Colloquium in U.S. History  
“Citizenship in the United States”  
History H650 - Section 4585 (4 credits)  
Fall 2006, Wednesdays, 6pm to 8:40pm  
Cavanaugh Hall 537

Instructor: Dr. Nancy M. Robertson  
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Study the historian before you study the facts.  
- E.H. Carr

We do not know yet what our past is going to be.  
- Eastern European aphorism

Course Description and Objectives:

Graduate colloquia are intended to provide a survey of classic and recent scholarly literature in a particular field or on a specific topic—in this case on “citizenship.” A critical component of graduate education is the ability to master the historiographies of multiple subfields and topics as you develop your own research project (i.e., your thesis). The recent explosion of scholarly (as well as popular) writing that analyzes citizenship suggests that it is a topic of potential relevance to many projects. But, more significantly, analyzing the way that this one topic intersects with other topics and a variety of subfields will demand skills essential to a strong thesis. Analyzing citizenship illuminates important questions and issues in subfields ranging from political to social history and from legal history to the history of sexuality. And examining how historians rooted in different subfields look at citizenship differently allows us to think and rethink the category.

The approach to the readings and written assignments will generally be historiographical—that is: what other historians have written are essentially the primary materials, rather than the sources used to illustrate their points (although we will evaluate the interplay of the two). It is worth noting that while the readings are primarily by historians, there will also be pieces from political science, legal scholarship, philosophy, women’s studies, sociology, and political theory. We will want to consider both how these scholars use history to make their points as well as what we, as historians, can learn from other disciplines. In structuring the syllabus, I selected materials that would force us to look at different kinds of history (i.e., social, intellectual, political, cultural, etc.) as well as various subfields (women’s, labor, African-American, etc.). And I also adopted a somewhat chronological approach in the American context—meaning a somewhat arbitrary decision to focus on, for instance, citizenship and class in the Age of Jackson, but citizenship, masculinity, and war in the context of the Spanish American War even though one could look at these issues through most, if not all, of American history. And, while most readings will focus on the American (meaning United States of America) context—or at least the Anglo-American—we will have a few readings from other countries or regions that provide important models or raise useful questions.

For the first few weeks, there will be common readings for discussion and some short written assignments. The reading is intended both to present students with a background on citizenship and to give students a chance to evaluate other scholars’ work (their thesis, the persuasiveness of their argument, their use of sources, etc.). In the second part of the term, class members will be responsible for helping to select the readings for the class on specific topics (and help plan the focus of class discussion). The last part of the class will return to reading selected by the instructors, along with assignments requiring that students
report on their term project as well as offer critiques of classmates’ work. We will conclude by considering the ways in which debates over citizenship have political as well as academic significance.

I will provide longer descriptions of the written work and a more detailed schedule of due dates, but the assignments will include:

- Active participation in class (this will include informal written assignments). Come prepared to contribute thoughtful ideas, questions, or opinions—25% of your final grade.
- A short paper summarizing David Montgomery’s *Citizen Worker*, as well as the critical reception that it received (due Sept. 20th)—10% of grade.
- Working with two other students to plan one of the classes from Oct. 4th to Nov. 1st—10% of grade.
- Analytical review of book relevant to the class you help plan (due the following class)—15% of grade.
- A historiographic essay that incorporates at least seven sources (books or essential articles), 15-20 page range (will include interim steps; final version due Dec. 11th)—30% of grade.
- Peer review of two classmates’ drafts of their essay (due Nov. 29th)—10% of grade.

Although there may be some lecture to provide historical background and/or an analytical framework, classes will center on discussion. Students should come prepared to talk about the issues raised by the readings, their own research and writing, and their understanding of their colleagues’ projects (and lectures, when applicable).

Two expectations of students in the class are worth emphasizing:
1. Attendance (prompt) is mandatory.
2. All papers (and written responses) will be handed in or distributed on time.

