

**Political Science 399: Exile  
Section 01**

**College of Charleston Department of Political Science  
Fall Term 2022  
M/W 3:25-4:40  
Maybank 316**

Instructor: Dr. Briana L. McGinnis

Email: [mcginnisbl@cofc.edu](mailto:mcginnisbl@cofc.edu)

Please use email to communicate. If you wish to speak in real time, you may arrange Zoom office hours.

Skype ID: Briana.laine.mcginnis

Office Hours: Fridays 3-5, additional hours available by appointment.

Office Location: JC Long, 9 Liberty Street, Room 225

Prerequisites: None

**COURSE DESCRIPTION**

**Objectives**

This is first and foremost a political theory course; as such, its focus will be normative. In this class, we will examine the relationship between different forms of social/political organization and social control practices, with a particular focus on expulsion.

This course theorizes exile – or the involuntary expulsion of a citizen from their community – as a specifically political phenomenon. Beginning with an examination of political community and inclusion, the course will progress to explore historic and contemporary forms of political expulsion and their relationships with different legal and political regimes. The course will conclude with a critique of contemporary iterations of exile in liberal democracies like the United States.

By the end of the course, students will be prepared to take and defend a normative position on whether or not a just democratic society ought to use expulsion as a form of membership control.

All readings are required unless otherwise noted.

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Demonstrate knowledge of key thinkers and concepts over time (papers and quizzes)
- Compare thinkers on similar concepts (papers and reflections)
- Use concepts to analyze new situations (papers, reflections, discussions)
- Evaluate interpretations of concepts (papers and reflections)
- Evaluate arguments for internal consistency (discussions and papers)
- Explain the nature and value of normative thinking about citizenship and exclusion (papers and essays)

## **GRADING AND EVALUATION**

### **Grading scale**

A (93-100)  
 A- (90-92)  
 B+ (87-89)  
 B (84-86)  
 B- (80-83)  
 C+ (77-79)  
 C (74-76)  
 C- (70-73)  
 D+ (67-69)  
 D (64-66)  
 D- (60-63)  
 F (0-59)

### **Note on the Readings**

Because this course explores punishment and social control in both theoretical and historical perspectives, we will read texts that include **graphic and disturbing imagery** and that touch on topics that some students may find upsetting. When texts of this nature are included on the syllabus, they have not been chosen carelessly. The history of punishment and exclusion encompasses a broad array of practices, many of which were extremely violent and quite grisly. Disciplining one another is an inherently violent practice, and acknowledging that violence is necessary to understanding what we are doing when we, as citizens of societies that punish and exclude, endorse or oppose policies and discourses that support certain disciplinary forms.

### **Requirements and evaluation**

There are 1000 points to be earned in this course. The distribution of the points is listed below.

Applying the ideas paper 200 (20%)

Reading quizzes (OAKS) 200 (20%)

Final research paper 300 (30%)

Participation 300 (30%)

This includes short reflections, OAKS discussion board posts, engagement in small discussion groups, and engagement with full class during scheduled meetings.

Writing must be turned in to the OAKS Dropbox by the beginning of the class period on the day they are due. Reflections must be posted to the discussion board by the deadlines specified in the assignment instructions.

This class will include a great deal of discussion and the progress of the class is dependent on active, informed student participation. Every student is expected to make high-quality contributions to class discussions on a regular basis. Quality class participation encompasses regular presence and attention, as well as contributing informed, relevant analyses and observations. You must be present to participate, so I strongly encourage you to participate in every Zoom meeting. Further, you must be current on the assigned readings to make high-quality contributions.

### **Required text**

Michael Freeden, *Ideology: A Very Short Introduction*.

Other readings will be posted on OAKS.

Please purchase the text in the edition assigned, to avoid confusion arising from differing paginations.

