

The University of Alberta
Political Science 443/543: Globalization, Ethnic Politics and the Nation-State
Fall 2015

Instructor: Dr. Yasmeen Abu-Laban

Office: 11-29 Tory Building

Phone: 492-2162

Email: yasmeen@ualberta.ca

Seminars: Wednesday 9:00-11:50AM, Tory 10-4 Tory Building

Office Hours: Wednesday: 2:00-4:00 (or by appointment)

Course Description and Objectives

This combined fourth year undergraduate and graduate level seminar course explores the politics of race, ethnicity and the nation-state in the context of this era of globalization. This is a comparative course, with special, though not exclusive, emphasis on the countries belonging to the European Union, as well as Canada and the United States. The political claims of national, minority and immigrant groups, state practices towards migrants and minorities, and the tension between 'national' and 'transnational' forms of citizenship and belonging are the focus for this course. These themes and countries will be examined in relation to the contributions of empirical and normative theory to the study of race, ethnicity, identity, immigration, minority rights and nationalism, as well as regional and international developments in a period of heightened security and surveillance. Accordingly this course has the following objectives:

- 1: to survey empirical accounts and theoretical approaches to the study of race, racism, migration, nationalism, citizenship, and multiculturalism;
- 2: to identify points of similarity and divergence in the demands of, and state responses to immigrant and ethnic and religious minority groups in comparative perspective;
- 3: to examine the role of the nation-state in this era of globalization, marked by the potentially rapid movement of people, goods, services, capital and information;
- 4: to refine students' analytical, research, writing and communication capabilities; and
- 5: to provide students with a basis for further comparative work in this area, as well as an understanding of the general explanatory utility of a comparative approach which is sensitive to local, regional and international dynamics, attuned to examining similarities and differences across time and space, and informed by political and social theory.

Course Prerequisite

The prerequisite for enrolling in Political Science 443 is a second year comparative politics course (Pol S. 200, or Pol S. 230, Pol S. 235 or Pol S. 240) or the consent of the Department. If you do not have either the prerequisite or the consent of the Department please check with me right away. Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar.

Course Format and Grading

This course is an advanced undergraduate/graduate seminar and therefore students attendance and active participation in class is expected. While there will be some lectures, the bulk of the weekly class will be devoted to extended discussion of the readings with opportunity to also explore students' research issues and progress.

In order to foster a dynamic and informed classroom dialogue all students are expected to have read the weekly assigned readings prior to each class session.

Each week, select students will be asked to present on the assigned readings, and raise one or two analytical questions arising from the readings to lead class discussion.

The presentation of the analytical questions should be preceded by a brief description of the author's (or authors') main argument; the evidence used to support the main argument; and a discussion of how well the evidence supports the argument (e.g., are there any examples of bias or faulty reasoning found in the reading, or if it is convincing, why is it convincing).

Where appropriate, presenters are encouraged to situate the discussion of a specific author in relation to other readings and authors covered to date. Presenters are also welcome to highlight other readings/authors not covered in the course if it is necessary to substantiate a point—in this case a full citation should be provided to class members.

Each student presentation should be no longer than 15 minutes. Students presenting are also required to hand out to the entire class a written summary (no more than one page) of their presentation and question(s).

All students should be able to identify the arguments and general findings in each designated weekly set of readings, as well as provide constructive comments and criticism of the readings, lectures and presentations of other students.

Grades will initially be given in per cent form, and translated later into the letter system adopted by the University of Alberta. This will roughly translate as follows:

80% and above (excellent work in the "A" range)
69-79% (good work in the "B" range)
58-68% (satisfactory work in the "C" range)
50-57% (passing work in the "D" range)
49% and below (failing work , or "F")*

*Please note, for graduate students a grade below a C+ constitutes failing work.

The course grade will be based on the following:

*Leading Discussion and Written Summary (2X)	20%
*Attendance and Quality of Comments	20%
*Mid-Term Assignment (due October 14, 2015)	20%
*Research Essay (due November 25, 2015)	40%

Note: As part of the term paper requirement, students must schedule an appointment to the instructor regarding the term paper topic, after turning in two copies of a proposal to me in class on September 23, 2015.

Mid-Term Assignment: The full details of the mid-term assignment will be distributed in class on and due back in class on October 14, 2015. The mid-term assignment will require a book review of *Grounds for Difference* by Rogers Brubaker of no more than six type-written pages (or 1,500 words excluding notes). It will not require further research, but rather is an opportunity to creatively integrate assigned course readings and discussions to date.

