paper (20%)**
  The research paper is a substantial paper about citizenship (12-18 pages) that should be carefully selected, well designed, and thoroughly researched. As with all your written assignments, it should also be clearly written and argued. The strongest papers will make original arguments based on your own independent research.

All written assignments must be typed and double-spaced with one inch margins. All assignments MUST be handed in on time, unless you have made prior arrangements with me. If you need an extension in order to observe a religious holiday or other scheduled event, please make sure that you request this extension at least one week in advance. **Unexcused late assignments will be subject to a penalty of 1.0 grade point per day.** If any of the assignments are not completed (including written assignments, meetings, and exams, but not including quizzes), you will not be eligible to receive a grade for this course.

**Grading policies**
Participation, written work, and your research project will be graded according to the criteria listed below. As these criteria show, once the minimum requirements are met, it is the quality rather than the quantity of your contributions that will be considered in grading. That is, you will not get a better grade simply for speaking a lot during class or for handing in a long paper. Rather, it is important that you think carefully and take the time to convey your thoughts effectively. In those cases where participation and written work shows a marked improvement during the course of the semester, later grades will carry more weight.
**Grading criteria**

4.0 Exceptional work
Offers very strong insights during class discussions; always listens carefully and responds thoughtfully to other students; outstanding written work makes an original contribution through sophisticated argument.

3.5 Excellent work
Makes consistent contributions to class discussions which demonstrate full and careful reading of assigned materials, as well as attention to other students’ ideas; written work is original, clearly written, and carefully argued.

3.0 Good work
Makes contributions to class discussions; however, these contributions are not always consistent in terms of quality or quantity; written work makes a persuasive argument that is clearly written and reasoned.

2.0 Sufficient work; meets minimum requirements
Occasionally contributes to class discussion; written work reveals knowledge of course themes and familiarity with the assigned materials; however, it is not always clearly written and does not develop a consistent argument.

1.0 Below average work; does not meet minimum requirements
Rarely speaks during class discussions, despite regular attendance; written work does not always demonstrate an understanding of the topic or familiarity with the assigned readings; written work does not make an argument and is not clearly written.

**Honors option**
If there is sufficient interest, we will have an honors option for this course. This option is open to all interested students, whether or not you are enrolled in the Honors College. Although taking the honors option may help strengthen your work in class, you will only be able to receive honors credit if you receive a grade of 3.5 or higher in the course.

**Madison College Instructional Model**
As in other Madison classes, you will receive an additional credit beyond your classroom contact hours. This credit reflects the expectation of extensive independent work in this course, as well as the requirement to meet with me during office hours.

**Academic honesty**
There is strong evidence that academic dishonesty is increasing in U.S. colleges. Some commentators attribute this to the increased ease of plagiarism: internet access and wordprocessing programs make it comparatively easy to cut and paste other people’s words into your work. Others claim that students are less familiar with the boundaries between honest and dishonest citation. This statement is part of my efforts in this class to help you become more familiar with issues of academic honesty and their importance in academic work.

In his essay on “Plagiarism in Colleges in USA,” Ronald B. Standler asks the question: “What is plagiarism?” According to Standler, “In minor cases, it can be the quotation of a sentence or two, without quotation marks and without a citation (e.g., footnote) to the true author. In the most serious cases, a significant fraction of the entire work was written by someone else: the plagiarist removed the true author(s) name(s) and substituted the plagiarist’s name, perhaps did some re-formatting of the text, then submitted the work for credit in a class (e.g., term paper or essay) or as part of the requirements for a degree (e.g., thesis or dissertation)” (Standler, 2000). However it is done, plagiarism is the misrepresentation of someone else’s words or ideas as your own.
Most often academic dishonesty refers to plagiarism, but it also includes other forms of misrepresentation. For example, I consider presenting work from another class as work produced in this class as one form of academic misrepresentation. Obviously, you should build on ideas, themes and readings from other classes, but you should not use substantial sections of written work produced for another class in papers produced for this class. Another form of academic dishonesty is subtly misrepresenting ideas or words to make your argument more forceful. An example would be claiming that a piece of primary evidence “clearly” supports your argument, when you are not sure if it is really clear.

