

# CITIZEN NATION

Contested history and meanings of US citizenship, now and in the past

## Course Format

This is a **blended** course, combining online learning with real-time (synchronous) instruction, either in person or via virtual conferencing. It is scheduled to meet MW 2:00 - 3:15 pm, so please reserve that time block in your schedule for course meetings and class activities. In-person classes are held in Sullivan 326.

## Instructor Info

Instructor: **Dr. Tona Hangen**  
Office: Sullivan 327D, x8688  
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## Required Books

Richard Bellamy, *Citizenship: A Very Short Introduction* (Oxford UP, 2008) ISBN: 978-019-2802538 [available as WSU Library eBook]

Allan J. Lichtman, *The Embattled Vote in America: From the Founding to the Present* (Harvard, 2018). ISBN: 978-067-4244818

Other readings will be available as a **Course Reader**, either printed or PDF on Blackboard



*Martin Luther King, Jr at the March on Washington, August 1963*

## About the Course

This course is an upper-level seminar on the history and meanings of American citizenship, organized around several guiding essential questions: who counts as an American? As a society, how do we decide who gets to be a citizen? 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.

### *Topics for our Consideration*

Citizen Nation will cover relevant language and amendments in Massachusetts and U.S. Constitutions, Supreme Court decisions,





*When did Native Americans become citizens?*

## Student Learning Outcomes (SLOs)

By the end of the course, students will be able to...

- Develop a theoretical and interpretive framework for the concept of citizenship and how it has changed over time in the United States
- Analyze and compare key episodes in U.S. history in light of dynamic or competing definitions of American citizenship
- Explain the development of the U.S. and MA constitutions in context of historical political processes, including: convention, drafting, ratification, amendment, judicial rulings, challenge, protest, and reinterpretation
- Trace the expansion—and current limits—of the boundaries of American citizenship
- Craft a historically-informed personal understanding of one's own citizenship

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 follows ongoing debates on policies related to citizenship, voting, and immigration. I teach it during every election year fall semester.

I developed this course in response to two interconnected trends: 1) the nation is becoming more diverse, due part to immigration and globalization in the last few decades, and yet 2) political participation, as measured by voting statistics, has declined. How do these realities intersect, and what do they mean for the future of American democracy? Students of all nationalities will benefit from learning about the complex history of the categories of American citizenship and the legacy of discrimination and exclusion experienced by so many people in the American past and present.

As a 300-level LASC course, it is intended to be challenging, even for advanced and Honors 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.



*Milwaukee voters wait in long lines on April 7, 2020 during their primary. Only 5 polling places were open for the entire city. Over 60 people later tested positive for Covid-19.*

## Course Policies

**Communication:** For general course questions, please post in the Help Forum; I (or your classmates) will respond there since other learners may benefit from the same information. For questions that need one-on-one resolution, connect with me using any of these: email ([thangen@worchester.edu](mailto:thangen@worchester.edu)); scheduled office hours (in-person or using videoconferencing); make an appointment for an in-person or videoconferencing visit; or phone / text to this number: (617) 506-9440. During the week I try to answer same day during business hours; be patient on evenings or weekends, as it may take me longer to respond.

**Technology in Class:** Electronic devices are welcome in class, but please stay on task. Misuse of internet access during class is a distraction to your learning and to the learning environment of the entire class. Silence cell phones before you enter the classroom and refrain from texting in class.

**Academic Integrity:** All assignments created for this course should be original to this course (it is unethical to submit work you completed for another class), must be your own work, and must be your own writing. When and where you employ the work of others, do so responsibly and cite your sources using standard citation methods (Chicago Style for History, APA for Political Science). Plagiarized work or exam cheating is an automatic zero on the assignment and may cause you to fail the course. Such violations are a serious breach of the student Code of Conduct. Please familiarize yourself with and follow the University Policy on Academic Honesty in the Student Handbook.

**Student Accessibility:** I am committed to providing a learning environment in which all students can succeed. All accommodations requested through Student Accessibility Services will be honored. Please present SAS documentation at the outset of the course so we can design a plan to help you be successful. And if you see ways the course can be more accessible for a diversity of students, please let me know.

