

HISTORY 135-01 *American Violence to 1800: A Cultural History of Warfare*
TTH 1:20 – 2:50, OLD MAIN 001
Macalester College, Fall 2009
Professor ADR Cremer (cremer@macalester.edu)
Office Hours: T, R 3:00 – 4:00 or by appointment

Required Texts:

Anderson, M.T. *The Astonishing Life of Octavian Nothing*
Griffin, Patrick *American Leviathan*
Lepore, Jill *The Name of War*
Little, Ann *Abraham in Arms*
Nash, Gary B. *The Unknown American Revolution*
Slotkin, Richard *Regeneration through Violence (RECOMMENDED, NOT REQUIRED)*
Taylor, Eric Robert *If We Must Die*
Zabin, Serena *The New York Slave Conspiracy Trials of 1741*

Overview:

What does it mean to study war? Is the history of warfare a history of generals, strategy, and developments in military technology? Or perhaps it is the story of the common soldier; that of first aid workers, nurses, and doctors; or that of populations who conquer or are conquered? This course will interrogate the way scholars study large-scale violence (a broad definition of war) between human communities. Throughout class discussions we will consider the ways in which warfare has been recorded and analyzed in the era of contact, colonization, and Age of Revolution. While major political conflicts including the Spanish Conquest, the French and Indian War, and the Revolutionary War will be discussed, the class will also engage the meanings of violence through an investigation of intra and intercultural violence diverse American populations.

Course Objectives:

Students will examine and discuss the forces at work on the conflict and exchange between the diverse peoples that populated North America. In this course we will use critical analysis to arrive at our own conclusions about the following questions: What is the role of violence in history? How should we define war? What forms has violence taken in early modern North America? In what ways have these forms shaped the evolution of the modern United States? How are ideologies of race and gender tied into violence and warfare?

Grading and Attendance:

The quality of your grade in this course will be a direct reflection of the effort you have put forward throughout the semester. This course will not be graded on a curve and each grade is a reflection of the student's own performance on individual assignments and participation in the discussion section. Grades based on quality of work relative to the level necessary to meet course requirements may be understood as follows:

A – outstanding

B - significantly above requirements

C – meets requirements

D – does not meet requirements, but is worthy of credit

F – signifies that work was either 1) completed but not at a level of achievement that is worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete

Your final grade derives from your performance in five areas: four written assignments and participation in our class meetings. The percentage of your grade allotted to each assignment is as follows:

Primary Document Analysis	20%
Critical Review	20%
Comparative Critical Review	20%
Historicizing the Novel	20%
Attendance and participation	20%

Essays:

I'm all in favor of keeping dangerous weapons out of the hands of fools. Let's start with typewriters - Frank Lloyd Wright (1868-1959)

Writing is a powerful tool of communication and persuasion. It is the means by which historians share ideas with each other and with the public. Learning to write well is a challenging but imperative part of your liberal arts education. In this class we will discuss paths to becoming a good writer. In light of this goal, you will complete three essays over the course of the semester. Details of each assignment will be handed out in class two weeks prior to the due date. The first essay will be a brief analysis, 3 – 5 pages, of a primary document. The next two essays will be 5-7 pages (double-spaced) and based on reading assignments from class.

All written assignments must be turned in at the beginning of section on the due date. Papers turned in late are automatically docked one-half grade and a further half grade for each additional day late. All written assignments must be turned in in hard-copy format – I will not accept e-mailed papers, however I will offer comment on e-mailed drafts. In-class writing assignments, which will appear periodically through the semester, cannot be made up if you are absent on the class day they occur.

Class preparation and timely work:

The success of our class meetings revolves around the cooperation of all participants. Attendance is mandatory and will be taken at each meeting. To receive full credit for course attendance you must participate actively in class, and for this to occur everyone must come to class having read the assigned course materials. Please bring any notes you take while reading, the assigned course readings for the day's discussion, and talking points and/or questions that you have regarding lecture topics. Inability to participate in class due to lack of preparation will be reflected in your course grade. Out of courtesy to your classmates, please arrive on time and do not pack up before the class period ends. Cell phones, pagers, iPods, etc. should be off and stowed for the duration of discussion section. Discussions require a courteous and respectful atmosphere at all times. While a history course may and should generate lively debates, any interruptions, personal attacks, inappropriate remarks, or disruptive behavior will not be tolerated. Every person's voice is of value in this class.

