

POLS 2297F – Citizenship, Borders, and the State

Lecture Time: Thursday, 6:30 pm – 9:30 pm

Instructor: Dianne Lalonde

Student Hours: Monday, 2:00 pm – 4:00 pm

Email: dlalond3@uwo.ca

Meeting Times: Feel free to email to arrange a meeting with me and we will figure out a time based on your schedule

COURSE FORMAT

The course is offered in a blended format. You can join non-mandatory Zoom lectures with short recorded content sessions (with your video off) and then discussion periods that are not recorded.



You can also access the course materials (e.g. guided reading questions, annotated readings, short content videos, lecture slides) and participate through discussion forums on OWL.

You do not need to pick one format – you can mix attending lecture or not so long as you still follow the material and participate online.

LEARNING OBJECTIVES

Upon successful completion of this course, students should be able to:

- Explain how the concepts of the state, border, and citizen are constructed
- Assess various justifications for these constructions and identify weaknesses
- Articulate the impact these constructions have in Canada and beyond
- Apply abstract theory to contemporary political issues, like extending citizenship and opening borders, and fictional work
- Demonstrate effective communication skills that result in the productive exchange of information with classmates

Course Prerequisites: POLS 1020E, 1021F/G, 1022F/G, or permission of Department

COURSE OVERVIEW

CONSTRUCTION

In the first section of the course, we will explore how states, borders, and citizens have traditionally been defined and discussed. The goal here is understanding. We will identify some common properties of each of these concepts and study how they impact the daily lives of individuals and communities.



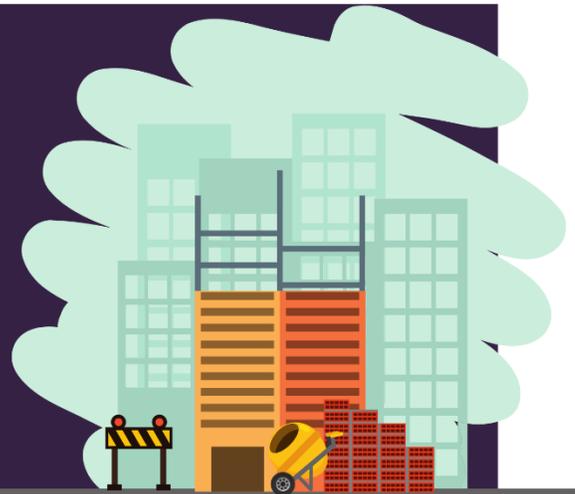
DECONSTRUCTION

Next, we critically collapse how states, borders, and citizens are constructed. We will do so by pushing the limitations of these constructions by applying them to new cases (like animal or robot citizenship) and by showing how they are not natural, but produced. We deliberately question who these constructions may benefit and who they may marginalize.



RECONSTRUCTION

Finally, we identify that since states, borders, and citizens are constructed, they could be different than they are now. We consider some possible alternatives like open borders, cosmopolitanism, and political anarchism.



Course Statements

Course Conduct Statement

We will engage in respectful and thoughtful dialogue. To do so, our comments will not be harassing, demeaning, or discriminatory.

Name and Pronoun Statement

All people have the right to be addressed and referred to in accordance with their personal identity. In the beginning of the course, I will email you a survey to ask your name and pronouns. I will address and refer to all students accordingly and support classmates in doing so as well.

Copyright Statement

Course materials (e.g. videos, slides) are the intellectual property of the instructor and protected by copyright. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not record, reproduce, or distribute course materials publicly.

Content Warning Statement

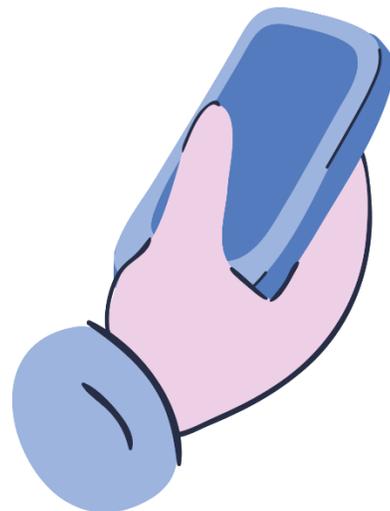
Our course materials and discussion may focus on topics that may be difficult for some students. Most materials specify the content in their title but if not, then a content warning is provided. You may avoid a particular piece of material or discussion if you find it is challenging for you. If that is the case, then email me to say you are skipping a piece of material without telling me why and we can find something that works for you.

