



History 210gw
How to Be An American:
Global Histories of U.S. Citizenship

Fall 2022

Lecture: Tues / Thurs 11:00-12:20 pm
THH 202

Office hours:
Thurs 9:30-11:00 & by appt. (SOS 170)
perlrose@usc.edu

Section leaders: AnnaBella Grant, Jake Haveles, Andrew Hernandez

Course Description

Who is an American? In a nation of immigrants grappling with profound demographic and social change, the question of how to draw the boundaries of belonging—and who gets to do it—is vitally important. The course is a broad historical survey of this question over the past four centuries, which seeks to show how U.S. citizenship (in the sense of substantive membership in the state) has been created at the intersection of culture, politics and society. We will look at canonical legal sources as well as a variety of cultural materials, including fiction, public writings and speeches, and visual sources. We take a comparative international perspective on these questions, looking at related developments elsewhere in the world.

Course themes include exploring how forms of difference (gender, race, class, religion) were imagined as barriers to U.S. citizenship; the relationship of the right of citizenship to the rights of citizens; the essentially political character of citizenship law; and the role of social and political struggles in defining citizenship's boundaries. Students in this course will learn to craft historical arguments; develop their skills as writers and readers; and explore the deep historical roots of contemporary debates about citizenship and nationhood.

Required Preparation

None

General expectations

I expect you to come prepared to every course meeting, lecture and section—that means you have done all of the assigned reading and are ready to talk about it—and to put your best effort into written work. You can expect me and the section leaders to be fair, responsive and supportive. We will be available during office hours and by appointment to talk over any difficulties you are having. Do not hesitate to be in touch. In evaluating your work, we will explain how we arrived at a grade and how your work could be improved.

Required Texts (to be purchased)

1. David Gerber, *American Immigration: A Very Short Introduction*, 2nd ed. (2021)
2. Coursepack of primary sources
3. Secondary sources and selected primary sources on Blackboard (indicated by **BB**)

GRADES AND GRADING

Description of Assignments

1. **Short assignments (200 points total).** There are four short assignments, each worth 50 points. These will be graded based on on-time submission. (Translation: if you turn it in on time, and it meets the criteria, you get full credit):
 - Response 1, due 9/1 in lecture. Prompt: In a half page single spaced, describe *three ways* in which this week's readings imagine citizenship or subjecthood differently from the readings of previous weeks.
 - Response 2, due 9/6 in lecture. Prompt: In a page single spaced, summarize the legal argument and finding in *McIlvaine v. Coxe's Lessee*.
 - Response 3, due 9/16 in section. Prompt: With a partner, transcribe the interviewer's questions to C. Luna de Angel and briefly (half page maximum) explain why you think she chose these questions and asked them in this order.
 - Personal narrative, due 10/7 in section. Bring a hard copy of your final paper personal narrative (primary source) to section.
2. **Paper build-up assignments (250 points total).** There are three paper build-up assignments. All are graded based on the general grading rubric.
 - Legal analysis (75), due 10/28 in section. A 1-2 page analysis of a legal decision, piece of legislation, or constitutional provision that is central to your final paper. You should summarize the legal source, explain its relationship to earlier and later cases/laws, and briefly state how it is relevant to your paper topic.
 - Thesis statement (75), due 11/8 **before lecture**. One-paragraph thesis statement and a bibliography of at least 3 secondary sources you will use for your paper
 - Draft chunk (100), due 11/29 **before lecture**. Draft of part of your paper. At least 5 pages double spaced.
3. **Participation (150 points total).** Participation in class discussions about assigned secondary and primary readings. Primarily based on performance in section but can include participation in lecture discussions as well.
4. **Midterm exam (150 points total).** Midterm in class (short answer and essays).
5. **Final paper (250 points).** A long-form paper of 10-15 pages double spaced, due Friday, December 9. Prompt: One of the best ways to see the law in action is to follow its effects on an individual life. For your final paper, you will select one person whose life was significantly affected by U.S. citizenship laws and craft a socio-legal biography of that individual. Your goal is not to recount every event in the person's life, but to analyze the ways in which this individual navigated and/or responded to (changing) regimes of U.S. citizenship. In order to do this, you will need to situate the person in time and space and analyze the relevant citizenship regime(s). Your paper *must* be based on a personal narrative by the individual you have chosen: this can be a printed or manuscript historical source, or you may conduct an interview/oral history with a living person (interview training will be provided). You are warmly encouraged to choose someone who is a member of your family or community!

Grading Breakdown

Short assignments (4)	200 pts	20 %
Build-up assignments (3)	250 pts	25
Midterm	150 pts	15
Final paper	250 pts	25

Participation	150 pts	15
<i>TOTAL</i>	<i>1000 pts</i>	<i>100%</i>

A note to those taking the course pass/fail. To receive a P, you have to BOTH:

- Receive a minimum 50% score on *each* of the five grade components listed above; AND
- Have a total score of at least 65% for the course as a whole. No exceptions.

Extra credit opportunity:

You can receive 5 points extra credit for attending certain lectures offered through the Center for Law, History and Culture. They will be announced in advance. Maximum 10 points total.

POLICIES

Special needs / disability

Any student requesting academic accommodations based on a disability is required to register with the Office of Student Accessibility Services (OSAS). A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to Professor Perl-Rosenthal as early in the semester as possible. *If you are not able to deliver it within the first three weeks, please email me to let me know why.* OSAS is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for OSAS: <https://osas.usc.edu>, (213) 740-0776 (Phone), OSASFrontDesk@usc.edu.

Covid

Covid-19 remains with us. I strongly encourage you to wear masks in class. Do NOT come to class if you are experiencing any symptoms consistent with Covid infection. If you are required to isolate or quarantine as a result of Covid exposure/infection, let Prof Perl-Rosenthal and your TA know via a cc'd message and we will make appropriate accommodations.

