

Worcester State University

CITIZEN NATION

INSTRUCTOR
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HI/PO 320 Spring 2012

MW 12:30 pm Sullivan 104

Syllabus, Requirements, and Course Objectives

This course explores the contested history and meanings of United States citizenship from the founding era to the present

COURSE DESCRIPTION AND OBJECTIVES

THIS COURSE IS A SEMINAR ON THE HISTORY AND meaning of American citizenship, organized around several guiding questions: who counts as an American citizen? How do we decide as a society? What does it mean to be an American citizen? What rights, privileges, and responsibilities are part of that definition? In the founding generation, citizenship was limited to property-owning white men, and since that time, struggles to expand American citizenship have been at the core of the American story.

CITIZEN NATION WILL COVER RELEVANT STATE AND federal Constitutional amendments, Supreme Court decisions, and collective action by excluded groups. It draws on new scholarship about American citizenship, shines a light on current naturalization procedures and their turbulent past, and notes two parallel trends in American life: 1) the nation is becoming more diverse due to recent immigration and globalization, but 2) political participation as

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NAWSA suffragists in Pennsylvania, 1916



Japanese-American schoolchildren interned during WW2



Were Native Americans always citizens?

LASC Categories:

CON, WAC, DAC,
and TLC or USW

Course Requirements and Grading

Your course grade is roughly divided into thirds.

ATTENDANCE AND PARTICIPATION (30%)

You'll need to attend regularly and contribute substantively. This is a big class but I don't want there to be a small core of people who comment and a large audience of people who watch without saying anything. Learning is not a spectator sport. I will make every effort to make our classroom a safe space for discussion and sharing of ideas, and in return I expect that you will be prepared and eager to contribute to the quality of our classroom work. To enhance your opportunities for participation, there are several embedded grades within your overall A&P grade, including 5 short papers responding to a given prompt, informal in-class writings or group work, and one current events "soapbox" moment (guidelines for this will be on the course website). These should give even quiet students multiple ways to demonstrate their course preparedness. If you must miss class, I do appreciate knowing when & why you are absent, but it doesn't "excuse" the absence.

EVALUATIONS AND EXAMS (37.5%)

There will be three written evaluations of your course knowledge. You will take and then retake the US citizenship exam, and reflect on your experience with this tool. You will produce an annotated list of the themes and events of this course related to the Massachusetts Constitution. And lastly, there will be a comprehensive final exam that covers material from the entire semester.

RESEARCH PROJECT (32.5%)

You will design and carry out a research project over several weeks in the middle of the semester, on a topic related to the history of citizenship. This involves a lot of planning ahead. It is NOT something you can cobble together the week it is due. For that reason, I am grading the project in stages: you'll separately submit a topic, a draft and bibliography, a final draft, an abstract, and a short oral presentation. Since this is an upper-level seminar, the research project is an essential piece of your learning in the course and will demonstrate your adeptness in the realms of critical thinking, information literacy and written/oral communication (all three are core outcomes of the Liberal Arts and Sciences Curriculum). If conducting research in the humanities & social sciences is unfamiliar to you or writing is not your strength, then please make use of my office hours, the library's reference desk assistance, and the University Writing Center early and often. Complete guidelines for the project will be posted on the course website as well as handed out and reviewed in class.

DISABILITY ACCOMMODATIONS

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you, please consult with me at the outset of the course so we can design a plan to help you be successful in this course.



Martin Luther King, Jr. at the March on Washington, 1963

Grading Scale

A&P 60 points

- Soapbox 10
- Response papers 5@5 = 25
- Attendance + Discussion 25

MA Document 15 points

Citizenship Exam 20 pts

- Initial exam 5
- Retake 5
- Reflection 10

Final Exam 40 points

Research Project 65 points

- Topic 5
- Draft + Bibliography 15
- Final Paper 30
- Abstract 10
- Lightning Round 5