Accessibility Statement

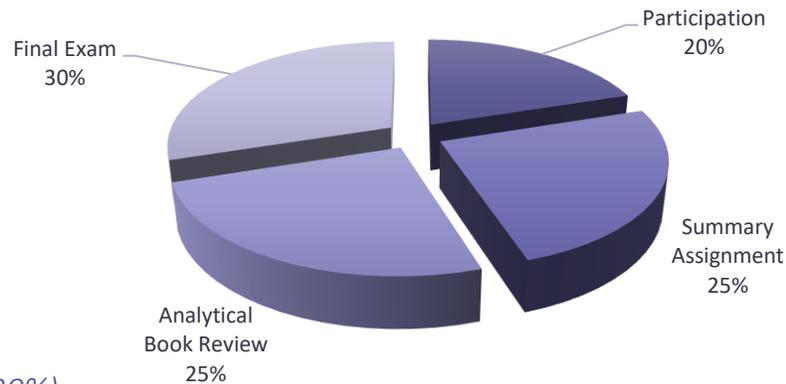
We all learn differently, and we all need accommodation to assist our learning. If there is something in this course or beyond the course that is a barrier to your learning, please let me know so we can make a plan to support you. I encourage all students to utilize the resources below, and other resources on campus and in the community.

Campus Resources

- [Academic Advising](#)
- [Wellness and Safety](#)
- [Writing Services](#)
- [Indigenous Initiatives](#)
- [Gender-Based Violence and Survivor Support](#)
- [International and Exchange Student Centre](#)



Course Work and Grading Procedure



Participation (20%)

Students can participate in a variety of ways including Zoom lecture discussions, exercises (e.g. debates, optional quizzes), and online engagement through OWL forums. Your participation will be graded in accordance with the quality and quantity of your contribution. A rubric for participation grading, in addition to examples of strong contributions to discussions, will be shared on OWL.

- If you can attend the Zoom lecture, then there will be discussion periods throughout the lecture. These discussion periods will not be recorded. You do not need to have your camera or audio on to participate as you can also use the chat function.
- If you cannot attend the Zoom lecture, then you can participate through the OWL forums. It is recommended that you post 2-3 times per week. Different conversation topics and activities will be offered in the forums, and you can create your own topics as well.

Summary Assignment (25%)

The summary assignment can be completed by writing a paper, creating a podcast by yourself or with others, or creating a digital map. Information on the formats, a grading rubric, and more details will be provided on OWL. The summary assignment is meant to assess and offer guidance on your understanding of how states, borders, and citizens are constructed. It is due on **Oct 26th at 11:59 pm.**

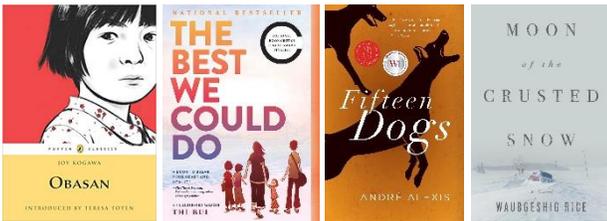
Optional bonus marks: You can submit a one-page outline of your summary assignment up to 5 days before the assignment is due for a 3% bonus.

Analytical Book Review (25%)

The analytical book review is an opportunity to apply your understanding of the construction and deconstruction of borders, citizens, and states to a particular book of your choosing (options listed below). A list of guiding questions, a grading rubric, and more details will be provided on OWL. It is due on **November 23rd at 11:59 pm.**

Optional bonus marks: You can submit a one-page outline of your analytical book review up to 5 days before the assignment is due for a 3% bonus.

