

**AMERICAN STUDIES 01:050:389:02:  
JUNIOR SEMINAR: CULTURES AND CONFLICT**



**Establishing a Uniform Naturalization Rule**

**Act of March 26, 1790** (1 Stat 103-104) (Excerpts) That any alien, being a free white person, who shall have resided within the limits and under the jurisdiction of the United States for the term of two years, may be admitted to become a citizen thereof, on application to any common law court of record, in any one of the States wherein he shall have resided for the term of one year at least, and making proof to the satisfaction of such court, that he is a person of good character, and taking the oath or affirmation prescribed by law, to support the Constitution of the United States, which oath or affirmation such court shall administer; and the clerk of such court shall record such application, and the proceedings thereon; and thereupon such person shall be considered as a citizen of the United States. And the children of such persons so naturalized, dwelling within the United States, being under the age of twenty-one years at the time of such naturalization, shall also be considered as citizens of the United States. And the children of citizens of the United States, that may be born beyond sea, or out of the limits of the United States, shall be considered as natural born citizens: *Provided*, that the right of citizenship shall not descend to persons whose fathers have never been resident in the United States: . . .



Most of us think of citizenship as being determined simply by place of birth at completion of a legal naturalization process and that one of the great benefits of citizenship is the right of suffrage. However, the Naturalization Act of 1790 complicates that view; it ties citizenship to race and makes no mention of suffrage. The purpose of this course is to explore the evolving and complicated meaning of “citizenship” over the course of American history.



**COURSE DESCRIPTION:**

The Junior Seminar offers an opportunity for students to acquire important methodological and analytical skills that will enable them to pursue a research project in American Studies. The course also seeks to provide a forum for American Studies majors to engage with each other in conversations based on common texts and to provide them with a common textual vocabulary for future discussions. Within the course framework of “Cultures and Conflict,” this semester we will look specifically at the contests that have developed over the meaning and implications of U.S. Citizenship. Many U.S. citizens, especially those born with citizenship, take citizenship for granted. Citizenship is seen as an entitlement and the rights that citizenship protects are seen as solid and unquestionable. Nevertheless, recent debates have raised substantial questions about whether citizenship and its privileges are an inalienable right or subject to significant alteration over time.

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Thus, this course gives us the opportunity to look at struggles over citizenship from historical, legal, cultural, and contemporary perspectives. Questions that we will consider throughout the semester are: What are the rights and responsibilities of citizenship? Who has access to citizenship? How have understandings of citizenship changed over time? How do citizenship rights and responsibilities shift at different historical moments?

**BOOKS REQUIRED FOR PURCHASE:**

1. Evelyn Nakano Glenn, *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*. Cambridge: Harvard University Press, 2002. \$19.95.
2. Gary Collison, ed., *Shadrach Minkins: From Fugitive Slave to Citizen*. Cambridge: Harvard University Press, 1998. \$15.95.
3. Ida B. Wells, Frederick Douglass, Irvine Garland Penn, Ferdinand L. Barnett, *The Reason Why the Colored American Is Not in the World's Columbian Exposition: The Afro-American's Contribution to Columbian Literature*, edited by Robert W. Rydell. Urbana: University of Illinois Press, 1999. \$16.00.
4. John Okada, *No-No Boy*. Seattle: 1957; reprinted Seattle: University of Washington Press, 1981. \$14.95.
5. Lê Thiem Diem Thúy, *The Gangster We Are All Looking For*. 2003; reprinted New York: Anchor Books, A Division of Random House, Inc., 2004. \$12.95.
6. Sherman Alexie, *The Lone Ranger and Tonto Fistfight in Heaven*. 1993; reprinted New York: The Grove Press, 2005. \$13.00.
7. S. Mitra Kalita, *Suburban Sahibs: Three Immigrant Families and Their Passage from India to America*. New Brunswick: Rutgers University Press, 2005. \$16.95.
8. William V. Flores and Rina Benmayor, ed. *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Boston: Beacon Press, 1997. \$19.00.

**ACADEMIC INTEGRITY:**

Except for collaborative assignments officially approved by the instructor in advance, all work a student submits must be his/her own independent effort. Students must cite properly all outside sources consulted in preparing written assignments.

