

## HIUS 136/ETHN 153: Citizenship and Civil Rights in the 20th Century

Mary Klann, PhD

*Now, completely online! :)*

Spring 2020

### How to Contact Me:

Email: [mklann@ucsd.edu](mailto:mklann@ucsd.edu)

Feel free to contact me via email or send a message through Canvas. I usually respond within 24 hours during weekdays, 48 hours on weekends. If you don't hear back from me in 48 hours, feel free to send a follow-up. Our class will also be using a messaging app called Pronto. Through Pronto, you'll be able to send me or your classmates text messages. I'll update you about how Pronto works during the first week of the quarter.

### Where to Find Required Readings and Materials:

There are no required books to purchase for this class. All required reading for this course will be available online, via PDF or link through our course Canvas site.

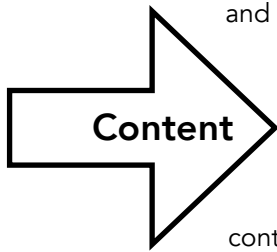
**Office Hours:** I will hold virtual office hours via Zoom on **Wednesdays from 10:00-12:00 pm**. You can find the link to join our Zoom meeting on our course home page on Canvas. In these meetings, you have the option to video conference or chat.

### Course Description

This course examines the development of social, political, and cultural understandings of American citizenship and civil rights in the twentieth century. We will think critically about the rights and obligations associated with citizenship: how those rights have been regulated and denied to certain groups in the American polity; how certain social groups have agitated for access to the benefits of citizenship; and how understandings of equality and citizenship have changed over the course of the twentieth century. Throughout the course, we will pay attention to the ways which notions of race, gender, colonialism, and culture have impacted the institution of American citizenship, and relationships that individual citizens have with the state. The course is thematically organized by five Constitutional Amendments: the Fourteenth, Fifteenth, Nineteenth, First, and Second. We will interrogate how each of these amendments has shaped and continues to shape our understanding of equal citizenship.

### Course Learning Objectives

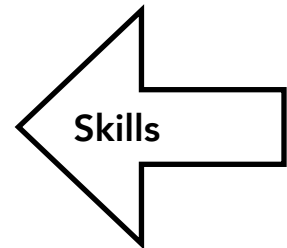
*By the end of this course, students will be able to:*



- 1) Identify and describe how the institution of American citizenship is impacted by social and cultural understandings of race, gender, culture, and colonialism.
- 2) Understand how citizenship and civil rights have been restricted from, regulated, and imposed on marginalized communities in the United States.
- 3) Analyze and critique primary and secondary sources relating to citizenship and civil rights.
- 4) Evaluate contemporary issues and protest movements based on historical context.

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

- 1) Articulate their opinions about the historiography of American citizenship and civil rights in the 20th century.
- 2) Analyze a primary source by putting into historical context.
- 3) Perform close readings of both secondary and primary sources, determining main arguments and significance.
- 4) Deconstruct and critique a scholarly argument (secondary source) and articulate an opinion about it.
- 5) Formulate a historical argument using evidence to support it.



## **Accommodation of Disabilities and Access Needs**

I have made every effort to make this course accessible to all students, including students with disabilities. If at any point during the course, you encounter a circumstance (mental, physical, cognitive, legal, personal, etc.) that affects your ability to fully access and participate in this course, you are welcome (but not required) to contact me to discuss your specific needs. Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Students are required to present their AFA letters to faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. For additional information, please contact the OSD: 858-534-4382, [osd@ucsd.edu](mailto:osd@ucsd.edu); <http://disabilities.ucsd.edu>.

## **Basic Needs, Health and Well-Being**

For those remaining on campus, the **Hub Basic Needs Center** and the **Triton Food Pantry** will remain open for the Spring Quarter. Through these programs, located at the Original Student Center, students can obtain essential resources, including access to food, stable housing, and financial wellness resources.