Total 200 points

#	DATE	TOPIC	WHAT TO READ	DEADLINES & NOTES
1	W 1/18	Course Introduction	None. Hand out Bellamy prompt.	
2	M 1/23	Citizenship: The Concept	Bellamy, <i>Citizenship</i> (entire book)	RP1
3	W 1/25	Colonial Origins and Legacies	GC Ch 1 + RV Ch 1	
4	M 1/30	We The People	GC Ch 2 + full text US Constitution	SB1
5	W 2/1	Democracy in Practice I	GC Ch 3 to p. 10 + RV Ch 2	
6	M 2/6	Exceptions to the Rule of Law	GC Ch 3 p. 110-133 + RV Ch 3	SB2
7	W 2/8	Women and Citizenship	Declaration of Sentiments + additional reading TBA	RP2
8	M 2/13	From 3/5 to 1	GC p. 133-143 + RV Ch 4	SB3
9	W 2/15	Retake Citizenship Exam	study for exam (kit on course reserve)	<i>No Class on M 2/20</i>
10	W 2/22	Democracy in Practice II	GC Ch 4	C-Exam Reflection
11	M 2/27	The Disenfranchised	"Jim Crow, Indian Style" PDF + RV Ch 5	SB4
12	W 2/29	Naturalization Ceremony 12p	Location: Mechanic's Hall, Worcester	
13	M 3/5	Contested Meanings: The Long View	"Meanings of Citizenship" PDF	RP3
14	W 3/7	Women's Suffrage	RV Ch 6	Paper Topic Due
15	M 3/12	Immigration Law	Ngai, "Architecture of Race" PDF	SB5
16	W 3/14	Petitioners at the Gates	Collins "Aliens" and "Bowlful of Tears" (both PDF)	<i>Spring Break 3/19-24</i>
17	M 3/26	Japanese Internment Workshop	"Enemies in Their Own Lands" PDF	SB6
18	W 3/28	Peer Review Day + Conferences	None	Paper Draft + Biblio
19	M 4/2	Rights Revolution	GC p. 240-264 + RV p. 205-217	
20	W 4/4	We Shall Overcome	None	Research Paper Due
21	M 4/9	The "Silent New Deal"	GC p. 264-287 + RV p. 217-233	SB7
22	W 4/11	I Want My Rights	GC p. 287-293 + RV p. 246-257	<i>No Class on M 4/16</i>
23	W 4/18	Citizens vs. "Illegals"	Reading TBA	MA Aspects Doc Due
24	M 4/23	The State of Things	RV Ch 9	SB8
25	W 4/25	Citizenship Lightning Round	None	Presentations
26	M 4/30	#OccupyCitizenship	Reading TBA	RP4
	M 5/7	Final Exam @ 12:30 pm		RP5 (Reflection)



"Votes for Women" ribbon from a 1911 suffrage parade. Image from the Library of Congress

Course Objectives, Continued from Page 1

measured by voting statistics, is declining. How do these realities intersect and what do they mean for the future of American democracy? Both students who are citizens and those who currently are not will benefit from learning about the complex history of the categories of American citizenship and the legacy of discrimination and exclusion experienced by many people in the American past. A main goal of the course is for you to appreciate the meaning of American citizenship in the history of our nation and in your own life.

STUDENT LEARNING OUTCOMES (SLO'S)

By the end of the course, students will...

Develop a theoretical and interpretive framework for the concept of citizenship and how it has changed over time in the US

Analyze and compare key episodes in US history in light of dynamic or competing definitions of American citizenship

Explain the development of the US & MA constitutions in context of historical political processes, including: convention, drafting, ratification, amendment, judicial rulings, challenge, protest, and reinterpretation

Trace the expansion of the boundaries of American citizenship by constructing a well-researched historical narrative

Craft a historically informed personal understanding of one's own citizenship

REQUIRED TEXTBOOKS

Richard Bellamy, *Citizenship: A Very Short Introduction* (Oxford UP, 2008) ISBN 978-0192802538

Alexander Keyssar, *The Right to Vote: The Contested History of Democracy in the United States*, rev. ed. (Basic Books, 2009) ISBN 978-0465005024

Michael Schudson, *The Good Citizen: A History of American Civic Life* (Harvard UP, 1998) ISBN 0674356403

THE FINE PRINT

Regarding plagiarism: On papers and evaluations doing your own work is absolutely essential. In ALL your papers, you must cite the sources of any information, quotations or ideas which are not your own, using standard citation methods (Chicago Style is preferred for History, while APA is typical in Political Science).

Let me be very clear. You cannot clip and paste text from the internet or the textbook into your papers and pass it off as your own writing. You cannot turn in a paper that someone else has written or that you have bought or downloaded online. Plagiarized work or exam cheating is an automatic zero on the assignment and may cause you to fail the class, at my discretion. I take such violations very seriously. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook.

See the "SLOs" tab on the course website for a complete list of the History Major/Minor and Political Science Minor program student learning outcomes, which this course is designed to help you achieve

TECHNOLOGY POLICY

We will be busy in every class session and we don't need any electronic distractions.

You may bring a laptop, but only for taking notes or accessing relevant course material during discussion.

Silence your cell phones before you enter the classroom and refrain from texting in class. Do not use your laptop in class to surf the internet, check your email, update your Facebook status, etc. These activities will seriously jeopardize your class participation grade.