

CITIZENSHIP, NATIONALISM, & IDENTITY

ASB 447 (LEC 13470), POS 447 (LEC 19966), & SBS 447 (LEC13632)

Class Time:	Monday 6:00 to 8:45 p.m.— CLCC 180
Instructor:	Dr. Luis F.B. Plascencia—E-mail: luis.plascencia@asu.edu
Office:	FAB S-125
Office Hours:	Monday & Thursday 4:30-5:45 p.m.; and by appointment

COURSE DESCRIPTION:

The course is an exploration of some key issues related to the relationship between individuals and nation-states, nationalism, and forms of national identity. It is an exploration of both theoretical concepts and concrete ideas and experiences that most of us have about “our” nation (e.g., the United States of America), about our membership, our “love” for our country, our sense of rights and obligations, our notions of what constitutes a “good citizen,” and related topics. We will address questions such as the following: What is a nation? What does it mean to “belong” to a nation? How is membership defined? How do race/ethnicity, class, sex/gender, and sexuality shape the granting of citizenship? How are popular books, films, cartoons (e.g., *The Simpsons*, *Superman*), Boy & Girl Scouts, sports, and other elements of our everyday life related to citizenship? How is military work related to citizenship?

The course integrates the disciplinary perspectives of anthropology, history, legal scholarship, philosophy, political science, public policy, and sociology in an effort to generate a more comprehensive understanding of citizenship. Although the primary focus of our readings and discussion will be on the development of citizenship in the United States, we will briefly explore these constructs in China, Europe, India, Iraq, Japan and Mexico as a way to highlight the importance of understanding how citizenship is shaped by the specific histories of nations.

Conceptually, the course will examine commonly addressed perspectives about citizenship (i.e., juridical uses and socio-political analyses), as well as a third, and largely overlooked, dimension: the everyday uses of “citizen” and “citizenship.” We will examine how citizenship is simultaneously inclusive and exclusive.

The aim of this course is to provide participants with an introduction to historical, socio-cultural, and political discussions of citizenship, its importance to fostering common bonds in local communities as well as a national community, and to the continuity of nation-states. It also will introduce participants to the long history of tensions and conflicts regarding the distinction between “citizen” and “non-citizen” (i.e., “stranger,” “foreigner,” “alien,” denizen, metic).

Course Goal and Objectives:

The overall goal of the course is to facilitate a learning process for participants to gain sufficient knowledge and skills that will allow a substantive analysis of contemporary discussions, analyzes, and policy actions regarding citizenship. Specifically, the course has the following goals:

- ❖ To foster the development of critical thinking skills;¹
- ❖ To foster reflection on the many assumptions we commonly hold regarding nation-states, nationalism, and citizenship;
- ❖ To augment the understanding of concepts such as citizen, citizenship, nation, nationalism, sovereignty, patriotism;
- ❖ To increase the knowledge of major historical events and actions that have shaped the definition of who is a U.S. citizen;
- ❖ To expand the understanding of the U.S. Constitution;
- ❖ To increase the understanding of the historical debates regarding who is defined as a U.S. citizen and who can be naturalized, and the development and spread of the Pledge of Allegiance to the U.S. flag; and
- ❖ To expand the understanding of contemporary discourses and policy actions regarding non-citizens and the granting of U.S. citizenship.

Learning Objectives:

¹ Critical thinking skills include, though are not limited to, the following: a) ability to identify and examine vital questions and problems; b) ability to assess relevant information and incorporate abstract concepts in the interpretation of material examined; c) ability to closely examine and assess the perspectives and assumptions of authors; d) ability to arrive at well-reasoned interpretations of material examined; and e) ability to effectively communicate one’s interpretation of material examined.

Source: My modification of items outlined by Paul, R. and Linda Elder (2004). *The Miniature Guide to Critical Thinking Concepts and Tools* (Item #520). Dillon Beach, CA: The Foundation for Critical Thinking.

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

- ❖ Summarize key conceptualizations of citizenship and nationalism;
- ❖ Define key concepts such as naturalization, coverture, derivative citizenship, non-immigrant, immigrant, national, metic;
- ❖ Critically examine the provisions in the U.S. Constitution that set the foundation for the formulation and tensions regarding state and national citizenship, the birthright citizenship debate, and the debate on the concept of “natural born Citizen;”
- ❖ Summarize how race/ethnicity, sex/gender, class, sexuality, and military work have shaped U.S. citizenship;
- ❖ Define the importance of legislation and legal cases such as the *1790 Naturalization Act*, *14th Amendment*, *Cable Act*, *U.S. v. Wong Kim Ark*, *Pres. Bush’s Executive Order 13269 (2002)*; and
- ❖ Summarize and critically examine symbolic practices of nationalism, such as the Pledge of Allegiance.