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Students should review the university policy on Academic Integrity (see the website for the Center for the Advancement of Teaching: <http://teachx.rutgers.edu/integrity/policy.html>). The Writing Program maintains a website that defines and discusses plagiarism: [http://wp.rutgers.edu/courses/201/plagiarism\\_policy/](http://wp.rutgers.edu/courses/201/plagiarism_policy/). This site clarifies many issues regarding the University's policy on academic integrity. Failure to comply with this policy can result in failure of the course.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment ... " and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member. For information on proper documentation, consult Acknowledging Sources, the guide prepared by the Rutgers American Studies Department, which will be distributed in class and is available on the American Studies Department web site: <http://amerstudies.rutgers.edu/documents/AcknowledgingSources.pdf>.

**ABSENCES:**

Regular class attendance is required by Rutgers and is essential to this class. You will be allowed one unexcused absence without grade penalty. The consequences of unexcused absences are as follows:

- 1 unexcused absence = No penalty
- 2 unexcused absences = 20% grade penalty = final grade no higher than a B
- 3 unexcused absences = 30% grade penalty = final grade no higher than a C
- 4 unexcused absences = failure in the course

Excused absences are those that result from documentable family emergencies, illness, religious observance, court dates, jury service, etc., that is, situations over which you

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have no individual control. Please inform me as soon as possible if you are unable to attend class on a regular basis.

**ASSIGNMENTS:**

Book review 3-4 pages on *Shadrach Minkins* is due Tuesday, January 31st. A book review is not the same as a book report. In a book review, you state the argument of the text, discuss how well it is supported, and compare the work to other works dealing with the same themes or subjects.

Visual assignment on portrayals of race and ethnicity in World's Columbian Exposition due Tuesday, February 21st. Select a visual image such as a cartoon, photograph, or painting that reflects constructions of race and/or ethnicity during the era, and analyze that image in the light of assigned reading. For example, consult: <http://www.washingtonmo.com/1893/> or Interactive Guide to the World's Columbian Exposition: <http://users.vnet.net/schulman/Columbian/columbian.html>.

Term paper dealing with an issue involving citizenship on topic to be approved by instructor by Tuesday, March 7<sup>th</sup>, e.g. restrictions on full citizenship for the disabled or problems involving cross-cultural adoption and cultural citizenship.

Preliminary bibliography and thesis statement due Tuesday, March 21<sup>st</sup>. A thesis statement is not an account of the topic you expect to discuss but rather a statement of the argument you intend to make with respect to that topic.

Final paper due with stamped self-addressed envelope due by noon on Tuesday, May 2, 2006 to mailbox in American Studies office.

**ASSIGNMENTS AND GRADING:**

In-class participation	30% (10% for 4 response papers, one for each section), 10% moderation, 10% class participation)
Paper #1 – 3-4 pages	15%
Paper #2 -- 5 pages	20%
Final Paper 6 -8 pages	35%

**In-class participation** will consist of the following:

Each student must **contribute to in-class discussion every week**. Therefore, **attendance is required at every class**. Only one unexcused absence is allowed without grade penalty.

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Each student will serve as part of a team of **moderators for two classes**. These students should collaborate with each other in advance and will present a **short oral introduction** to their topic of the week and **prepare questions to stimulate class discussion**.

In order to facilitate discussion all students will submit to the professor **four one-page e-mail response papers** that relate to the reading/film of the week. These responses – one for each section -- will be **due by 7:00 P.M. the night prior to the class meeting and must include a question suitable for in-class discussion**. You should log onto the Discussion and Private Messages section of <https://sakai.rutgers.edu/portal/> initially with your eden e-mail account to post such messages. You can change your logon once you have established yourself with sakai to reflect the e-mail account that you ordinarily use. You can reaccess the site subsequently to see what other students have posted in preparation for class discussion.

**NOTE:** The response paper is not a summary of the contents of the reading. Instead, the response paper should comment on significant issues raised by the material and should use concrete textual evidence to support a clear argument.

**OFFICE:** Ruth Adams 024C

**TELEPHONE:** 932-8650 direct line

**E-MAIL ADDRESS:** [fishbei@rci.rutgers.edu](mailto:fishbei@rci.rutgers.edu)

**OFFICE HOURS:** Monday: 12:15-1:45

Tuesday: 3:45-5:15

and by appointment

**FILM SCHEDULE:**

**FILMS SHOWN IN CLASS:**

Tuesday, February 28<sup>th</sup>

*Family Gathering* (1988, 30 minutes)

Tuesday, April 11<sup>th</sup>

*Proudly We Served: The Men of the U.S.S. Mason*  
(58 minutes)

Tuesday, April 25<sup>th</sup>

*My American Girls: A Dominican Story* (2001, 53  
minutes)

