

Course Title: Citizenship

Module: Indigenous Negotiations of Sovereignty and Citizenship

Module Goal: This two-week course module will introduce upper-level undergraduate students to theoretical and historical issues surrounding the negotiation of citizenship, sovereignty and rights between the United States and American Indian tribal nations. Class discussions and assigned readings will primarily focus on three related areas: (1) the problems and possibilities created by the existence of multiple sovereignties (i.e., the “nested sovereignty” of tribal nations within the United States); (2) the refusal of citizenship as both a political alternative to multicultural recognition and as a means of exercising political power (building on an earlier unit on theories of recognition and multicultural citizenship); and (3) more broadly, how histories of settler colonialism have and continue to shape approaches to American citizenship.

Teaching Plan: Students will begin by reading and discussing scholarly works that outline different theoretical accounts of sovereignty and citizenship from an Indigenous perspective. Students will then read and discuss Audra Simpson’s political theory and ethnographic research on the Mohawks of Kahnawà:ke in *Mohawk Interruptus* (2014). After being given some of the historical background contextualizing the relationship between the United States, Canada, and the Haudenosaunee Confederacy, students will focus on the ways that the Mohawk peoples of Kahnawà:ke refuse and enact forms of citizenship and membership within, against, and alongside the United States and Canada. Finally, students will turn to the Walla Walla Council of 1855 and the “Treaty Between the Cayuse, Umatilla and Walla Walla Tribes in Confederation, and the United States.” After being given relevant historical background, students will work with the text of the treaty as an example of how American Indian treaties have and continue to shape Native American citizenship, sovereignty and rights. As part of this module, students will also be asked to research how Native American tribes use their histories and relationships with the United States government (e.g., specific treaties and binding agreements) to negotiate contemporary rights claims to land, resources, self-identity, and self-government.

Assigned Readings

- Joanne Barker, "For Whom Sovereignty Matters" (in Barker 2005, 1-32)
- Taiaiake Alfred, "Sovereignty" (in Barker 2005, 33-50)
- Richard W. Hill, “Linking Arms and Brightening the Chain: Building Relations through Treaties” (in Harjo 2014, 37-58)
- Audra Simpson, *Mohawk Interruptus* (Chaps 1-2, 6)
- Treaty Between the Cayuse, Umatilla and Walla Walla Tribes in Confederation, and the United States (1855)

General Discussion Questions

- What is the relationship between tribal citizenship and American citizenship?
- How do treaties between the United States and American Indian tribal nations shape American Indian citizenship?
- Can multiple sovereign nations exist in the same or overlapping territory?
- Is there a difference between being viewed as a member of a sovereign nation within a sovereign nation and being viewed as a minority member of a larger sovereign nation?
- How can the refusal of citizenship be a politically empowering act?

AMERICAN POLITICAL THOUGHT

Instructor Information	Course Information
Dr. Noah R. Eber-Schmid	Meeting Time:
Dept. of Political Science	Location:
Email: neschmid@uoregon.edu	Web page:
Office:	Office Hours:
	& By Appointment

I. INTRODUCTION

American Political Thought provides a one semester exploration of some of the many ways in which Americans from the colonial era to the present have thought and fought about the meaning and shape of their community, its members, and its purpose. Since before the founding of the republic, Americans have had to grapple with these issues amid significant technological, cultural, economic, and political transformation. This course will help you to formulate your own positions on the enduring and evolving questions of American political life by providing a historical and intellectual overview of some of the ways that American political thinkers have sought to address a variety of important issues, including: the rights that Americans ought to enjoy; who should count as a citizen and what citizenship means or requires; the place of religion in public life; the relationship between labor and capital, as well as the way this relationship has and should shape American lives and politics; and the qualities (if any) that make the United States distinct among the nations of the world.

Class will be run as a mix of lecture, seminar discussion, and in-class exercises. Readings will consist of primary sources drawn from throughout American history to show the diversity of American political thought, reflecting both the dominant political ideas of elites, as well as popular political thought from below. To this end, we will read, interrogate, and engage core canonical texts, as well as other equally important, but historically marginalized and excluded voices of American political life. At the heart of this exploration is a critical examination of what is distinctly *American* in American political thought.