### **OAKS**

Remaining engaged on OAKS is essential. Below is a list of important class elements that will be administered via OAKS:

- Announcements will appear on the opening course page
- The majority of the readings for this class will be posted on OAKS
- Grades will be posted to the gradebook
- Writing assignments will be turned in to the OAKS Dropbox
- Reading quizzes must be completed via OAKS
- The class discussion board is located on OAKS

If you are not yet comfortable using OAKS, I strongly urge you to take advantage of one of many available [tutorials](#).

### **Syllabus**

This syllabus is a guide and it contains vital information about the class. Please read it carefully. This syllabus is subject to change. Please see the final section of the syllabus for additional policies and resources.

### **Etiquette**

Please be respectful. We will discuss contentious issues in this class and there will be times when you may be upset, but you are expected to listen and respond thoughtfully to your colleagues – even when you vehemently disagree with them on matters of great importance to you.

Please address every person in this class as they specify – that means by the name, pronoun, etc. that they indicate (both verbally and in written communication). The convention at the College of

Charleston is to address faculty as “Dr.” You should address me as Dr. McGinnis or Professor McGinnis.

Try to learn the names of your classmates. If you cannot recall someone’s name, you should refer to them as “my esteemed colleague.”

## **COURSE SCHEDULE**

### **I. Theorizing exile: What is exile?**

#### Week 1:

08/24 Introduction to Class and the foundational ideas

In-Class Reading: [“This is Why Some Judges Banish Convicts from their Home Communities”](#)

Discussion: Definitions and concepts

#### Week 2:

08/29 To sever ties or not?

Reading: Selections from Beccaria (OAKS); Judith Shklar, “Loyalty, Obligation, Exile.” 181-185 (OAKS)

08/31 Loyalty, Obligation, Exile

Reading: Judith Shklar, “Loyalty, Obligation, Exile.” 186-end (OAKS)

#### Week 3:

09/05 Family resemblances: Exclusion. Sovereignty, the right to constitute the demos, and the boundary problem

Reading: Christopher Wellman, “Freedom of Movement and the Rights to Enter and Exit” (OAKS)

09/07 Family resemblances: Punishment. Desert, the purposes of punishment, and the authority to punish

Reading: Peter Ramsay on punishment and democratic theory (OAKS)

#### Week 4

09/12 Expulsion I: Functions, purposes, and justifications in the ancient world.

Reading: Selections from Sara Forsdyke’s *Exile, Ostracism, and Democracy* (OAKS)

09/14 Expulsion II: Case studies: Pericles' ostracism, the exile of Oedipus, banishing objects, banishing the dead

**\*\*\*Dr. McGinnis at American Political Science Association Conference, presenting an article on Russell Wayne Wagner's expulsion from Arlington National Cemetery\*\*\***

### **Recorded lecture on OAKS**

Reading: Excerpts from Forsdyke, Robert Parker's *Miasma* (OAKS)

**All Unit I reading Quizzes are due at 11:59pm on 09/14**

### Week 5

## **II. Types of social organization**

09/19 Gemeinschaft and Gesellschaft

Reading: Selections from Ferdinand Tönnies' *Community and Civil Society* (OAKS); Excerpts from Emile Durkheim's, *The Division of Labor in Society* (OAKS)

09/21 Civil society vs. the Enterprise Association

SEP: "[Michael Oakeshott](#)," Section 4; Excerpts from Michael Oakeshott (OAKS)

### Week 6

09/26 Case studies: The Maldives, Singapore, Indigenous Governments

Reading: Briana McGinnis, "Exile as an Alternative to Incarceration" (OAKS)

09/28 Discussion day: no reading.

**All quizzes for Unit II close at 11:59pm on 09/28**

### Week 7

## **III. Ideology and citizenship**

10/03 Expulsion and ideology I

Reading: Freedman, 1-12; 67-94

10/05 Expulsion and Ideology II

Reading: Freedman 94-122

### Week 8

10/10: Democracy: solidarity and diversity?