COURSE REQUIREMENTS

All students are required to read this syllabus and become familiar with the organization and requirements of the course as described here. **Please ask me to clarify items that are not clear to you.** I will be distributing a Student Information and Course Understanding form. You will need to turn in the completed forms at our second class-session—each completed form is worth four points. The Course Understanding form will allow you to write questions that you may have; it will also serve to indicate that you have read and understand the organization and requirements of the course.

Academic Integrity

Students are responsible for knowing and observing the ASU Student Life Academic Integrity Policy (<http://provost.asu.edu/academicintegrity/policy/StudentObligations>). The introduction to this policy states the following: “Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment...he or she:...” Specific examples covered by the policy are listed after the introduction. The Provost’s explanation of the “XE” grade and its implications are found at <https://provost.asu.edu/academicintegrity/policy/TheGradeOfXE>. The instructor reserves the discretion to assign a failing grade (“E” or zero points) for individual assignments, exams, or quizzes, as well as an “XE” for the whole course, to students violating ASU rules on “academic integrity.” It is an important policy, and its violation has serious consequences beyond the course.

Required Textbooks and Coursework Load

Anderson, Benedict (1983 [1991; 2006]) *Imagined Communities*. Verso. The book is available electronically at the ASU Libraries catalog.

Gardner, Martha (2005). *The Qualities of a Citizen*. Princeton University Press.

Plascencia, L.F.B. (2012). *Disenchanting Citizenship*. Rutgers University Press.

We will read a range from 17 to 63 pages per week, or an average of **45 pages per week**. There will not be any additional extra credit assignments—thus, you should strive to do your best on exams, quizzes, and class participation during the semester.

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IMPORTANT

It is expected that you will complete the reading assignment BEFORE the class session in which we will discuss it, that the reading will be done carefully and thoughtfully, and that you come to class ready to discuss it, OR ask questions about what you SPECIFICALLY did not understand in the reading. The class participation grade presumes active participation, not just physical attendance. (See “Class Participation” Grading Criteria below.)

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It is highly recommended that you exchange e-mail addresses with two to three other students in the class. This will allow you to contact them in case you missed class to find out what you missed.

Students are expected to be familiar with ASU-West library facilities and other student-oriented resources, to have an e-mail account, and be familiar with Blackboard (Bb). You also are expected to check our Bb site on a regular basis for announcements or updates to the course. The University provides on-going efforts to assist students with computer and research questions. Students are responsible for accessing required readings and checking e-mail regularly. **If you encounter computer-related problems** (such as in downloading Bb documents or receiving e-mail sent through Bb), **you should contact the staff at the ASU Help Center**

(http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822, or 1-855-278-5080), or at Technopolis **as soon as possible**. I will send a test e-mail message through Bb to verify that you can receive such messages.

DISABILITY ACCOMMODATION FOR STUDENTS:

Students who may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC, UCB 130) to the instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC **as early as possible** to assure appropriate accommodations can be provided.

RELIGIOUS ACCOMMODATION FOR STUDENTS:

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the instructor in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the instructor. Students providing the requested notification will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the instructor to make arrangements for making up missed assignments as soon as possible after returning to the University.

OFFICE HOURS:

Please use the office hours to come by to discuss questions you may have. It is to your advantage to ask about any concept, reading, or lecture that is not clear to you. Students who take advantage of this tend to do better on exams and quizzes, as well as in the overall course. If the office hours are not convenient, please contact me so that we can identify a time that will work for both of us. **I want to support you so that you do well in the course.**

COURSE STRUCTURE

It is my personal experience and philosophy that a lecture-only format is not the most productive approach for student learning in the social sciences. Consequently, class sessions will emphasize a combination of lecture, films, and interactive discussion and inquiry among all of us. The instructor's role will be to organize the course material; present short lectures on concepts and background material needed to understand the readings; raise discussion questions; answer questions/clarify issues; and serve as a learning facilitator. Generally, I will lecture for part of the class session and then facilitate discussion of the readings and films. The lecture outlines will be posted on Bb.

Videos

We will view several videos throughout the semester. You should take notes on the videos. The exams will include questions regarding key issues raised in the films.

