

# GEOG374: Spaces of Citizenship: Identities & Inequality

Fall 2017

Dr Nancy Worth

EV1-229

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Office Hours: Wednesday 1:00PM-3:00PM

**Lecture:** Monday and Wednesday 9:30-10:20 in MC4042    **Seminar:** Tuesday 9:30-10:20 in MC4058

Week	Date	Format	Topic	Reading
1	Sept 11	Lecture	Citizenship: an introduction	CH1 Why Geography & Citizenship
	Sept 12	Seminar	Intro to assignments & c'ship tests	CH1
	Sept 13	Lecture	Rights and the state	CH1
2	Sept 18	Lecture	Mapping citizenship	CH2 Citizenship & Boundaries
	Sept 19	Seminar	Critical reading strategies & discussion of Isin	Isin (2012) – <i>please bring a hard copy of the text</i>
	Sept 20	Lecture	Postnational citizenship	CH2
3	Sept 25	Lecture	Immigration & citizenship	CH3 Citizenship & Mobility
	Sept 26	Seminar	Intro to position paper & discussion of Samers chapter	Samers (2010)
	Sept 27	Lecture	Mobility and transnational c'ship	CH3
4	Oct 2	Lecture	Local democracy/active citizenship	CH4 Citizenship & Locality
	Oct 3	Seminar	Discussion of Kearns	Kearns (1995)
	Oct 4	Lecture	Translocal belonging and embodied citizenships	CH4
5	<i>Thanksgiving holiday</i>			
	Oct 12	Seminar	Understanding Brexit	Bachmann & Sidaway, (2016) Dorling (2016) Closs-Stephens (2016) Harris & Charlton. (2016)
	Oct 13	Lecture	Brexit case study	
6	Oct 16	Lecture	Radical possibilities/fighting for recognition	CH5 Citizenship, Networks and Activism
	Oct 17	Seminar	Discussion of Occupy	Wood (2017)
	Oct 18	Midterm	Midterm	CH5
7	Oct 23	Lecture	Re-assertion of national identity	CH6 Everyday Citizenship
	Oct 24	Seminar	Discussion of MacKian	MacKian (1995)
	Oct 25	Lecture	Community & citizenship	CH6
8	Oct 30	Lecture	Citizenship education	Harris, Wyn, and Younes, (2010) Hörschelmann, K. (2016)
	Oct 31	Seminar	Youth politics debate	
	Nov 1	Lecture	Youth politics & future citizens	Mills S and Waite C. (2017)
9	Nov 6	Lecture	Inequalities & everyday processes of exclusion	CH7 Citizenship & Exclusion
	Nov 7	Seminar	Discussion of Richardson	Richardson (2017)
	Nov 8	Lecture	Belonging & the recognition of difference –sexual citizenship	CH7
10	Nov 13	Lecture	Environmental citizenship	CH8 Citizenship, rurality and environment
	Nov 14	Seminar	Discussion of Arabena	Arabena (2006)
	Nov 15	Lecture	FILM: <i>This Changes Everything</i>	CH8

11	Nov 20	Lecture	FILM: <i>This Changes Everything</i>	Klein, N. (2014) Latta (2007) And continue with CH8
	Nov 21	Seminar	Film Discussion	
	Nov 22	Lecture	Environmental justice	
12	Nov 27	Lecture	W(h)ither citizenship; Paper due at 4:30	CH9 W(h)ither citizenship
	Nov 28	Seminar	CH9 discussion & exam essay workshop	REVIEW
	Nov 29	Lecture	Citizenship & belonging: summary & revision	CH9
13	Dec 4	Lecture	Flex class if needed	REVIEW

## Course Outline

This course uses international case studies to explore the social, economic, cultural and political processes that shape societies and their geography, looking at how acts of citizenship affect people's sense of identity, community, well-being and belonging. The course considers different ways of conceptualising identities, power and community, and the growth of identity politics. The concept of citizenship defines the way membership of a political unit secures certain rights and privileges in return for fulfilling certain responsibilities or duties (we explore this definition in **Week 1**).