You can select **one** of the following books to review:



- *Obasan* by Joy Kogawa
- *The Best We Could Do: An Illustrated Memoir* by Thi Bui
- *Fifteen Dogs* by André Alexis
- *Moon of the Crusted Snow* by Waubgeshig Rice

Final Exam (30%)

The final exam will occur during the Fall exam period. It will consist of short answer questions and an essay. We will discuss the final exam and have a review session on **December 3rd**.

Late Policy

You will have a four-day time bank that you can use to extend any of your assignments. For example, you could submit the summary assignment one day late and the analytical book review three days late without penalty. If you require more time than that, email me so that we can work out a plan.

Course Outline

LECTURE	TOPIC & WEEKLY QUESTION	MATERIALS Available through OWL
Sept 10	<i>Introduction</i> – What is this course all about?	
Sept 17	<i>Theory</i> – What do we need to know to guide our understanding of the course?	<ul style="list-style-type: none"> ○ Diaz-Leon, Esa. 2015. “What is Social Construction?” <i>European Journal of Philosophy</i> 23(4):1137–52. ○ Drezner, Daniel W. 2015. “The Social Construction of Zombies” in <i>Theories of International Politics and Zombies</i> by Drezner, Daniel W. Princeton, New Jersey: Princeton University Press. ○ Blaque, Kate. 2019. <i>What Is: Intersectionality</i>. [Video]
Sept 24	<i>Construction</i> – What is the state?	<ul style="list-style-type: none"> ○ Kymlicka, Will. 2013. “The Social Contract Tradition” in <i>A Companion to Ethics</i> by Singer, Peter (Ed.). Oxford, UK: Blackwell Reference. ○ Cohen, Youssef, Brown, Brian R., and Organski, A. F. K. 1981. “The Paradoxical Nature of State Making: The Violent Creation of Order.” <i>The American Political Science Review</i> 75(4):901–10. ○ Vox. 2017. Nepal / China: How Mountains Become Borders. [Video]
Oct 1	<i>Construction</i> – Where is the border?	<ul style="list-style-type: none"> ○ Agnew, John. 2008. “Borders on the Mind: Re-Framing Border Thinking.” <i>Ethics & Global Politics: Special Issue: At the Border</i> 1(4):175–91.