UCSD's **Counseling and Psychological Services (CAPS)** is open for video and phone visits and urgent care visits. We're in a chaotic moment, and there is a lot of uncertainty. If you are feeling anxious or worried and it is affecting your ability to succeed in our class, please reach out for help! I will do what I can and refer you to other resources available.

## **Academic Integrity**

While this course encourages intellectual cooperation and discussion, all materials submitted for a grade must represent **your own work**. Proper citation of other people's work is required. Suspicion of academic misconduct and plagiarism will be investigated, and verified cases will be reported to the Academic Integrity Office according to university policy. A finding of plagiarism will result in a "0" on the assignment, and a possible failing grade in the course. See <http://students.ucsd.edu/academics/academic-integrity/index.html> for further information.

## Preferred Names and Pronouns

In our Interactive Syllabus, please be sure to let me know what you'd like to be called, and if you would like to share them, your preferred gendered pronouns. If at any point in the semester you wish to communicate with me about this matter, please do not hesitate to do so.

## Online Learning

Since this course is entirely online, we will not see each other in a regular classroom every week. But, **you are not learning alone!**

- You will post your opinions about historical topics to course Discussions
- You will respond to other students' opinions in course Discussions
- You will see the results of class polls about historical topics
- You will collectively annotate course readings as a class
- I will respond to your writing
- You will correspond with me via email, Canvas, and Pronto

I am here for you. I will engage with all of you frequently—the only thing that changes about this course with our move to online is the format! All of the content, readings, and my enthusiasm for teaching and this subject remain the same!

Our class will be conducted through Canvas, at [canvas.ucsd.edu](https://canvas.ucsd.edu). In order to stay informed about our class, I recommend:

- Checking and adjusting your notification preferences in Canvas. Make sure you are set to be notified right away about announcements or changes to course content.
- If you have a smartphone, install the Canvas app. You can access our course through the app, and receive push notifications when grades, assignments, and announcements are posted.

## Collaboration and "Netiquette"

Although this is an online course, you will frequently engage with your classmates and me every week. Since we will often discuss challenging issues, it will be our collective responsibility to make sure that our virtual interactions are always respectful and supportive of the views, experiences, and expertise of others. Keep in mind that if a comment or action is inappropriate *in person*, it is also inappropriate *online*. *In our class, each one of us is required to respect what others say and their right to say it, and to give thoughtful consideration of others' communication. Incendiary, discriminatory and/or violent language will not be tolerated.* To create a course culture of courtesy, collegiality, and cooperation, remember that we know more together than any one of us knows individually.



## Course Organization

Our course will be largely asynchronous. This means that we will all be logging into Canvas at different times. I will not be conducting any live lectures through Zoom—though you will see my face a lot! Here’s a schedule of a typical week in our class:

- **Each week, you’ll complete 2-3 modules.** The modules essentially stand in for the lectures we would have met for every Monday, Wednesday, and Friday had we been on campus. During weeks where you also have an assignment due, there will be only 2 modules. During the other weeks, you’ll have 3.
- **What’s a module?** A module is a set of information and tasks grouped by a specific theme. If we were conducting our class in person, I’d have a specific theme, discussion questions, and readings assigned for each lecture. In our online format, you’ll find all of that same stuff within each module. In general, modules will usually contain:
  - Lecture Slides (linked through Google Drive as a PDF)
  - Two poll questions (to replace the iClicker questions I would use in a face-to-face class)
  - Canvas Discussion Group
  - Reading
  - Occasional videos or other resources
- **Lecture slides will be posted by 3 pm on Monday, Wednesday, and Friday.** I will likely post them earlier than 3 pm. Readings will be available for each module in advance. See the categories below for more detailed explanations of each component.