## Voting in MA 2020

Register by 8 pm on October 14

Early Voting: October 19 - 30

Submit vote-by-mail application:  
Oct 28 (no reason needed)

Election Day is November 3, 2020

For more information:  
[mass.gov/topics/voting](https://mass.gov/topics/voting)



*Suffrage activists in Pennsylvania in 1916 — Were women legal persons? Citizens? Voters?*

## Grading Scale

### Attendance and Participation

Active Presence	25
Campaign Watch	10
Response Papers	25
Discussion Forums	30

### Citizen Project

Proposal	5
Prof Conference	5
Draft / Bibliography	15
Final Web Version	20
Lighting Round	10
Reflection / Revision	10

### Assessments

Citizenship Exam	5
C-Exam Retake	5
C-Exam Reflection	5
Final Exam	30

Total 200 points

A	188 or higher
A-	180 - 187
B+	176 - 179
B	168 - 175
B-	160 - 167
C+	156 - 159
C	148 - 155
C-	140 - 147
D+	136 - 139
D	128 - 135
D-	120 - 127
E	119 or below

## Course Requirements

### *Blended Course Specifications*

To succeed in a blended course, you need to be comfortable using Blackboard and WSU email, including uploading documents and making email attachments. You need reliable internet access throughout the entire course that will support use of videoconferencing software. You need a device with a microphone and speaker so you can access audio and video content and verbally contribute in synchronous meetings. Headphones and a webcam are recommended but not required. You will need Adobe Reader and a full installation of Microsoft Office (available as free download from WSU Information Technologies). You should know how to insert academic references in Word and how to save and send documents in multiple formats (such as .docx and .pdf). You need to be comfortable communicating and writing in standard business English.

Unless we have to move fully online, I plan to conduct this as a **blended course**. Read the syllabus carefully and note the dates when we all meet synchronously using Blackboard or Zoom, and dates when your group (i.e. half the class) is scheduled to meet in person. I have clearly labeled the format for each module of the course.

### *Prepared Participation; Missing Class*

Everyone needs to show regular presence / attendance and contribute substantively throughout the course. I make every effort to make our classroom a physically and intellectually safe space for sharing ideas and open discussion (even of difficult topics), and in return I expect you will arrive prepared and eager to contribute to the quality of both our learning environments. Please attend *only* on your assigned day only (i.e. M group only attends on assigned Mondays; W group on assigned Wednesdays). Wear a mask on campus and in our class in accordance with university policy. Wash / sanitize your hands frequently and maintain social distance whenever possible.

“Participation” in this course includes monitoring news of the 2020 campaign and giving an oral or video presentation on a relevant current event or news topic, writing short papers or recording video in response to given prompts, taking part in Blackboard discussion forums, and completing informal learning activities in or out of class. A variety of participation activities gives everyone ways to show their engagement and demonstrate their learning.

### *Health Concerns*

If you know you are contagious to others, if you are self-quarantining after a known exposure, or you are experiencing any symptoms of illness, please *stay home* to keep yourself and others safe. I do not need to see doctor's notes or any other documentation of medical care during or after an absence; I trust you to make responsible choices about when to be around others safely. If you need to make alternate arrangements for participation and attendance for health reasons, I encourage you to keep me informed as you coordinate your accommodations through Student Accessibility Services and make sure you have support services in place.

### *Citizen Project*

Much of the semester will be devoted to you designing and carrying out an independent research project related to the history or current politics of citizenship, immigration, or voting rights. The final product becomes part of a class-authored website. Your piece of the site involves long-term planning and research. It is not something to be hastily assembled right before it is due. For that reason, the project is graded in stages over many weeks, starting with a proposal, a research meeting with me, a draft and early bibliography, a final version (possibly with further revisions), self-reflection, and an oral or video presentation.

Appropriate to an upper-level seminar, the Citizen Project is an essential element of your learning in the course and demonstrates your achievement of the course learning outcomes, as well as core LASC outcomes in the realms of written and oral communication, critical thinking, and information literacy. If conducting research in the humanities and social sciences is unfamiliar to you, or you struggle with academic writing, then

please make use of my office hours, the library's reference assistance, tutoring services, and/or the University Writing Center early and often. You have lots of support, but you will also need to put in hard work to meet the project's rigorous criteria. See Blackboard and course website resources for complete guidelines and rubrics.

### *Assessments*

There will be two exams evaluating your course knowledge. You will take, and then study for and retake, the US citizenship exam, and reflect on your experience with this assessment. At the end of the course, there will be a cumulative final exam (online / take-at-home) that covers material from the entire semester.

