

GEORGETOWN UNIVERSITY
Department of History

HISTORY 099-10: CONTESTED CITIZENS
RACE, GENDER, ETHNICITY, AND THE MAKING OF U.S. CITIZENSHIP
(Summer 2023)

M, T, W, Th, F
8:30 -10:10 am, (Room TBD)

Contact Information

Instructor: Professor Lally

Email: el786@georgetown.edu

Office Hours: Tuesday & Thursday, 10:15 am – 12:15 pm, (ICC Main Floor, near MUG)
Or by appointment

I. COURSE INFORMATION AND POLICIES

Course Description

What makes someone a citizen? Is citizenship merely a legal designation, or is the definition broader, relating to a person's acceptance as a full member of society? This course will explore these questions within the context of U.S. history, examining how issues of race, class, gender, ethnicity, and sexual identity have shaped ideas of political, economic, and social citizenship from 1776 to 2000. The course will argue that citizen engagement and activism were central to the gradual expansion of citizenship rights over the last two centuries, and that this expansion in rights was neither inevitable nor linear, and that the process still is not complete. Through class lectures and discussions, lab exercises, a museum project, a midterm, and a final paper, students will gain a deeper understanding of how debates over citizenship and belonging have changed over time in the United States and how different groups have fought for their rights.

Course Goals

The goals of this course focus both on content acquisition and skill building. In terms of content, by the end of the course, students will have:

- Expanded their understanding of legal, political, civil, cultural, and economic citizenship.
- Identified similarities and differences in:
 - the tactics people have used to access rights.
 - how government and society have responded to those tactics.
- Developed a better understanding of how debates over citizenship and belonging have changed over time in the United States.

In addition to subject matter knowledge, this course also seeks to hone essential skills, including critical thinking, clear, concise oral and written communication skills, and research skills.

- *Critical Thinking*: Through class readings, lectures, discussions, and papers, students will improve their ability to evaluate the arguments of primary and secondary sources and to develop their own conclusions, supported with evidence and analysis.

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- *Oral Communication:* Through conversations and debate during class discussions and through the final project, students will improve their ability to communicate key ideas and arguments verbally.
- *Written Communication:* Through the midterm and final essays, peer-review process, and the museum project, students will improve their ability to write well by making a clear, analytical argument supported by evidence and analysis.

Assignments

Because each assignment contributes to overall course goals, failure to complete any one assignment will result in a failing grade.

Assignment Breakdown	
First Meeting with Professor	5%
Class Participation	15%
Group Lab Reports	20%
Midterm Essay	20%
Museum Project	10%
Final Paper	30%

Meeting with the Professor (5%)

Students should meet with the professor at least once within the first two weeks of the course to discuss student goals, expectations, and any questions or concerns about the course. You can sign up for meeting slot here: <https://appt.link/meet-with-erica-lally/office-hours>

Participation (15%)

Class discussions in each meeting provide an opportunity chance for students to exchange ideas, debate concepts, and dig deeper into the course materials. Students should come to section prepared to share at least one interesting idea and one question related to the readings for the day. Participation should include a mix of sharing ideas, active listening, and asking questions.

Group Lab Reports (20%) – Due Tuesdays and Thursdays by 5 pm

Lab exercises focus on the historical building blocks of historical research and methodology. Working in assigned groups, students will submit lab reports by 5 pm each Tuesday and Thursday. The lowest grade for one report will be dropped at the end of the semester.

Midterm Essay (20%) – Due Tuesday, June 20 by 8:30 am

Choosing one of four possible prompts, students will write a 4-5 page paper that has a clear thesis statement, engages with the historiography, and supports the argument with evidence from at least three (3) primary and three (3) secondary sources that we have read in class. If you have uploaded a full paper to Canvas by 8:30 am on Tuesday, June 20, there will be an opportunity to submit a rewrite by Thursday, June 22 at 5 pm. For further details, please see the assignment requirements on Canvas.

Museum Project (10%) – Due Friday, June 30 by 5 pm

Students will visit one of five possible museums in the DC area and write a 2-3 page analysis, outlining a particular exhibit's central argument, three pieces of evidence the exhibit uses to

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make that argument, and one additional piece of evidence you think would enhance the argument. The paper should also include a picture of yourself at the museum and a 1-page personal reflection on your visit: what surprised you, what you learned, what you wished might have been different. For further details, please see the assignment requirements on Canvas.