### How Will You Be Graded?

Class Participation: 20%  
Reading Annotations: 20%  
Citizenship Story Research Plan: 10%  
Citizenship Story, *JSTOR Daily* Edition: 20%  
Citizenship Story, Revised Edition: 25%  
Interactive Syllabus + Process Letters: 5%

## Assessments

### *Interactive Syllabus (2%)*

Read the interactive syllabus and answer the questions. Full points will be awarded just for completing this assignment. **DUE: Sunday, April 5 at 11:59 pm.**

### *Process Letters (3%)*

Process letters are ungraded, informal response papers you will be responsible for submitting twice during the quarter. You will get the points for completing the assignment. I will provide questions to use as a general prompt, but the goal behind these letters is for you to communicate with me (and with yourself) any thoughts, concerns, or questions you have about your progress in the course, mastery of the learning outcomes, and/or thoughts about the material. **DUE: April 19 and May 31**

### *Class Participation (20%)*

This quarter, as you all know, we are online! However, just because we are logging in at different times and connecting virtually, **this does not mean you are alone or learning by yourself**. In order to succeed in this class, it is imperative that you engage with the material and with your classmates every week. There are two components of your class participation grade:

- **Slido Polls:** In lieu of iClickers, I'm using Slido, a web-based polling app. For each module, you'll respond to a two-question Slido survey, which I'll link to in Canvas. The Slido questions are based off of the information presented in the lecture slides. These polls are purely opinion-based. That means, there is no "right" answer! You get the points just for answering the questions.
  - **Answer Garden:** Some modules will also contain a link to an Answer Garden session. With Answer Garden, I pose an open-ended question, and you provide a brief answer. All of the answers form a word cloud which everyone can see and add onto. These are anonymous responses, but I encourage you to participate.
- **Discussions:** After you've responded to the Slido polls, you'll head to the Discussion for that module to explain your choice for one of the questions you answered. You can either post independently, or respond to a classmate's post (for example, if you agree or disagree with what they said, you can explain why).

**Each Module is worth 6 points (2 points for the survey + 4 points for the Discussion post). Both the Slido polls and Discussions are due by Mondays (of the following week) at 3:00 pm. However, I encourage you to submit your answers to the Slido polls by Fridays, because I will post the results of the the poll to the Discussions so everyone can see how the class voted.**

**Total Class Participation Score = 156 points**

### **Reading Annotations (20% - 10 weeks, 2% each)**

Each week you'll be responsible for annotating the readings from one module of your choice using the online tool, *Hypothesis*. *Hypothesis* is an open-source annotation tool which allows all members of the class to collectively mark up readings with our notes and highlights. In your annotations, you can choose to respond to your classmates' annotations or to note aspects of the readings you find significant, interesting, or confusing. I'll provide some questions to get you thinking about which aspects of each reading you might choose to focus on. Each week there are usually three assigned readings. You are only required to annotate the readings from one module per week (whichever you choose). To receive the full points for weekly annotations, you must comment at least once per page for at least 2/3rds of each article.



**Each weekly annotation is evaluated on a scale of 3 points. Annotations are due by Mondays (of the following week) at 3:00 pm each week.**

**Total Reading Annotations Score = 30 points**



### **Weekly Live Annotation Party!**

So much fun, I'm calling it a party! Because we won't be meeting during our scheduled class time this quarter, I'm setting aside one of those class periods (Wednesdays 3:00-3:50 pm PST) each week where I will be online, annotating readings right along with you. That means, if you are in Canvas making annotations on your readings during this time, I'll be able to see them and respond to them in real time. I encourage all of you—if it is feasible with your

schedule—to set aside this time to annotate the reading of your choice for the week. I'll also have a Zoom meeting online at the same time. You can ask me questions about the readings through Zoom, or, if you prefer not to talk or chat, you can simply log on and be part of a collective reading party. If it helps to have someone there to answer questions about the reading, or to have some company while you are reading, I encourage you to join in.