Research Essay: Each student will complete a major research paper involving a comparison (across time and/or across two or more countries). The general topic for the research paper will be selected in consultation with the instructor during scheduled office hours or by appointment after handing in a written proposal and preliminary bibliography.

For students enrolled in Political Science 443, the recommended length of the paper is 15 double-spaced typed pages (excluding notes and bibliography). For students enrolled in Political Science 543, the recommended length of the paper is 25 double-spaced typed pages (excluding notes and bibliography). As this is a research paper, attention will be paid to the currency of the sources and the evidence used, and it is therefore required that students use at least two sources from 2014-15 (e.g., newspaper articles, academic journal articles, or other periodicals or books).

Students must submit two typed (double spaced) copies of a written proposal specifying the nature of the paper's topic, a general outline and preliminary references by September 23 2015. One copy of the proposal will be returned with comments.

Course Deadlines In order to ensure fairness and equity to the whole class, each student is expected to meet the course requirements and deadlines as spelled out. Late assignments will be deducted by 5% per day (excluding weekends). Extensions will be given only under exceptional and documentable circumstances.

Plagiarism & Academic Dishonesty: Plagiarism & Academic Dishonesty: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. An important excerpt from the Code of Student Behaviour is appended at the end of this syllabus. Additional information and resources are available through the University of Alberta's Truth in Education project, see: <http://www.osja.ualberta.ca/en.aspx>

Office Consultations: Please note that any student may consult with the instructor during office hours. In addition, we can arrange to set up an appointment outside of office hours for office consultation, or I can be reached by telephone and e-mail. If you leave a phone message for me, please indicate the purpose of your call and the time when you are best reached. If we fail to make contact within two days, please try and contact me again.

Reading Assignments and Topical Outline

There are two required books for this course. These are available in the University of Alberta bookstore.

- 1) Rogers Brubaker, Grounds for Difference
(Cambridge and London: Harvard University Press, 2015)
- 2) Joseph H. Carens, The Ethics of Immigration
(Oxford: Oxford University Press, 2013).

All other readings marked **RESERVE** will be available by persistent electronic link, or hard copy reserve, from the University of Alberta Library System (Rutherford).

September 2, 2015: Introductions and Course Overview

September 9, 2015: Conceptualizing Race and Ethnicity

Rogers Brubaker, *Grounds for Difference*, Acknowledgements ix-xi, and Introduction, pp. 1-9.

Rupert Taylor, "Political Science Encounters 'Race' and 'Ethnicity'." *Ethnic and Racial Studies* 19, 4 (1996): 884-895. **RESERVE**

Debra Thompson, "Is Race Political?" *Canadian Journal of Political Science* 41, 3 (September 2008): 525-547. **RESERVE**

Sumi Cho, Kimberlé Williams Crenshaw and Leslie McCall, "Toward a Field of Intersectionality Studies: Theory, Applications and Praxis" *Signs* 36, 4 (Summer 2013): 785-810. **RESERVE**

September 16, 2015: Inequality and Measuring Race/Ethnicity

Rogers Brubaker, *Grounds for Difference*, Ch. 1 "Difference and Inequality," pp. 10-47.

Maxim Cervulle, "The Uses of Universalism: 'Diversity Statistics' and the Race Issue in Contemporary France." *European Journal of Cultural Studies* 17, 2 (2014): 118-133. **RESERVE**

Debra Thompson, "Making (mixed-)Race: Census Politics and the Emergence of Multiracial Multiculturalism in The United States, Great Britain and Canada." *Ethnic and Racial Studies* 35, 8 (August 2012): 1409-1426. **RESERVE**

Peter J. Aspinall, "Answer Formats in British Census and Survey Ethnicity Questions: Does Open Response Better Capture 'Superdiversity'." *Sociology* 46 2 (2012): 354-364. **RESERVE**

I. M. Nick, "A Question of Faith: An Investigation of Suggested Racial Ethnoyms for Enumerating US American Residents of Muslim, Middle Eastern and/or Arab Descent on the Census." *Names* 61, 1 (March 2013): 8-20. **RESERVE**

September 23, 2015: Biology, Culture and Racism

Research Essay Proposal Due in Class

Rogers Brubaker, *Grounds for Difference*, Ch. 2, "The Return of Biology," pp. 48-84.