Final Paper (30%) – Due Friday, July 7th by 5 pm

Students will revise and expand their midterm essay, incorporating feedback from the first paper and expanding the evidence and analysis to consider sources from the second half of the class. The paper should be 8-10 pages and incorporate evidence from seven (7) primary sources and six (6) secondary sources. For further details, please see the assignment requirements on Canvas.

Attendance and Absences

Discussion in class will be one of the most valuable parts of this course. As a result, in-person attendance is expected.

Students may miss one (1) class session without any explanation. Because of the pace of the summer session, students must provide a note from the doctor or dean if more than one day of absence is anticipated. After the first unexcused absence, each subsequent day of unexcused absence will result in one letter grade being deducted per day from the student's participation grade.

Extension Policy

Extensions are made at the discretion of the professor. Except in emergencies, students should submit their request for an extension via email to the professor at least 24 hours before the paper is due. Assignments that are submitted late (without prior approval) will lose one letter grade for each day that the assignment is late.

Academic Integrity & Professionalism

Academic integrity is crucial, and plagiarism – representing others' words or ideas as your own – will not be tolerated. Before the first paper is due, I will review guidelines with the class about [what constitutes plagiarism](#) and how to appropriately cite source materials. Any paper that does not include citations for words or ideas that are not the student's own will receive an automatic failing grade. Cases of plagiarism may be referred to [Georgetown's Honor Council](#).

In terms of professionalism, I adhere to the Department of History's [Statement of Values](#), which includes a commitment to inclusion, mutual respect, equity and equitable treatment, and civil discourse. We will be discussing some hard topics, and I encourage the class to embrace the "Ignatian Presupposition," by assuming the best intentions of those in the classroom.

Technology Policy

Laptops and other electronic devices are allowed in the classroom, provided that each student uses them for class-related activities. I expect students to be respectful of others by refraining from non-course related activities.

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Gender Inclusiveness

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the chance to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Accommodations for Students with Disabilities

The decision to disclose a disability is a very personal one. I encourage students with disabilities to contact me by the end of the first week, partly so we make all arrangements from the outset, and partly so you know how glad I am that you are here. You should also contact the [Academic Resource Center](#) (ARC) (arc@georgetown.edu) for further information. The ARC is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies. I will do everything in my power to accommodate whatever needs you may have and as advised by the ARC.

Sexual Misconduct and Harassment (Title IX)

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

Title IX Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

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SCS students must complete the [Pregnancy Adjustment Request Form](https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process.

More information about pregnancy modifications can be found on the [Title IX at Georgetown University Website](#).

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II. CLASS SCHEDULE AND READINGS

Monday, June 5 – Welcome, Introductions and Introductory Concepts, Syllabus

Assigned Readings:

- Syllabus

Tuesday, June 6 – What is Citizenship?

Assigned Readings:

- Kunal Parker, “Introduction,” pp. 1-21 (pdf on Canvas)
- Abigail Adams, Letter to John Adams, March 31, 1776, <https://founders.archives.gov/documents/Adams/04-01-02-0241>
- Boys from Carlisle Indian School, “Crow Indian Squaw Leading her Little Girl,” Drawing, 1891, <http://arc.lib.montana.edu/indian-great-plains/item.php?id=247>
- W.E.B. DuBois, Letter to Woodrow Wilson, March 1913, <https://teachingamericanhistory.org/document/open-letter-to-woodrow-wilson/>
- Louisa Lopez, “‘I Was More of a Citizen’: A Puerto Rican Garment Worker Describes Discrimination in the 1920s,” <https://historymatters.gmu.edu/d/121>
- Sylvia Martinez, Letter to Martinez Family, May 13, 1989 in *Between the Lines: Letters between Undocumented Mexican and Central American Immigrants and Their Families and Friends*, ed. Larry Siems (Hopewell: Ecco Press, 1992): 297-301 (On Canvas)

Lab 1 – Introduction to Primary Sources

Wednesday, June 7 – Citizenship in the Revolution and Early Republic (1770s – 1810s)