By definition a colloquium requires a give and take that can happen only when people are there and participate. If it is necessary to miss a session, please notify me in advance. You are allowed one absence without penalty over the course of the semester. Any absences beyond that one will need written documentation; in addition, a written assignment may be required of the student to demonstrate mastery of the class content.

Tardy submission of written work inconveniences your classmates as well as the instructor and should not happen.

**Books:**

The required books can be purchased at the bookstore in Cavanaugh or at Indy’s College Bookstore (609 W. 11th Street). Indy’s College is often better at getting used copies and it may well have the books before the Cavanaugh story due to a glitch in ordering.

**Required:**

Books (cont.):

Required (cont.):

- Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition (Chicago: University of Chicago Press, 1996). You may find earlier editions provide sufficient instruction; they will, however, make it harder to understand references by number rather than topic.

  Note: if you plan to do extensive scholarly writing or editing in the future, you may want to consider purchasing a copy of the *Chicago Manual of Style*, now in its 15th edition (2003). Turabian’s manual ought to get you through the M.A.

  You will also want to download the School’s requirements for formatting your thesis: http://www.iupui.edu/~gradofi/docs/theses_dissertation.pdf

Recommended:

- William Strunk, Jr. and E.B. White, *The Elements of Style*, 3rd edition [or later].

Expected:

- You should have a recent U.S. history textbook readily at hand; they may be boring to read, but they are excellent reference tools. Because textbooks are revised frequently, you will find that you can often find one cheap that is only a couple of years old. I have a stash from which folks are free to borrow.

Additional Required Reading:

The bulk of the reading for the class will be available on-line (through ERROL, ONCOURSE, J-stor, Project Muse, etc.). You will need to print these pieces out so that you can bring them to class. You may find it expedient to collaborate with classmates to balance printing them out (and then photocopying multiple copies); I leave that to you.

Logistics:

As stated above, I expect both prompt, regular attendance and that written material will be submitted on time. If for some reason you do need an extension on written work (and extensions are by no means automatic), you must arrange this in advance. You must get the extension from me in writing and attach that to the written work.

Depending on how much your fellow students are inconvenienced by late work, there will be a penalty in your grade for late assignments. Material that is handed in after the due date (or extended due date) will generally be marked down at least a 1/3 of a letter grade for each day it is late. That is: a paper that would have been an A, will be an A- if it is one day late and a C- if it is 7 days late, etc. Days means days of the week, not class sessions.
Logistics (cont.):

Developing your intellectual skills is possible only when you actually do the work assigned. We will have a longer discussion of intellectual work, intellectual dishonesty, plagiarism, and fabricated results. Academic dishonesty will result in an “F” for the work in question and possible disciplinary action by the University. See the *IUPUI Campus Bulletin, 2004-06* (pp.36-38) or talk with me if you have questions about what is or is not permissible. Academic integrity is also important to establish a level playing field for all students; to maintain this, I will use whatever means necessary (including Turn-it-in) to detect violations.

A grade of “incomplete” is troublesome for everyone. The University’s policy is that they are only for students who have completed 75% course requirements and have been prevented by significant or unanticipated circumstances from finishing them.

Information for this class will be posted on ONCOURSE. This will include announcements to the class, changes in the syllabus or due dates, some handouts, etc. This is particularly helpful when you have to miss a class. If you miss a class, you are still advised to contact a classmate about what happened in class. I will not be using the “chat room” or discussion features of ONCOURSE, but will use it for e-mail and announcements. You can also contact your classmates via class mail. I encourage you to set your ONCOURSE options to let you know when you have ONCOURSE mail.

I expect that all students in this class will access ONCOURSE regularly. Generally, I will post materials for class by 5pm on Friday.

Normally, I will respond to e-mail within 48 hours (except for messages sent after 5p.m.on Friday, to which I may not respond until sometime late Monday).