**FILMS PLACED ON RESERVE AT THE KILMER AREA LIBRARY:**

Tuesday, February 7<sup>th</sup>-

Wednesday, February 22<sup>nd</sup>

*Eat a Bowl of Tea* (1989, 104 minutes)

Tuesday, March 14<sup>th</sup>-

Wednesday, March 29<sup>th</sup>

*Smoke Signals* (1998, 89 minutes)

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**FILMS PLACED ON RESERVE AT THE KILMER AREA LIBRARY:**

Tuesday, March 21<sup>st</sup>-  
Wednesday, April 5<sup>th</sup>

*Lone Star* (1996, 135 minutes)

**ASSIGNMENTS:** All books on reserve at the Mabel Smith Douglass Reserve Desk and articles available on electronic reserve.

**No. Week of: Readings and Films**

**SECTION 1**

- I. What does it mean legally to be a citizen?  
January 17<sup>th</sup>
- Introduction  
Comparison of American:  
<http://cltr.co.douglas.nv.us/Elections/100QuestionTest.htm>  
and Canadian: <http://www.yourlibrary.ca/citizenship/index.cfm>  
citizenship tests
- Read and discuss "Immigration Act of 1790,"  
Historical Documents & Speeches,  
<http://historicaldocuments.com/ImmigrationActof1790htm>,
- "The Naturalization Act of 1795," U.S.  
Constitution:  
<http://www.usconstitution.com/NaturalizationActof1795.htm>
- II. How do race and gender shape citizenship?  
January 24<sup>th</sup>
- Evelyn Nakano Glenn, *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*. Cambridge: Harvard University Press, 2002.  
Acknowledgments: ix-x; Introduction: pp. 1-5.  
Chapters 1-4: pp. 6-143.
- III. How does slavery conflict with the idea of citizenship?  
January 31<sup>st</sup>
- Gary Collison, ed., *Shadrach Minkins: From Fugitive Slave to Citizen*. Cambridge: Harvard University Press, 1998. Prologue: pp. 1-5. pp. 9-216;  
Epilogue: pp. 224; Militia Petition by Black Residents of Montreal: pp. 227-228; Notes: pp. 229-277; Acknowledgments: pp 279-281.
- Shadrach Minkins* book review due**

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<b>No.</b>	<b>Week of:</b>	<b>Readings and Films</b>
IV.	How do women claim citizenship?  February 7 <sup>th</sup>	<p>Jan Lewis, "'Of Every Age Sex &amp; Condition': The Representation of Women in the Constitution," <i>Journal of the Early Republic</i> 15 (1995): 359-387; reprinted in Edward Countryman, ed., <i>What Did the Constitution Mean to Early Americans?</i> Boston: Bedford/St. Martin's, 1999. Pp. 113-140.</p> <p>Linda K. Kerber, "'May all our Citizens be Soldiers, and all our Soldiers Citizens': The Ambiguities of Female Citizenship in the New Nation" in <i>ARMS AT REST</i>, eds., Joan R. Challinor and Robert L. Beisner. New York: Greenwood Press, 1987. Pp. 1-21.</p> <p>"Declaration of Sentiments," Seneca Falls, New York, 1848: <a href="http://www.fordham.edu/halsall/mod/Senecafalls.html">http://www.fordham.edu/halsall/mod/Senecafalls.html</a></p> <p>Sojourner Truth, "Ain't I a Woman?," 1851: <a href="http://www.afgen.com/sojourner1.html">http://www.afgen.com/sojourner1.html</a></p> <p>Louise Michele Newman, <i>White Women's Rights: The Racial Origins of Feminism in the United States</i>. New York: Oxford University Press, 1999. Chapter 2: The Making of a White Female Citizenry, Suffragism, Antisuffragism, and Race: pp. 56-85, Notes: pp. 198-205.</p> <p>W .E. B. Du Bois, "Suffering Suffragettes," <i>The Crisis</i> Vol. 4 (June 1912), pp. 76-77: <a href="http://womenshistory.about.com/library/etext/bl_crisis_1912a.htm">http://womenshistory.about.com/library/etext/bl_crisis_1912a.htm</a></p> <p>This article originally appeared in the June 1912 issue of <i>The Crisis</i>, a journal considered one of the leading forces in the New Negro Movement and the Harlem Renaissance, addressing a failure on the part of the National American Woman Suffrage Association to support a resolution condemning the Southern disenfranchisement of African Americans, in law and in practice.</p> <p>-- continued on page 8</p>