Jonathan Kahn "When are You From?: Time, Space and Capital in the Molecular Reinscription of Race." *British Journal of Sociology* 66, 1 (2015): 68-75. **RESERVE**

Kim TallBear, Genomic Articulations of Indigeneity." *Social Studies of Science* 43, 4 (2013): 509-533. **RESERVE**

Amy Hinterberger, "Publics and Populations: The Politics of Ancestry and Exchange in Genome Science." *Science as Culture* 21, 4 (2012): 528-549. **RESERVE**

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September 30, 2015: The Politics of Language, Religion and Nationalism

Rogers Brubaker, *Grounds for Difference*, Ch. 3 "Language, Religion and the Politics of Difference," pp. 85-101; Ch. 4 "Religion and Nationalism," pp. 102-128.

Yasmeen Abu-Laban and Claude Couture, " 'In God We Trust': Secular States, Diversity and the 'Clash' Within North America." In Bruce J. Berman, Rajeev Bhargava and Andre Laliberté (eds.), *Secular States and Religious Diversity*. Vancouver: University of British Columbia Press, 2013: 136-164. **RESERVE**

Alain-G. Gagnon, *Minority Nations in the Age of Uncertainty: New Paths to National Emancipation and Empowerment*, Toronto: University of Toronto Press, 2014: 16-33 (Chapter 1, "Linguistic Diversity, Language Policy and the Limits of Federal Accommodation"). **RESERVE**

October 7, 2015: The Politics of Diaspora and Migration in an Age of Security

Rogers Brubaker, *Grounds for Difference*, Chapter 5 "The 'Diaspora' Diaspora," pp. 119-130 and Chapter 6 "Migration, Membership and the Nation-State," pp. 131-144.

Natalie J. Doyle, "Islam, Depoliticization and the European Crisis of Democratic Legitimacy." *Politics, Religion and Ideology* 14, 2 (2013): 265-283. **RESERVE**

Yasmin Hussain and Paul Bagguley, "Securitized Citizens: Islamophobia, Racism and the 7/7/ London Bombings." *The Sociological Review*, 60 (2012) 715-734. **RESERVE**

Joyce Smith, "Religion, Reporting and Radicalization: The Role of News Media in Securitized Discourses," In Paul Bramadat and Lorne Dawson (eds.), *Religious Radicalization and Securitization in Canada and Beyond*. Toronto: University of Toronto Press, 2014: 229-258. **RESERVE**

October 14, 2015: 'Modernity' and Cosmopolitanism in a (Post?)Colonial World

Midterm Assignment Due in Class

Rogers Brubaker, *Grounds for Difference*, Chapter 7 "Nationalism, Ethnicity and Modernity," pp. 145-154.

Mauro Barelli, "Free, Prior and Informed Consent in the Aftermath of the UN Declaration on the Rights of Indigenous Peoples: Developments and Challenges Ahead." *International Journal of Human Rights* 16, 1 (2012): 1-24.

RESERVE

June Edmunds, "Human Rights, Islam and the Failure of Cosmopolitanism." *Ethnicities* 13, 6 (2013): 671-688. **RESERVE**

Kwame Anthony Appiah, "The Case for Contamination." *The New York Times Magazine* (1 January 2006): 35-36. **RESERVE**

October 21, 2015: Policy Trends and Theorizing Citizenship and Immigration Ethics

Joseph H. Carens, *The Ethics of Immigration*, "Introduction: Mapping the Ethics of Immigration" pp. 1-16; Chapter 2 "Birthright Citizenship" pp. 19-44; Chapter 3 "Naturalization" pp. 45-61.