Geographers Joe Painter and Chris Philo (1995) have usefully differentiated notions of political citizenship in terms of individuals' formal position in relation to an overarching political body (i.e. the State) and social-cultural citizenship which is predicated on more informal processes through which individuals/groups are included or excluded as members of communities from everyday spaces (both materially and symbolically). Whether thinking about formal or informal understandings of citizenship and belonging, in both cases Geography's contribution to debates about the notion of citizenship and belonging lie in highlighting the implication of space in the negotiation of rights and responsibilities. **Week 1** introduces citizenship, and how it is understood as a geographical concept. In **Week 2**, we will examine TH Marshall's writings on civil, social and political citizenship as the basis of modern ideas about citizenship as well as the welfare state. We will also consider scales of citizenship below and beyond the nation-state. We'll take a critical look at the concept by exposing differences in the rights of different groups within, and between, nation states, and how these change according to economic restructuring, cultural transformations, and political re-alignments. **Week 3** centres on mobility, considering immigration and transnationalism. Global conflicts and the global economy have accelerated patterns of mobility in the 21st century, creating a new context for citizenship and raising questions about migrants' sense of belonging and integration into the societies in which they settle. Rising immigration has led to a reassertion of national identity in Europe and elsewhere as the dividing line between citizens and foreigners is more strongly drawn and policed. Here attention will also be paid to biopolitics, in particular the control of bodies and mobility in the context of 'the war on terror'. **Week 4** moves from the global to the local, focusing on the concept of 'active citizenship' The course then shifts gears focusing on the obligations that the State has expected from its citizens, drawing on the notions of social capital and 'active citizenship', considering examples of community activism, and volunteering particularly at a local scale.. It involves number of smaller scales (such as the neighbourhood, urban or regional) within and across nations. Our first case study is in **Week 5**, examining Brexit, or Britain's decision to leave the European Union. **Week 6** is devoted to radical challenges to current models of citizenship (using the Occupy Movement as an example). It then goes on to consider how people are also creating alternative geographies of citizenship – imagining their responsibilities not just at the local scale but also at the global scale – and adopting new styles of activism.

In the second half of term, **Week 7** focuses on citizenship education to think about how this concept is being made relevant to young people and mobilised for new times. The second half of the week continues to examine young people's citizenship as political subjects. **Week 8** is the second case study of the course, examining the politics of

young people. **Week 9** consider how citizenship can be an exclusionary concept. It addresses everyday spaces of exclusion – to show how inequalities deny individuals and groups the ability to participate fully in society, which means in turn that their rights cannot be mobilised. As such, it considers how some individuals/groups can feel that they are not citizens even though they have formal political rights because they are made to feel they do not belong or are ‘out of place’ in everyday spaces. Part of the story of multiculturalism is the creeping hand of neo-assimilationism. States purport to welcome diversity, yet this is often alongside a fear of difference and a promotion of same-ness through national identity. Multiculturalism is often taken to mean communities containing multiple cultures, but beyond this the term is contested both in terms of its definition and the experiences of those living in so-called multicultural societies. **Week 10** focuses in particular on ecological and environmental citizenships and how such movements highlight tensions between local/national states and supra national units. It considers the differences between environmental and ecological citizenships in the ways that they differently approach citizen rights and responsibilities and their relationship to the state. It considers how environmental/ecological citizenship practices re-scale the concept of citizenship from the local to global and the ways that they relate to environmental justice and democratic rights of citizens. **Week 11** takes up the case study of ecological citizenship in India to illustrate the discussion. The course concludes in **Week 12**, thinking about where the concept of citizenship might go next, as well as its current analytical value in Geography. It will summarize the key issues covered by this course and will provide guidance about revision and the final exam.

## Readings

Required course text: Yarwood, R. Citizenship. [Available for short term loan from Porter] Seminar readings will be linked on LEARN.

### For reference

Isin, E.F. and Turner, B. (2002) *Handbook of Citizenship Studies*. Sage, London.

