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:

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

WK 4 – Sept. 22: Filibustering Americans
INDIVIDUAL REPORTS: Kerber, Kettner
READ:

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:
WK 7 – Oct. 13: Border Crossings
INDIVIDUAL REPORTS: Campbell, Grimshaw, Makdisi, Tyrrell
READ:

WK 8 – Oct. 20: Immigration and National Boundaries
INDIVIDUAL REPORTS: Robertson, Scully
READ:

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:

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


