

**GEORGETOWN UNIVERSITY**

**Department of History**

**HISTORY 1099-10: CONTESTED CITIZENS  
RACE, GENDER, ETHNICITY, AND THE MAKING OF U.S. CITIZENSHIP  
(Summer 2024, Main First Session)**

M, T, W, Th, F

1:00 - 2:40 pm, (White-Gravenor, Room 213)

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**Contact Information**

Instructor: Professor Lally

Email: [el786@georgetown.edu](mailto:el786@georgetown.edu)

Office Hours: Tuesday, 2:45 pm – 3:45 pm

Thursday, 2:45 pm – 3:45 pm

Or by appointment

(ICC 3rd Floor, Atrium)

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**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, and ethnicity have shaped ideas about legal, 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 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, social, 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, and clear and concise oral and written communication 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, 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.

**Required Materials**

- **Kunal Parker, *Making Foreigners: Immigration and Citizenship Law in America, 1600-2000* (Cambridge: Cambridge University Press, 2015). [\$27.99]**

This book is available on course reserve at Lauinger Library and is also [available for loan](#) through the consortium libraries or for purchase through the Georgetown University bookstore. Prices refer to new copies on Amazon unless otherwise stated. All other readings can be found on Canvas. I may tweak a few of the later readings in the course based on students' interests. I will flag any changes well in advance of the class session.

**Attendance and Absences**

Daily class discussions will be one of the most valuable parts of this course. Each person brings something to the class – in terms of perspective, experience, and opinion – that no one else can. As a result, in-person attendance is expected.

Students may miss two (2) class sessions without any explanation. Because of the pace of the summer session, if more than two days of absence are anticipated, students must provide a note from the doctor or dean. After two unexcused absences, each subsequent day of unexcused absence will result in one letter grade being deducted per day from the student's participation grade. Students with more than five (5) unexcused absences will not be able to pass the course.

As always, communication is key. If something arises (a health issue, a family emergency), please let me know, and we can figure out a strategy together.

**Assignments**

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

| <b>Assignment Breakdown</b>                             |     |
|---|-----|
| Class Participation & First-Week Meeting with Professor | 20% |
| Group Lab Reports                                       | 20% |
| Midterm Essay   | 20% |
| Museum Project  | 10% |
| Final Paper   | 30% |

***Participation (20%)***

Class discussions in each meeting provide an opportunity for students to exchange ideas, debate concepts, and dig deeper into the course materials. Students should come to section prepared to share an interesting idea and question related to the readings for the

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day. Participation includes a mix of sharing ideas, active listening, asking questions, and participating in any in-class activities, including the short writing reflections.

As part of class participation, students are required to meet with the professor once **within the first week of the course** to discuss student goals, expectations, and any questions or concerns about the course. You can sign up for a meeting slot here: <https://appt.link/meet-with-erica-lally/office-hours>.

***Lab Reports (20%) – Due Tuesdays and Thursdays by 8 pm***

Lab exercises focus on the fundamentals of historical research and methodology. Students will work together on the lab assignments in class. Each group should upload their lab reports to Canvas by 8 pm each Tuesday and Thursday.

***Midterm Essay (20%) – Due Tuesday, June 18 by 11:30 am***

Choose one of four possible prompts and write a 4-5 page paper that has a clear, focused, and arguable thesis statement that is supported with evidence from at least four (4) primary and one (1) secondary source that we have read in class. As long as you have uploaded a full paper with citations to Canvas by 8:30 am on Tuesday, June 18, there will be an opportunity to submit a revision by 8:00 pm on Thursday, June 20. For further details, please see the assignment requirements on Canvas.

***Museum Project (10%) – Due Friday, June 28 by 8 pm***

Students will visit an exhibit at one of three possible Smithsonian museums and write a 2-3 page analysis, outlining a particular exhibit's central argument, three pieces of evidence the exhibit uses to 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 5<sup>th</sup> by 8 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 at least eight (8) primary sources and three (3) secondary sources (including Parker). For further details, please see the assignment requirements on Canvas.

**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.

**What Grades Mean**

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The elements of good historical writing include the thesis statement, organization, evidence, and style. Grades reflect how well a piece of writing succeeds in the categories that a given assignment targets.

