

Worcester State University

CITIZEN NATION

INSTRUCTOR
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S 327-D

HI/PO 320 Fall 2018

T/Th 1:00 pm Room S-314

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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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

ATTENDANCE AND PARTICIPATION (38%)

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 (28%)

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.

EXTRA CREDIT

Extra credit can be earned for attending and reflecting on a US naturalization ceremony or for assisting with the midterm election - see me for details.

THE CITIZEN PROJECT (35%)

You will design and carry out a research project 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 considerable 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, meet about your research design, submit 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 and oral communication (all of which 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, tutoring services, and/or 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 present your documentation and consult with me at the outset of the course so we can design a plan to help you be successful.



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

Grading Scale

A&P 75 points

- Soapbox 10
- Response papers 6@5 = 30
- Attendance + Discussion 35

Citizenship Exam 15 pts

- Initial exam 5
- Retake 5
- Reflection 5

Final Exam 40 points

Citizen Project 70 points

- Proposal 5
- Office Hours Mtg 5
- Draft & Bibliography 15
- Final Web Version 25
- Lightning Round 10
- Revision and Reflection 10

Total 200 points

#	DATE	TOPIC	WHAT TO READ	DEADLINES & NOTES
	Unit 1: American Citizenship			
1	Th 9/6	Course Introduction	Bellamy prompt (provided in class & in course Reader Day 1)	C-Exam by Mon 9/10
2	T 9/11	Citizenship: The Concept	Bellamy, <i>Citizenship</i> (entire book)	RP1
3	Th 9/13	Colonial Origins and Legacies	Waldman pp. 3-32	
4	T 9/18	We The People	full text US Constitution (Reader Day 4) + Waldman pp. 35-50	SOAPBOX #1
5	Th 9/20	Women and Citizenship	Reader Day 5	
6	T 9/25	From 3/5 to 1; Retake C-Exam	Waldman pp. 51-72	SOAPBOX #2
7	Th 9/27	Empires, Subjects and Islands	Reader Day 7	RP2
8	T 10/2	<i>Film Screening: The Insular Empire</i>	Reader Day 8	C-Exam Reflection
9	Th 10/4	Contested Citizenship: Long View	Reader Day 9	RP3
	Unit 2: The Right to Vote			
10	T 10/9	Early American Contexts	Reader Day 10	Citizen: PROPOSAL
11	Th 10/11	The Disenfranchised	Reader Day 11	SOAPBOX #3
12	T 10/16	Women's Suffrage	Waldman pp. 97-124	RP4
13	Th 10/18	What War Does: Indian Citizenship; Japanese Internment	Reader Day 13	Office Hours / Research Mtg by this date
14	T 10/23	We Shall Overcome: Voting Rights Act	Reader Day 14 + Waldman pp. 125-170	SOAPBOX #4
15	Th 10/25	Voting Rights Act, The Sequel	Reader Day 15 + Waldman 229-233	
16	T 10/30	Personhood and Gerrymandering	WP Podcast: How to Flip the House 2010 + Reader Day 16	SOAPBOX #5
17	Th 11/1	Peer Review + Conferences	<i>no reading assigned</i>	Citizen: DRAFT & BIBLIOGRAPHY due
18	T 11/6	Election Day: Midterm Roundup	Follow election day news coverage	
19	Th 11/8	Post-Election Debriefing	Follow post-election news coverage	
	Unit 3: Immigration and Naturalization			
20	T 11/13	Petitioners at the Gates	Reader Day 20	RP5
21	Th 11/15	Melting Pot...?	Reader Day 21	
22	T 11/20	<i>Film Screening: Citizen USA</i>	<i>no reading assigned</i>	Citizen: FINAL due
	W 11/21 - 11/25 Thanksgiving Break			
23	T 11/27	History of Immigration Law	Reader Day 23	SOAPBOX #6
24	Th 11/29	Since 1965	Reader Day 24	
25	T 12/4	Entry and Exit: Borders and Documents	Reader Day 25	RP6
26	Th 12/6	Citizen Lightning Round	<i>no reading assigned</i>	
	T 12/18	Final Exam @ 12:30 pm		



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

IMPORTANT!

To vote
in the midterm
elections in MA
on Nov 6, you
must register by
Oct 17

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

Michael Waldman, *The Fight to Vote* (Simon & Schuster, 2016)

ISBN 978-15011-16483

There is also a printed **course reader**; please bring it to class on days when readings are assigned from it.

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 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.