Course Description and Philosophy

The objective of this course is to distinguish between the ideal of being a subject and being the citizen of a robust democratic polity. We will be looking at different ways that citizenship has been framed from an interdisciplinary perspective; drawing on political science, history, and philosophy. The first half of the course will be more conceptual, as we trace the idea of citizenship from Ancient Greece and Rome down to the liberal democratic polities of the present. We will also examine contemporary challenges to liberal conceptions of citizenship from the political right and the political left. We will particularly examine nationalism and cosmopolitan socialism as challengers to the liberal status quo. The course will conclude with a look at three cases studies examining democratic citizenship in Canada, the United States, and Mexico. By the end of this course students should be able to:

- Distinguish between being a subject and being a citizen
- Describe their own normative viewpoints on which conception of citizenship is more desirable
- Explain the differences between a number of different conceptions of citizenship in North America
- Prepare high quality written work on these themes.

This course is interdisciplinary and dialogical. While everyone-including myself!-has their own convictions on these topics we should be open minded about changing our perspective where warranted. It is also expected that students will be highly involved in raising questions and points of interest to propel the classes’ conversation forward.

Course Schedule

This class will be held on Friday from 1:00-3:50 PM for the 2020 FA semester. Due to the unprecedented nature of the COVID 19 crisis we will be increasingly flexible with regard to meeting in person, using a variety of different media as necessary. None the less we will endeavor to maintain as much regularity as possible given the circumstances.
Email and Meeting Policy

Due to the unprecedented nature of the COVID Crisis we are going to endeavor to keep face to face contact to a minimum while still maintaining rigorous academic standards and availability. Consequently you may email me anytime at mattmcmmanus300@gmail.com or mcmannusm@whitman.edu. I will endeavor to respond to all queries within 24 hours. In the event that you do not receive a response please feel free to resend a message. I will also be available for consultations via Zoom or Skype during a time period we will schedule.

Disability Policy

If you have disability and will require accommodations in this course, please email or call Antonia Keithahn, Assistant Director of Academic Resources: Disability Support (Memorial 326, 509.527.5767, keithaam@whitman.edu) for assistance in developing a plan to address your specific needs. All information about disabilities is private; if I receive notification from Ms. Keithahn that you are eligible to receive accommodations they will be provided in a discrete manner.

Course Requirements and Evaluation

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Assignments

Classroom Participation: This class is intended to be dialogical, in the sense that we will all be discussing the nature of citizenship to try and assess the strengths and weaknesses of different theoretical and practical perspectives. Consequently students will be expected to attend class regularly and contribute their informed opinions. Overall participation will be assessed at the end of the semester. Students will be evaluated based on both the quantity and quality of their contributions. Saying something insightful and well thought out is worth more than simply saying a great deal to fill time.

Essay Outline and Final Essay: Students will prepare a short 2-3 page essay outline discussing a topic in human rights theory they intend to write on. The subject will be at the discretion of the student so long as it is related to course material. The outline will highlight the main arguments
being presented in the paper, while including an early bibliography with 8 academic sources that will be referenced in the final essay. The essay outline will be submitted on Wednesday, October 14th and returned with feedback. The Final Essay will be submitted on Wednesday, November the 18th and will be 15 pages long. It will include a title page and bibliography, and should fulfill the promise of the outline while addressing earlier criticisms. Students are permitted to change their topic between writing the Essay Outline and the Final Essay so long as they consult the Professor first. The Final Essay will be graded based on meeting the assignment requirements, the overall quality of the arguments, and the level of polish applied.

Presentations: At the conclusion of the semester each student will present a 15-20 minute long analysis of a model of citizenship. Presentations can either be analytical or argumentative: they can analyze a given case study through one of the theoretical lenses we studied earlier in the class, or present an argument for or against one of these lenses. Students may use digital media to augment their presentation if they wish. They will be graded on meeting the assignment requirements, the overall quality of the presentation, and the level of engagement generated from the audience. In the event that social distancing requires us to avoid close contact, presentations will be conducted online.

Exams: The two exams will take place on Friday, September 18th and the second during the assigned exam period. Both exams will consist of multiple choice questions, several short answer questions, and a long answer question. Students will be evaluated on their understanding of the course material and the capacity to apply it in a rigorous and creative manner.