Work that meets expectations in each category being assessed is a B. A paper that almost does is a B-. A paper that meets expectations in every category and goes beyond the expected in one criterion is a B+, while work exceeding expectations in multiple categories reaches the A-, or A range. Work that completes the assignment but is missing one criterion is in the C range. Unsatisfactory work that shows effort is in the D range. Work that shows minimal or no effort earns an F.

Remember that a grade does not reflect process (it does not measure whether you worked hard), and it certainly does not measure how smart you are or what kind of person you are. A grade reflects how well a single piece of work achieved specific criteria.

Please remember that while the “Grades” page in Canvas serves as a useful reference, the Instructor will determine the final overall course grade.

### **Appealing a Grade**

You are always welcome to discuss your work, but if you would like a grade reconsidered, you must submit a written appeal in which you evaluate your work in each of the criteria assessed for that particular assignment. Appeals must be submitted no later than three days after work is graded.

### **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 may 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.

### **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.

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**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](mailto: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](mailto: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.

SCS students must complete the [Pregnancy Adjustment Request Form](#) (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at [titleixscs@georgetown.edu](mailto: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.

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

**II. CLASS SCHEDULE AND READINGS**

**Monday, June 3 – Welcome, Introductions and Introductory Concepts, Syllabus**

*Assigned Materials:*

- Syllabus
- T.H. Marshall, “The Development of Citizenship on the End of the Nineteenth Century,” in *Citizenship and Social Class* (London: Pluto Press, 1992), 8.

**Tuesday, June 4 – What is Citizenship?**

*Assigned Materials:*

- Kunal Parker, “Introduction,” pp. 1-21 (pdf on Canvas)
- Abigail Adams, Letter to John Adams, March 31, 1776 (Excerpt on Canvas)
- W.E.B. Du Bois, Open Letter to Woodrow Wilson, March 1913, (Excerpt on Canvas)
- Louisa Lopez, “‘I Was More of a Citizen’: A Puerto Rican Garment Worker Describes Discrimination in the 1920s,” <https://historymatters.gmu.edu/d/121>

*Lab 1 – Introduction to Primary Sources*

**Wednesday, June 5 – Citizenship in the Revolution and Early Republic (1770s – 1810s)**

*Assigned Materials:*

- Parker, “Chapter 3 – Logics of Revolution,” pp. 50-63, 80
- Cato, “Letter of Cato and Petition by the negroes who obtained freedom by the late act,” in *Postscript to the Freeman’s Journal, September 21, 1781*, <https://www.americanawp.com/reader/the-early-republic/letter-of-cato-and-petition-by-the-negroes-who-obtained-freedom-by-the-late-act-in-postscript-to-the-freemans-journal-september-21-1781/>
- United States Bill of Rights, Ratified 1791, <https://www.aclu.org/united-states-bill-rights-first-10-amendments-constitution>

**Thursday, June 6 – Foreign in their own Land, American Indian and Latinx Experiences (1820s – 1850s)**

*Assigned Materials:*

- Cherokee Women, “Petition,” June 30, 1818 (on Canvas)

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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](https://www.nps.gov/museum/tmc/MANZ/handouts/Andrew_Jackson_Annual_Message.pdf)
- PBS, "Episode 1: Foreigners in their Own Land," *Latino Americans*, 2013, (Mins: 23:30 – 43:36), [https://fod-infobase-com.proxy.library.georgetown.edu/p\\_ViewVideo.aspx?xtid=58764](https://fod-infobase-com.proxy.library.georgetown.edu/p_ViewVideo.aspx?xtid=58764)  
(NB: To watch this documentary, please make sure you are signed in on the Georgetown Library website first.)