Lister, R. (2003) *Citizenship : feminist perspectives*, New York University Press, New York (2nd edition).

Painter, J. and Philo, C. (editors) (1995) Spaces of citizenship *Political geography* whole of volume 14 (special issue)

**Week 2:** Isin, E. (2012) Citizenship without frontiers. *Open University Berrill Lecture* [lecture & article] <https://www.opendemocracy.net/engin-isin/citizens-without-frontiers>

**Week 3:** Samers, M. (2010) ‘Geographies of Migration, Citizenship and Belonging’ in *Migration*, London: Routledge. Pp 239-298—*specific excerpt will be assigned*

**Week 4:** Kearns, A. (1995) Active citizenship and local governance: political and geographical dimensions, *Political geography*, 14, 155-176.

**Week 5:** Bachmann, V., & Sidaway, J. D. (2016). Brexit geopolitics. *Geoforum*, 77, 47-50.

Dorling D. (2016) Brexit: the decision of a divided country *British Medical Journal* 354 :i3697.

Closs-Stephens, A. (2016) National Atmospheres and the ‘Brexit’ revolt. *Society and Space blog* <http://societyandspace.org/2016/08/23/national-atmospheres-and-the-brexit-revolt-angharad-closs-stephens/>

Harris, R., & Charlton, M. (2016). Voting out of the European Union: Exploring the geography of Leave. *Environment and Planning A*, 48(11), 2116-2128. *See also #Brexit Syllabus on LEARN*

**Week 6:** Wood, P. (2017) '1. What we talk about when we talk about Occupy: Politics and citizenship in crisis' in *Citizenship, Activism and the City: The Invisible and the Impossible*. Routledge, London, pp.20-40.

**Week 7:** MacKian, S. (1995). 'That great dust-heap called history': recovering the multiple spaces of citizenship. *Political Geography*, 14(2), 209-216.

**Week 8:** Harris, H., Wyn, J. and Younes, S. (2010) Beyond apathetic or activist youth: 'Ordinary' young people and contemporary forms of participation *Young* 18: 9-32.

Hörschelmann, K. (2016) Dissent and youth citizenship' in *Politics, Citizenship and Rights* Springer. Pp363-380

Mills S and Waite C. (2017) Brands of youth citizenship and the politics of scale: National Citizen Service in the United Kingdom. *Political Geography* 56: 66-76.

**Week 9:** Richardson D. (2017) Rethinking Sexual Citizenship. *Sociology* 51: 208-224.

**Week 10:** Arabena, K. (2006) 'The Universal Citizen: an Indigenous citizenship framework for the twenty-first century' *Australian Aboriginal Studies* 2: 36-46.

**Week 11:** Klein, N. (2014) 'Introduction' in *This Changes Everything: Capitalism Vs. The Climate*. New York: Simon & Schuster. pp 1-30.

Latta, Alex. 2007. Locating democratic politics in ecological citizenship, *Environmental Politics*, 16(3), 377-393.

## Assessment

Assessment type	Length	%	Due date
Participation	Active participation in 10/12 seminars and 20/23 lectures	10	Across the term
Midterm	50 minutes	15	October 18 <sup>th</sup> at 9:30AM
Outline	400 words	5	September 27 at 4:30PM
Position Paper	2500 words	35	November 27 <sup>th</sup> at 4:30PM
Open book exam	2 hours	35	Exam period (December 7-21)

### Participation

Active participation is critical to your success in GEOG374. I will take attendance at every lecture and seminar. Participating in 10/12 seminars and 20/23 lectures will give you full marks. Given the flexibility of this assessment (you can miss up to 5 sessions and receive full marks) I will not be accepting notes about illness unless they record more than a one week absence.

### Mid term

The midterm will be in class; short answer, closed book format.

### Exam

The exam is open book—you can bring as many resources as you like. The exam will be 2.5 hours.

