Instructor: Dr. Jennifer Elrick (jennifer.elrick@mcgill.ca)
Virtual Office Hours: Mondays, 15:00-16:30, September 14th – December 7th or by appointment

Course Description and Goals
Citizenship is an important social construct that regulates an individual's relationship to one or more polities, determining, among other things, rights and responsibilities on both sides of that relationship. One overarching question in the study of citizenship is whether it is ultimately a mechanism that diminishes or exacerbates social inequalities and social stratification within and across polities. Students are invited to keep this question in mind as they move through the course.

This course begins by identifying and distinguishing key analytical dimension along which the topic of citizenship has been analyzed in the social sciences, focusing on legal status, rights, participation, and membership/belonging. It then draws on theoretical and empirical scholarship to explore contemporary debates about the evolving nature of citizenship in light of developments such as: Indigenous challenges to the power of settler-colonial states; multiculturalism resulting from immigration; the 'neoliberal turn'; transnationalism; increasing populations of individual with no or precarious legal status in immigrant receiving states; and the growing “refugee crisis.”

Remote Delivery Format
In Fall 2020, SOCI 430 will be offered via remote delivery. This means that we will not be meeting in person during class time or office hours. It will be possible to acquire course content, engage fellow students over course content (using Perusall and Peergrade), and complete all evaluation components remotely. The weekly seminar will take place at the scheduled time via Zoom and will not be recorded. The pedagogical value of a seminar lies in the exchange of ideas during in-depth discussions, not in the passive consumption of these discussions. Furthermore, this course touches on politically sensitive topics (e.g. legal status), the discussion of which may be inhibited by the creation of an official, permanent record that can be shared with third parties outside the classroom. In order to avoid “Zoom fatigue”, weekly seminar sessions may run shorter than the scheduled three-hour slot. In order to facilitate interactions, the instructor kindly asks students to have their cameras on during the sessions. Students who are able to participate in the synchronous seminar sessions are encouraged to do so for the sake of their own learning experience, as they will help deepen understanding of course content. Students who are residing in a time zone that makes seminar participation impractical are asked to inform the instructor of
their situation via e-mail by September 14th so that alternate arrangements for communication can be explored.

**Course Communication during Remote Delivery:**
Since we will not be meeting in person, having a clear communication strategy will be important. All students are responsible for checking their McGill and MyCourses on a regular basis. If you have logistical questions about the class, please post them on the discussion board on MyCourses. The instructor will monitor the board once a day, Monday-Friday and reply as necessary. *Do not e-mail the instructor.* Often several students have the same question and answering the same question multiple times in writing is an unreasonable demand on the instructor’s time. Before you post a question, be sure to review the discussion board to make sure it has not already been answered.

**Required Course Materials**
All of the required readings for this course are available electronically and will be uploaded by the instructor to the Perusall software platform prior to the start of the first class. Students who wish to access the material prior to that date should be able to retrieve electronic versions from the university library. McGill provides free electronic access to many academic journals and e-books, so any additional materials needed to complete course work should be available remotely.

**Learning Outcomes**
At the end of this course, students will be able to...
1) ...define and distinguish between different analytical aspects of the concept of citizenship (i.e. legal status, rights, participation, belonging).
2) ...outline competing positions in academic debates on the challenges for citizenship posed by the evolving relationship between (nation-)states and the global political and economic system.
3) ...read theoretical and empirical texts at a level approaching that required for graduate-level studies.
4) ...provide constructive feedback to peers using pre-set evaluation criteria.