*Lab 2 – Introduction to Citations*

**Friday, June 7 - African Americans, Free and Enslaved (1830s – 1850s)**

*Assigned Materials:*

- Parker, "Chapter 4 – Blacks, Indians, and Other Aliens in Antebellum America," pp. 81-99, 114-115.
- "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, Excerpt,  
<https://www.utc.edu/sites/default/files/2021-01/fddredscottspeechexcerpt2018.pdf>

*Writing Reflection*

**Monday, June 10 – Women's Rights (1830s – 1850s)**

*Assigned Materials:*

- Maria W. Stewart, "Why Sit Ye Here and Die?" Speech, September 21, 1832,  
<https://awpc.cattcenter.iastate.edu/2020/11/20/why-sit-ye-here-and-die-sept-21-1832/>
- Sarah Grimke, "Letter VIII: On the Condition of Women in the United States," 1837  
[https://tildesites.bowdoin.edu/~smcmahon/courses/hist246/readingguide/files/grimke\\_condition\\_letterviii.pdf](https://tildesites.bowdoin.edu/~smcmahon/courses/hist246/readingguide/files/grimke_condition_letterviii.pdf)
- "Declaration of Sentiments," 1848,  
<https://www.womenshistory.org/sites/default/files/document/2017-11/THE%20DECLARATION%20OF%20SENTIMENTS%20AND%20RESOLUTIONS.pdf>



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**Tuesday, June 11 – Immigrant Wave and the Nativist Response (1840s – 1850s)**

*Assigned Materials:*

- 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): 100-119 (On Canvas)
- George Templeton Strong, “Excerpts from Diary, 1838-1857,” <https://herb.ashp.cuny.edu/items/show/718>
- “Chinese Immigration in 1852,” *Annals of San Francisco*, 1855, [http://www.foundsf.org/index.php?title=Chinese\\_Immigration\\_in\\_1852](http://www.foundsf.org/index.php?title=Chinese_Immigration_in_1852)

*Lab 3 – Thesis & Organization*

**Wednesday, June 12 – Imperfect Citizenship: Civil War, Reconstruction and Beyond (1860s – 1900s)**

*Assigned Materials:*

- 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, <https://www.archives.gov/founding-docs/amendments-11-27>
- 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 13 – Chinese Exclusion Act, Immigration and Control (1880s)**

*Assigned Materials:*

- Parker, “Chapter 5 – The Rise of the Federal Immigration Order,” pp. 116-130
- Mary Tape, “Chinese Mother’s Letter,” *Daily Alta California*, April 16, 1885 ([On Canvas](#))
- “Poems 3 & 7,” Poems from Angel Island, ([On Canvas](#))
- Lee Chew, *The Biography of a Chinaman*, 1903 ([On Canvas](#))

*Lab 4 – Analyzing Political Cartoons*

**Friday, June 14 – Expanding Empire (1870s – 1900s)**

*Assigned Materials:*

- 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.



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- Zitkala-Sa, “An Indian Teacher Among Indians,” *Atlantic Monthly* (1900), Excerpt on Canvas
- “Photos: Before and After Carlisle,” *Radiolab*, January 29, 2015, <https://radiolab.org/episodes/photos-before-and-after-carlisle>

*Writing Exercise – Point/Evidence/Analysis*

**Monday, June 17 – World War I and the First Red Scare**

*Assigned Materials:*

- Emma Goldman, “Speech against Conscription and War,” June 14, 1917, <https://awpc.cattcenter.iastate.edu/2017/03/21/speech-against-conscription-and-war-june-14-1917/>
- “German Talkers Narrowly Escape Violence from Mob,” *The Larimer County Independent* (Fort Collins, Colorado), July 26, 1918, 2. (On Canvas)
- Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen* (New York: Oxford University Press, 2008), 176-178; 186-190, (On Canvas)

**Tuesday, June 18 – Women’s Suffrage - MIDTERM DUE (uploaded to Canvas by 11:30 am)**

*Assigned Materials:*

- None

*Lab 5 – Peer Review Exercise*

**Wednesday, June 19 – NO CLASS in observance of Juneteenth**

**Thursday, June 20 – Immigration and Restrictions (1900 – 1924) – Revised Midterm Due by 8 pm**

*Assigned Materials:*

- Editorial, *Comfort Magazine*, July 1911
- Emily K. Abel, “Only the Best Class of Immigration”: Public Health Policy Toward Mexicans and Filipinos in Los Angeles, 1910–1940, *Public Health Then and Now*, 94:6 (June 2004): 904-909, <https://ajph.aphapublications.org/doi/epub/10.2105/AJPH.94.6.932>
- Parker, “Chapter 6 – Closing the Gates in the Early Twentieth Century,” in *Making Foreigners*, pp. 148-166