### **Citizenship Story (55%)**

In this class, you will practice and receive feedback on two important skills historians employ: conducting research and telling stories. Throughout the quarter, you will work on a “citizenship story”: a narrative of one individual’s American citizenship and/or experiences with civil rights in the United States. This individual can be someone you know—a family member, friend, or even yourself—or a historical person whom you’d like to know more about. With the citizenship story, you’ll be putting their individual experiences in the larger historical context of the evolution and development of citizenship and civil rights in the 20th century. The citizenship story is a quarter-long project that will be broken down into several components:

#### **Part I: Subject and Research Plan (10%)**

By Week 5, you’ll decide on the subject of your citizenship story and your plan for research. I’ll create a survey via Canvas where you can submit your plans and receive my feedback. Each Subject and Research Plan should contain:

- 1. One individual subject** - 1-2 sentence bio
- 2. Two-three secondary sources** - Which scholarly articles and/or book chapters you will use to help contextualize that individual’s story
- 3. One primary source** - A source created or written by your subject OR a source created/written in the time period in which your subject’s experiences are based for your citizenship story.



*By the time you’ve submitted your Subject and Research Plan, you should have located all of your sources for the citizenship story. You won’t be required to analyze the sources in detail yet, and after receiving my feedback, you are free to change/delete some of the sources you found.*

**DUE: Sunday, May 3 at 11:59 pm. Total Score = 100 points**

#### **Part II: Citizenship Story, *JSTOR Daily* Edition (20%)**

At the end of Week 7, you’ll submit the first version of your citizenship story in the style of the *JSTOR Daily* articles I’ve assigned. These articles are brief—500-700 words—and provide a succinct overview of a topic. You’ll reference all of your sources in this assignment, but you won’t have time to analyze them deeply—you’ll have time to get into more detailed analysis in the final piece of the citizenship story project.

**DUE: Sunday, May 17 at 11:59 pm. Total Score = 100 points**

#### **Part III: Citizenship Story, Revised Edition (25%)**

For the final assessment in our class, you’ll be creating a revised version of your citizenship story. The format of this assignment is completely up to you. My feedback on the *JSTOR Daily* version will provide you with a sense of where you can improve your analysis and narrative. But how you apply that feedback is open! You may choose to create a podcast, video, art piece, song, website, game, long-form essay, or something else entirely. I encourage you to think of your own particular skill set and what format you

enjoy working in the most, and then apply it to tell the citizenship story you've been researching for the quarter.

**DUE: Wednesday, June 10 at 11:59 pm. Total Score = 100 points**

## Late Work Policy

There is an automatic two-day grace period for the Citizenship Story assignments. On time and/or early assignments are always encouraged and will have my fresh eyes on them, but you have two days after the scheduled due date to turn in your assignment with no questions asked. **After the two-day grace period, I will accept late work for half credit. Please do your best to request extensions in advance of the assignment due date.** However, if submitting your assignment by the due date seems impossible for you at any point during the quarter, please tell me so we can work something out. In light of the unexpected changes to our quarter due to COVID-19, I am anticipating that we might have some additional disruptions. For example, if you get sick, please take care of yourself! Late work due to illness will be accepted!

*I reserve the right to change the syllabus. If I do so, I will notify you in a timely manner.*

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## Schedule of Weekly Topics and Readings

*Week 1: March 30 - April 5*

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### **Module 1 - Course Introduction (Monday, March 30)**

No Required Readings

### **Module 2 - Defining Citizenship and Civil Rights (Wednesday, April 1)**

Required:

Quincy T. Mills, "Civil Rights," in *Keywords for African American Studies*, eds. Erica R. Edwards, Roderick A. Ferguson, and Jeffrey O.G. Ogbar (New York: NYU Press, 2018): 41-47.

Helen Heran Jun, "Citizenship," in *Keywords for Asian American Studies*, eds. Cathy J. Schlund-Vials, Linda Trinh Võ, K. and K. Scott Wong (New York: NYU Press, 2015): 20-24.