**Evaluation Overview**

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<tr>
<th>Evaluation Component</th>
<th>Date</th>
<th>% of final grade</th>
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<tbody>
<tr>
<td>Reading Engagement (using Perusall)</td>
<td>Throughout</td>
<td>45% (9 x 5%)</td>
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| Term paper                                               | Throughout| 55% (10%)
| Outline & peer review (using Peergrade)                   |           | (20%)            |
| Draft paper & peer review (using Peergrade)               |           | (25%)            |
| Final paper                                               |           |                  |
| **TOTAL**                                                 |           | **100%**         |
Evaluation Component Details & Accommodation

1) Reading Engagement via Perusall 9x 5% = 45% of final grade

In order to maximize student engagement with the course material, students will be asked to annotate each week’s required readings using the Perusall software platform. This is a browser-based reading tool that allows participants to annotate texts with questions and comments, and to respond to each other’s annotations. All required readings for the course will be uploaded to the platform by the instructor before our first class on September 14th. We will begin using Perusall in Session 2 of the class, after the add/drop period has passed. Students are asked to review the following information about Perusall prior to that class, so that outstanding questions can be clarified: https://support.perusall.com/hc/en-us/categories/360002173133-Students. Please also complete the following steps to create an account and access the reading interface:

- Go to https://app.perusall.com/accounts/register and create an account
- Verify your email address
- Click on “Create or enroll in course” and “I am a student”
- Enter the course code: XXXXXXXXXXX
- Enter your McGill student ID number

In order to refine your critical reading skills (see related PDF in the Readings folder on MyCourses), please use the following questions as a guideline for formulating your comments and questions in Perusall:

- What is the central claim/purpose of the article (i.e. the author’s “I say”)?
- What is the context within which the author is positioning their contribution (i.e. the author’s “they say”)?
- What are the central concepts/terms used in the argument?
- How do these central concepts/terms relate to ones from other readings in the author's broader academic context and/or the course?
- What evidence does the author offer to support their central claim? Is the connection between the claim and the evidence offered for it convincing? How does this evidence widen or limit the scope of the author's claim?
- Are there any assumptions underpinning the argument that are central for supporting the author’s claim? Do you think these assumptions plausible? Are they likely to hold in a range of contexts and/or for a range of subjects?

Due Dates: Students must read and finish annotating the readings for each Monday’s class by 18:00 EST on Sunday evening in order to receive credit for the week’s readings. You will not receive credit if you do not finish annotating all required texts by this time. Please do not leave this work until the last minute; technical glitches immediately before the deadline will not be considered grounds for accommodation.
Grading: Your reading engagement will be graded for completeness and quality automatically by Persusall. Details on grading will be discussed on the first day of class. Your engagement with readings will be assessed in 9 out of 10 sessions from Sessions 2 to 11. Each session’s score will be weighted as 5% of your final grade.

Accommodation: Since reading engagement is evaluated in 9 out of 10 sessions from Session 2 to 11, you have one “week off”, in addition to the first and last sessions of the class. In other words, there are three sessions for which you do not have to engage with the readings. Please give very careful consideration as to when you would like to make use of this “week off”. It may be tempting to take a break early on, but I strongly recommend that you save this opportunity to cover unexpected circumstances like illness. There is no further accommodation; additional missed weeks will receive a grade of ‘0.’

2) Term Paper (55% of final grade, comprised of 10% for the outline & peer review exercise; 20% for the draft paper & peer review exercise; and 25% for the final paper)

Students are required to complete a major term paper on a topic related to the course. Further details will be provided in class and in a separate document posted to MyCourses during the first week of class. The term paper will be completed in three steps: an outline, a first draft, and a final paper. The first two steps will be accompanied by a peer review exercise. Peer review is an important form of evaluation in academic research, and being able to give constructive feedback to colleagues is a skill that is needed in many workplaces outside academia as well. The peer review process is “double blind”, meaning that neither the author of a document nor the individuals providing feedback know who each other are.

Grading: For the outline and the draft paper, your grade will consist of three components: 1) the quality of your work, as judged by three of your peers (40%); 2) the quality of the peer evaluations you provide for three of your classmates (40%); and 3) whether you complete all three parts of the assignment (submitting your own work, evaluating the work of three of your classmates, and evaluating the quality of the three reviews of your work that you receive from your classmates) on time (20%). The final paper will be graded by the instructor according to a rubric that will be shared with students in advance.

