In a world growing ever more connected, is the citizen obsolete? Citizens are commonly defined as nationals, those who belong to and are members of a nation. But after two centuries of massive global migration, foreign peoples live as immigrants and aliens in states where they are often treated as strangers. Citizenship promotes attachment and inclusion but simultaneously ranks and excludes. Now more than ever citizens and strangers are counterparts; they correspond, define and at times oppose one another. Today, at the very moment when human rights movements worldwide have made the promise of equal civil rights possible, a new age of migration and a new wave of ethno-nationalism have made exclusionary models of citizenship an obstacle to social justice. Is an inclusionary citizenship possible?

With the counterpart theme as a guide, this gateway assesses the history, ideals, and current practices of citizenship, with a particular focus on the United States. Our key concern is the concept of membership. We consider denizens, residents, and aliens—examples of non-members or “strangers”—to explore what it means to be a member. We read widely in the liberal arts, choosing texts from history, literature, political philosophy, and sociology.

The course introduces students to five different kinds of writing: (1) the interpretive essay; (2) the explanatory essay; (3) the argumentative essay; (4) the first or third person narrative essay; and (5) the research paper. The essays are 4-5 pages in length; the research paper is ten pages and requires at least two outside references. Occasionally students will write short essays in class.

**COURSE SCHEDULE**

**Introduction: Citizens and strangers as counterparts**

8-25  
**Topic:** What is a counterpart?  
**Assignment:** Bring a dictionary definition of 'counterpart' to class  
**Reading:** Gateway syllabus  
**Exercise:** The role of definition in writing

8-27  
**Topic:** Why does Joyce title his story “Counterparts”?  
**Assignment:** Using a question to uncover meaning  
**Reading:** James Joyce, “Counterparts,” 55-63 in *Dubliners*  
**Exercise:** Make a list of possible counterparts in Joyce’s short story

9-1  
**Draft of Essay #1 due in class**  
**Reading:** Joseph Williams, *Style: Toward Clarity and Grace*, 17-65  
**Exercise:** Peer review of essay and discussion of focus, style, and organization

9-3  
**Topic:** Using textual evidence in the interpretive essay  
**Assignment:** Revising a text to bolster evidence, manage quotations, and editing  
**Reading:** Selections from class essays  
**Exercise:** Type out your thesis and a list of your best evidence from the text

9-4  
Friday conferences

9-7  
Labor Day (no class)

9-8  
**Essay #1 (interpretative) due in class**
Part one: Citizenship and the needs of strangers

9-8  Topic: Three models of political community
     Assignment: Using defined concepts to make sense of a complex whole
     Exercise: The role of concepts in thinking

9-10 Topic: Citizenship: Past and present
     Assignment: Asking questions of the texts
     Reading: Pocock, Ignatieff, and Kelly in Theorizing Citizenship, 29-104
     Exercise: Bring a list of questions to class for group discussion

9-15 Topic: What is patriotism?
     Assignment: Learning how making distinctions advances a claim
     Reading: Alasdair MacIntyre, “Is Patriotism a Virtue?” 209-228 in Theorizing Citizenship
     Exercise: Identify and list the distinctions MacIntyre makes in advancing his argument

9-17 Topic: Should countries maintain open borders? Liberals: Yes
     Assignment: Asking questions of a text
     Exercise: Bring a list of three questions to class for group discussion

9-22 Topic: Should countries have open borders? Nationalists: No
     Assignment: Using claim-objection-rejoinder to structure debate
     Reading: Michael Walzer, “Membership,” 31-63 in Spheres of Justice
     Exercise: Class debate: Who has the better view, Carens or Walzer?

9-24 Draft of Essay #2 due in class
     Peer review and the use of claim-objection-rejoinder sequences to create a focus and add depth

9-28 Essay #2 (argumentative) due 4 PM CLA 251

Part Two: Citizenship from the perspective of members and outsiders

9-29 Topic: Back to Dublin
     Assignment: Making use of an author’s title
     Reading: Joyce, “The Dead,” 119-152 in Dubliners
     Exercise: Make a list of all the possible reasons Joyce titled his story “The Dead”

10-1 Topic: Direct and indirect narration
     Assignment: Distinguishing author and character (or not)
     Reading: James Wood, How Fiction Works, 3-94
     Exercise: Make a list of examples where Joyce is ‘present everywhere/visible nowhere’

10-1 SPECIAL EVENT: DINNER AND A MOVIE: The Dead (1987) 6 PM Ames Library

10-6 Topic: Incomplete members: Political prisoners, children, veiled women, etc.
     Assignment: Analyzing author and character in a graphic novel
     Reading: Satrapi, Persepolis, 1-79
     Exercise: Discussion of how graphics work
10-13  Topic: From narration and character to voice and theme  
Assignment: Write from the perspective of a non-member you know  
Reading: Satrapi, *Persepolis*, 80-153  
Exercise: Peer and group discussion of written narrations

