

**IAH 201: The US and the World**  
**The Formation of American National Identity**

Tuesdays/Thursdays, 10:20am-11:40am

103 Erickson Hall

Spring 2013

Prof. Emily Conroy-Krutz

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Office Hours: Wednesdays, 9:30-11am, 306 A Old Horticulture

Teaching Assistants:

**Course Summary:**

*Course Description:*

This section of IAH 201 traces the formation of American national identity from the colonial period through the beginning of the twentieth century. America is, and always has been, a diverse country. This course looks at how that diversity of (among other things) race, gender, region, class, and economic systems has been negotiated to create something that can be called “America.” Through fiction, poetry, film, and historical writing, we will discuss the ways that Americans talked about what it meant to be American, what made the country special, and how they differed from other peoples. When Europeans and Africans first landed in North America, it was by no means destined that the United States of today would emerge on this land. This course traces the beginnings of that history, and in so doing should raise the question of what it means to be an American today.

*Goals of Integrative Studies in Arts and Humanities:*

Integrative Studies in Arts and Humanities at MSU seeks to assist students to become more familiar with ways of knowing in the arts and humanities and to be more knowledgeable and capable in a range of intellectual and expressive abilities. IAH courses encourage students to engage critically with their own society, history, and culture(s); they also encourage students to learn more about the history and culture of other societies. They focus on key ideas and issues in human experience; encourage appreciation of the roles of knowledge and values in shaping and understanding human behavior; emphasize the responsibilities and opportunities of democratic citizenship; highlight the value of the creative arts of literature, theater, music, and arts; and alert us to important issues that occur among peoples in an increasingly interconnected, interdependent world.

*Instructional Objectives/Student Learning Goals:*

By the end of the semester, students should be able to:

- Describe the ways that fields of knowledge are constructed by asking certain kinds of questions and using specific and limited theories and methods to try to answer those questions
- Write clearly and cogently in different formats in response to prompts, using

textual evidence to advance specific arguments about one or more written and visual text

- Attain a basic understanding of the diversity of American culture, with attention to historical, social, and ethical differences
- Understand the ways that the United States is and has always been part of the world, and the ways that US history and politics intersect with those of other cultures and nations

### **Required Texts**

#### *For Purchase*

Amy S. Greenberg, *Manifest Destiny and American Territorial Expansion: A Brief History with Documents* (Bedford/St. Martin's, 2012)

Susanna Rowson, Jennifer Margulis, and Karen Poremski, *Slaves in Algiers or A Struggle for Freedom* (Copley Publishing Group, 2001)

Leonora Sansay, *Secret History; or, The Horrors of St. Domingo and Laura* (Broadview, 2007)

Alexis de Tocqueville, *Democracy in America* (Penguin Classics, 2003)

*Other readings are available online at no charge. Links will be provided through ANGEL.*

### **Assignments**

#### *Papers*

As one of the goals of IAH courses is to help you develop your writing skills, the papers in this course are based on revision. All three papers will answer the same question--about the form and content of American national identity--using the course materials you encounter up until that point. As you write your second and third papers, you will be careful to incorporate the comments from your teaching assistant on the previous papers. As you can see from the grade breakdown, the papers become progressively more heavily weighted into your final grade. This will allow for your improvements over the course of the semester to be reflected in the course grading. The full prompt for the papers is posted on the course ANGEL website.

#### *Angel Responses:*

This course has a weekly discussion section, and along with it, a less formal writing component. You are expected to complete the reading prior to your discussion section each week, and come to section ready to discuss it. Participation in section is worth 15% of your final grade. To aid you in your preparation for discussion, you are expected to post brief written responses to the reading on Angel the evening prior to your discussion section ten times over the course of the semester. Your responses will be graded on a check/plus/minus basis by your t.a., and this will become part of your participation grade. Together, these responses make up 10% of your grade (each is worth 1%). A check plus will earn you the full point; a check is worth 0.8, and a check minus is worth 0.5.