Reading Guides

To assist in the understanding of the material covered in class, I developed Reading Guides for all readings included in the course—they will be posted in a "Reading Guides" folder within the "Content" link in Bb.

Attendance & Name Plates

Student attendance and participation is expected. Late arrival for, or early departure from, class is discouraged. As noted above, the class participation grade presumes active participation, not just physical attendance. If I observe a pattern of participants not returning after our class break, I will take attendance in the second half of the class session. You will be provided with a nameplate that you should bring to class.

Exams & Quizzes:

There will be **three** exams. One week prior to each in-class exam, I will distribute an exam study guide that you can use to focus your preparation. There will be a **weekly quiz** over material to be covered in class as specified in the Weekly Calendar, the exception being on evenings when we have an exam. **The quiz questions will be selected from the reading guides.** Approximately ten minutes will be allocated for each quiz, and it will be given at the beginning of class. After collecting the quizzes, we will go over the answers as part of the discussion of the material scheduled for discussion; because of this, there are no "make-up" quizzes. Persons arriving late will not have additional time to complete the quiz. Prior to the first exam we will review sample questions in order to familiarize you with the format of the questions in the exams for the course.

Absence on the day of in-class exams

The instructor, with proper documentation from the student may grant excused absences for exam days. An excused absence can be granted under the following conditions: personal injury or illness if accompanied with a note from a physician or medical provider; a documented family emergency of a serious nature; an official university event with a letter from the appropriate ASU authority; or the observance of religious holidays (see above). If an excused absence is granted, the student will be expected to take the make-up exam promptly upon her/his return to the University. Make-up exams must be taken not later than one week after the absence.

GENERAL CLASS PARTICIPATION GUIDELINES

- ❖ If you have a mobile phone, please remember to turn it off or activate the silent phone-ring option.
- ❖ **Do not use class time for electronic “text messaging.” If you use class time to initiate OR receive text messages, I will interpret such activities, as “not participating in class,” and this will affect your participation score.**
- ❖ **You can bring your personal laptop computer to class for the purpose of taking notes or for assistance in class discussion. You should, however, not bring it to class to use it to “surf” the Internet, send and receive e-mail, or other activity not related to the course content or activity. The use of a laptop computer for activities not related to the course will be interpreted as “not participating in class.”**

Note: I reserve the right to modify the course syllabus based on my judgment and the goal and objectives of the course.

GRADING RUBRICS: The instructor will use the following criteria to guide the grading of participation:

Grade (points)	Class Participation
A (22-24) Outstanding Contribution	• Consistent above-average contribution in class reflecting exceptional preparation and strong understanding of concepts and content. Individual offers substantive ideas and is able to link material read or discussed to own experience or observations, and/or to previous readings. When called upon by instructor, the individual is able to answer most questions.
B (19-21) Good Contribution	• Generally above-average contribution in class reflecting good preparation and sound understanding of concepts and content. Individual generally offers substantive ideas and is able to link material read or discussed to own experience or observations. When called upon by instructor, the individual is able to answer a majority of the questions.
C (17-18) Adequate Contribution	• Contribution in class shows adequate preparation in reading the material, and ability to cite specific facts, but may not fully communicate a sound understanding of concepts or arguments. Individual is able to at times link material read to own experience or observations. When called upon by the instructor, the individual is able to answer some of the questions.
D (14-16) Limited Contribution	• The individual attends class regularly but generally stays quiet during most class sessions. When called upon by the instructor, the individual generally is not able to answer the question asked.
E (0-13) Unsatisfactory Contribution	• The individual has poor attendance and when present does not generally participate in discussion. When called upon by the instructor, the individual generally is not able to answer the question asked.

Statement from ASU-West Vice President/Dean:

“Course/Instructor Evaluation □. The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "NCIAS Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epoupdate/>.”

FERPA (Family Education Rights & Privacy): The ASU General Counsel has advised faculty not to discuss grades via e-mail because it is not a guaranteed form of private communication; thus, if you wish to discuss your specific grades during or at the end of the semester you need to schedule a time to meet.

