

POLITICS 4: “CITIZENSHIP AND ACTION”

**POLITICS DEPARTMENT, SUMMER 2018
UNIVERSITY OF CALIFORNIA, SANTA CRUZ**

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Class: Mondays and Wednesdays, 6-9:30pm, Hum & Soc Sci 250

Office Hours: Mondays, 3:30-5:30pm, Merrill 141

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This course examines the meaning of citizenship by thinking systematically about the varieties of political membership and political action. We will ask, “What is citizenship as a legal matter, and what does it look like as an everyday practice? What distinguishes the two? How does citizenship as an abstract, universal category compare and contrast to citizenship as a particular relation to a specific community? How are they connected? Is citizenship a condition of, or an end goal of political action? Do our activities as citizens compromise, compete with, or bolster our identities as family members, consumers, workers, and students? Who decides the practical answers to questions such as these, and what can and ought we do with disagreements about them? What is the role of theory in guiding these answers, decisions, and actions?” In this course, you will discuss and write about the meaning of citizenship. We will draw on analysis of historical and present-day formations, events, and debates, works of political thought from Aristotle and Locke to Pitkin and Wolin, and recent scholarly writings. We will do this to develop and articulate theoretical and practical perspectives on citizenship and political action. This class satisfies the Textual Analysis (TA) general education requirement at UCSC. Thus a primary class activity is grappling with complex ideas, expressed in complex and sometimes difficult readings, through active listening, discussion, and writing.

Learning Objectives

My objectives for student learning in this course include both knowledge and skills. By the end of the quarter, you will:

- Be familiar with the arguments and ideas presented in the readings, in lectures, and in classroom discussions.
- Understand some main theoretical debates around citizenship and be familiar with examples from the political world to which the debates speak.
- Thoughtfully read complex texts and analyze arguments.
- Communicate your own ideas and arguments, verbally and in writing.

Requirements

I expect you to attend all class meetings, and to thoughtfully read all course materials. Your course grade will include the following components:

1. Attendance and participation. Regular high-quality participation counts as **25%** of your course grade.
2. A **short essay** (2-3 pages) due at 6 pm on Monday, August 6th. The short paper contributes **10%** of your course grade.
3. A **mid-term exam** given at 6pm on Wednesday, August 15th. The mid-term exam contributes **30%** of your course grade.
4. A **final essay** (4-5 pages) due Wednesday, August 29th at 9:30 pm. The final essay contributes **35%** of your course grade.

Extensions and incompletes are only for emergency cases. Contact me immediately – and in advance of any due dates – should urgent, unavoidable, and unforeseen circumstances interfere with your completion of the requirements.

Readings:

The readings are the foundation of the course. Much of the reading is dense and difficult, and full of unfamiliar ideas. You must give sufficient time to actively **read and re-read** the materials slowly, carefully, and thoughtfully. You should plan to spend a number of hours a week reading and re-reading the course materials and preparing for class discussion.

There are no textbooks for the course and all readings are available online. However, if you would like to purchase a reader, you can do so at the Bay Tree Bookstore.

Class Discussions:

Discussions provide an opportunity for more in-depth discussion and analysis of the material. Attendance and participation is required, and you are expected to be an active and consistent contributor. You must come to class prepared to analyze and reflect on the readings—this means you must complete the assigned readings prior to class. Come to class on time and bring a copy of the readings with you.

You will be expected to raise questions related to the material, share perspectives on and interpretations of the readings and discussion topics, and engage in respectful and thoughtful debate. The following guidelines will be used to evaluate your daily work in class discussion:

A: Present. Solid, consistent, outstanding contributions in discussion, active listener. Comments in class were firmly grounded in the texts and provided creative points of departure for our thinking about them.

B: Present. Participated well with textually-grounded contributions and as an active listener; or someone who made solid contributions, but contributed too often or took over conversations

(A student arriving late or leaving early under emergency circumstances but who otherwise consistently did really outstanding ('A'-level) work might merit a B as well)

C: In attendance but not much more- i.e. little to no participation, just showed up to class and breathed.

D: Left late and/or arrived early. Did average work or less, or who was present/breathing but came to class without the texts.