As you may know, you are entitled to an e-mail account through IUPUI. School policy requires me to use your IUPUI account for official business (e.g. you want to know what grade you got on a paper). I realize that many of you prefer to use another provider for e-mail. The University encourages you to set up your IUPUI account to forward information to your other accounts. It means that you can easily access information from the University. If you need help setting up the account or forwarding mail, contact:

http://itaccounts.iu.edu

I have voice mail that is on twenty-four hours a day. You are welcome to call me should you need to do so. Note, however, that I will not play “phone tag.” If you leave a phone message, speak slowly and clearly, provide a phone number where you can be reached, and state when you will be at that number.

FYI: There is a University web page that will let you know if the campus is closed for snow: http://registrar.iupui.edu/adverseweather.html

The Dean’s Office has advised me to warn students that “ultimately, they are responsible for activity on their computer accounts.” Be so advised.
FOUR IMPORTANT POINTS:

1. I assume you will print out the readings available electronically so that you can bring them (as well as any other assigned materials) to class to promote discussion.

2. You will find it useful to read footnotes, prefaces, explanations of methodologies, source notes, etc. It is often in these sections that authors make clear the debates in which they are engaging or their assessment of other scholars’ work as well as explain their projects. You will often find helpful leads endnotes or footnotes, whether or not we discuss their content in class.

3. I cannot stress too heavily the usefulness of planning ahead, saving work on your computer OFTEN, making backups, and printing out your paper early. I will recount suitable cautionary tales from people who did not take these precautions. Do not become another one of my stories.

4. Unless it becomes necessary, I do not expect to assign pages in Turabian, Struck and White, or Lamott. I will make the following observations.
   a. Turabian (the “ruler lady” of the University of Chicago) has an excellent index. If you encounter a problem when citing (or someone tells you that you have a problem), please consult her. Based on having read students’ and friends’ works, I particularly recommend reviewing the following sections (in the 6th edition): 2.26, 2.53-54, 2.60, 3.65-97 [on the use of commas, colons, semi-colons, and dashes], 3.106 [a MUST READ], 4.19, 5.11, 5.16-23, 5.30-38, chapters 8-9; and chap. 11. Please be advised that historians use the citation format that Turabian calls N&B [notes and bibliography]—not the PR and RL [parenthetical references and reference lists]. You will use this format in your thesis so get in the practice now.
   b. Turabian is less useful for how to cite unpublished sources; for those, you will need to turn to the Chicago Manual of Style. However, since the bulk of your references in the class will be published materials, this may not be a concern this semester.
   c. You may also find Strunk and White helpful (with the exception of Ch 5, pt. 17).

COURSE OUTLINE

The syllabus for this course will also be on ONCOURSE. I will post additions, corrections, and supplemental materials there as well announce them in class. It is the responsibility of the student to stay on top of changes.

8/23: INTRODUCTION TO LIBRARY RESOURCES AND RESEARCH METHODS
with Kristi Palmer, the subject specialist for history for the Library.

8/30: THEORIES OF CITIZENSHIP
   What is it? Who is a citizen? Who is not? Why study it?
   Identifying key terms, questions, and themes.

READ (in the following order):
Michael Walzer, “Citizenship” (1989)—ERROL
Rogers Brubaker, Citizenship and Nationhood in France and Germany (1992)—E-Book
   Preface, Introduction, Table of Contents, Chapter 1, and appropriate endnotes.

We will also have class introductions and address questions about the course objectives and design so please bring them.
By Mon., Sept. 4th, 5pm, email me your 3 choices (ranked) for classes you would like to lead between Oct. 4 and Nov. 1.