Mireille Pacquet, "Beyond Appearances: Citizenship Tests in Canada and the UK." *Journal of International Migration and Integration*. 13 (2012): 243-260. **RESERVE**

October 28, 2015: Multiculturalism in Theory, Practice and Politics

Joseph H. Carens, Chapter 4 "Beyond Legal Citizenship to Inclusion," pp. 62-87

Will Kymlicka, *Multiculturalism: Success, Failure and the Future*, Washington DC: Migration Policy Institute (2012). **RESERVE**

Carl-Ulrik Schierup and Aleksandra Alund, "From Paradoxes of Multiculturalism to Paradoxes of Liberalism: Sweden and the European Neo-Liberal Hegemony." *Journal For Critical Education Policy Studies* 9, 2 (2011): 125-142. **RESERVE**

Yasmeen Abu-Laban, "On the Borderlines of Human and Citizen: The Liminal State of Arab Canadians." In Bessma Momani and Jenna Hennebry (eds.), *Targeted Transnationals: The State, the Media and Arab Canadians*. Vancouver: University of British Columbia Press, 2013: 68-85. **RESERVE**

November 4, 2015: Categorizing Immigrants and the Question of Membership/Rights: The Permanent, The Temporary and The Irregular

Joseph H. Carens, *The Ethics of Immigration*, Chapter 5 “Permanent Residents” pp. 88-109, Chapter 6 “Temporary Workers,” pp. 110-128, Chapter 7 “Irregular Migrants,” pp. 129-157, Chapter 8 “The Theory of Social Membership,” pp. 158-169.

November 11, 2015 Remembrance Day: All University Classes Cancelled for this and Fall Term Break

November 18, 2015: Immigration and the Special Case of Refugees

Joseph H. Carens, *The Ethics of Immigration*, Chapter 9 “Ordinary Admissions,” pp. 173-191; Chapter 10 “Refugees,” pp. 192-224

Paul James, “Faces of Globalization and the Borders of States: From Asylum Seekers to Citizens.” *Citizenship Studies* 18, 2 (2014): 208-223. **RESERVE**

Nicole Marshall, “Politicizing Environmental Displacement: A Four-Category Approach to Defining Environmentally Displaced People.” *Refugee Review* 2 (2015): 96-112. **RESERVE**

November 25, 2015: The Open Borders Case and the EU’s “Free Movement of People” Experience

Research Essay Due in Class

Joseph H. Carens, *The Ethics of Immigration*, Chapter 11 “The Case for Open Borders” pp.225-254

Emma Carmel, “Mobility, Migration and Rights in the European Union: Critical Reflections on Policy and Practice.” *Policy Studies* 34, 2 (2013): 238-253. **RESERVE**

Jacqueline S. Gehring, “Free Movement for Some: The Treatment of the Roma after the European Union’s Eastern Expansion.” *European Journal of Migration & Law* 15, 1 (2013): 7-28. **RESERVE**

Ekaterina Balabanova and Alex Balch, “Sending and Receiving: The Ethical Framing of Intra-EU Migration in the European Press.” *European Journal of Communication* 25, 4 (2010): 382-397. **RESERVE**

December 2, 2015: Imagine There’s No Countries?

Joseph H. Carens, *The Ethics of Immigration*, Chapter 12 “The Claims of Community,” pp. 255-287; Chapter 13, “Conclusion,” pp. 288-296; , “Presuppositions and Political Theory” pp.297-313.

Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit <http://www.governance.ualberta.ca/>

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the *Code* are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the *Code*.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

Cheating (Continued)

30.3.2(2)c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

More information can be found at: <http://www.osja.ualberta.ca/en.aspx>

EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM

<p><i>Procedures for Instructors Regarding Plagiarism, Cheating, Misrepresentation of Facts and Participation in an Offence</i></p> <p>The following procedures are drawn from the <i>Code of Student Behaviour</i> as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean – or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).</p> <p>30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour</p> <p>30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.</p> <p>30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.</p>	<p>Possible Sanctions</p> <p>One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:</p> <ul style="list-style-type: none"> 30.4.3(2) a.i a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour 30.4.3(2) a.ii Reduction of a grade in a course 30.4.3(2) a.iii a grade of F for a course 30.4.3(2) a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii 30.4.3(3) b Expulsion 30.4.3(3) c Suspension <p>The following sanctions may be used in rare cases:</p> <ul style="list-style-type: none"> 30.4.3(3) e Suspension of a Degree already awarded 30.4.3(3) f Rescission of a Degree already awarded <p>30.6.1 Initiation of an Appeal</p> <p>30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.</p>
<p style="text-align: center;">PROFESSOR STEVEN PENNEY CHAIR, CAMPUS LAW REVIEW COMMITTEE</p>	<p style="text-align: center;">DR STEVEN DEW PROVOST AND VICE-PRESIDENT (ACADEMIC)</p>

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the *Code of Student Behaviour* and of student disciplinary procedures.

Updated: 27/08/2015