Reading: Keith Banting and Will Kymlicka, "The Political Sources of Solidarity in Diverse Societies" (OAKS)

10/12 Solidarity continued

Reading: David Miller, "Solidarity and its Sources" (OAKS)

### Week 9

10/17 Liberalism: Are we making too much of solidarity?

Reading: Jacob T. Levy, "Against Fraternity" (OAKS)

10/19 Liberalism II: Which liberalism?

Reading: Philip Cook, "Liberalism, contractarianism, and the problem of exclusion." (OAKS)

### Week 10

10/24 (Diwali) Liberal peoplehood

Reading: Selections from Rogers Smith (OAKS)

10/26 Discussion day: no reading.

**All Unit III reading Quizzes are due at 11:59pm on 10/26**

### Week 11

#### **IV. The exiling society**

10/31 Exile in America

Reading: Briana McGinnis, "Exile in America: Political Expulsion and the Limits of Liberal Citizenship"

11/02 Expulsion and rhetoric: purging the body politic

Reading: Selections from Claude Levi-Strauss (OAKS); selected pamphlets on convict transportation (OAKS); sex offenders as toxic waste (OAKS)

### Week 12

11/07 Fall break, no class

11/09 Foucault and the Punitive Society

Reading: Selections from Michel Foucault, *The Punitive Society* (OAKS)

**All quizzes for Unit IV close at 11:59pm on 11/09**

## V. Normative directions: Repair vs. disposal

### Week 13

11/14 The dark side of sharing: Hikind vs. Palij

Reading: Selections from Bernard Yack's *Problems of a Political Animal* and *Nationalism and the Moral Psychology of Community* (OAKS); McGinnis "The dark side of sharing" draft (OAKS)

11/16 Revising the contract: Membership and commitment

Reading: Selections from Mara Marin, *Connected by Commitment* (OAKS)

### Week 14

11/21: Defending our positions I

No reading – come prepared to explain your position to the class.

11/23 Thanksgiving break, no class

### Week 15

11/28 Defending our positions II:

No reading – come prepared to explain your position to the class.

11/30 Paper discussion and workshop

### Week 16

12/05 Wrap-up

**All Unit V reading Quizzes are due at 11:59pm on 12/05**

## **POLICIES**

**Time Commitment (Attendance Policy):** We will move quickly in this class, and the reading load is substantial. You should expect to invest approximately 6-7 hours per week of active work in the course. I recommend you log into OAKS at least 2-3 days per week to stay current. Additionally, you should check your CofC email regularly.

I am aware of and sympathetic to the many challenges that college student experience. If you are experiencing personal or health-related challenges, **please communicate with me (sooner is better than later!)**. There are numerous resources that I can recommend to you and, to the best of my ability, I will work with you to help you complete the course successfully.

Depending on circumstances, sometimes withdrawing from the class is the best option. October 28th is the withdrawal deadline with the grade of "W". Regardless of your circumstances, please

reach out to me or somebody else for support before and/or after deciding to withdraw from the class.

### **Engagement & Participation**

We will cover a lot of ground in this course, and the semester will pass quickly. As such, it is important to consider how you will meet the participation and engagement requirements of this class. Different people prefer to participate in different ways, and it is each student's responsibility to ensure that they are fully engaged with the class.

**Zoom meetings:** We will meet as scheduled twice weekly. The meeting periods for this class will be heavily focused upon discussion, so it is important that you complete the reading-guide Voicethreads and the Voicethread lectures prior to class meetings. Participation in both full-class discussions and breakout groups constitute essential components of this class.

**Engaging on OAKS:** Your active OAKS presence is strongly encouraged, even if you regularly participate in Zoom discussion meetings. Your thoughtful and civil engagement will be essential to enhance your own and your peers' learning throughout the semester. We should show curiosity and respect for each other and our individual differences, valuing diverse perspectives during online discussions. Engagement requires us all to practice the values of fairness, justice, equity, responsiveness, and empathy.

### **Academic integrity**

Note that written assignments in this course will be screened by plagiarism-detecting software. Please review the College of Charleston's academic honor code, available here: <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

Please note that it is not permissible to turn in work for this class that was produced for another class without prior approval

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of culpability.