Assigned Readings:

- Parker, “Chapter 3: Logics of Revolution,” pp. 50-80
- Naturalization Act of 1790, <https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=001/llsl001.db&recNum=226>
- Alien & Sedition Acts, 1798, <https://www.archives.gov/milestone-documents/alien-and-sedition-acts>

Thursday, June 8 – Foreign in their own Land, American Indian and Latinx Experiences (1820s – 1850s)

Assigned Readings:

- PBS, “Episode 1: Foreigners in their Own Land,” *Latino Americans*, 2013, (53 mins) <http://www.pbs.org/latino-americans/en/watch-videos/#2365075996>

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- Andrew Jackson, "President Jackson's Message to Congress On Indian Removal," December 6, 1830,
https://www.nps.gov/museum/tmc/MANZ/handouts/Andrew_Jackson_Annual_Message.pdf
- David B. Rollin, "Extracts from the Journal of David B. Rollin, Baptist Missionary to the Western Creeks," 1836,
<https://ualrexhibits.org/trailoftears/eyewitness-accounts/extracts-from-the-journal-of-david-b-rollin-creek-removal-1836/>
- "Interview with Elsie Edwards," September 17, 1937, *Indian-Pioneer History* (Oklahoma Historical Society), 23: 255,
<https://ualrexhibits.org/trailoftears/eyewitness-accounts/elsie-edwards-interview-1937/>

Lab 2 – Objects as Primary Sources

Friday, June 9 - African Americans, Free and Enslaved (1830s – 1850s)

Assigned Readings:

- Parker, "Chapter 4: Blacks, Indians, and Other Aliens in Antebellum America," 81-115
- David Walker, "Appeal to the Colored Citizens of the World," (1829), Excerpt, <https://constitutioncenter.org/the-constitution/historic-document-library/detail/david-walker-appeal-to-the-colored-citizens-of-the-world-1829>
- "Rachel v. William Walker – Brief of Appellant to Missouri Supreme Court," 1836, *Before Dred Scott: Freedom Suits in Antebellum Missouri*, Missouri State Archives,
<https://www.sos.mo.gov/archives/education/aahi/beforedredscott/rachel-petition>
- Frederick Douglass, "The Dred Scott Decision: Speech," May 14, 1857 in *Two Speeches by Frederick Douglass* (Rochester: C.P. Dewey, 1857): 25-40,
<https://www.loc.gov/resource/mfd.21039/?sp=25>

Writing Focus: Thesis & Organization

Monday, June 12 – Women’s Rights (1830s – 1850s)

Assigned Readings:

- Ellen DuBois, "Chapter 1: Women’s Rights before the Civil War," in *Feminism and Suffrage: The Emergence of an Independent Women’s Movement in America, 1848-1869* (Ithaca: Cornell University Press, 1999): 21-52.
- Maria Stewart, "Why Sit Ye Here and Die?" Speech, September 21, 1832,
<https://www.onehistory.org/Speech-Stewart.htm>
- Sarah Grimke, "Letter VIII: On the Condition of Women in the United States," 1837, in Sarah Grimke, *Letters on the Equality of the Sexes and the Condition of Woman*, (Boston: Isaac Knapp, 1838): 46-55,

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<https://ia802302.us.archive.org/2/items/lettersonequali00grimgoog/lettersonequali00grimgoog.pdf>

- “Declaration of Sentiments,” 1848,
<https://www.womenshistory.org/sites/default/files/document/2017-11/THE%20DECLARATION%20OF%20SENTIMENTS%20AND%20RESOLUTIONS.pdf>

Tuesday, June 13 – Immigrant Wave and the Nativist Response (1840s – 1850s)

Assigned Readings:

- Hidetaka Hirota, “Chapter 4 – Radical Nativism: The Know-Nothing Movement and the Citizenship of Paupers,” in *Expelling the Poor: Atlantic Seaboard States and the Nineteenth-Century Origins of American Immigration Policy* (Oxford: Oxford University Press, 2017): 100-128.
- George Templeton Strong, “Excerpts from Diary, 1838-1857,”
<https://herb.ashp.cuny.edu/items/show/718>
- John C. Calhoun, Speech Opposing Incorporation of Mexico, 1848,
<http://www.napavalley.edu/people/bschaffer/Documents/HIST%20120%20Spring%202014/Sources%20MexAmer%20War.pdf>
- “Chinese Immigration in 1852,” *Annals of San Francisco*, 1855,
http://www.foundsf.org/index.php?title=Chinese_Immigration_in_1852