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<b>No.</b>	<b>Week of:</b>	<b>Readings and Films</b>
IV.	February 7th (continued)	<p>“Women Marchers Attacked at Inauguration. Part 2: Black Women Sent to the Back of the March”: <a href="http://womenshistory.about.com/library/weekly/aa010118b.htm">http://womenshistory.about.com/library/weekly/aa010118b.htm</a> highlights the racism within the movement as shown in the 1913 inauguration protest parade</p> <p>Martha Gruening, “Two Suffrage Movements,” <i>The Crisis</i> 4 (September 1912): 245-247: <a href="http://womenshistory.about.com/library/etext/bl_crisis_1912b.htm">http://womenshistory.about.com/library/etext/bl_crisis_1912b.htm</a> This article originally appeared in the September 1912 issue of <i>The Crisis</i>. It addresses the historical ties of the suffrage movement to the anti-slavery movement and regrets the later move away from defending racial justice. Martha Gruening, a white woman, worked for such causes as racial justice and peace.</p> <p>Linda Kerber, Chapter 5: “A Constitutional Right to be Treated like American Ladies”: Helen Feeney, Robert Goldberg, and Military Obligation in Contemporary America” in Linda Kerber, <i>No Constitutional Right to be Ladies: Women and the Obligations of Citizenship</i>. New York: Hill and Wang, 1998. Pp. 221-302, 361-380.</p> <p><b>Tuesday, February 7<sup>th</sup>- Wednesday, February 22<sup>nd</sup> <i>Eat a Bowl of Tea</i> (1989, 104 minutes) on reserve at the Kilmer Area Library</b></p>

**SECTION 2**

V.	Who can claim citizenship in the White City?  February 14 <sup>th</sup>	Ida B. Wells, Frederick Douglass, Irvine Garland Penn, Ferdinand L. Barnett, <i>The Reason Why the Colored American Is Not in the World's Columbian Exposition: The Afro-American's Contribution to Columbian Literature</i> , edited by Robert W. Rydell. Urbana: University of Illinois Press, 1999. Acknowledgments: pp. ix-x; Editor's Introduction: “Contend, Contend!” by Robert W.
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<b>No.</b>	<b>Week of:</b>	<b>Readings and Films</b>
V.	February 14 <sup>th</sup> (continued)	<p>Rydell: pp. xi-xlvi; Pamphlet cover: p. xlvix; Preface: pp. 3-6; Introduction by Frederick Douglass: pp. 7-16; pp. 17-81; Back cover: p. 82; About the Author: p. 83.</p> <p>T. J. Boisseau, "White Queens at the Chicago World's Fair, 1893: New Womanhood in the Service of Class, Race, and Nation," <i>Gender &amp; History</i>, 12 (April 2000): 33-81.</p> <p>Browse web site: The World's Columbian Exposition: Ideas, Experience, Aftermath: <a href="http://xroads.virginia.edu/~MA96/WCE/title.html">http://xroads.virginia.edu/~MA96/WCE/title.html</a>: Welcome, Tour, Reactions, Legacy</p> <p>and Interactive Guide to the World's Columbian Exposition: <a href="http://users.vnet.net/schulman/Columbian/columbian.html">http://users.vnet.net/schulman/Columbian/columbian.html</a>.</p>
VI.	What barriers did Asians encounter in seeking citizenship?	<p>Chinese Exclusion Act (1882): <a href="http://www.cetel.org/1882_exclusion.html">http://www.cetel.org/1882_exclusion.html</a></p> <p>"Immigration Act of 1917"</p>
	February 21 <sup>st</sup>	<p>Chinese Exclusion Repeal Act (1943): <a href="http://www.cetel.org/1943_repeal.html">http://www.cetel.org/1943_repeal.html</a></p>
	<b>Visual object paper due</b>	<p><i>Ozawa v. United States</i>, 260 U.S. 1978 (1922): <a href="http://www.multiracial.com/government/ozawa.html">http://www.multiracial.com/government/ozawa.html</a></p> <p><i>United States v. Thind</i>, 261 U.S. 204 (1923): <a href="http://www.multiracial.com/government/thind.html">http://www.multiracial.com/government/thind.html</a></p> <p>Angelo Ancheta, <i>Race, Rights and the Asian American Experience</i>. New Brunswick: Rutgers University Press, 2001. Chapter 4: Race, Immigration and Citizenship: pp. 82-93; Notes: pp. 183-185.</p> <p>-- continued on page 10</p>