Nicholas De Genova, "Citizenship," in *Keywords for Latina/o Studies*, eds. Deborah R. Vargas, Nancy Raquel Mirabal, and Lawrence La Fountain-Stokes (New York: NYU Press, 2017): 36-39.

<b><i>Interactive Syllabus Due: Sunday, April 5th at 11:59 pm.</i></b>
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*Week 2: April 6 - April 12*

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Unit 1: Fourteenth Amendment

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### **Module 3 - Citizenship and the Fourteenth Amendment (Monday, April 6)**

Required:

Read the text of the Fourteenth Amendment: <https://constitutioncenter.org/interactive-constitution/amendment/amendment-xiv>.

#### ***JSTOR Daily Day!***

- Matthew Wills, "Birthright Citizenship Basics," *JSTOR Daily*, <https://daily.jstor.org/birthright-citizenship-basics/>.
- Matthew Wills, "How the Chinese Fought Discrimination in 19th Century Arizona," *JSTOR Daily*, <https://daily.jstor.org/chinese-arizona/>.
- Livia Gershon, "Civil Rights and Private Property Rights," *JSTOR Daily*, <https://daily.jstor.org/civil-rights-private-property-rights/>.

### **Module 4 - *Plessy v. Ferguson* and Equal Citizenship (Wednesday, April 8)**

Required:

Blair Murphy Kelley, "Our People Our Problem? *Plessy* and the Divided New Orleans," in *Right to Ride: Streetcar Boycotts and African American Citizenship in the Era of Plessy v. Ferguson* (Chapel Hill: The University of North Carolina Press, 2010): 51-85.

### **Module 5 - Intersecting Aspects of the Fourteenth Amendment (Friday, April 10)**

Required:

Brook Thomas, "The Legal and Literary Complexities of US Citizenship Around 1900," *Law and Literature* 22, no. 2 (Summer 2010): 307-324.

*Week 3: April 13 - April 19*

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### **Module 6 - Segregation and Citizenship in the Context of War (Monday, April 13)**

Required:

Rebecca Jo Plant and Frances M. Clarke, "'The Crowning Insult': Federal Segregation and the Gold Star Mother and Widow Pilgrimages of the Early 1930s," *Journal of American History* 102, no. 2 (September 2015): 406-432.

### **Module 7 - Desegregation (Wednesday, April 15)**

Required:

Brian J. Daugherty, "'A New Day Is Being Born': *Brown* and Southern Backlash, 1954-1955," in *Keep On Keeping On: The NAACP and the Implementation of Brown v. Board of Education in Virginia* (Charlottesville, VA: University of Virginia Press, 2006): 22-43.

### **Module 8 - The Aftermath of Desegregation (Friday, April 17)**

Required:

Stacy Braukman, "The Johns Committee, Sex, and Civil Rights in Florida, 1963-1965," in *Freedom Rights: New Perspectives on the Civil Rights Movement*, ed. Danielle McGuire and John Dittmer (University Press of Kentucky, 2011): 163-190.



*Week 4: April 20 - April 26*

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**Module 9 - Birthright Citizenship Under Threat in the Late 20th Century (Monday, April 20)**

Required:

Martha Menchaca, "The Social Climate of the Birthright Movement in the United States," *Chicana/Latina Studies* 12, no. 2 (Spring 2013): 28-55.

Unit 2: Fifteenth Amendment

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**Module 10 - Citizenship and the Fifteenth Amendment (Wednesday, April 22)**

Required:

Read the text of the Fifteenth Amendment: <https://constitutioncenter.org/interactive-constitution/amendment/amendment-xv>.

***JSTOR Daily Day!***

- Matthew Wills, "The Voting Rights Act at 50," *JSTOR Daily*, <https://daily.jstor.org/the-voting-rights-act-at-50/>.
- Matthew Wills, "What is the Jefferson Davis Highway?" *JSTOR Daily*, <https://daily.jstor.org/what-is-the-jefferson-davis-highway/>.
- Livia Gershon, "Race Has Always Affected the Vote," *JSTOR Daily*, <https://daily.jstor.org/race-has-always-affected-the-vote/>.