9/6:  SUBJECT OR CITIZEN? The Road to Revolution
READ:
Holly Brewer, *By Birth or Consent* (2005)—ERROL
  Introduction, Chapter 4
Ruth Bloch, “Gendered Meanings of Virtue in Revolutionary America” (1987)—J-Stor
FONER:  John Murrin, “Beneficiaries of Catastrophe” (1997)
  Thomas Bender, “Intellectual and Cultural History” (1997)
Primary Sources:  John Adams to James Sullivan (1776)—ERROL
  “Declaration of Independence” (1776)—any textbook or on-line

9/13: NATURE OR NURTURE? Birthright Citizenship and Republican Motherhood
READ:
  Table of Contents, Chapter 8 (Naturalization), and Chapter 10 (Birthright Citizenship)
Rogers Smith, “Beyond Tocqueville, Myrdal, and Hartz: Multiple Traditions in America” (1993)—J-Stor
Jacqueline Stevens and Rogers Smith, “Beyond Tocqueville, Please!” (1995)—J-Stor
Joan Hoff-Wilson, “Liberty’s Daughters…” (1982)—J-Stor [note: this is a review, not an article]
Primary Sources:  Benjamin Rush, *Thoughts upon Female Education* (1787)—ERROL
  “Preamble” to the Constitution (1787)—any textbook or on-line

9/20: INDEPENDENCE OR DEPENDENCE? “Universal” White Manhood Suffrage
READ:
David Montgomery, *Citizen Worker* (1993)—ALL
  Leon Fink, “American Labor History” (1997)
Paper on critical responses to Montgomery DUE.

9/27:  3/5ths or PERSON? A New Birth of Freedom
READ:
Jim Cullen, “‘I’s a Man Now’: Gender and African American Men” (1992)—ERROL
Kathleen Ann Clark, “A Resurrection of Manhood: Gendered Reconstructions” (2005)—ERROL
FONER:  Eric Foner, “Slavery, the Civil War, and Reconstruction” (1997)
Primary Sources:  Frederick Douglass on citizenship (1860s)—ONCOURSE
  13th, 14th, 15th amendments to the Constitution (1865/1868/1870)—any textbook or on-line
*10/4: Labor
READ:
*Terms of Labor (1999)—E-Book
Leon Fink, “American Labor History” (1997)
*TBA

*10/11: Immigration and Ethnicity
READ:
Hoang Gia Phan, “‘A Race so Different’: Chinese Exclusion, the Slaughterhouse Cases, and 
Plessy v. Ferguson” (2004)—EBSCO HOST
FONER: James Shenton and Kevin Kenny, “Ethnicity and Immigration” (1997)
*TBA

*10/18: Region
READ:
Evelyn Nakano Glenn, Unequal Freedom: How Race and Gender Shaped American Citizenship 
and Labor (2002)—ERROL
Introduction and Chapter 5: Mexicans and Anglos in the Southwest
Nancy Shoemaker, “Regions as Categories of Analysis” (1996)—ONCOURSE
FONER: Richard White, “Western History” (1997)
*TBA

*10/25: Military, Diplomatic, and Foreign Policy
READ:
Kristin Hoganson, Fighting for American Manhood: How Gender Politics Provoked the 
Spanish-American and Philippine-American Wars (1998)—ERROL
*TBA

*11/1: Women
READ:
Nancy Cott, “Marriage and Women’s Citizenship in the United States, 1830-1934” (1998)—J-stor
(1984)—J-stor
*TBA

11/8: Economic Citizenship and Citizen Consumers
READ:
FONER: Alan Brinkley, “Prosperity, Depression, and War, 1920-1945” (1997)
TBA
11/15:  Sexuality
        READ:
        Draft of Your Historiographic Essay DUE

11/22:  NO CLASS

11/29:  Civil Rights and Citizen Politics
        READ:
        TBA
        Critiques of Classmates’ Drafts DUE
        Class will include small group discussion of drafts.

12/6:  COURSE WRAP-UP
        “And the end of our exploring / Will be to arrive where we started /
        And know the place for the first time.”  —T.S. Eliot
        READ:
        TBA

Monday, 12/11:  Historiographic Essay DUE, 6 p.m.