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<b>No.</b>	<b>Week of:</b>	<b>Readings and Films</b>
VI.	February 21 <sup>st</sup> (continued)	Evelyn Nakano Glenn's <i>Unequal Freedom</i> : Chapter 6: Japanese and Haoles in Hawaii: pp. 190- 235 and Chapter 7: Understanding American Inequality: pp. 236-264.  <b><i>Eat a Bowl of Tea (1989, 104 minutes) discussed in class</i></b>
VII.	What are the limits of legal citizenship?  February 28 <sup>th</sup>	John Okada, <i>No-No Boy</i> . Seattle: 1957; reprinted Seattle: University of Washington Press, 1981. Introduction by Lawson Fusao Inadai: pp. iii-v; Preface: pp. vii-xi; pp. 1-251; Afterword: In Search of John Okada, © 1976 by Frank Chin: pp. 253-260.  Matt Bai, "He Said No to Internment [Fred Korematsu, b. 1919]," <i>The New York Times Magazine</i> 25 December 2005: 38.  Jonathan Turley, "Korematsu Takes on Bush and Guantanamo Bay Internment Camp," first published by the <i>Los Angeles Times</i> , November 17, 2003: <a href="http://reclaimdemocracy.org/civil_rights/korematsu_guantanamo.html">http://reclaimdemocracy.org/civil_rights/korematsu_guantanamo.html</a> .  <b><i>Family Gathering (1988, 30 minutes) shown in class.</i></b>
VIII.	What does it mean to be a refugee?  March 7 <sup>th</sup>  <b>Term paper topic approved</b>	Lê Thiem Diem Thúy, <i>The Gangster We Are All Looking For</i> . 2003; reprinted New York: Anchor Books, A Division of Random House, Inc., 2004.  Dedication; Explanation of Vietnamese language; pp. 3-158; Author's Note: pp. 159-160; Acknowledgments: pp. 161-162.  Michael Ignatieff, "The Broken Contract," "The Way We Live Now," <i>The New York Times Magazine</i> 25 September 2005: 15: <a href="http://web.lexis-nexis.com.proxy.libraries.rutgers.edu/universe/document?_m=e232911a31fd048f6d8815c024e9bd9f&amp;_docnum=33&amp;wchp=dGLbVtb-zSkVA&amp;_md5=d52d4233ca04a3942dd13b420612503f">http://web.lexis- nexis.com.proxy.libraries.rutgers.edu/universe/document?_m=e232911a31fd048f6d8815 c024e9bd9f&amp;_docnum=33&amp;wchp=dGLbVtb- zSkVA&amp;_md5=d52d4233ca04a3942dd13b420612503f</a> .

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**No.      Week of:                      Readings and Films**

IX.      March 14<sup>th</sup>                      SPRING BREAK

**Tuesday, March 14<sup>th</sup>- Wednesday, March 29<sup>th</sup>  
*Smoke Signals* (1998, 89 minutes) on reserve at  
the Kilmer Area Library**

**SECTION 3**

X.      Is whiteness enough to claim citizenship?  
March 21st

Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge: Harvard University Press, 1998.  
Note on Usage: ix-x; Quotation from Brewton Berry; pp. 1-90, 283-298.

**Preliminary term paper  
bibliography and thesis  
statement due**

Jennifer Guglielmo and Salvatore Salerno, ed. *Are Italians White?: How Race is Made in America*. New York: Routledge, 2003. Thomas A. Guglielmo, "No Color Barrier": Italians, Race, and Power in the United States, pp. 29-43, 269-274; Joseph Sciorra, "Italians Against Racism" The Murder of Yusuf Hawkins (R.I.P.) and My March on Bensonhurst, pp. 192-209, 309-311.

Karen Brodtkin, "How Did Jews Become White Folks?" in Karen Brodtkin, *How Jews Became White Folks and What That Says about Race in America*. New Brunswick: Rutgers University Press, 2002, pp. 25-52.

**Tuesday, March 21<sup>st</sup>- Wednesday, April 5<sup>th</sup>  
*Lone Star* (1996, 135 minutes) on reserve at the Kilmer  
Area Library**

XI.      How do law and tradition shape Native American citizenship?  
March 28<sup>th</sup>

Lindsay G. Robertson, "Native Americans and the Law: Native Americans Under Current United States Law," June 2001:  
<http://thorpe.ou.edu/guide/robertson.html>.

