

HIST 5195: TOPICS IN AMERICAN HISTORY
AMERICANS ABROAD – CITIZENSHIP & TRANSNATIONALISM
Fall, 2011: Thurs. 1:00-4:00, 4B Wood Hall

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Drop-In Office Hours: Wed. & Thurs. 10:30-11:30 a.m.
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This graduate seminar will consist of two interwoven endeavors. (1) We will develop a sense of the historiography on citizenship and national identity in a transnational context. Most of the common readings will be about Americans who grappled with what it meant to be American when outside the nation's borders from the 1790s through the 20th century. Other common readings will deal with theoretical and conceptual issues related to the nation, national identity, border crossings, and citizenship beliefs and practices. (2) We will also be engaged in a collaborative research project. Each student will research a U.S. consul appointed to a different foreign place (somewhere in Europe, Latin America, Asia, Africa, or the Atlantic, Pacific, or Indian Oceans) sometime within the 1790-1860 time period. Course assignments will be three research papers, the first two of which will be about 7-10 pages each, including footnotes, and will be in response to my instructions on how and what to research. The third paper will be negotiated within the class and will either be participation in a final, collaborative journal article on the topic of U.S. consuls and the meaning of American citizenship in a transnational context or, if we decide as a class that that is unachievable within the confines of a seminar, another 7-10 page individual paper without collaboration, which would further develop the ideas you worked on for papers #1 and #2.

ASSIGNMENTS

Seminar Participation	40%
Paper #1	20%
Paper #2	20%
Project #3	20%

The **Seminar Participation** grade will be based mainly on the quantity and quality of contributions to seminar discussions with some weight given to the timeliness, relevance, usefulness, effort of huskyct postings. Also, each student will give a brief (5-minute) oral report accompanied by a handout summarizing and assessing one book, particular assignments to be arranged at the first class meeting (see list at end of class schedule).

These "Individual Reports" as they are called in the class schedule are on books relevant, but not central, to our main issue. For our research project, it would be useful to cover these books – to know what their arguments are and to see if they have interesting ideas or important information useful to our own research. Each student will read one book due the day marked on the class schedule for that book and will prepare a 1-2 page (single-spaced) handout that describes the book's framework (who, when, where, and what the book studied), its main point/thesis, one example of the kind of evidence (primary sources) used, and an interesting tidbit or some commentary explaining what, if anything, in this book is relevant to our research project. Those who are assigned to do some of the early books and do not have time to get a copy of the book

may borrow my copy. Please pick a book that you have not previously read. Also, if you have time, you might check out some of the book reviews, find out more about the author, or otherwise do a little digging to be sure that you are adequately describing the book and understand its larger historiographic context.

Papers #1 and #2: The first two papers will each be about 7-10 pages in length, *including* the footnotes/endnotes (double-spaced, times roman #12). Each paper should have a distinct thesis and provide specific examples to support its argument. Be sure to document sources carefully according to the Source Citation Handout. Papers will be graded on the thoroughness, carefulness, and originality of research in primary sources; the clarity, creativity, and significance of the thesis; the depth and persuasiveness of the evidence presented; and writing correctness and style.

Paper #1: Using only material on the “Despatches” microfilm, which you should have obtained over the summer (see “Finding a U.S. Consul” handout), write a paper about the duties, interests, perspectives, cultural presuppositions, role in local affairs, and/or any other aspect of a consul’s life abroad that intrigues you. Focus on the work of one individual consul but feel free to use other consuls’ experiences, as revealed in the consular despatches collection, for comparative or contextual insights.

Paper #2: Using the Research Guide handout, discover more about who your particular U.S. consul was: family origins and relationships, social class, education, religion, regional ties, economic activities, political affiliations, personality, motivations, aspirations, and so on. (I left out race and gender from this list because I suspect all will be of the white race and the male gender, but you can still pay attention to how race and gender influenced who they were and what they did as consuls.) Write a paper that intersects somehow with issues we have raised in class so far. This second paper will be our stepping stone to determining the feasibility of and class interest in collaboration. So try to think of a thesis that has the potential to be the thesis for a collaborative article – a thesis that might be applicable to the history of U.S. consuls more generally. You may cite any primary sources that seem relevant (so you can use more of the Despatches, if something seems pertinent). And you may, but do not have to, cite a few secondary sources if you want to contextualize your thesis within or against other historians’ arguments.

Project #3: Upon completion of paper #2, we will design the third project as a class. A provocative but wholly experimental prospect is to collaborate as a class on a journal article, which means we would have to agree on a thesis, on our strongest evidence to employ (drawing on the research and writing produced by papers #1 and #2), an organization, and so on. Alternatively, some combination of teams and individuals could produce papers, the length to be determined by what is a fair workload, so that everyone faces the same amount of labor in completing the third project. If everyone does an individual paper, it would be again a 7-10 page paper, the particular focus to be agreed on with me. I hope we can collaborate as a class, but if any students want to go their own way instead, they will be accommodated.

CLASS SCHEDULE

Any changes made to this schedule will be announced in class and on huskyct.

WK 1 - Sept. 1: Introduction

Assign Individual Books (see list at end of class schedule)

Sample U.S. Consul documents: John Brown Williams, U.S. Commercial Agent & U.S. Consul, New Zealand & Fiji

WK 2 – Sept. 8: What is nationalism? What is transnationalism?

READ:

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Rev. Ed. New York: Verso, 2006.