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*Lab 6 – Secondary Sources*

**Friday, June 21 – Citizenship in the Interwar Years (1919-1941)**

*Assigned Materials:*

- Chiefs of the Onondaga Nation to Calvin Coolidge, December 30, 1924 (On Canvas)
- “Jose Yglesias,” in Studs Terkel, *Hard Times: An Illustrated Oral History of the Great Depression* (New York: New Press, 2011): 107-110. (On Canvas)
- Neil Betten and Raymond A. Mohl, “From Discrimination to Repatriation: Mexican Life in Gary, Indiana during the Great Depression,” *Pacific Historical Review*, 42:3 (August 1973): 370-388.

*Writing Reflection*

**Monday, June 24 – NO CLASS, VISIT MUSEUM IN LIEU OF CLASS**

**Tuesday, June 25 – World War II (1939 - 1945)**

*Assigned Materials:*

- 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>
- Maria L. Quintana, “Japanese Braceros: The Co-Constitution of the Bracero Program and Japanese American Incarceration,” in *Contracting Freedom: Race, Empire, and the U.S. Guestworker Programs*, (University of Pennsylvania Press, 2022): 83-88; 114-119

*Lab 7 – Analyzing Film*

**Wednesday, June 26 – The Cold War Era: The Red Scare and The Lavender Scare (1950s)**

*Assigned Materials:*

- Lillian Hellman to the House Un-American Activities Committee, May 19, 1952, Letter, <https://historymatters.gmu.edu/d/6454>
- Paul Robeson, “Testimony before the House Un-American Activities Committee,” June 12, 1956, <https://historymatters.gmu.edu/d/6440>
- Judith Adkins, ““These People are Frightened to Death”: Congressional Investigations and the Lavender Scare,” *Prologue* 48:2 (Summer 2016), <https://www.archives.gov/publications/prologue/2016/summer/lavender.html>

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**Thursday, June 27 – Civil Rights, Voting Rights, and Citizenship (1950s – 1960s)**

*Assigned Materials:*

- Parker, “Chapter 7: A Rights Revolution?” 185-220.
- bell hooks, “Homeplace (a site of resistance),” in *bell hooks, Yearning: Race, gender, and cultural politics* (Boston: South End Press, 1990): 383-390. (on Canvas)
- Marilyn Hildreth, Oral History Interview conducted by Joseph Mosnier in Oklahoma City, Oklahoma, May 24, 2011 (excerpt on Canvas)

*Lab 8 – Oral Histories*

**Friday, June 28 – 1965 Immigration Law & Cold War Refugees - MUSEUM PROJECT  
DUE BY 8 PM**

*Assigned Materials:*

- 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>
- Atashi Acharya, <https://firstdays.saada.org/story/atashi-acharya>

**Monday, July 1 – Carceral State & War on Drugs (1970s – 1990s)**

*Assigned Materials:*

- 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 2 – Undocumented (1990s-2000s)**

*Assigned Materials:*

- Aviva Chomsky, “Today’s Deportees,” *Race/Ethnicity: Multidisciplinary Global Contexts*, 4:2 (Winter 2011), pp. 203-210 (On Canvas)
- *Documented*, Film, 2013, (90 min.) <https://video.alexanderstreet.com/p/BrQgnWp82>

*Lab 9 – Material History*

**Wednesday, July 3 – Immigration & Citizenship in a Post-9/11 World**

*Assigned Materials:*

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- Deepa Iyer and Jayesh M. Rathod, “9/11 and Immigration Law and Policy,” *GPSolo*, 29:1, (JANUARY/FEBRUARY 2012):62-63.
- “Americanish,” *Radiolab*, Podcast, April 2019  
<https://radiolab.org/episodes/americanish>

**Thursday, July 4 – NO CLASS in observance of the Fourth of July**

**Friday, July 5 – Reflection: Is Citizenship the Best Test of Belonging? – FINAL PAPER  
DUE by 8 pm**

*Assigned Materials:*

- Parker, “Chapter 8 - Conclusion and Coda,” in *Making Foreigners*, pp. 221-230.
- Langston Hughes, “Let America Be America Again,” Poem, 1935  
<https://poets.org/poem/let-america-be-america-again>