Class Goals

- 1) Students will develop a solid foundational understanding of critical theoretical issues underlying political life, political thought, and the organization of political community in the United States from the colonial era to the present.
- 2) Students will gain familiarity with core canonical texts, as well as other equally important, but historically marginalized and excluded voices of American political thought.
- 3) Students will be able to critically analyze and evaluate key texts and debates in the history of American political thought, and will develop an understanding of important methodological and historical considerations in the interpretation of political discourse.

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- 4) Students will assess original and secondary sources of argumentation and evidence, and apply scholarly findings to new situations.
- 5) Students will write effectively, engage in intellectually grounded oral debate, and form and express cogent arguments.
- 6) Students will develop intellectual skills for graduate work and employment.

II. COURSE OVERVIEW AND GRADING

Required Materials: The following books will be used during this course and are available for purchase at the university bookstore.

- James Baldwin, *The Fire Next Time* (Vintage)
- John C. Calhoun, *A Disquisition on Government* (St. Augustine's Press)
- John Dewey, *Liberalism and Social Action* (Prometheus Books)
- W. E. B. Du Bois, *The Souls of Black Folk* (Dover)
- Alexander Hamilton, James Madison, and John Jay, *The Federalist* (Penguin)
- Thomas Paine, *Common Sense* (Penguin)
- William G. Sumner, *What Social Classes Owe Each Other* (Longleaf)
- Judith Shklar, *American Citizenship: The Quest for Inclusion* (Harvard)

In addition to the books listed above, readings for this course will consist of a variety of speeches, short articles, and pamphlets. Texts marked “ * ” on the schedule below will be made available on reserve and/or in PDF format on the course website.

Course Format and Expectations: This course will take the form of a modified lecture, combining instructor-led presentations, in-class discussions, in-class group work, and written assignments. You will be required to prepare for class discussions and exercises in advance of class meetings. Always bring the assigned reading with you to class and come prepared to talk and ask questions about what you've read. Additionally, you will be responsible for completing occasional commentaries on the assigned readings, two short critical summaries, as well as midterm and final writing assignments.

Late and Missing Assignments: All assignments should be submitted prior to the assigned due date. I will accept any assignment submitted by the end of the semester, though late assignments may be penalized. Remember, **it is always better to submit an assignment late than not at all!**

Assignment	Points
Class Participation	10
Text Commentaries (x 10)	20

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Critical Summaries (x 2)	30
Midterm Writing Assignment	20
Final Writing Assignment	20

Participation: Because this class depends on the active involvement of every student, 10% of your course grade will depend on your contributions to class sessions. Although the best way to earn participation credit is to contribute intelligently to in-class discussions and group exercises, you may also participate by engaging me in thoughtful discussion of the material during office hours and/or through email. For general guidance on how class participation will be assessed, see the attached rubric.

Text Commentaries: Writing short commentaries, questions, and critical remarks while completing the assigned reading is one of the best ways to engage with the readings and evaluate your own understanding. To encourage you to write and think deeply about the assigned readings, you will be responsible for completing 10 brief text comments over the course of the semester. Each commentary will be worth 2% of your final grade. Your comments should be posted in the commentary forum of our online course site by the evening before the class session on which we will discuss the text you are commenting on. Each comment should be brief (no more than 1-2 paragraphs) and should specifically refer to the text under discussion. Comments should feature your own ideas, reactions, and reasoned positions in response to the arguments and ideas contained in the reading. Commentaries may use informal language, but they should be clear, cogent, and specific to the text. I will review commentaries posted to the online forum before class and will provide you with examples and additional directions on how comments will be evaluated.

Critical Summaries: You will be responsible for writing two short critical summaries of assigned readings. Each critical summary will be worth 15% of your course grade. These short writing assignments will focus on a specific text or author, and will test your ability to explain and evaluate the ideas, concepts, and theories in the selected reading(s). While intended to test your understanding of the material, these critical summaries will also help prepare you for the midterm and final writing assignments. I will provide you with further directions and a grading rubric prior to assigning each summary.

Midterm and Final Writing Assignment: There will be both a midterm and final writing assignment, each worth 20% of your course grade. These assignments will test your ability to explain, evaluate, and apply the ideas discussed in class and in the assigned readings. Though your responses will vary in relation to the subject matter and question, all responses should contain a clear thesis statement, and develop an organized and reasoned response to the assigned question using specific textual references. As part of each assignment, you will be required to submit a short abstract that summarizes your essay and clearly indicates your thesis statement. I will provide you with additional information in advance of each assignment, and will be available during office hours to meet with you prior to assignment deadlines.