### Position Paper

Staeheli (2010) asks 'Where's Citizenship?', using 'borders' and 'sites' to organize a path through the literature before asking how the individual matters. Staeheli (2010: 393) argues that "citizenship – as a legal category, as a claim, as an identity, as a tool in nation building, and as an ideal – endures as a subject of debate, research, and

politics.” The format for this assignment is a position paper for a new minister of education who is considering changing how ‘citizenship’ is taught in Ontario’s high schools. Your job is to convince him/her that a geographical lens is ideal...

**Your question:** What aspects of the geographies of citizenship should be taught in Ontario high schools?

For detailed information on how to write a position paper, see:

<https://www.sfu.ca/cmns/130d1/WritingaPositionPaper.htm>

To see how ‘citizenship’ appears in Grade 11 & 12 in Ontario, see:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>

Late penalty will be 5% per day.

### Assessment criteria

- **Thesis:** Introduction includes a clear thesis statement, in response to the question posed in the assignment (see Writing Centre resources about thesis statements [https://uwaterloo.ca/writing-and-communication-centre/sites/ca.writing-and-communication-centre/files/uploads/files/thesis\\_statements.pdf](https://uwaterloo.ca/writing-and-communication-centre/sites/ca.writing-and-communication-centre/files/uploads/files/thesis_statements.pdf) )
- **Structure:** Includes succinct rationale for chosen discourse, well designed paragraphs and synthetic conclusion
  - o Thesis: clearly frames overall argument and each paragraph, stays focused throughout essay
  - o Introduction: establishes thesis, background and order of ideas; effective and clear
  - o Body: develops thesis angles in each paragraph; every sentence contributes to the topic/thesis
  - o Topic sentence: start each paragraph, echo thesis, identify and connect the new paragraph angle
  - o Conclusion: rounds off opening argument, provides effective closure without introducing new ideas
- **Analysis:** Critical argument developed concerning an aspect of feminist economic geography; attention (as appropriate) to space, place, scale; minimal sections of overview/description
  - o Thesis: explicit, original, challenging
  - o Analysis: complex, logical, clear chain of reasoning, specific
  - o Evidence: supporting quotations and explanations
  - o Specifics: supporting, relevant, details explained
  - o Originality: unusual angle, unexpected importance
- **Reading:** Argument should be well situated within academic literature in Geography (and possibly beyond)
  - o You should cite at least 10 academic articles/chapters/books
- **Writing Style:** High quality pieces of work will be carefully edited and tightly written, referenced using internal citations and Harvard style
  - o Wordiness: precise, concise diction and constructions, non-formulaic sentences
  - o Word choice: vivid, appropriate, varied, non clichés
  - o Citation: Proper in-text citation format, and bibliographic formatting.
  - o Diction: precision, tone, power, specific, formally appropriate, including verb tense
  - o Punctuation: standard, carefully chosen, appropriate usage

[Adapted from C. Bermingham, University of Waterloo]

# General policies

## Intellectual Property:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

## Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial:

<https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

## Note for students with disabilities:

AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic

integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Mental Health:**

The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

**Religious Observances:**

Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

**Grievance:**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm) . When in doubt please contact your Undergraduate Advisor for details.

**Appeals:**

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

**Unclaimed assignments:**

Unclaimed assignments will be retained for one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

**Communications with Instructor and Teaching Assistants:**

All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

**Turnitin:**

Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. To better understand the meaning of 'similarity' in Turnitin, see [https://guides.turnitin.com/01\\_Manuals\\_and\\_Guides/Student/Classic\\_Student\\_User\\_Guide/17\\_Similarity\\_Check#Viewing\\_an\\_Originality\\_Report](https://guides.turnitin.com/01_Manuals_and_Guides/Student/Classic_Student_User_Guide/17_Similarity_Check#Viewing_an_Originality_Report) .

Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

**Recording lectures:**

- o Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course.
- o If allowed, video recordings may only include images of the instructor and not fellow classmates.

o Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

**Co-op interviews and class attendance:**

Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting. When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations. Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

Dr Nancy Worth acknowledges that we are on the traditional territory of the Neutral, Anishnawbe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.