**Module 11 - Intersections of Gender and Race in the Context of the 15th Amendment (Friday, April 24)**

Required:

Glenda Elizabeth Gilmore, "Gender and Jim Crow: Sarah Dudley Petter's Vision of the New South," *The North Carolina Historical Review* 68, no. 3 (July 1991): 261-285.

*Week 5: April 27 - May 3*

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**Module 12 - The Voting Rights Act Under Threat Part I (Monday, April 27)**

Required:

Orlan J. Svingen, "Jim Crow, Indian Style," *American Indian Quarterly* 11, no. 4 (Autumn 1987): 275-286.

**Module 13 - The Voting Rights Act Under Threat Part II (Wednesday, April 29)**

Required:

Lynn Mie Itagaki, "The Racial Laundering of Equality after *Shelby County v. Holder*" in *The Shadow of Selma*, ed. Joe Street and Henry Knight Lozano (Gainesville, FL: University Press of Florida, 2018): 264-288

**Citizenship Story Subject and Research Plan Due: Sunday, May 3 at 11:59 pm**

Week 6: May 4 - May 10

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Unit 3: Nineteenth Amendment

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### **Module 14 - Citizenship and the Nineteenth Amendment (Monday, May 4)**

Required:

Read the text of the Nineteenth Amendment: <https://constitutioncenter.org/interactive-constitution/amendment/amendment-xix>.

#### **JSTOR Daily Day!**

- Matthew Wills, "How Women's Suffrage Has Been Represented in American Film," *JSTOR Daily*, <https://daily.jstor.org/how-womens-suffrage-has-been-represented-in-american-film/>.
- Livia Gershon, "Why the Equal Rights Amendment Hasn't Been Ratified Yet," *JSTOR Daily*, <https://daily.jstor.org/why-the-equal-rights-amendment-hasnt-been-ratified-yet/>.
- Matthew Wills, "New Jersey Let (Some) Women Vote from 1776 to 1807," *JSTOR Daily*, <https://daily.jstor.org/new-jersey-let-some-women-vote-from-1776-to-1807/>.

### **Module 15 - Black Women's Suffrage Activism (Wednesday, May 6)**

Required:

Treva B. Lindsey, "Performing and Politicizing 'Ladyhood': Black Washington Women and New Negro Suffrage Activism," in *Colored No More: Reinventing Black Womanhood in Washington, DC* (Urbana: University of Illinois Press, 2017): 86-110.

### **Module 16 - Women's Citizenship, Rights, and Sovereignty (Friday, May 8)**

Required:

Cathleen D. Cahill, "'Our Democracy and the American Indian': Citizenship, Sovereignty, and the Native Vote in the 1920s," *Journal of Women's History* 32, no. 1 (Spring 2020): 41-51.

Rumi Yasutake, "Women in Hawai'i and the Nineteenth Amendment," *Journal of Women's History* 32, no. 1 (Spring 2020): 32-40.

Week 7: May 11 - May 17

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### **Module 17 - Thinking Broadly about Women's Citizenship and Political Activism (Monday, May 11)**

Required:

Jessica Wilkerson, "'I Was Always Interested in People's Welfare:' Bringing the War on Poverty to Kentucky," in *To Live Here, You Have to Fight: How Women Led Appalachian Movements for Social Justice* (Urbana: University of Illinois Press, 2019): 41-68.

## **Module 18 - Women's Citizenship and Jury Service (Wednesday, May 13)**

Required:

Linda K. Kerber, "'Woman is the Center of the Home and Family Life': Gwendolyn Hoyt and Jury Service in the Twentieth Century," in *No Constitutional Right to Be Ladies: Women and the Obligations of Citizenship* (New York: Hill and Wang, 1998): 124-220 (Selected pages only, TBD)

**Citizenship Story: JSTOR Daily Edition, Due: Sunday, May 17 at 11:59 pm**

Week 8: May 18 - May 24

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Unit 4: First Amendment

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## **Module 19 - Citizenship and the First Amendment (Monday, May 18)**

Required:

Read the text of the First Amendment: <https://constitutioncenter.org/interactive-constitution/amendment/amendment-i>.