As these examples suggest, academic honesty is a problem in part because it is not always clear where to draw the line between honest and dishonest representation. However, if you have any uncertainty, you should listen to your doubts and write only what you are certain is true. I would be very happy to discuss these borderline cases with you, as they can sometimes illuminate the complexity of the issues we are discussing in this class.

Most importantly, academic honesty and proper attribution are fundamental to the collaborative creation of knowledge. The appropriate citation of other people’s words and ideas allows us to build on their work and to share our own ideas with the confidence that they will be acknowledged.

Beyond the importance of intellectual integrity to the expansion of knowledge, the punishment of plagiarism is also a serious matter. We will follow James Madison College and Michigan State University policy on academic dishonesty. The James Madison College Student Handbook contains the following statement as part of the Policy on Academic Dishonesty: “The Faculty Assembled recommend that in cases involving proven academic dishonesty, the student should receive, as a minimum, a 0.0 in the course and that a record of the circumstances, sanctions, and any appeal, be placed in the student’s confidential file. … The individual faculty member or the Dean may recommend further action, including dismissal from the University, to the Student-Faculty Judiciary. If a second case of academic dishonesty should occur, the recommendation is that the faculty, through the Office of Director of Academic and Student Affairs, should seek the student’s dismissal from the College and the University.” The MSU policy on plagiarism and additional information about academic honesty is also available through the MSU Office of the Ombudsman: http://www.msu.edu/unit/ombud/honestylinks.html

If you have any questions about academic honesty, please consult Professor Pegler-Gordon or Jeff Judge, Director of Academic and Student Affairs.

**Tips to help you avoid unintentional plagiarism and misrepresentation**

- As you make research notes for your exam and paper, be sure to keep a careful record of your sources, including all the relevant information.
- If you are quoting words that are already quoted in a secondary source (rather than quoting from the original document) you should either check the original document for accuracy or acknowledge that you are quoting from a secondary source, e.g. Ronald B. Standler, “Plagiarism in Colleges in USA” (2000) cited in Anna Pegler-Gordon, “Statement on Academic Honesty,” Syllabus, p. 5.
- Check your writing for factual accuracy, just as you would for grammatical accuracy. Ideally, you should highlight all the factual statements and citations in your work and check these against the original sources to ensure their accuracy.
- Check that every quote and substantially original idea from another source has a citation. Many students make the mistake of only providing citations for quotes, but ideas that you have learned about from other sources should also be cited.
I am not concerned about what citation format you use (Chicago, APA, footnotes, endnotes or in-text citations, etc.) as long as you provide all the relevant information and are consistent throughout your paper. If you have questions about citation format, you may discuss these with me.

The Georgetown University Honor Council has a website with very helpful guidelines about unintentional plagiarism at: http://www.georgetown.edu/honor/plagiarism.html

Internet citation is a new and sometimes complicated process. However, internet sources, like all sources must be cited. A useful resource is Bedford/StMartin’s online guide to online citation (Harnack and Kleppinger, 2003), available at: http://www.bedfordstmartins.com/online/cite7.html

Finally, if you have any doubts about the honesty or accuracy of any part of your work, err on the side of caution.

Works Cited


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CLASSICAL, LIBERAL, AND REPUBLICAN CITIZENSHIP

9-7 3  • Aristotle, Politics, translated by Peter Phillips Simpson, “The Primacy of the City,” Book I, chapters 1-8, chapters 12-13; Book III, chapters 1-13, pp. 8-23, 30-33, 75-105. CP


ISSUES OF CITIZENSHIP IN THE UNITED STATES


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### SOCIAL CITIZENSHIP

| Date | Quiz
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### COMMUNITARIANS AND CIVIL SOCIETY

| Date | Quiz
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### SATURDAY, 11:59PM: TAKE-HOME MIDTERM ESSAY DUE

### MULTICULTURAL AND CULTURAL CITIZENSHIP

| Date | Quiz
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| | | David Carroll Cochran, “Liberal Political Theory’s Multicultural Blindness” 

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BEYOND CITIZENSHIP? REGIONAL, TRANSNATIONAL, POSTNATIONAL AND COSMOPOLITAN CITIZENSHIP

10-19 15 • QUIZ

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11-2 NO CLASS: WEDNESDAY, 11:59PM RESEARCH PROPOSAL DUE

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