### *Grading, Late Work, and Extra Credit*

Grades for discussion forums, module learning activities, and Response Papers will be posted to Blackboard Gradebook within 10 weekdays after the due date, usually with a brief comment under "Feedback to Learner." Grades for the Citizen Project's intermediate steps will have faster turnaround and more personalized feedback—usually via email, with details of the timing to be communicated in Blackboard Announcements. Work submitted after an assigned deadline will still be accepted, but cannot receive full credit. See assignment guidelines for specific late penalties.

**Extra credit** may be available for participating in a campus or local election 2020 event, serving as a poll worker, attending or volunteering at a US naturalization ceremony, assisting with voting registration, being part of phone bank efforts to give voters information, volunteering with a 2020 campaign, or similar efforts above and beyond course expectations. Consult with me about details.

### Course Schedule and Deadlines

Modules open on Blackboard 3 days before their calendar start date.

Dates **in bold** are University holidays, with no scheduled in-person classes on those dates.

**OL** = Asynchronous Online - work at your own pace, following module deadlines

**VC** = Virtual Class - everyone attends 2:00 - 3:15 pm over Blackboard or Zoom

**HC** = Half Class - in-person meeting for half the class, as assigned. **Masks must be worn** by everyone in attendance during in-person classes, in accordance with WSU policy.

**Note:** In order to maintain distancing in our modified classroom, students will be sorted into two groups: M and W. I've named the groups for obsolete American political parties: **Mugwump** and **Whig**. During blended modules when in-person classes are scheduled, Mugwump students attend on Monday and Whig students attend on Wednesday. See calendar for details: *we only meet in person on certain assigned days*. The planned in-class activity is the same for both Mugwumps and Whigs, it just happens on different days. On the day your group does not meet, complete the module's online learning activity on your own.

**HC IPM** = Half Class In-Person Mugwumps

**HC IPW** = Half Class In-Person Whigs

Format	DATE	TOPIC	WHAT TO READ / VIEW	WHAT'S DUE
<b>Unit 1: American Citizenship</b>				
<b>Module 1.1: Blended with some VC meetings</b>				
OL	W 9/2	Course Introductions & Getting Started	Syllabus and Bbd environment Welcome Video Read Bellamy, <i>Citizenship</i> and prepare to discuss it next week	Prof Letter and Introductions Forum by <b>Sun 9/6 at 11:59 pm</b>
OL	M 9/7	<i>Labor Day, No Class</i>	Colonial Origins activity (Reading 1.1)	
VC	W 9/9	The Concept of Citizenship	Bellamy, <i>Citizenship</i> (prepare RP1 Discussion questions in advance)	
	<b>Due by Sunday, Sept 13 at 11:59 pm</b>		Citizenship Exam CE-1 (5) Sign up for Campaign Watch date (2) Start and Share Citizenship Definition Document (2) Response Paper 1 (5)	

Format	DATE	TOPIC	WHAT TO READ / VIEW	WHAT'S DUE
<b>Unit 1: American Citizenship</b>				
<b>Module 1.2: Synchronous online with VC meetings</b>				
VC	M 9/14	We the People	Constitutions; Lichtman, Ch 1	Campaign Watch begins
VC	W 9/16	Women and Citizenship	Readings 1.3 - 1.7	Constitutions Forum by <b>Sun 9/20 at 11:59 pm</b>
VC	M 9/21	Birthright Citizens	Lichtman, Ch 2; Reading 1.8	
VC	W 9/23	The Golden Door	DPLA "Early Chinese Immigration to US;" Readings 1.9- 1.10	CE-2 and Reflection by <b>Sun 9/27 at 11:59 pm</b>
<b>Module 1.3: Blended with both in-person HC and VC meetings</b>				
HC IPM	M 9/28	Mugwumps: Meet in class to discuss Love and del Moral (1.11 - 1.12)	Whigs: view and take notes on film, <i>Insular Island</i>	
HC IPW	W 9/30	Whigs: Meet in class to discuss Love and del Moral (1.11 - 1.12)	Mugwumps: view and take notes on film, <i>Insular Island</i>	Response Paper 2 by <b>Sun 10/4 at 11:59 pm</b>
VC	M 10/5	Contested Citizenship	Readings 1.13 - 1.14	Update your Citizenship Def Doc and submit Citizen Project Proposal by <b>Mon 10/5 at 11:59 pm</b>
<b>Unit 2: The Right to Vote</b>				
<b>Module 2.1: Asynchronous online until Nov 1</b>				
OL	W 10/7	Personhood and Gerrymandering	Lichtman, Ch 3; Readings 2.1 - 2.2	
OL	<b>M 10/12</b>	The Disenfranchised	Readings 2.3 - 2.4	Rsch Conf w/ Dr. Hangen by <b>Wed 10/13 at 5 pm</b>
OL	W 10/14	Women's Suffrage and the 19th Amendment	Lichtman, Ch 4; PBS Vote (view on your own)	Suffrage Forum by <b>Sun 10/18 at 11:50 pm</b>