Lab 3 – Introduction to Secondary Sources

Wednesday, June 14 – Imperfect Citizenship: Civil War, Reconstruction and Beyond (1860s – 1900s)

Assigned Readings:

- 13th, 14th, and 15th Amendments, <https://www.archives.gov/founding-docs/amendments-11-27>
- Thomas Nast, “This is a White Man’s Government,” Cartoon, September 5, 1868,
<https://blackhistory.harpweek.com/7Illustrations/Reconstruction/ThisIsAWhiteMansGov.htm>
- Ida Burnett Wells, “Lynch Law in All Its Phases,” Speech, February 13, 1893,
<http://voicesofdemocracy.umd.edu/wells-lynch-law-speech-text/>
- “To the colored men of voting age in the southern states: What a colored man should do to vote,” Pamphlet, 1900 (On Canvas)

Thursday, June 15 – Immigration & Control (1880s)

Assigned Readings:

- Parker, “Chapter 5: The Rise of the Federal Immigration Order,” 116-147.

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- Chinese Exclusion Act (1882),
<https://www.docsteach.org/documents/document/chinese-exclusion-act>
- Anonymous, “Poem 7,” Poem from Angel Island, Undated,
<https://www.aiisf.org/poems-and-inscriptions>

Lab 4 – Historiography for Beginners

Friday, June 16 – Expanding Empire (1870s – 1900s)

Assigned Readings:

- Walter L. Williams, “United States Indian Policy and the Debate over Philippine Annexation: Implications for the Origins of American Imperialism.” *Journal of American History* 66 no. 4 (1980): 810-831.
- Richard H. Pratt, *Official Report of the Nineteenth Annual Conference of Charities and Correction*, 1892, 46–59, <http://historymatters.gmu.edu/d/4929>
- “Photos: Before and After Carlisle,” *Radiolab*, January 29, 2015,
<https://radiolab.org/episodes/photos-before-and-after-carlisle>
- Christopher Capozzola, “Recasting ‘Natives’” in *Photography & Power in the Colonial Philippines: Dean Worcester’s Ethnographic images of Filipinos (1898-1912)*,
https://visualizingcultures.mit.edu/photography_and_power_02/dw02_essay04.html

Writing Focus: Plagiarism and the Importance of Citations

Monday, June 19 – NO CLASS in observance of Juneteenth

Tuesday, June 20 – MIDTERM DUE (uploaded to Canvas before class)

Assigned Readings:

- None [In-class Peer-Review Exercise]

Lab 5 – Artwork as Primary Sources

Wednesday, June 21 – Women’s Suffrage

Assigned Readings:

- Holly J. McCammon, “‘Out of the Parlors and into the Streets’: The Changing Tactical Repertoire of the U.S. Women’s Suffrage Movements,” 81:3, *Social Forces* (March 20023): 787-818.
- Pennsylvania Woman Suffrage Association, “Who Shares the Cost of War?” Pamphlet, 1915, <https://lewissuffragecollection.omeka.net/items/show/1471>

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- Rhode Island Colored Women's Clubs, "Resolution Supporting the Federal Woman Suffrage Amendment," 1916,
<https://www.docsteach.org/documents/document/suffrage-ri-union>

Thursday, June 22 – World War I, Citizenship, and First Red Scare; REVISIONS DUE

Assigned Readings:

- "Harlem Hellfighters 369th Infantry New York National Guard," Documentary (50 mins) <https://www.youtube.com/watch?v=xNhi2pN2zk4>

Lab 6 – Propaganda as Primary Sources

Friday, June 23 - Immigration and 1924 Law

Assigned Readings:

- Parker, "Chapter 6 – Closing the Gates in the Early Twentieth Century," in *Making Foreigners*, pp. 148-184
- Dillingham Commission, "Dictionary of the Races or Peoples," 1911, 1-8,
<https://ia800202.us.archive.org/3/items/dictionaryofrace00unitrich/dictionaryofrace00unitrich.pdf>
- "Exclusion! The Solution that Means Peace," *The Seattle Star*,
https://depts.washington.edu/civilr/images/japanese_restriction/Star7.27EXCLUSION.jpg

Monday, June 26 – NO CLASS, VISIT MUSEUM IN LIEU OF CLASS

Tuesday, June 27 – World War II

Assigned Readings:

- Kim Jinah, "Chapter 4 - Dismantling Privileged Settings: Japanese American Internees and Mexican Braceros at the Crossroads of World War II," in *Transnational Crossroads: Remapping the Americas and the Pacific*, eds. Camilla Fojas and Rudy P. Guevarra (Lincoln: University of Nebraska Press, 2012): 121-142.
- Kara Kondo, Oral History Interview, December 7-8, 2002, (~9 minutes)
<http://ddr.densho.org/interviews/ddr-densho-1000-139-27/>
- Roy Gomez, "An American Story," in Bracero History Archive, Item #3243,
<http://www.braceroarchive.org/items/show/3243>

Lab 7 – Analyzing Film

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Wednesday, June 28 – Cold War

Assigned Readings:

- Ellen Schrecker, “Immigration and Internal Security: Political Deportations during the McCarthy Era,” *Science and Society*, 60 (January 1997): 393-426

Thursday, June 29 – Civil Rights, Voting Rights, and Citizenship

Assigned Readings:

- Parker, “Chapter 7: A Rights Revolution?” 185-220.

Lab 8 – Oral Histories

Friday, June 30 – 1965 Immigration Law & Cold War Refugees - MUSEUM PROJECT DUE BY 5 PM

Assigned Readings:

- Muzaffar Chishti, Faye Hipsman, and Isabel Ball, “Fifty Years On, the 1965 Immigration and Nationality Act Continues to Reshape the United States,” *Migration Policy Institute*, October 15, 2015, <https://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states>
- Ronald Reagan, “Labor Day Speech at Liberty State Park, Jersey City, New Jersey,” September 1, 1980, <https://www.reaganlibrary.gov/9-1-80>
- Atashi Acharya, <https://firstdays.saada.org/story/atashi-acharya>

Monday, June 3 – Carceral State & War on Drugs

Assigned Readings:

- Susan Starr Sered, “Diminished Citizenship in the Era of Mass Incarceration,” *Punishment & Society*, (April 2021), pp. 218-240 (On Canvas)
- Daniel A. Gross, “What It Felt Like for a Florida Man with a Felony to Regain His Voting Rights,” *The New Yorker*, November 7, 2018, <https://www.newyorker.com/news/as-told-to/what-it-felt-like-for-a-florida-man-with-a-felony-to-regain-his-voting-rights>

Tuesday, July 4 – NO CLASS in observance of the Fourth of July

Wednesday, July 5 – Undocumented (1990s-2000s)

Assigned Readings:

- Aviva Chomsky, “Today’s Deportees,” *Race/Ethnicity: Multidisciplinary Global Contexts*, 4:2 (Winter 2011), pp. 203-210 (On Canvas)
- *Documented*, Film (90 min.)
<https://video-alexanderstreet-com.proxy.library.georgetown.edu/watch/documented>

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- Javier Zamora, “Deportation Letter,” Poem, 2017,
<https://poets.org/poem/deportation-letter>

Thursday, July 6 – Immigration & Citizenship in a Post-9/11 World

Assigned Readings:

- Parker, “Chapter 8 - Conclusion and Coda,” in *Making Foreigners*, pp. 221-230.
- “Americanish,” *Radiolab*, Podcast, April 2019
<https://radiolab.org/episodes/americanish>

Lab 9 – Spatial History

**Friday, July 7 – Reflection: Is Citizenship the Best Test of Belonging? – FINAL PAPER
DUE by 5 pm**

Assigned Readings:

- David G. Gutiérrez, “The Politics of the Interstices: Reflections on Citizenship and Non-Citizenship at the Turn of the Twentieth Century,” *Race/Ethnicity: Multidisciplinary Global Contexts* 1:1 (Autumn, 2007), pp. 89-120.