10-15  Topic: How detail and voice can create psychological and philosophical depth  
Assignment: Use of the 1st person perspective to describe and analyze membership  
Reading: Gloria Anzaldúa, “How to Tame a Wild Tongue,” 75-86 in *Borderland/La Frontera*  
Amy Tan, “Mother Tongue,” *Threepenny Review*, 7-8  
Exercise: Make a list of examples where detail adds depth in the texts

10-20  *Draft of Essay #3 due in class*  
Peer review of essay and discussion of perspective and voice, detail and depth

10-22  Topic: Revising language  
Assignment: Use of repetition, metaphor, register, and rhythm  
Exercise: Bring a revision of a key essay passage to class

10-26  *Essay #3 (1st or 3rd person narrative) due 4 PM CLA 251*

10-27  Topic: A nation of individuals? Groups in a liberal polity  
Assignment: Summarizing an argument  
Reading: Desmond King, *The Liberty of Strangers*, 3-48  
Exercise: Bring to class a one-page summary of King’s argument and its factual support

10-29  Topic: Immigration restriction and the WW II  
Assignment: Asking questions of a text  
Reading: Desmond King, *The Liberty of Strangers*, 49-107  
Exercise: Bring a list of three questions to class for group discussion

11-3  Topic: A global power incorporates its groups  
Assignment: Class outline  
Reading: Desmond King, *The Liberty of Strangers*, 108-176  
Exercise: Bring an outline of King’s argument to class

11-5  *Draft of Essay #4 due in class*  
Peer review of essay and discussion of explanatory style

11-6  Friday conferences

11-9  *Essay #4 (explanatory) due 4 PM CLA 251*

**Part Three: Immigrants and citizens as counterparts**

11-10  Topic: Making chips and servicing chip makers  
Assignment: Summarizing an argument  
Reading: Christian Ziolniski, *Janitors, Street Vendors, and Activists*, 1-72  
Exercise: Bring to class a one-page summary of Ziolniski’s argument and factual support

11-12  Topic: Structure and agency: Stories from the informal economy  
Assignment: Pick a story and explain how it illustrates the roles of structure and agency  
Reading: Christian Ziolniski, *Janitors, Street Vendors, and Activists*, 73-144
Exercise: Applying a theory to a case

11-17 SPECIAL CLASS SESSION AT AMES LIBRARY INSTRUCTION LAB
Topic: An introduction to library research
Reading: Christian Zlolniski, Janitors, Street Vendors, and Activists, 145-172
Assignment: Gathering facts, using sources

11-19 Topic: Immigrants as agents, becoming members
Assignment: Asking questions of a text
Reading: Christian Zlolniski, Janitors, Street Vendors, and Activists, 173-209
Exercise: Bring a list of three questions to class for group discussion

11-20 Friday conference on your specific research question and use of sources

11-24 SPECIAL CLASS SESSION AT AMES LIBRARY (with librarian only)
Topic: Using the library to do research
Assignment: Bring your narrowed research question to this session

11-26 Thanksgiving break

12-3 Draft of Research paper due in class
Peer review and discussion of writing up research

12-5 Topic: Combining the explanatory and argumentative essay
Assignment: Working to add depth to your explanation and argument
Reading: The Allyn & Bacon Handbook, 581-626
Exercise: Discussion of plagiarism and other pitfalls of research

12-10 READING DAY

12-11 Research paper (analytical application) due 3:15 PM CLA 251

CLASS READING
The following texts should be purchased at the IWU Bookstore:


The following texts are available on electronic reserve at Ames Library. Password is ‘membership’—all lowercase.

COURSE REQUIREMENTS
The grade in this course is based on 5 papers (including drafts) (90%), and class participation (10%). The precise weight of each requirement is listed below.

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<th>Requirement</th>
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<tr>
<td>Essay #1</td>
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<td>Essay #2</td>
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<td>Research paper</td>
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<td>Class discussion</td>
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The class schedule contains many “assignments” that are required as part of the class participation grade. Some of these are outlines, which should be typed, one-page, single-spaced analytical summaries of the argument(s) presented in the passages from the text assigned. Lists should be one page, typed and should include page numbers for all textual references. Free writing exercises do not have to be typed.

ALL CLASS ASSIGNMENTS ARE DUE IN CLASS ON THE DAY THEY ARE ASSIGNED IN THE SCHEDULE.

At anytime before the last class, students may hand in re-writes of the first three essays. However, re-writes must show evidence of a thorough revision (e.g., simply responding to comments and correcting grammar and spelling is not enough). Re-write grades will be averaged equally with the essay grade to produce a final composite grade.

I will keep a regular attendance record. After more than three absences, I shall begin deducting points from your class discussion grade. It is essential that you attend this class regularly. In addition, deadlines are strict since they often are keyed to the class sessions.

COURSE GOALS
To develop good habits at all stages of the writing process.
To learn how to use writing to think and strengthen ideas.
To learn how to revise writing and to establish the practice of rewriting.
To learn how to write creatively and to defend a claim clearly.
To learn to appreciate debate and enjoy contention.
To learn to use intellectual reflection to focus the process of self-development.

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