### *Academic Integrity*

MSU General Student Regulation 1.00 outlines the rules for academic integrity as follows:

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:  
claim or submit the academic work of another as one's own; procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization; complete or attempt to complete any assignment or examination for another individual without proper authorization; allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.

For the full text of the university's plagiarism policy, see:

<https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html>

In this section of IAH 201, plagiarized papers will receive a zero (not subject to change on revision) and I will file an Academic Dishonesty Report.

For an entertaining look at the perils of plagiarism, even when you get away with it, read:

Lizzie Widdicombe, "The Plagiarist's Tale," *The New Yorker* (Feb. 13, 2012) available online: [http://www.newyorker.com/reporting/2012/02/13/120213fa\\_fact\\_widdicombe](http://www.newyorker.com/reporting/2012/02/13/120213fa_fact_widdicombe)

### **Attendance/Absence**

Your attendance at every class meeting is required. You are allowed 2 absences from discussion section; save these for illness, major religious holidays, funerals, court dates, job interviews, etc. For each additional absence beyond these 2, your final grade will be lowered one percentage point. Should a medical or family emergency arise that will require your absence beyond 2 classes, please notify me as soon as possible. You will be expected to provide documentation from a physician or hospital and to make up missed work. Students who will use one or more of their absences to observe a major religious holiday may make up missed course work only if they make arrangements in advance with me. If a conflict arises between your obligation to attend class and an obligation to the University, it is your responsibility to see me in advance, to hand in all assignments on time, and to make up work missed during your absence.

### *Grade Breakdown:*

Section Participation:	15%
Responses:	10%
Paper 1:	10%
Paper 2:	25%
Paper 3:	40%

### *You, the Professor, and the T.A.*

The team leading this course includes the professor (Emily Conroy-Krutz) and the teaching assistants (NAMES). Your t.a. is responsible for leading your weekly discussion sessions and for the majority of the grading in the course. Logistical questions

should be directed to your t.a. Discussion section is a good time to go through your questions about the readings and if there are things that are unclear to you about lecture. However, if you have questions about the course materials, you should certainly take advantage of Prof. Conroy-Krutz's office hours as well as those of your teaching assistant.

### *SIRS*

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction and has implemented the Student Instructional Rating System (SIRS) to gather student feedback (<https://sirsonline.msu.edu>). This course utilizes the online SIRS system, and you will receive an e-mail during the last two weeks of class asking you to fill out the SIRS web form at your convenience. In addition, participation in the online SIRS system involves grade sequestration, which means that the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been completed. Alternatively, you have the option on the SIRS website to decline to participate in the evaluation of the course. We hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. If you access the online SIRS website and complete the online SIRS form or decline to participate, you will receive the final grade in this course as usual once final grades are submitted.

### **Weekly Schedule**

#### Week One: Introduction

Tuesday, Jan. 8: Course Overview

Thursday, Jan. 10: American Empires, American Colonies

#### Week Two: Red, White, and Black in the Atlantic World

Tuesday, Jan. 15: Indian Wars and Captivity

Thursday, Jan. 17: The Emergence of Chattel Slavery

Reading: Rowlandson, *The Sovereignty and Goodness of God*

Online at: <http://books.google.com/books?id=TrMEAAAAYAAJ>

#### Week Three: Anglo-American Identity

Tuesday, Jan. 22: Transatlantic Connections: Trade, Religion, and Rights

Thursday, Jan. 24: The Seven Years' War

Readings:

Isabel Breskin, "'On the Periphery of a Greater World': John Singleton Copley's 'Turquerie' Portraits," *Winterthur Portfolio*, Vol. 36, No. 2/3 (Summer-Autumn, 2001): 97-123: <http://www.jstor.org/stable/1215305>