**JSTOR Daily Day!**

- Matthew Wills, "The High School Hair Wars of the 1960s," *JSTOR Daily*, <https://daily.jstor.org/the-high-school-hair-wars-of-the-1960s/>.
- Shannon Luders-Manuel, "How African Americans Supported Evolution in the 1925 Scopes Trial," *JSTOR Daily*, <https://daily.jstor.org/how-african-americans-supported-evolution-in-the-1925-scopes-trial/>.
- Matthew Wills, "What's with All the Petitions?" *JSTOR Daily*, <https://daily.jstor.org/whats-with-all-the-petitions/>.

## **Module 20 - Freedom of Religion Part I: Freedom Meets "Civilization" (Wednesday, May 20)**

Required:

Tisa Wenger, "Making Religion on the Reservation: Native Americans and the Settler Secular," in *Religious Freedom: The Contested History of an American Ideal* (Chapel Hill: The University of North Carolina Press, 2017): 101-142.

## **Module 21 - Freedom of Religion Part II: Freedom Meets War (Friday, May 22)**

Required:

Christopher Capozzola, "Between God and Country: Objecting to the Wartime State," in *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen* (Oxford: Oxford University Press, 2008): 55-82.

Week 9: May 25 - May 31

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## Memorial Day - May 25 (No Modules Posted)

### Module 22 - Contested Terrains of Free Speech (Wednesday, May 27)

Required:

William N. Eskridge, Jr., "The Sexualized First Amendment," in *Gaylaw: Challenging the Apartheid of the Closet* (Cambridge: Harvard University Press, 1999): 174-204.

### Module 23 - Interracial Coalitions and Post-Civil Rights Organizing (Friday, May 29)

Required:

Brian D. Behnken, "The Next Struggle: African American and Latino/a Collaborative Activism in the Post-Civil Rights Era," in *Civil Rights and Beyond: African American and Latino/a Activism in the Twentieth-Century United States*, ed. Brian Behnken (Athens: University of Georgia Press, 2016): 195-216.

<b>Process Letter #2 Due: Sunday, May 31 at 11:59 pm</b>
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## Week 10

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### Unit 5: Second Amendment

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#### Module 24 - Citizenship and the Second Amendment

Required:

Read the text of the Second Amendment: <https://constitutioncenter.org/interactive-constitution/amendment/amendment-ii>.

#### **JSTOR Daily Day!**

- Matthew Wills, "Where the "Well Regulated Militia" Clause Came From," *JSTOR Daily*, <https://daily.jstor.org/militias/>.
- Chi Luu, "Revisiting the Messy Language of the Second Amendment," *JSTOR Daily*, <https://daily.jstor.org/revisiting-messy-language-second-amendment/>.

#### Module 25 - Late-Twentieth-Century Gun Rights Debates Part I

Required:

Listen to the *More Perfect* Podcast, "The Gun Show" <https://www.wnycstudios.org/podcasts/radiolab/articles/radiolab-presents-more-perfect-gun-show>. (Transcript is available)

#### Module 26 - Late-Twentieth-Century Gun Rights Debates Part II

Required:

Laura Beth Nielsen, "Good Moms with Guns: Individual and Relational Rights in the Home, Family, and Society," in *Guns in Law*, ed. Austin Sarat, Lawrence Douglas, and Martha Merrill Umphrey (Amherst: University of Massachusetts Press, 2019): 164-200.

## Finals Week

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*Citizenship Story, Revised Edition Due: Wednesday, June 10 at 11:59 pm*