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Office Hours: W, 2-4pm, in McGannon 153

POLS/ WGST 4710/5710: CITIZENSHIP and SOCIAL DIFFERENCE
M, 4:20-6:50, McGannon 121

Course Description

This course will examine several aspects of the embodied nature of citizenship. Looking specifically at the interplay between citizenship (as an identity, legal status, and practice) and socially constructed identities predicated upon perceived bodily differences (gender, race, and disability), we will examine the following preliminary questions: Historically, how and why has the American state denied women, people of color, and people with disabilities citizenship status? Should civil, social, and political rights, which are contingent upon citizenship status, be universal rights or group-differentiated rights? How should we expand/amend conventional definitions of citizenship and political participation to account for the lived experiences of women, people of color, and people with disabilities? How do socially constructed and maintained inequalities— via sexism, racism, and ableism— influence the practice of citizenship? Overall, this course will attempt to integrate the insights from feminist theory, critical race theory, and disability studies into an analysis of what it means to be an American citizen. This course fulfills the College of Arts and Sciences Core requirement for Cultural Diversity in the US.

Course Goals

- Learn about competing conceptions of citizenship in the canon of Western political thought.
- Critically examine the political (in)significance of social diversity and bodily differences.
- Address issues of cultural diversity in the United States on the basis of factors such as race, ethnicity, gender, religion, economic class, age, physical and mental capabilities, and sexual orientation.
- Analyze possible conflict and cooperation arising from such diversity.
- Frame questions of diversity in terms of justice and injustice, equality and inequality.
- Prepare students to meet the challenges of responsible leadership and citizenship in a diverse society.
- Prepare students to live and work through cultural conflicts in ways that reflect the values of tolerance and inclusion articulated in the University's mission.
- Develop verbal dexterity in the classroom through engaged participation with classmates.
- Develop the writing skills necessary to articulate one's ideas in a clear, comprehensive, and concise manner.

The Cultural Diversity in the United States requirement is designed to help students gain a better understanding of the cultural groups in the United States and their interactions. Students who complete a Cultural Diversity course in this category will gain a substantial subset of the following skills:

- Analyze and evaluate how various underrepresented social groups confront inequality and claim a just place in society.
- Examine how conflict and cooperation between social groups shapes U.S. society and culture.
- Identify how individual and institutional forms of discrimination impact leaders, communities and community building through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
- Evaluate how their personal life experiences and choices fit within the larger mosaic of U.S. society by confronting and critically analyzing their own values and assumptions about individuals and groups from different cultural contexts.
- Understand how questions of diversity intersect with moral and political questions of justice and equality.

General Expectations

Because this course is about ideas— which are to be analyzed and applied critically rather than memorized— the format emphasizes opportunities for students to process ideas through discussion and writing. The format is organized around structured discussions, which are supplemented by occasional lectures.

The format of this course places a great deal of responsibility on students. All students are expected to come to class prepared to discuss the readings (*you should bring the assigned reading to every class session*). Your work for this class will involve both autonomous and collaborative learning. The idea of *autonomy* stresses your personal responsibility for your own learning. This requires you to “do the reading”— read the text carefully, think through the underlying assumptions and implications of the arguments made, and apply a note-taking system which will allow you to quickly consult the readings during class discussions. The idea of *collaboration* stresses your responsibility for teaching and learning from one another. It is my responsibility as the teacher to secure the necessary conditions in which both types of learning can occur, and to engage in analytic thinking with you.

A few general guidelines for class discussions:

1) Critical engagement with the readings through active participation requires that we treat one another respectfully. Listening is as important as talking.

2) We can only have a successful discussion if all voices and perspectives are heard. Thus, it is my goal to ensure that all students feel comfortable to participate.

3) Do not be afraid to ask questions for clarification. Before we critique the arguments within the text, we need to first obtain a comprehensive understanding of them.

Class Policies

Regular attendance is important for class discussion. You are allowed one “free” absence in the course. Every subsequent absence will result in a full letter grade deduction off of your final participation grade. Absences will be considered “excused” in accordance with University Policy, in the event of extreme circumstances.

Cell phones, laptops and other electronic devices must be turned off during class. In keeping with the 5 principles of Jesuit education at SLU, I take it that conduct in the classroom will be good-natured, considerate and intellectually disciplined. I also expect that you will come to class on time.

The easiest way to contact me is through e-mail, which I check frequently. In most cases I will be able to get back to you within 24 hours. I also retrieve phone messages when I am in my office, but I am not on campus every day. I’m also delighted to talk to you in person, so if you are unable to come to my office hours email me to arrange an alternative time.

Academic Integrity and Honesty

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in *an automatic grade of 0 for that assignment* and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty:

<http://www.slu.edu/x12657.xml>

Disability Services

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Writing Services

I encourage you to take advantage of the writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with any kind of writing project, multimedia project, and/or oral presentation. They offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 977-3484 or visit <http://www.slu.edu/writingservices.xml>.

Assignments and Grade Breakdown

1. **Participation** (including attendance, class participation, etc.*) – 20%

*Graduate students will be responsible for leading one class discussion over the course of the semester.