III. COURSE POLICIES AND ADMINISTRATION

Attendance: Students must attend all scheduled course meetings and abide by the university's attendance policies regarding absences. This means that **you must arrive to class on time and stay for the duration**. Regular attendance and class participation will be taken into account as part of your final grade. **If you have 4 or more unexcused absences, you are at risk of failing this course.**

It is the policy of this course to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. It is the responsibility of the student to provide timely notification about necessary absences for religious observances. Students are also responsible for making up the work or exams according to an agreed-upon schedule. All make up exams must be arranged with me prior to the missed exam.

Email, Announcements, and Classroom Technology: You are required to regularly check your student email account and the course site. Failure to regularly check your student email account is not an acceptable excuse. You may contact me with questions and concerns through my email address. Please allow 24 hours (Monday–Friday) or 48 hours (Saturday, Sunday, and Holidays) from the time your email is sent to receive a response. The use of phones and other mobile devices to make or receive, calls (telephone or other), text messages, tweets, snapchats, status updates, or any communication with your physical, digital, or imaginary social network during class is strictly prohibited. Your phone, computer, or tablet should only be used for taking notes during class or working on in-class assignments. The use of smartphones, tablets, netbooks, laptops, etc. during class is at my discretion. I reserve the right to prohibit the use of technological devices if they prove disruptive or distracting, and to request electronic copies of your notes.

Plagiarism and Academic Integrity: All students should be familiar with and abide by the University's policy on academic integrity. Plagiarism and the University's policy on academic integrity can be complicated. You are expected to make an effort to learn about plagiarism and other violations of academic integrity, as well as how to avoid them. Taking the time to do so will help ensure that you do not violate the University's policy.

Office Hours: I will be holding regular office hours. If you would like to attend office hours but are unable to do so at the regularly scheduled time, please email me to make alternative arrangements. I am happy to answer any questions you may have during the semester and always enjoy the opportunity to discuss your thoughts on the material we'll be covering.

Please Note: This syllabus is subject to change and students should regularly check the Moodle course site for the most recent version. Readings and assignments may be removed, added or modified at my discretion. All major changes will be announced in class and through the course site.

IV. COURSE READINGS

Assigned readings are divided by units. Readings marked with an asterisk “*” will be made available online or through library course reserves.

I. COURSE INTRODUCTION: AMERICAN ORIGINS

- Langston Hughes, “Let America Be America Again” (1938)*
- Mayflower Compact (1620)*
- John Winthrop, “A Model of Christian Charity” (1630)*
- Benjamin Franklin, “Information to Those Who Would Remove to America” (1784)*
- Daniel Webster, “Plymouth Oration” (1820)*
- William Apess, “Eulogy on King Philip” (1836)*

II. RESISTANCE AND REVOLUTION

- Jonathan Mayhew, “A Discourse Concerning Unlimited Submission and Non-Resistance to the Higher Powers” (1750)*
- Second Continental Congress, “Declaration of the Causes and Necessity for Taking Up Arms” (1775) *
- Thomas Jefferson, “A Summary View of the Rights of British America” (1774) *
- Thomas Jefferson, et. al., Declaration of Independence (1776)*
- Thomas Paine, *Common Sense* (1776)

III. CONSTITUTION AND FOUNDATION

- Kaianere’kó:wa (Haudenosaunee Great Law of Peace)*
- *The Federalist*: #1, 6, 9-10, 14, 23, 39, 45-47, 51, 62-64, 70, 78, 84
- Letters of Brutus #6 & 11 (1787)*

IV. SLAVERY AND CIVIL WAR

- David Walker, “Appeal to the Colored Citizens of the World” (1829)*
- Frederick Douglass, “What to the Slave is the Fourth of July” (1852)*
- John C. Calhoun, *Disquisition on Government* (1848)

V. AMERICAN INDIVIDUALISM

- Ralph Waldo Emerson, “Self-Reliance” (1840)*
- Henry David Thoreau, “Life Without Principle” (1836)*
- Ralph Waldo Emerson, “Politics” (1844)*
- Henry David Thoreau, “Resistance to Civil Government” (1849)*
- Henry David Thoreau, “A Plea for Captain John Brown” (1859)*