Assignment Submission and Late Penalties: Assignments are to be handed in at the beginning of class the week they are due. Late assignments may be submitted in the Course Director's drop box in the Maxey building. They will be penalized per day for lateness. Exceptions to the lateness penalty require submitting a Doctor's note or other relevant evidence that the assignment could not reasonably be completed on time. Assessing this will be subject to Professor’s discretion but might involve: unexpected tragedies, important personal events, and, in very rare cases, work related disruptions.

**Course Readings by Week**

We will be reading three primary texts for this class. The first is Yoram Hazony’s the *The Virtue of Nationalism*. (New York, NY: Basic Books, 2018) the second is Charles Taylor’s *Multiculturalism: Expanded Paperback Edition*. (Princeton, NJ: Princeton University Press, 1994). Finally we will be reading Julia Preston and Samuel Dillon’s *Opening Mexico: The Making of a Democracy* for our final case study. Additional readings will be assigned and made available online.
Week One: Introduction (August 24th-28th)

No Readings

Week Two: Citizenship in Early Democratic Society (August 31st-September 4th)

Read the Funeral Oration of Pericles in Thucydides’ *The Peloponnesian War*
Read the *Apology* of Socrates

Week Three: Republican and Medieval Citizenship (September 7th-11th)

Read Cicero *Attack on an Enemy of Freedom*
Read “The King’s Two Bodies Today” by Bernhard Jussen
Read Charles Taylor’s *Multiculturalism: Expanded Paperback Edition* to the conclusion of Part I

Week Four: Early Liberalism (September 14th-18th)

Read Chapter 17-18 of Thomas Hobbes’ *Leviathan*
Read Chapter 8-9 of John Locke’s *Second Treatise on Government*
Read Charles Taylor’s *Multiculturalism: Expanded Paperback Edition* to the conclusion of Part II

Week Five: Classical Liberalism (September 21st-25th)

Read *The Federalist Papers* 37-41 by James Madison
Read “An Answer to the Question What is Enlightenment?” by Immanuel Kant
Read “Speech on Conciliation with America” by Edmund Burke

Week Six: Mature Liberalism (September 28th-October 2nd)

Read “Public Reason Revisited” by John Rawls
Read the text of the *Universal Declaration of Human Rights*
Read Yoram Hazony’s *The Virtue of Nationalism* Introduction
Week Seven: Multicultural Citizenship in Canada Part I (October 5th-9th)

Read “Canadian Multiculturalism” by Laurence Brosseau and Michael Dewing for the Parliament of Canada
Read Yoram Hazony’s *The Virtue of Nationalism* Part I

Week Eight: Multicultural Citizenship in Canada Part II (October 12th-16th)

Read “Liberal Multiculturalism as Political Philosophy” by Will Kymlicka
Read Yoram Hazony’s *The Virtue of Nationalism* Part II

Week Nine: American Civic Nationalism and Citizenship (October 19th-23rd)

Read “Civic Nationalism, Civic Nations and the Problem of Migration” by Philip Spencer
Read Yoram Hazony’s *The Virtue of Nationalism* Part III

Week Ten: American Ethnic Nationalism and Citizenship (October 26th-30th)

Read “The Inaugural Address” by Donald Trump
Read Matthew McManus. *The Rise of Post-Modern Conservatism* Chapter Five.
Read Julia Preston and Samuel Dillon’s *Opening Mexico: The Making of a Democracy* Chapters One-Six

Week Eleven: Mexico and The Rule of the Científicos (November 2nd-6th)

Read “Economic Globalization, Class Struggle, and the Mexican State” by Jose Vadi
Read Julia Preston and Samuel Dillon’s *Opening Mexico: The Making of a Democracy* Chapters Seven-Twelve

Week Twelve: Mexico and the Transition to Democratic Citizenship (November 9th-13th)

Read “The Democratic Transformation of Mexican Politics” by Roderic Camp
Read “Year One of Amlo’s Mexico” by Humberto Beck, Carlos Regidor, and Patrick Iber
Julia Preston and Samuel Dillon’s *Opening Mexico: The Making of a Democracy* Chapters Twelve-Conclusion
Week Thirteen: Concluding Remarks and Review (November 16th-19th)
No Readings