

Worcester State University

CITIZEN NATION

HI/PO 320 Fall 2016

T/Th 8:30 am Room S-326

INSTRUCTOR
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S 327-D

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 AN UPPER-LEVEL 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 - Were women legal persons? Citizens? Voters?



Japanese-American schoolchildren interned during WW2



Were Native Americans always citizens?

LASC Categories:

WAC + DAC *and*
TLC or USW or CON

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.



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

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

#	DATE	TOPIC	WHAT TO READ	DEADLINES & NOTES
1	T 9/6	Course Introduction	None. Hand out Bellamy prompt.	Take C-Quiz by Fri 9/9
2	Th 9/8	Citizenship: The Concept	Bellamy, <i>Citizenship</i> (entire book)	RP1
3	T 9/13	Colonial Origins and Legacies	GC Ch 1 + RV Ch 1	
4	Th 9/15	We The People	GC Ch 2 + full text US Constitution	SOAP #1
5	T 9/20	Democracy in Practice I	RV Ch 2 and 3	
6	Th 9/22	Women and Citizenship	Reading is online, see links	SOAP #2
7	T 9/27	From 3/5 to 1; Retake C-Exam	GC Ch 3 + RV Ch 4	RP2
8	Th 9/29	Democracy in Practice II	GC Ch 4	C-Exam Reflection
9	T 10/4	Empires, Subjects and Islands	Love, "Hawaiian" + Torres, "PR"	
10	Th 10/6	<i>Film Screening: The Insular Empire</i>		Citizen: PROPOSAL
11	T 10/11	The Disenfranchised	"Jim Crow" PDF + RV Ch 5	SOAP #3
*	Th 10/12	US Citizenship Naturalization Ceremony, Worcester Mechanics Hall, Noon. Optional + extra credit		
12	Th 10/13	Women's Suffrage	RV Ch 6	RP3
13	T 10/18	Contested Citizenship: Long View	"Meanings of Citizenship" PDF	Immigration Story
14	Th 10/20	Immigration Law	Ngai "Architecture of Race" PDF	SOAP #4
15	T 10/25	<i>Film Screening: Citizen USA</i>	<i>location TBA - open to campus community as a "Democracy Cafe" event</i>	
16	Th 10/27	Petitioners at the Gates	Collins "Aliens" and "Bowlful of Tears" (both PDF)	SOAP #5
17	T 11/18	Melting Pot...?	Kallen "Melting Pot" (online) and Barrett "Americanization" PDF	Citizen: DRAFT & BIBLIOGRAPHY due
18	Th 11/3	Japanese Internment Workshop	"Enemies in Their Own Lands" PDF	
19	T 11/8	Peer Review Day + Conferences	Follow election day news coverage	ELECTION DAY!
20	Th 11/10	Post-Election Debriefing	Follow post-election news coverage	
21	T 11/15	Rights Revolution	GC p. 240-264 + RV p. 205-217	Citizen: FINAL due
22	Th 11/17	We Shall Overcome I	See online links	SOAP #6
23	T 11/22	We Shall Overcome II	Reading is online, see links	RP4
24	T 11/29	The Silent New Deal	GC p. 264-287 + RV p. 217-233	
25	Th 12/1	Citizens vs. "Illegals"	RV p. 246-257 + Vargas, "My Life..." + DefineAmerican.com (online)	RP5
26	T 12/6	Citizen Lightning Round		
27	Th 12/8	#Occupy Citizenship	CITIZEN website = its final version	RP6
	Th 12/11	Final Exam @ 8:30 am		



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

IMPORTANT!

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

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

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 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.