Other important policies

- **Laptops:** Laptops are not permitted in the lecture hall. If this policy conflicts with an OSAS-documented need, please contact Professor Perl-Rosenthal.
- **Late work:** Timely completion of assignments is a crucial skill—in this class and in life. It is ultimately your responsibility to ensure that your work is handed in on time. Late assignments will normally be docked 10 points *per day late* (or portion thereof).
- **Grade concerns:** If you have a concerns about the grade you've gotten on an assignment, do the following *in order*. First, write an email to your section leader, explaining the problem and why you think your grade should be different. She/he will then set up a time to meet with you in person to discuss the issue. Note that it is very unlikely that your grade will be changed. If you still have questions or concerns after that meeting, you may then write me an email, including a copy of your correspondence with your section leader, and ask to meet with me. Please note that unless there are unusual circumstances, I will not respond to queries about grades unless you have already met with your section leader.
- **Plagiarism:** Plagiarism (presenting someone else's ideas as your own, either verbatim or recast in your own words) is a serious academic offense. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" (at <http://policy.usc.edu/scampus-part-b>). Other forms of academic dishonesty are equally unacceptable. Do not ever use someone else's words without citation in your written work; consequences will be severe. If you're unsure, ask me or your section leader.

Schedule of lectures, readings, and due dates

BB = On Blackboard

DATE	LECTURE TOPIC	READINGS	ASSIGNMENTS
8.23	Introduction: What is citizenship?		
8.25	The premodern background (to ~1600)	Brubaker, <i>Citizenship and Nationhood</i> , 21-34 (BB)	
8.26 disc			
I. Early republican citizenship			
8.29	Anglo-American subjecthood to 1750	Blackstone, <i>Commentaries</i> , Book 1, Ch. X <i>Somerset v. Stewart</i> (1772), selections	
9.1	The citizenship “revolution”?	Ramsay, <i>Dissertation</i> , 1-8 <i>French Civil Code</i> (1803), Title I	Response 1 due
9.2 disc			
9.6	Citizens of the world?	<i>McIlvaine v. Coxe's Lessee</i> (1804/1808) Seamen’s Protection Certificates (BB)	Response 2 due
9.8	Equal citizens?	Alexis de Tocqueville, <i>Democracy in America</i> , Book 1, ch. 3 C. Luna del Angel interview: https://braceroarchive.org/items/show/138	
9.9 disc			
II. Equality and its discontents			
9.13	Free people of color	Yates, <i>Rights of Colored Men</i> , 36-53	
9.15	Women and Natives	<i>Goodell v. Jackson</i> (NY, 1823), two selections Article in the <i>Cherokee Phoenix</i> , 12 Aug. 1831 Seneca Falls Convention, “Declaration of Sentiments”	
9.16 disc			Response 3 due
9.20	Mass migration and its enemies	Gerber, <i>American Immigration</i> , 15-22, 75-84 Heinrich Börnstein, <i>Memoirs of a Nobody</i> , 148-150 Anson Burlingame, July 4 th Oration, 1854, all	
9.22	Mexico and Asia	Treaty of Guadalupe Hidalgo (1848), articles 1-9 Gerber, <i>American Immigration</i> , 23-31	

9.23 disc

9.27 NO CLASS (Rosh Hashana)

9.29 Crisis of the 1850s

Opinion in *Dred Scott* (1857), 4-18, 23-29

9.30 disc

10.4 Civil War

10.6 Reconstruction struggles, I

Fourteenth Amendment to the US Constitution (1868)

10.7 disc

Personal narrative due

10.11 MIDTERM

10.13 NO CLASS (Fall break)

10.14 disc NO CLASS (Fall break)

10.18 Reconstruction struggles, II

Dixon, *The Clansman* (1905), 204-208

Report of evidence...in relation to the Ku Klux Klan (1868), 3-18

10.20 Imperial turns, I

Opinion in *In re Look Tin Sing* (1884)

10.21 disc

APB visit

III. A closed community?

10.25 Imperial turns, II

Selection of cartoons (**BB**)

10.27 Reconstruction struggles, III

Opinion and Dissent in *Plessy v. Ferguson* (1892)

10.28 disc

Legal analysis due

11.1 Who are you? Passports & IDs

Nancy L. Green, *The Other Americans Abroad*, ch. 2 (**BB**)

11.3 The restriction era begin

Johnson-Reed Act (1924)

Gerber, *American Immigration*, 31-41

11.4 disc

11.8 Crisis of the 1930s

Arendt, *Origins of Totalitarianism*, 369-384

Thesis statement due

11.10 War and postwar, 1940s-1950s

Susan Kamei, *When Can We Go Back to America?*, chs 2 & 9 (**BB**)

11.11 disc

IV. Contemporary dilemmas

11.15	The new struggle for equality (1960s)	Gerber, <i>American Immigration</i> , 42-63
11.17	The new mass migration (1980s-1990s)	Adam Goodman, <i>The Deportation Machine</i> , ch. 4 (BB) Gerber, <i>American Immigration</i> , 85-99
11.18 disc		
11.22	Rise of the “undocumented”	Ana Raquel Minian, <i>Undocumented Lives</i> , ch. 7 (BB) Madeline Y. Hsu, <i>The Good Immigrants</i> , conclusion (BB)
11.24	NO CLASS (Thanksgiving)	
11.25 disc	NO CLASS (Thanksgiving)	
11.29	Current debates & conclusions	
12.1	Workshop	
12.2 disc	Workshop	
12.9 (Fri)	FINAL PAPER DUE, 11am	

Draft chunk due