Format	DATE	TOPIC	WHAT TO READ / VIEW	WHAT'S DUE
OL	M 10/19	What War Does, Part I	Readings 2.5 - 2.6; JARDA link	
OL	W 10/21	We Shall Overcome	Lichtman, Ch 6; Reading 2.7; Eyes on the Prize video (view on your own)	Voting Rights Act Forum by <b>Sun 10/25 at 11:59 pm</b>
OL	M 10/26	What War Does, Part II	Reading 2.8	
OL	W 10/28	Citizens United	Lichtman, Ch 7; Readings 2.9 - 2.10	Response Paper 3 by <b>Sun 11/1 at 11:59 pm</b>
<b>Module 2.2: Blended with everyone meeting on 11/4</b>				
VC	M 11/2	Poll Watchers; Wrap up of Lichtman, <i>The Fight to Vote</i>	Lichtman, Ch 8 + Conclusion; Reading 2.11	Update your Citizenship Def Doc and complete all Campaign Watch Presentations by <b>Mon 11/2 at 11:59 pm</b>
HC IPW or Whole Class	W 11/4	Election Day Debrief. Whigs AND Mugwumps meet all together; details TBA	Everyone: Follow election day news on Tues Nov 3 and Wed Nov 4	Location and details TBA
VC	M 11/9	Peer Review in Virtual Class Breakout Sessions	<i>(no assigned reading)</i>	Citizen Project Draft + Bibliography due <b>Mon 11/9 by 11:59 pm</b>
<b>Unit 3: Immigration and Naturalization</b>				
<b>Module 3.1: Blended with in-person HC meetings and OL days</b>				
OL	<b>W 11/11</b>	Petitioners at the Gates	Readings 3.1 - 3.2	
HC IPM	M 11/16	Immigration Law. Mugwumps: Meet in class to discuss Ngai (Reading 3.5)	Whigs: Readings 3.3 - 3.4	



Format	DATE	TOPIC	WHAT TO READ / VIEW	WHAT'S DUE
HC IPW	W 11/18	Immigration Law. Whigs: Meet in class to discuss Ngai (Reading 3.5)	Mugwumps: Readings 3.3 - 3.4	Immigration Forum by <b>Sun 11/22 at 11:59 pm</b>
OL	M 11/23	Everyone: view Citizen USA Film	Citizen USA Film (Bbd streaming)	Citizen Project: Final due by <b>Tues 11/24 at 11:59 pm</b>
	<b>W 11/25</b>	<i>Thanksgiving Break, no assigned work</i>		
<b>Module 3.2: Blended with no in-person meetings after Thanksgiving</b>				
OL	M 11/30	Since 1965	Readings 3.6 - 3.8	
OL	W 12/2	Borders and Documents	Readings 3.9 - 3.11; Listen to This American Life "The Out Crowd" (60 min)	Response Paper 4 <b>by Sun 12/6 at 11:59 pm</b>
VC	M 12/7	Guest Speaker: Immigration Today	Reading TBA	Update your Citizenship Def Doc <b>by Mon 12/7 at 11:59 pm</b>
VC	W 12/9	Citizen Lightning Round	<i>(no assigned reading)</i>	CP Presentation <b>due during VC</b>  Abstract and Reflection due by <b>Wed 12/9 at 11:59 pm</b>
OL	Fri 12/18	<b>12:30 pm Final Exam opens</b>	<b>Due by Fri 12/18 at 11:59 pm</b>	

### *Bibliography and Resources*

See Blackboard's **Information** section for a full bibliography of course readings and a Further Reading list. Many of the recommendations are ideal starting points / background reading for your Citizen Project.

### *Honors Credit*

Some students may be taking this course as part of the Commonwealth Honors Program. Honors course requirements are not different. By design, academic excellence, persistence, innovation, critical thinking, and ability to work collaboratively (hallmarks of honors-level education) are expected of all students in this course. This course might inspire further exploration towards a Commonwealth Honors Project; I fully support that and would love to consult with you about ideas.