Due Dates, Late Penalty & Accommodation: For both the term paper outline and the first draft of the term paper, you will have approximately one week to read and evaluate three of your classmates’ assignments, using the Peergrade software. If you do not submit your peer reviews, you will not receive a grade for that assignment. Due dates for these exercised will be communicated on the first day of class and in a document that will be posted to MyCourses. The final term paper is due on Monday, December 7th, at 23:59pm EST. The penalty for late submissions is one letter grade per day, starting on December 8th. Final papers will be accepted for grading (with the applicable late penalty) until December 12th at 23:59 EST. After that, final term papers will no longer be accepted for grading and will receive a mark of ‘0.’
Course Outline (subject to change at the discretion of the instructor)

PART I – CITIZENSHIP – DEFINITIONS AND ANALYTICAL DIMENSIONS

Session #1 (September 14th) – Introduction – Citizenship as legal status, rights, participation and belonging
- Required: Critical Reading PDF (MyCourses)

Session #2 – (September 21st)- Classical Roots & Citizenship as Rights

Session #3 (September 28th) – Social Structures & the Limitation/Distortion of Rights

Session #4 (October 5th)– Citizenship as Participation in Civil Society

Session #5 (October 19th) – Nationalism and Citizenship as Belonging
PART II – CHALLENGES TO CITIZENSHIP

Session #6 (October 26th) – Settler-Colonial States, Citizenship & Indigeneity

Session #7 (November 2nd) – Immigration & Multiculturalism

Session #8 (November 9th) – Neoliberalism & Erosion of Citizenship

Session #9 (November 16th) – Transnationalism & Mixed-Citizenship Families
- TBD

Session #10 (November 23rd) – Unsettling Legal Status
Session #11 (November 30th) – Citizenship and Human Rights
- TBD

Session #12 (December 3rd) – No Class
- This Thursday follows a Monday schedule to make-up hours lost on Thanksgiving. In lieu of class, the instructor will hold extended office hours to address issues related to students’ term papers.

Session #13 (December 7th) – Wrap-Up
- No readings.
- Final term paper DUE by 23:59 EST.

The Fine Print

Land Acknowledgment: McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

Tentative nature of the syllabus: This syllabus is my best guess at how the semester will unfold. The instructor reserves the course content outlined in the syllabus at any point during the semester. Any changes to readings will be announced at least one class in advance and posted on the course website. Students are responsible for keeping up with any changes.

Language of Evaluation
“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.” (approved by Senate on 21 January 2009 – see also the section in this document on Assignments and evaluation.)
«Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).»

Academic Integrity
McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). (approved by Senate on 29 January 2003)
L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).»

Policy Concerning the Rights of Students with Disabilities
If you need any accommodation please contact the Office for Students with Disabilities (http://www.mcgill.ca/osd/ 398-6009). You may also contact me directly. I will make every reasonable effort to accommodate you.

Copyright
Instructor generated course materials (e.g. Power Point slides, handouts, notes, summaries, exam questions, recordings, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures. Recording and distributing recordings of lectures and seminars is prohibited unless the instructor gives written consent.

Course Changes in Extraordinary Circumstances
In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

Grade appeals
Instructors and teaching assistants take the marking of assignments very seriously, and we work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the instructor.
- In the case of more substantive appeals, you must:
  - Wait at least 24 hours after receiving your mark;
  - Carefully re-read your paper/assignment/test, all guidelines and marking schemes, and the grader’s comments.
  - Within 10 working days after results are available, submit to the instructor a one-page explanation of why you think your grade should be changed. Please note statements such as “Because I worked very hard on this” and “I need a higher grade to apply to X” are not compelling.
  - Make an appointment to meet with the instructor during office hours, at which time the instructor will give you a decision on the appeal and explain the outcome. After that, students are entitled to a re-read or re-assessment by a professor not teaching the course should they request it.
  - Please note that upon re-grade your mark may go down, stay the same, or go up.