

**INVENTING THE CITIZEN**  
**FALL AND WINTER QUARTER 2017/2018**

**Faculty:**

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Office: Sem 2 D4106

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Office: Sem 2 C4102

**Description** (from the academic catalog):

How do people learn to think of themselves as political actors? How do they learn their rights as citizens, the ways in which their actions and voices matter in a democracy, as well as the limits of their impact on the state and society? Finally, how have citizens and non-citizens alike utilized, circumvented, and resisted existing social and political structures to become engaged agents of change in their communities and beyond?

This two-quarter program aims to use what we can learn from the past to inform current and future civic action. The first quarter will focus on history and political theory of ancient Greece and Rome and 18th-20th century America. In the second quarter, students will organize a community event, funded by the Pericles Project (<http://www.projectpericles.org>), that focuses on civic engagement. There will be an associated spring quarter program, *Applied Citizenship*, in which students will be asked to translate theory into practice through internships and individual research projects.

We will examine how citizenship has been created, defined, and acted out in everyday life using examples from ancient Greece and Rome, as well as 18th– 20th century U.S. history. First, we will gain a basic understanding of the relevant historical contexts, and learn how to interpret primary sources with scholarly rigor. Next, selected historical sources will illustrate both creative and destructive examples of civic action and engagement. We will learn how citizens, non-citizens, and semi-citizens were legally distinguished in Athens, Sparta, Rome, and the United States. We will compare the ways in which the citizens of classical Athens and citizens in early America envisioned the ideal democratic community.

Next, we will explore the ways in which states from ancient Greece and Rome to the contemporary U.S.A. have worked both to instill a sense of civic responsibility and to limit the potential for individual and collective political action. We will also learn how arguments about the history of democracy shaped who belonged and who was excluded as notions about U.S. citizenship changed. Furthermore, we will discover how marginalized groups, such as women, enslaved people, immigrants and itinerants, fought to find a place for themselves in these political frameworks. Students will be expected to lead seminars, work individually and in small peer groups on projects, and write weekly essays.

Finally, a grant from the Pericles Project (<http://www.projectpericles.org>) will enable the class to organize a community outreach event that focuses on civic engagement. Ultimately the program seeks to help students to shape a new understanding of themselves as actors in local, national, and global politics.

## **Summary of Writing Assignments:**

Weekly Student Seminar Assignments: each week, faculty will release a prompt tailored to the seminar and program readings. These prompts are designed to practice different kinds of writing, including comparative, analytical, synthetic, etc. Please follow the prompts carefully, including word count limits. Papers are due in hard copy at the beginning of seminar each Thursday unless otherwise specified.

Shared Document of Concepts, Terms, and History. Each Monday afternoon, students will spend one hour working in groups and creating a collective, synthetic document of the previous week's key learnings, terms, and concepts as well as any questions or things that are unclear. These documents will "live" on Canvas and be updated every week. This will be a "work in progress" and be refined as the program unfolds. Each week's entry should include group members' names.

Longer Written Assignments: at selected points in the quarter, students will practice research and writing skills in more extensive formats. The first of these assignments will be a 4-6 page paper on slavery, due in week 9 of fall quarter. Details of this assignment will be posted well ahead of time.

Research Project and/or Pericles Project: in winter quarter, students will choose either an extensive, individual research paper on a topic related to program content, or plan and execute a community event using the Pericles Foundation Grant awarded to this program. Specific instructions will be circulated at the beginning of Winter Quarter.

All turned in work should be the student's own, and all sources should be properly cited, including seminar readings.

### **Schedule:**

Mondays	10-12:30	Sem 2 A3105	Lecture
	1:30-3	Sem 2 A1105	Workshops
	3-4 pm	Group work	
Wednesdays	10-12:30	Sem 2 A 3105	Lecture
Thursdays	10-12:30	Sem 2 A3107 & A3109	Seminars
	1:30-4	Sem 2 A1107	Workshops or Lecture

Fall Quarter Books:\*

*The Straight State*, Margot Canady

*America's Constitution: A Biography*, Akhil Reed Amar

\*Most of our readings for the fall will be .pdfs uploaded to Canvas

**Weekly Themes:**

**Weeks 1-3: Foundational Concepts and Categories**

**Week 1:** Program Introduction, Historical Methods, Historical Overviews.

**Week 2:** Historical Overviews, cont.

**Week 3:** State Building

**Weeks 4-7: Categories of Analysis**

**Week 4:** Immigrants & Ethnicity

**Week 5:** Women

**Week 6:** Gender & Sexuality

**Week 7:** Disability

**Weeks 8-13: Case Studies**

**Week 8:** Slavery & Resistance, Pt. 1

**Thanksgiving Break Week**

**Week 9:** Slavery & Resistance, Pt. 2

**Week 10:** Ruptures & Revolutions, Pt. 1

**Winter Break**

**Week 11:** Ruptures & Revolutions, Pt. 2

**Week 12:** Democracy & Populism

**Week 13:** Tyrants & Civil Rights

**Weeks 14-18: Praxis**

**Week 14:** Education

**Week 15-18:** Pericles Project and/ or Research Project

**Week 19:** Presentations

**Week 20:** Remnants/ Afterlife

**Evaluation Week**