		<ul style="list-style-type: none"> ○ Basaran, Tugba. 2008. "Security, Law, Borders: Spaces of Exclusion." <i>International Political Sociology</i> 2(4):339–54. ○ Kanentakeron Mitchell, Mike. 1969. <i>You Are on Indian Land</i>. National Film Board of Canada. [Video][Content: colonialism, police violence]
Oct 8	<i>Construction</i> – Who is a citizen?	<ul style="list-style-type: none"> ○ Honohan, Iseult. 2017. "Liberal and Republican Conceptions of Citizenship" in <i>The Oxford Handbook of Citizenship</i> by Shachar, Ayelet, Bauböck, Rainer, Bloemraad, Irene, and Vink, Maarten. Oxford: Oxford University Press. ○ Henderson, James [Sákéj] Youngblood. 2002. "Sui Generis and Treaty Citizenship." <i>Citizenship Studies</i> 6(4):415–40. [Content: colonialism] ○ The Secret Life of Canada. 2019. <i>Where is Japantown?</i> CBC Radio. [Podcast][Content: anti-Japanese discrimination, internment camps]
Oct 15	<i>Deconstruction Debate Exercise</i> – Could robots and animals be citizens?	<ul style="list-style-type: none"> ○ Kymlicka, Will and Donaldson, Sue. 2014. "Animals and the Frontiers of Citizenship." <i>Oxford Journal of Legal Studies</i> 34(2):201–19. ○ Marx, Johannes, and Tiefensee, Christine. 2015. "Of Animals, Robots and Men." <i>Historical Social Research / Historische Sozialforschung</i> 40 (4 (154)): 70-91.
Oct 22	<i>Deconstruction</i> – How are these constructions reinforced?	<ul style="list-style-type: none"> ○ Ahmed, Sara. 2004. "Collective Feelings: Or, the Impressions Left by Others." <i>Theory, Culture & Society</i> 21(2):25–42. ○ Walia, Harsha. 2013. "What is Border Imperialism?" in <i>Undoing Border Imperialism</i> by Walia, Harsha (Ed.). Oakland, Ca: AK Press. [Content: colonialism, racism, violence] ○ Proulx, Craig. 2014. "Colonizing Surveillance: Canada Constructs an Indigenous Terror Threat." <i>Anthropologica</i> 56 (1): 83–100. ○ Kim, Jihyeon. 2019. <i>How Objective is your History Textbook?</i> TED Talks. [Video]
Oct 29	<i>Deconstruction</i> – Who do these constructions benefit and who do they marginalize?	<ul style="list-style-type: none"> ○ Brown, Rachel H. 2020. "Thinking with the Intimacy Contract: Social Contract Critique and the Privatization of US Empire." <i>Political Theory</i>. [Content: colonialism, racism, sexism] ○ Bach, Michael. 2017. "Inclusive Citizenship: Refusing the Construction of 'Cognitive Foreigners' in Neo-Liberal Times." <i>Research and Practice in Intellectual and Developmental Disabilities</i> 4(1):4–25. [Content: ableism] ○ Kulzer, Sarah Pedigo, and Phillips, Ryan. 2020. "Those Who Must Die: Syrian Refugees in the Age of National Security." <i>Human Rights Review</i> 21(2):139–57. ○ Battle, Colette Pichon. 2020. <i>Climate Change Will Displace Millions. Here's How We Prepare</i>. TED Talks. [Video]
Nov 5	READING WEEK	

Nov 12	<i>Reconstruction Debate Exercise</i> – Should borders be open or closed?	<ul style="list-style-type: none"> ○ Abizadeh, Arash. 2008. “Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Borders.” <i>Political Theory</i> 36(1):37–65. ○ Miller, David. 2009. “Why Immigration Controls Are Not Coercive: A Reply to Arash Abizadeh.” <i>Political Theory</i> 38(1):111–20. ○ Shachar, Ayelet, and Hirschl, Ran. 2014. “On Citizenship, States, and Markets.” <i>The Journal of Political Philosophy</i> 22(2):231–57.
Nov 19	<i>Reconstruction</i> – What would a cosmopolitan world look like?	<ul style="list-style-type: none"> ○ Miller, Sarah Clark. 2011. “A Feminist Account of Global Responsibility.” <i>Social Theory and Practice</i> 37(3):391–412. ○ Faulkner, Nicholas. 2018. “‘Put Yourself in Their Shoes’: Testing Empathy’s Ability to Motivate Cosmopolitan Behavior.” <i>Political Psychology</i> 39(1):217–28. ○ Campbell, Fiona Kumari. 2010. “Crippin’ the Flâneur: Cosmopolitanism, and Landscapes of Tolerance.” <i>Journal of Social Inclusion</i> 1(1):75–89. [Content: ableism]
Nov 26	<i>Reconstruction</i> – Could we be anarchists?	<ul style="list-style-type: none"> ○ Leipold, Bruno. 2015. “Political Anarchism and Raz’s Theory of Authority.” <i>Res Publica</i> 21(3):309–29. ○ Black Rose/Rose Negra – Anarchist Federation. 2020. <i>Anarchism and Black Struggle: A Panel Discussion</i>. [Video][Content: anti-Black racism, violence] ○ Shannon, Deric, and Willis, Abbey. 2010. “Theoretical Polyamory: Some Thoughts on Loving, Thinking, and Queering Anarchism.” <i>Sexualities</i> 13(4):433–43.
Dec 3	<i>Course Review</i> – What have we learned?	<ul style="list-style-type: none"> ○ Walia, Harsha. 2012. “Young, Brown and Proud: Personal Purpose and Political Activism.” <i>Our Schools/Our Selves</i> 21(3): 31-40.