

Democratic Citizenship in the Modern World / S13

Department of Sociology

Professor: Ben Herzog	<i>Course Information:</i>
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Can states torture their own citizens? What protection should be offered by diplomatic or consular representatives abroad? Can a citizen renounce her citizenship to avoid taxes or military service? Should citizenship be granted to children of illegal immigrants who are born in the US? What tie is stronger - marriage or citizenship? In this course we will try to understand such practical contemporary dilemmas by looking at the theoretical underpinning of democratic citizenship. Then we will compare, in theory and in practice, the model of national citizenship to the current alternatives of political allegiances around the world.

The western geopolitical imagination maintains that institutions and organizations (citizenship and the state), culture (the nation), society and the economy must perfectly overlap. Although no state exists in which the four elements truly overlap, nationalism still provides a political formula for organizing the world. In this course, we will discuss the concept of national citizenship and will compare it to the current alternatives of multiple political allegiances. We will analyze the different citizenship regimes in the Western world – Civic in France, Ethnic in Germany, Federalism in the US, Multi-tier in Switzerland, and post-national in the EU.

Course evaluation:

This class is designed as a seminar. Therefore class time is devoted to discussion between and among students and the instructor, as well as lectures. It is essential that seminar participants come to class prepared to discuss the reading material for that day's class. Grades are based on daily participation, three book reviews, and a final paper. The composition of final grades and grading scale are as follows:

Class Participation: (10%) Class attendance will not be taken. However, class participation is part of the final grade and you will be expected to include issues discussed during class in the final essay.

Response paper (10%): Each week the students prepare (in advance to class) a short response to the assigned reading (1-2 pages). The response paper should show that the student is able to critically analyze the work instead of just reading it and composing a restatement or summary.

Midterm assignment – short presentation (20%) - Each student will be required to present the citizenship regime of a country that was not discussed in class. The presentation should be 8-10 minutes long.

Book Review (10%): Students will be required to write a critical review of literature. The literature review has to comment on one book which is NOT from the required reading list. The review should be 3-4 pages long. The review should take a form similar to that found in academic journals. For a good example, browse an issue of *Contemporary Sociology* or the *American Journal of Sociology* (reviews are at the end). Reviews include both a summary of a book's central argument and approach, and a discussion of the book's contributions and shortcomings.

Final essay (50%): One 8-10 page long essay. The essay should focus on a subject discussed in the course and of particular interest to you. The essay could be theoretical or practical. That is, it could highlight a theoretical issue or a specific state practice. The students should introduce new literature on the subject, compare at least two traditions of membership/incorporation and include theories discussed during the course.

Course Policies:

Academic Integrity Policy: Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance.

Students with disabilities: Harvard University is committed to providing students requiring accessible education and who have documented disabilities access to the same programs and activities that are available to students without disabilities. Any student needing academic adjustments or accommodations is requested to present his or her letter from the Accessible Education Office (AEO)

Religious Holidays: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible to discuss appropriate accommodations.

Electronic Devices: I allow laptops in class, but if I feel like you are spending most of your time on the internet; your class participation grade will suffer. Also, please turn off your cell phones while in class.

Classroom Etiquette: I expect everyone to show up to class on time. It is crucial for our class sessions to be comfortable and conducive to learning for all participants. This means listening while other people are talking and taking their ideas seriously. Personal attacks, yelling, or other threatening behaviors are not acceptable. Anyone who violates these guidelines may be asked to leave the classroom and/or drop the course.

Extensions: I expect all assignments to be completed in time. I will accept late assignments, but would grade them accordingly. It is important to understand that only with the express permission of the Administrative Board of Harvard College may instructors accept undergraduate work after the end of the Examination Period

Required Texts: Listed below are the required books for the course. Additional articles might be added during the course.

Arendt, Hannah. 2006. *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Penguin books.

Brubaker, Rogers 1998. *Citizenship and Nationhood in France and Germany*. Cambridge: Harvard University Press.

Jacobson, David 1996. *Rights Across Borders: Immigration and Decline of Citizenship*, Johns Hopkins University Press.

Marshall, T.H. 1987 *Citizenship and Social Class*, Pluto Press.

Shklar, Judith N. 1998. *American Citizenship: The quest for Inclusion*. Cambridge: Harvard University Press.

Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. Berkeley: University of California Press.

Soysal, Yasemin Nuhuglu. 1994. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. Chicago: Chicago University Press.

Weil, Patrick. 2008. *How to be French: Nationality in the Making since 1789*. Durham: Duke University Press

Course Schedule & Assigned Readings:

PART 1 – Theories of citizenship

Week 1 – Jan 30 - Citizenship: What is it and why does it matter?

Week 2 – Feb 6 - Being without a citizenship

Arendt, Hannah. 2006. *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Penguin books.

Week 3 – Feb 13 - Modern Nationhood and Citizenship

Marshall, T. H. 1992. *Citizenship and social Class*. London: Pluto Press.

Week 4 – Feb 20 - Traditions in citizenship - Civic and Ethnic membership

Brubaker, Rogers. 1992. *Citizenship and Nationhood in France and Germany*. Cambridge: Harvard University Press.

Week 5 – Feb 27 – Becoming a citizen

Joppke, Christian. “Through the European looking glass: citizenship tests in the USA, Australia, and Canada.” *Citizenship Studies*.

Week 6– Mar 6 - Alternative explanations to citizenship

Weil, Patrick. 2008. *How to be French: Nationality in the Making since 1789*. Durham: Duke University Press

PART 2 – Models of citizenship

Week 7 – Mar 13 - Switzerland (Three tier citizenship)

Argast, Regula. 2009. "An unholy alliance: Swiss citizenship between local legal tradition, federal laissez-faire, and ethno-national rejection of foreigners 1848-1933." *European Review of History: Revue europeenne d'histoire*, 16 (4): 503 – 521.

Book review due

Week 8 – Mar 27 - Europe (EU)

Soysal, Yasemin Nuhuglu. 1994. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. Chicago: Chicago University Press.

Week 9 – Apr 3 - The US (Federal)

Shklar, Judith N. 1991. *American Citizenship: The Quest for Inclusion*. Cambridge: Harvard University Press.

Week 10 – Apr 10 – Citizenship around the world – student presentations

PART 3 – Alternatives to citizenship

Week 11 – Apr 17 - Immigration and post-national membership

Jacobson, David. 1996. *Rights Across Borders: Immigration and the Decline of Citizenship*. Baltimore: Johns Hopkins University Press.

Week 12 – Apr 24 - Multiple memberships

Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. Berkeley: University of California Press.

Week 13 - May 1 - Conclusion

Joppke, Christian. 2007. "Transformation of Citizenship: Status, Rights, Identity."
Citizenship Studies 11:37 – 48

May 9 - Final Paper Due