2. **Daily talking points** – 40%

Regarding the daily talking points, you are required to provide a two-page (single-spaced, with one space between paragraphs) document that proceeds as follows: the first page will provide a summary of the readings. The second page will provide your reaction to the readings, as well as two discussion questions to share with the class. *You must bring a hard copy of the document to class every session.* I will often use these documents to guide our class discussions.

3. **Final paper** (undergraduate requirement= 10-12 pgs; graduate student requirement= 15-17 pgs) – 40%

This paper will be inspired by the following prompt:

What political difference does social and/or bodily difference make? Discuss the relationship between citizenship and difference by addressing one of the following questions: 1) Should social and/or bodily difference be politically irrelevant regarding issues pertaining to citizenship? How/why should the state remain neutral, and how is neutrality a matter of justice? 2) Should citizenship be conceptualized to accommodate social and/or bodily differences? How/why should the state accommodate these differences, and how is accommodation a matter of justice?

In answering, make ample use of the course readings, and speculate on this relationship in the context of our contemporary American political landscape.

Ultimately, your grade will be based on your performance on the assignments listed above. You must submit all assignments in order to pass the class. There is no extra credit available for the completion of additional work. Also, **I do not accept late papers**, unless you have contacted me ahead of time or it is an emergency. I give letter grades, corresponding to the following assessment criteria:

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	Below 60
		B-	80-82	C-	70-72		

Readings:

Most readings are on Blackboard. Please print out hard copies and bring them to class. You are also required to purchase one book, which is available in SLU's bookstore: Martha Minow's *Making all the Difference: Inclusion, Exclusion, and American Law*.

Reading Schedule:

Week 1 (Jan 11)

Introduction

Week 2 (Jan 18)

Class Cancelled—MLK Day

Week 3 (Jan 25)

The Meaning of Citizenship, Part 1

Aristotle, *Politics*, Book III, Chaps 1-13

Benjamin Constant, "The Liberty of the Ancients Compared with that of the Moderns"

J.G.A. Pocock, "The Ideal of Citizenship Since Classical Times"

Week 3 (Feb 1)

The Meaning of Citizenship, Part 2

T.H. Marshall, "Citizenship and Social Class"

Stuart Hall and David Held, "Citizens and Citizenship"

Rogers Smith, "The Meaning of American Citizenship"

Week 4 (Feb 8)

Citizenship: Socially Constructing the Boundaries of Membership, Part 1

George Fredrickson, “The Historical Construction of Race and Citizenship”
Douglas Baynton, “Disability and the Justification of Inequality in American History”

Week 5 (Feb 15)

Citizenship: Socially Constructing the Boundaries of Membership, Part 2

Diana Owen and Linda Zerelli, “Women and Citizenship”
Ruth Lister, “Inclusive Citizenship: Realizing the Potential”

Week 6 (Feb 22)

Theorizing Difference and Sameness, Part 1

Martha Minow, *Making All the Difference: Inclusion, Exclusion, and American Law*,
Chapter 1 and Chapter 2

Week 7 (Feb 29)

Theorizing Difference and Sameness, Part 2

Martha Minow, *Making All the Difference: Inclusion, Exclusion, and American Law*,
Chapter 3 and Afterword

Week 8 (March 7)

No Class—Spring Break

Week 9 (March 14)

Universal and Differentiated Citizenships

Iris Young, “Social Movements and the Politics of Difference”
Iris Young, “Polity and Group Difference: A Critique of Ideal of Universal Citizenship”
Iris Young, “Affirmative Action and the Myth of Merit”
****Thesis statement, outline, and bibliography due****

Week 10 (March 21)

Gendered Citizenship, Part 1

Ruth Lister, “Women’s Political Citizenship: Different and Equal”
Ruth Lister, “Women’s Social Citizenship: Earning and Caring”
Mona Lena Krook, “Gender Quotas, Norms, and Politics”

Week 11 (March 28)

No Class—Easter Break

Week 12 (April 4)

Gendered Citizenship, Part 2

Kathleen Jones, “Citizenship in a Woman Friendly Polity”
Alison Jaggar, “Arenas of Citizenship”
Joan Tronto, “Care as the Work of Citizens”

Week 13 (April 11)

Disabled Citizenship, Part 1

Nancy Hirschmann and Beth Linker, "Disability, Citizenship, and Belonging: A Critical Introduction"

Helen Meekosha and Leanne Dowse, "Gender, Disability, and Citizenship in Australia"

Eva Kittay, "When Caring is Just and Justice is Caring: Justice and Mental Retardation"

Week 14 (April 18)

Disabled Citizenship, Part 2

Martha Nussbaum, "The Capabilities of People with Cognitive Disabilities"

Michael Berube, "Equality, Freedom, and/or Justice for All: a Response to Martha Nussbaum"

Michael Berube, "Citizenship and Disability"

Week 15 (April 25)

Multicultural and Ethnic Citizenship, Part 1

Devon Carbado, "Racial Naturalization"

Juan Perea, "'Am I an American or Not? Reflections on Citizenship, Americanization, and Race'"

Week 16 (May 2)

Multicultural and Ethnic Citizenship, Part 2

Renato Rosaldo, "Cultural Citizenship, Inequality, and Multiculturalism"

Will Kymlicka, "Multicultural Citizenship"

Jeff Spinner-Halev, "Multiculturalism and its Critics"

****In-class peer review****

****Final paper due Monday May 9th at 4pm****