### **Resources and accommodations**

**Religious Holidays:** Every effort will be made to avoid conflicts between assignments and religious holidays. If, however, you encounter such a conflict, please notify me as soon as possible (and certainly within the first two weeks of class to allow time for accommodations to be made). Please review the College of Charleston's statement here: <http://academicaffairs.cofc.edu/documents/procedures-and-practices/statement-of-accommodation.pdf>

**Disability accommodations:** The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. You can contact Center at [SNAP@cofc.edu](mailto:SNAP@cofc.edu) or (843) 953-1431.

Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed. Please see me during office hours to discuss accommodations.



Center for Student Learning: I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of Addlestone Library and they can assist you with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts (in addition to other services). This fall, the Writing Lab is offering Online Writing Assistance Monday-Thursday 10am-9pm; Friday 10am-12pm; and Sunday 4-9pm.

Students can visit the CSL website to sign up for help by following the website's directions and go into a drop-in session with Writing Lab Consultants. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu>.

Food & Housing Resources: Many students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support: (<http://studentaffairs.cofc.edu/about/salt.php>).

Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. **Please do not hesitate to speak with me if you are experiencing issues that affect your ability to fully participate in POLI 399.**

**Inclusion**: College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies. I will gladly honor your request to address you by the name and pronouns of your choice. Please advise me of any request early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

**Mental & Physical Wellbeing**: At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3rd floor, Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

### **Inclement Weather, Pandemic or Substantial Disruption Policy**

For your reference, the College's disruption policy is below. This class is being offered fully online for the sake of safety and continuity. As such, it will proceed as scheduled unless the instructor notifies you otherwise.

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools. Additional Student Support Services:

<http://capp.cofc.edu/Support%20Services/index.php>

Additional Policies: <http://policy.cofc.edu/policy.php>

### **Military members**

Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible,

### **Technology**

It is required that you have a computer with Internet access, microphone, and speakers. You must have a reliable Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can determine if this course will be manageable for you. I have also included resources below if you have concerns about course access or financial burdens. If you have technical problems, please contact Student Computing Support or Helpdesk using these methods:

- Student Computing Support at 843-953-5457 or via email [studentcomputingsupport@cofc.edu](mailto:studentcomputingsupport@cofc.edu)
- IT Helpdesk at 843-953-3375 or [helpdesk@cofc.edu](mailto:helpdesk@cofc.edu).

It's important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignment.

### **Recording of Classes (via ZOOM)**

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

### **Community Standards**

While this class is online, you are sharing the experience of working through important political problems with other *people* – not just usernames on a discussion board. Please bear this in mind when engaging with each other and be thoughtful in your contributions and generous in your interpretations.

### **Netiquette**

Please bear in mind that online communication precludes many of the non-verbal cues that normally facilitate face-to-face communication. This being the case, it is important to err on the side of generous interpretation and civility. What was written as a simple statement can easily come across as aggressive or argumentative.

Vignette: “Texting Confusion” from Key & Peele (Content warning: some spicy language):

<https://vimeo.com/121923151>

General Guidelines:

- Treat your instructor and classmates with respect in email, discussion posts, and any other communication.
- Please be civil: address people by the names and pronouns they specify.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar (this includes discussion board posts).
- Avoid slang terms (they may be misunderstood or confuse others) and texting abbreviations such as “r” instead of “are” or “u” for “you.”
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font.
- CAPS LOCK MAKES IT SOUND LIKE YOU ARE YELLING. PLEASE DO NOT YELL AT US.
- Avoid the use of emoticons and emojis; they are not appropriate for academic writing.
- Be cautious when using humor or irony. Tone is difficult to convey in an email or discussion post and your message might be taken amiss or come across in an offensive or passive-aggressive fashion.

Thank you for reading this syllabus. Below, please find a photo of my cat looking majestic, offered in appreciation of your effort.