F: Absent

Grading Guidelines for Written Work

I take seriously the responsibility of grading your work, and will always strive to be fair and accurate in my evaluations. We will use the following standards for the evaluating written work in this course:

- A: Excellent work, with clear, challenging, original ideas supported by sufficient, appropriate, logically interpreted evidence. The essay should engage the reader in the inquiry, convincingly answer opposing views, be well organized, and free of significant flaws. An ‘A’ paper should be not just good but outstanding in ideas and presentation.
- B: Good to very good work, with a clear thesis supported by sufficient, appropriate evidence, organized and interpreted logically. The ‘B’ paper may have some outstanding qualities but be marked by significant flaws which keep it from being an ‘A’; or it may be all-around good work, free of major problems but lacking the deeper insight necessary for excellence.
- C: Satisfactory work, but not yet good. The ‘C’ paper meets the basic requirements of a thesis supported by interpretation of specific evidence, but it needs work in thinking and/or presentation. There may be a lack of clarity, the evidence may not always be sufficient and appropriate, or the interpretation may have logical flaws. The essay may have organizational or mechanical problems that keep it from being good. The ‘C’ paper may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.
- D: Barely passing work that shows effort but is so marred by serious problems that it cannot be considered a satisfactory paper.
- F: Failing work—for example, a hasty, sloppy paper that shows little or no thought, effort, or familiarity with the text.

Some Classroom Practices and Policies

- Your curiosity and participation are essential to your learning success in this course. Please feel free to raise your hand during lectures if you have a question—every question brings something of value to the class.
- Bring your course reader to every class.
- I have a strict **no electronics** policy in my classrooms (phones, computers, etc). The evidence is conclusive that use of electronics in the classroom, even for note-taking, inhibits student focus and learning, both for the student using the device and for others nearby.

- If you require accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me after class ASAP.
- Be on time. Do not leave midway through class except during break or in case of emergency.
- It is imperative that you check your UCSC email account for class communications. I will always respond to your emails within 24-48 hours. However, *I do not respond to grade inquiries via email*—all specific questions about your grade in the course must be addressed in person.

Note: Any form of academic dishonesty or plagiarism will be met with a failing grade and referral to the university for further discipline. Consult this website to clarify what constitutes plagiarism: https://www.ue.ucsc.edu/academic_misconduct.

*POLI 4: Citizenship and Action
Schedule of Classes and Readings
Summer 2018*

PART ONE: Tensions in Citizenship

July 30: Introduction: Citizen Participation, Persuasion, and Politics

What is a citizen? What is action?

What is a theory?

Why theorize about citizenship?

Orr, "The Political," in *Beautiful and Pointless*

Patton, "Participation," from *New Keywords*

Dean, "Technology," in *Democracy and Other Neoliberal Fantasies*

Ron, "Citizen, Citizenship," from *Encyclopedia of Political Thought*

August 1: Is Withdrawal Action? Responding to Injustice

Thoreau, "Civil Disobedience"

Ellison, *Invisible Man*, "Prologue"

PART TWO: Models of Citizenship

August 6: Liberal Citizenship

Locke, *Second Treatise of Government*, Chapters 1, 2, 3, 8, 9

Short paper due

August 8: Republican Citizenship

Aristotle, *Politics*: Bk III, Chs 1-5; Bk I, Chs 1-7, 12, 13; Bk VII, Chs. 14, 15.

August 13: Citizenship as Standing

Coates, "The Case for Reparations"

Shklar, "American Citizenship: The Quest for Inclusion"

PART THREE: Dissident Citizenships

August 15: National Citizenship: Representation

Pitkin, “Democracy and Representation: Uneasy Alliance”

In-class exam

August 20: Local Citizenship: Participation and Involvement

Gendron and Domhoff, “The Rebirth and Defeat of the Santa Cruz Growth Coalition”
Arnstein, “A Ladder of Citizen Participation”

August 22: Violence as (Citizen) Action?

“Weather Underground” (documentary – shown in class)
Pitkin, “Justice: On Relating Private and Public,” in *Political Theory*

August 27: Breaking Boundaries: What’s “Political” vs. “Politics as usual”

Wolin, “Fugitive Democracy,” from *Constellations*

August 29: Course Conclusions

Final essay due