Briggs, Laura, Gladys McCormick, and J. T. Way. "Transnationalism: A Category of Analysis." *American Quarterly* 60 (2008): 625-648. (Project Muse)

WK 3 – Sept. 15: Citizenship in the Early American Republic

READ:

Bradburn, Douglas. *The Citizenship Revolution: Politics and the Creation of the American Union, 1774-1804*. Charlottesville: University of Virginia Press, 2009.

WK 4 – Sept. 22: Filibustering Americans

INDIVIDUAL REPORTS: Kerber, Kettner

READ:

Greenberg, Amy S. *Manifest Manhood and the Antebellum American Empire*. NY: Cambridge University Press, 2005.

WK 5 – Sept. 29: What Did U.S. Consuls Do?

DUE (post online on huskyct under Paper #1) by **Wed. 9/28, noon**: Paper #1

READ:: Papers of fellow students before class to get a sense of their research findings

WK 6 – Oct. 6: Gender & Race

READ:

Hodes, Martha. *A True Story of Love, Race, and War in the Nineteenth Century*. NY: W.W. Norton & Co., 2006.

Hodes, Martha. "The Mercurial Nature and Abiding Power of Race: A Transnational Family Story." *The American Historical Review* 108 (2003): 84-118. (JSTOR)

Guterl, Matthew Pratt. "Desengaño: A Confederate Exile in Cuba." In James T. Campbell, Matthew Pratt Guterl, & Robert G. Lee, eds. *Race, Nation, & Empire in American History*. Chapel Hill: University of North Carolina Press, 2007: 231-249. (posted on huskyct)

Salesi, Damon. "Samoa's Half-Castes and Some Frontiers of Comparison." In Ann Laura Stoler, ed. *Haunted By Empire: Geographies of Intimacy in North American History*. Durham, NC: Duke University Press, 2006: 71-93. (posted on huskyct)

WK 7 – Oct. 13: Border Crossings

INDIVIDUAL REPORTS: Campbell, Grimshaw, Makdisi, Tyrrell

READ:

Basson, Lauren L. *White Enough to Be American? Race Mixing, Indigenous People, and the Boundaries of State and Nation*. Chapel Hill: University of North Carolina Press, 2008.

WK 8 – Oct. 20: Immigration and National Boundaries

INDIVIDUAL REPORTS: Robertson, Scully

READ:

Ngai, Mae M. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press, 2004.

WK 9 – Oct. 27: No Class -- Individual Meetings to Discuss Research & Ideas for Paper #2

WK 10 – Nov 3: Plan Project #3

DUE (post online on huskyct under Paper #2) by **Wed. 11/2, noon**: Paper #2

READ: Papers of fellow students before class to get a sense of their research findings

WK 11 – Nov 10: 20th century

INDIVIDUAL REPORTS: Alvah, Endy, Gaines

READ:

Von Eschen, Penny M. *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War*. Cambridge, MA: Harvard University Press, 2004.

WK 12 – Nov 17: Targeted Historiographic Research: TBA

DUE: By **Wed. 11/16, noon**, post online summaries of at least two secondary sources that you have found (books, articles in edited collections, history journal articles) that speak to project #3 in some way—perhaps histories of U.S. consuls or theoretical pieces about citizenship in transnational contexts or something else. If this is an article, could you please also post the article? Or a published book review of a book? This stash of secondary sources will, along with our common course readings, be useful to us in constructing the historiographic context for our research.

READ: Student postings (you may skim any articles attached—no need to read completely, but do get a sense of what's in them for future reference)

THANKSGIVING BREAK

WK 13 – Dec 1: Work on Project #3 (particulars TBA)

WK 14 – Dec 8: Work on Project #3 (particulars TBA)

DUE DATE: TBA, Project #3

INDIVIDUAL ASSIGNED READINGS – TBA the first day of class

Kerber, Linda K. *No Constitutional Right to be Ladies: Women and the Obligations of Citizenship*. NY: Hill and Wang, 1998.

Kettner, James H. *The Development of American Citizenship, 1608-1870*. Chapel Hill: University of North Carolina Press, 1978.

Campbell, I.C. “*Gone Native*” in *Polynesia: Captivity Narratives and Experiences from the South Pacific*. Westport, CT: Greenwood Press, 1998.

Grimshaw, Patricia. *Paths of Duty: American Missionary Wives in Nineteenth-Century Hawaii*. Honolulu: University of Hawaii Press, 1989.

Makdisi, Ussama. *Artillery of Heaven: American Missionaries and the Failed Conversion of the Middle East*. Ithaca: Cornell University Press, 2008.

Tyrrell, Ian. *Reforming the World: The Creation of America’s Moral Empire*. Princeton: Princeton University Press, 2010.

Robertson, Craig. *The Passport in America: The History of a Document*. NY: Oxford University Press, 2010.

Scully, Eileen P. *Bargaining with the State from Afar: American Citizenship in Treaty Port China, 1844-1942*. NY: Columbia University Press, 2001.

Alvah, Donna. *Unofficial Ambassadors: American Military Families Overseas and the Cold War, 1946-1965*. NY: New York University Press, 2007.

Endy, Christopher. *Cold War Holidays: American Tourism in France*. Chapel Hill: University of North Carolina Press, 2004.

Gaines, Kevin K. *American Africans in Ghana: Black Expatriates and the Civil Rights Era*. Chapel Hill: University of North Carolina Press, 2007.