VI. CAPITALISM AND LABOR IN EARLY INDUSTRIAL AMERICA

- William G. Sumner, *What Social Classes Owe to Each Other* (1870)
- Andrew Carnegie, *The Gospel of Wealth* (1889)*

VII. GENDER, RACE, AND EMPIRE

- Jane Addams, “A Modern Lear” (1896/1912)*
- Victoria Woodhull, “On the Principles of Social Freedom” (1871)*
- Victoria Woodhull, “Lecture on Constitutional Equality” (1871)*
- Elizabeth Cady Stanton, “The Solitude of Self” (1892)*
- Booker T. Washington, “Atlanta Exposition Address” (1895)*
- W. E. B. Du Bois, *The Souls of Black Folk* (1903)
- Chief Joseph, “An Indian’s View of Indian Affairs” (1879)*
- Treaty with the Nez Perce (1855)*

VIII. LIBERALISM

- John Dewey, *Liberalism and Social Action* (1935)

IX. CIVIL RIGHTS

- Martin Luther King, Jr., *Letter from Birmingham Jail* (1962)*
- Martin Luther King, Jr. “I Have a Dream” (1963)*
- Martin Luther King, Jr. “Beyond Vietnam” (1967)*
- Martin Luther King, Jr. “Black Power Defined” (1967)*
- Martin Luther King, Jr. “Speech at Ohio Northern University” (1968)*
- Malcolm X, “The Ballot or the Bullet” (1964)*
- James Baldwin, *The Fire Next Time* (1963)
- James Baldwin & William F. Buckley Jr., “The Baldwin-Buckley Debate: The American Dream and the American Negro” (1965) (video and transcript)*

X. CONCLUSION: CITIZENSHIP AND THE AMERICAN REPUBLIC

- Judith Shklar, *American Citizenship: The Quest for Inclusion* (1989)

General Participation Rubric

Pts	Criteria
0	No participation
1	<p>Attempts to respond to a discussion question but does so</p> <ul style="list-style-type: none"> • in an uninformed manner • without contributing to the discussion in any meaningful way • without asking a relevant or well-reasoned question
2	<ul style="list-style-type: none"> • Attempts to respond to the discussion with a well-reasoned or relevant question • Demonstrates a basic reading of the assigned text or understanding of the concept/theory under discussion, but shows no effort to interpret or understand the subject beyond repetition or memorization
3	<ul style="list-style-type: none"> • Response or question demonstrates good preparation through knowledge of the readings • Offers reasonable interpretations and analysis of the assigned text and/or concepts/theories discussed in class • Contributes to the discussion in an ongoing manner by responding to, and constructively questioning points made by other students and the instructor
4	<ul style="list-style-type: none"> • Response or question demonstrates excellent preparation through clear analysis of the text • Demonstrates an informed attempt to synthesize different ideas, concepts, theories, and/or texts discussed in class • Contributes to class discussion in a significant way by keeping focus, thoughtfully responding to other students' comments, and specifically referencing the material being discussed

General Rubric for Written Work

	A	B	C	D/F
Argument/Analysis	Makes clear and compelling argument. Solid reasoning. Offers insightful analysis	Makes clear argument, based on plausible readings. Some effort to sustain argument throughout the analysis.	Attempts to offer a cogent argument and analysis, but argument and analysis are based on faulty reasoning.	Failure to make a cogent argument or to offer sound analysis.
Writing/Grammar	Well-written. Appropriate word choices. Free of grammar and spelling mistakes.	Well-written, but may include a handful of grammar, spelling, or word choice mistakes.	Multiple errors, but still clearly intelligible.	Multiple errors that interfere substantially with comprehension.
Organization/Structure	Clear, easy to follow organization with intro, body, conclusion. Provides reader with a “road map” of essay.	Clear organization with some road map for reader.	Some effort to structure the paper, but organization is problematic or difficult to follow.	Disorganized and difficult or impossible to follow.
Use/mastery of readings	Uses multiple readings and demonstrates mastery of facts and arguments made in readings.	References multiple readings and demonstrates a good degree of understanding.	Minimal use of readings and/or failure to demonstrate adequate mastery of readings.	Failure to use readings