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<b>No.</b>	<b>Week of:</b>	<b>Readings and Films</b>
XI.	March 28 <sup>th</sup> (continued)	<p>Sherman Alexie, <i>The Lone Ranger and Tonto Fistfight in Heaven</i>. 1993; reprinted New York: The Grove Press, 2005. Dedication; quotations from Lou Reed and Joy Harjo; Introduction: pp. xi-xxii; pp. 1-242; A Grove Press Reading Guide Questions for Discussion by Carol Rawlings Miller: 3 pages at end; Biography of Sherman Alexie on inside cover.</p> <p><b><i>Smoke Signals</i> (1998, 89 minutes) discussed in class</b></p>
XII.	What makes an alien illegal?  April 4 <sup>th</sup>	<p>Mae M. Ngai, "Braceros, 'Wetbacks,' and the National Boundaries of Class," in Mae M. Ngai, <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i>. Princeton: Princeton University Press, 2004. Pp. 127-166; Notes: pp. 307-323.</p> <p>Maria Herrera-Sobek, <i>The Bracero Experience: Elitelore versus Folklore</i>. UCLA Latin American Studies: v. 43. <i>A Book on Lore</i>. Los Angeles: UCLA Latin American Center Publications, University of California, 1979. Part 2: "An Oral History Interview with a Composite Bracero," pp.39-74.</p> <p>Evelyn Nakano Glenn, <i>Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor</i>. Cambridge: Harvard University Press, 2002. Chapter 5: Mexicans and Anglos in the Southwest: pp. 144-189.</p> <p><b>John Sayles' <i>Lone Star</i> (1996, 135 minutes) discussed in class</b></p>

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**No.      Week of:                      Readings and Films**

**SECTION 4**

XIII. Does military service grant full citizenship?

April 11<sup>th</sup>

Lucy Salyer, "Baptism by Fire: Race, Military Service, and U.S. Citizenship Policy, 1918-1935," *Journal of American History* 91 (December 2004): 847-876:

<http://search.epnet.com/login.aspx?direct=true&db=aph&an=15347887>

John V. Blum, *V Was for Victory: Politics and American Culture during World War II*. New York: Harcourt Brace Jovanovich, 1976. Pp.182-220.

Studs Terkel, *"The Good War": An Oral History of World War Two*. New York: The New Press, 1984. Dempsey Travis: pp. 151-159; Charles A. Gates: pp. 264-270; Timuel Black: pp. 277-282; Lowell Steward: pp. 343-349; Alfred Duckett: pp. 366-372.

Wallace Terry, *Bloods: An Oral History of the Vietnam War by Black Veterans*. New York: Random House, 1984. Private First Class Reginald "Malik" Edwards, Phoenix, Louisiana: pp. 3-17; Specialist 5 Emmanuel J. Holloman, Baltimore, Maryland: pp. 83-92; Sergeant Major Edgar A. Huff, Gadsden, Alabama: pp. 148-159; Lieutenant Commander William S. Norman, Norfolk, Virginia: pp. 191-205; Specialist 4 Robert E. Holcolmb, New York City, pp. 206-224; Captain Joseph B. Anderson, Jr., Topeka, Kansas: pp. 225-234.

***Proudly We Served: The Men of the U.S.S. Mason* (58 minutes) shown in class**

XIV. How does class affect ethnic claims to citizenship?

April 18<sup>th</sup>

S. Mitra Kalita, *Suburban Sahibs: Three Immigrant Families and Their Passage from India to America*. 2003; reprinted New Brunswick: Rutgers University Press, 2005. Acknowledgments: pp. ix-xii; Introduction: pp. 1-14; Prologue: A New Year: pp. 15-31; pp. 32-163; Epilogue: pp. 164-166; Notes: pp. 167-172.

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<b>No.</b>	<b>Week of:</b>	<b>Readings and Films</b>
XV.	How does generation affect attitudes toward cultural citizenship?  April 25 <sup>th</sup>	William V. Flores and Rina Benmayor, ed. <i>Latino Cultural Citizenship: Claiming Identity, Space, and Rights</i> . Boston: Beacon Press, 1997. Introduction by William V. Flores with Rina Benmayor: Constructing Cultural Citizenship: pp. 1-23; pp. 27-277; Notes: pp. 279-290; Contributors: pp. 307-308; Acknowledgments: pp. 309-311.

*My American Girls: A Dominican Story:*  
<http://www.pbs.org/pov/pov2001/myamericangirls/>  
(2001, 53 minutes) shown in class

**Tuesday, May 2<sup>nd</sup> by noon term paper with self-addressed stamped large manila envelope due in instructor's mailbox in American Studies Department office.**