T.H. Breen, "'Baubles of Britain': The American and Consumer Revolutions of the Eighteenth Century," *Past and Present*, No. 119 (May, 1988): 73-104:

<http://www.jstor.org/stable/651021>

Week Four: The Beginnings of American Identity: The American Revolution

Tuesday, Jan. 29: Seeds of Discontent

Thursday, Jan. 31: The Reality and Metaphor of Slavery in the War

Reading:

Rowson, *Slaves in Algiers*

Week Five: The Age of Revolutions

Tuesday, Feb. 5: American Views of the French Revolution

Thursday, Feb. 7: Slavery in the Age of Revolutions: Haiti and Latin America

Reading:

Sansay, *Secret History, or, the Horrors of St. Domingo*

Week Six: “The American, This New Man”

Tuesday, Feb. 12: Tourism, Commerce, and American Identity

Thursday, Feb. 14: Washington’s Farewell Address and the Monroe Doctrine

Reading:

de Tocqueville [selections]

Week Seven: Slavery, the Slave Trade, and the Atlantic World

Tuesday, Feb. 19: In class film: Amistad

Thursday, Feb. 21: In class film: Amistad

No reading: PAPER DUE

Week Eight: The US in the Atlantic World

Tuesday, Feb. 26: The War of 1812

Thursday, Feb. 28: Colonization

Reading:

Equiano [selections] available online at:

<http://docsouth.unc.edu/neh/equiano1/equiano1.html>

SPRING BREAK!

Week Nine: Territorial Expansion in International Perspective

Tuesday, March 12: Louisiana and the Roots of Manifest Destiny

Thursday, March 14: Cherokee Removal

Reading:

Greenberg, Introduction and ch. 2

Week Ten: Manifest Destiny and Domesticity

Tuesday, Mar. 19: 54’ 40” or Fight?: Supporters and Critics of Manifest Destiny

Thursday, Mar. 21: Manifest Geography

Reading:

Greenberg, ch. 4-5

PAPER DUE

Week Eleven: The Mexican War and Filibustering

Tuesday, Mar. 26: The Mexican War

Thursday, Mar. 28: Filibustering

Reading:

George Lippard, *Legends of Mexico*:

[books.google.com/books?id=M60RAAAAYAAJ](http://books.google.com/books?id=M60RAAAAYAAJ)

Week Twelve: Foreign Missionaries

Tuesday, April 2: The Foreign Mission Movement

Thursday, Apr. 4: Missionaries

Reading: on JSTOR:

Gimelli, Louis B. "Borne Upon the Wings of Faith": The Chinese Odyssey of Henrietta Hall Shuck, 1835-1844," *Journal of the Early Republic*. 14, No. 2

(Summer, 1994): 221-245: <http://www.jstor.org/stable/3124222>

PAPER DUE

Week Thirteen: The Civil War in International Perspective

Tuesday, Apr. 9: Abolition, Secession, and the Soul of America

Thursday, Apr. 11: Emancipation, Reconstruction and a Global Labor Crisis

Reading:

Greenberg, chs. 6-7

Week Fourteen: A Melting Pot?

Tuesday, Apr. 16: Immigration, Nativism, and Immigration Restrictions

Thursday, Apr. 18: Asian Immigration, guest lecture by Helen Kaibara

Reading:

*The Irish Patriot*, available online through MSU Library

<http://magic.lib.msu.edu/search~S39?/tthe+irish+patriot&dropdown=Title&forms=target&none=eng&suite=def/tirish+patriot/1%2C5%2C8%2CB/frameset&FF=tirish+patriot&1%2C1%2C>

Week Fifteen: An American Empire

Tuesday, Apr. 23: 1898 and American Imperialism

Thursday, Apr. 25: The New Geography of America

Reading:

Greenberg, Document 47

Final exam period:

Monday, April 29, 12:45pm-2:45pm.

Your final paper will be due to your teaching assistant by 2:45pm on Monday, the 29<sup>th</sup>.