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

Your course grade is roughly divided into thirds.

ATTENDANCE AND PARTICIPATION (35%)
You’ll need to attend regularly and contribute substantively. This is a big class but there should not be a small core of people doing all the discussing with 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 open 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 short papers responding to given prompts, 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 quieter 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 (30%)
There will be two written evaluations of your course knowledge. You will take and then retake the US citizenship exam, and reflect on your experience with this tool. At the end of the course, there will be a comprehensive final exam that covers material from the entire semester.

CITIZEN WEB PROJECT (35%)
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 or current politics of citizenship. The final product will add to a class-authored website. Your piece of the site 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 proposal, a draft and bibliography, a final version (possibly followed by revisions), a reflection, 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 LASC outcomes). 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 AND ACCESSIBILITY
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.

Grading Scale

A&P  70 points
• Soapbox 10
• Response papers 6@5 = 30
• Attendance + Discussion 30

Citizenship Exam  20 pts
• Initial exam 5
• Retake 5
• Reflection 10

Final Exam 40 points

Citizen Project 70 points
• Proposal 5
• Draft & Bibliography 15
• Final Web Version 30
• Lightning Round 10
• Revision and Reflection 10

Total 200 points
<table>
<thead>
<tr>
<th>#</th>
<th>DATE</th>
<th>TOPIC</th>
<th>WHAT TO READ</th>
<th>DEADLINES &amp; NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 9/6</td>
<td>Course Introduction</td>
<td>None. Hand out Bellamy prompt.</td>
<td>Take C-Quiz by Fri 9/9</td>
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<tr>
<td>3</td>
<td>T 9/13</td>
<td>Colonial Origins and Legacies</td>
<td>GC Ch 1 + RV Ch 1</td>
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</tr>
<tr>
<td>4</td>
<td>Th 9/15</td>
<td>We The People</td>
<td>GC Ch 2 + full text US Constitution</td>
<td>SOAP #1</td>
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<tr>
<td>5</td>
<td>T 9/20</td>
<td>Democracy in Practice I</td>
<td>RV Ch 2 and 3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Th 9/22</td>
<td>Women and Citizenship</td>
<td>Reading is online, see links</td>
<td>SOAP #2</td>
</tr>
<tr>
<td>7</td>
<td>T 9/27</td>
<td>From 3/5 to 1; Retake C-Exam</td>
<td>GC Ch 3 + RV Ch 4</td>
<td>RP2</td>
</tr>
<tr>
<td>8</td>
<td>Th 9/29</td>
<td>Democracy in Practice II</td>
<td>GC Ch 4</td>
<td>C-Exam Reflection</td>
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<tr>
<td>9</td>
<td>T 10/4</td>
<td>Empires, Subjects and Islands</td>
<td>Love, “Hawaiian” + Torres, “PR”</td>
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<tr>
<td>10</td>
<td>Th 10/6</td>
<td><em>Film Screening: The Insular Empire</em></td>
<td>Citzen: PROPOSAL</td>
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<tr>
<td>11</td>
<td>T 10/11</td>
<td>The Disenfranchised</td>
<td>“Jim Crow” PDF + RV Ch 5</td>
<td>SOAP #3</td>
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<tr>
<td>12</td>
<td>Th 10/13</td>
<td>Women’s Suffrage</td>
<td>RV Ch 6</td>
<td>RP3</td>
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<tr>
<td>13</td>
<td>T 10/18</td>
<td>Contested Citizenship: Long View</td>
<td>“Meanings of Citizenship” PDF</td>
<td>Immigration Story</td>
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<tr>
<td>14</td>
<td>Th 10/20</td>
<td>Immigration Law</td>
<td>Ngai “Architecture of Race” PDF</td>
<td>SOAP #4</td>
</tr>
<tr>
<td>15</td>
<td>T 10/25</td>
<td>*Film Screening: Citizen USA</td>
<td>location TBA - open to campus community as a “Democracy Cafe” event</td>
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<tr>
<td>16</td>
<td>Th 10/27</td>
<td>Petitioners at the Gates</td>
<td>Collins “Aliens” and “Bowful of Tears” (both PDF)</td>
<td>SOAP #5</td>
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<tr>
<td>17</td>
<td>T 11/18</td>
<td>Melting Pot…?</td>
<td>Kallen “Melting Pot” (online) and Barrett “Americanization” PDF</td>
<td>Citizen: DRAFT &amp; BIBLIOGRAPHY due</td>
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<tr>
<td>18</td>
<td>Th 11/3</td>
<td>Japanese Internment Workshop</td>
<td>“Enemies in Their Own Lands” PDF</td>
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<tr>
<td>19</td>
<td>T 11/8</td>
<td>Peer Review Day + Conferences</td>
<td>Follow election day news coverage</td>
<td>ELECTION DAY!</td>
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<tr>
<td>20</td>
<td>Th 11/10</td>
<td>Post-Election Debriefing</td>
<td>Follow post-election news coverage</td>
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<tr>
<td>22</td>
<td>Th 11/17</td>
<td>We Shall Overcome I</td>
<td>See online links</td>
<td>SOAP #6</td>
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<tr>
<td>23</td>
<td>T 11/22</td>
<td>We Shall Overcome II</td>
<td>Reading is online, see links</td>
<td>RP4</td>
</tr>
<tr>
<td>26</td>
<td>T 12/6</td>
<td>Citizen Lightning Round</td>
<td></td>
<td></td>
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<tr>
<td>27</td>
<td>Th 12/8</td>
<td>#Occupy Citizenship</td>
<td>CITIZEN website = its final version</td>
<td>RP6</td>
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<tr>
<td></td>
<td>Th 12/11</td>
<td>Final Exam @ 8:30 am</td>
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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? Students who are US citizens and those who currently are not will both 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. As a 300-level LASC course, it is intended to be challenging, even for advanced students. But it’s relevant to all: a main goal of the course is to appreciate the meaning of American citizenship in the history of our nation and in your own life.

STUDENT LEARNING OUTCOMES (SLOs)

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

ISBN 978-0192802538

ISBN 978-0465005024

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 for History, APA for Political Science).

Let me be very clear. You cannot clip and paste text from the internet or the textbook into your papers or Citizen web project and pass it off as your own writing. You cannot turn in anything 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 LASC, 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.

IMPORTANT!

To vote in this year’s election in MA on Nov 8, you must register by Oct 19