Course Grading Scale:

Percentage	Letter Grade	Point Scale	<u>Maximum Possible Points</u>
90 or >	A	Student Information form	4
80-89	B	Course Understanding form	4
70-79	C	Exams (3 at 60 points each)	180
60-69	D	Quizzes (12 at 4 points each)	48
Below 60	E	Class participation_____	<u>24</u>
		Total	260

Weekly Calendar

Week #1 January 7

- Overview of course; Review Syllabus
 - Suggestions for how to read and summarize the course materials;
 - Lecture: Foundational social science concepts and perspectives; Contextualizing Anderson
- Film: *Kosovo*

Week #2 January 14

- Lecture: Terra Nullius & Papal Bulls; British, French and Spanish Empires; Colonies in North America
- Readings:** Anderson, Chapter 1 (Introduction), AND Chapter 2 (Cultural Roots)
- Film: *Ancestors in the Americas; Soul of India*
- Quiz #1

Week #3 January 21— Martin Luther King, Jr. Holiday—NO CLASS

Week #4 January 28

- Lecture: The Boundaries and Territory of the United States (British Colonies to 1898)-Part I
- Readings:** Anderson, Ch. 3 (National Consciousness), Ch. 4 (Creole Pioneers), AND Ch. 8 (Patriotism and Racism)
- Film: *Harvest of Empire*
- Quiz #2

Week #5 February 4

- Lecture: Metaphors and Death—Nationalism; Boundaries & Territory, Part II
- Readings:** Anderson, Ch. 9 (The Angel of History), Ch. 10 (Census, Map, Museum), AND Ch. 11 (Memory & Forgetting)
- Film: *The Kurds-Dreaming of a Nation*
- Quiz #3

Week #6 February 11

EXAM No. 1

Week #7 February 18

- Lecture: Routines, Embodiment, and Symbolic Practices of Nationalism; The Star-Spangled Banner, & Pledge of Allegiance
- Readings: U.S. Declaration of Independence, Articles of Confederation, and U.S. Constitution (excluding Amendments)
- Film: *Original Intent*
- Quiz #4

Week #8 February 25

- Lecture: Greek City-States v. Nation-States; Spartans; Roman Citizenship (“I am a Roman”); Juridical, Socio-Political, & Everyday Forms of Citizenship
- Readings: Plascencia, Introduction, pp. 1-14, AND Ch. 1 (Fields of Citizenship)
- Film: *Spartans*
- Quiz #5

Week #9 March 4

- Lecture: U.S. Juridical Citizenship; Immigrants, Non-Immigrants, Aliens, Nationals; Military Work
- Readings: Plascencia, Ch. 2 (Janus Face, Inclusion), Ch. 3 (Janus Face, Exclusion)
- Film: *The Short Life of José Antonio Gutiérrez*
- Quiz #6

Week #10 March 11—SPRING BREAK—No Class

Week #11 March 18

Lecture: History of Naturalization; Centrality of “Race” (“free white person”), 1790 Naturalization Act
Readings: Plascencia, Ch. 4 (Making Citizens), and Ch. 5 (Circle of Citizenship)
Film: *Insular Empire*
Quiz #7

Week #12 March 25

Lecture: Everyday Forms of Citizenship; Superman
Reading: Plascencia, Ch. 6 (Desire & Disenchantment), and Epilogue (Birthright Citizenship)
AND Superman Action Comics #900 (2011)
Film: *Mr. Smith Goes to Washington*
Quiz #8

Week #13 April 1

EXAM No. 2

Week #14 April 8

Lecture: Sex/Gender and Nations and Nationalism; Visual Representations
Readings: Gardner, [Introduction] In The Shadow of the Law, Ch. 1 (Immigrants, Citizens, & Marriage), and Ch. 2 (Derivative Citizenship)
Film: *Mr. Lisa Goes to Washington (The Simpsons)*; *Koreans in Japan*
Quiz #9

Week #15 April 15

Lecture: Morality, Sexuality, and Nationalism
Readings: **Gardner, Ch. 3** (Seeing Difference), **Ch. 4** Constructing a Moral Order, **and Ch. 5** (Likely to Become)
Film: *Boy Scouts Honor; Betrayal*
Quiz #10

Week #16 April 22

Lecture: Citizen Taxpayer v. Non-Citizen/Non-Taxpayer
Readings: **Gardner, Ch. 9** (Reproducing the Nation), **Ch. 10** (Women in Need), **and Ch. 11** (At Work in the Nation)
Film: *Gordon Hirabayashi; Sovereign Citizen Movement*
Quiz #11

Week #17 April 29

Lecture: Non-Citizen Voting, Citizen Non-suffrage; Citizen Exclusion
Readings: **Gardner, Ch. 6** (Toil and Trouble), **Ch. 7** (When Americans are not Citizens) **and Ch. 8** (When Citizens are not White)
Film: *Election 2000: The Florida Squeeze*
Quiz #12

Week #18 May 6

Exam No. 3