Contacting me:

I am delighted to be teaching your course this semester and I look forward to getting to know each of you better. Please visit me during office hours with questions or concerns about the course. If your schedule conflicts with my posted office hours, please e-mail me or speak to me following class to set up an alternate meeting time. I am happy to discuss your assignments or review papers with you; out of fairness to the class I can provide comments on only one draft per essay assignment. However, I will not review any assignment within 24 hours of the due date. Plan ahead. If you have a question about your grade you must set an appointment with me at least one day after receiving your graded paper. At the appointment I expect you to have read all the comments on your paper and to have specific questions that you wish to discuss. If you are seeking additional assistance with writing, I encourage you to visit the The MAX Center, which is open for tutoring M-F, 9 a.m.-4:30 p.m., Sun-Th, 7 -10 p.m. at Kagin Commons 1st floor.

Important academic policies:

Academic dishonesty: Please do not cheat. Per college policy, plagiarism and other forms of cheating may be reported to the appropriate disciplinary body and subject to sanction. Academic dishonesty is defined as "any act that violates the right of another student with respect to academic work or that involves misrepresentation of the student's own work." This includes "cheating on assignments or examinations, plagiarizing, inventing or falsifying research or other findings with an intent to deceive, submitting the same or substantially similar papers (or creative work) without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work." Disruptive conduct and sexual harassment: Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action, including having their registration cancelled. Sexual harassment, defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature," by or towards a member of the college community is strictly prohibited.

Special needs: Students with documented disability conditions that affect their ability to participate fully in class or to meet all course requirements should contact the instructor and Disability Services, Student Disability Services is the designated office at Macalester

College that maintains disability-related documents, certifies eligibility for services, and determines and provides reasonable accommodations for students with disabilities. The Disability Student Services Coordinator is located in 119 Weyerhaeuser Administration Building. The academic year hours are 8:00 am-4:30 pm. The phone number is 651.696.6220.

SCHEDULE OF CLASS MEETINGS, SEMESTER I 2009:

September 10 (R): Introduction: Syllabus and Expectations for Course

September 15 (T): SETTING THE STAGE: INDIGENOUS AMERICA

Reading: Article on J-Stor, "[The Indians' Old World: Native Americans and the Coming of Europeans](#)," [Neal Salisbury](#), *The William and Mary Quarterly*, Third Series, Vol. 53, No. 3, Indians and Others in Early America (Jul., 1996), pp. 435-458

September 17 (R): SETTING THE STAGE: AGE OF EXPLORATION - SPAIN

Reading: Article on J-Stor, "Patterns in Early Overseas Spanish Expansion," John E. Kicza [The William and Mary Quarterly](#), Third Series, Vol. 49, No. 2 (Apr., 1992), pp. 229-253

September 22 (T): EXPLORATION AND ENCOUNTERS

Reading: Article on J-Stor, "[Burying the White Gods: New Perspectives on the Conquest of Mexico](#)," [Camilla Townsend](#), *The American Historical Review*, Vol. 108, No. 3 (Jun., 2003), pp. 659-687

September 24 (R): SETTING THE STAGE: AGE OF EXPLORATION – ENGLAND

Reading: Article on J-Stor, "[Imagined Apotheoses: Drake, Harriot, and Raleigh in the Americas](#)," [William M. Hamlin](#), *Journal of the History of Ideas*, Vol. 57, No. 3 (Jul., 1996), pp. 405-428

September 29 (T): EXPLORATION AND ENCOUNTERS

Reading: Selected Documents, The Jesuit Relations, Puritans

October 1 (R): A TIME FOR WAR

Reading: Little, Introduction – Ch. 2

October 6 (T): GENDER, VIOLENCE, AND CONTESTED AUTHORITY

Reading: Little, Ch. 3-4

October 8 (R): EMERGING EMPIRES

Reading: Little, Ch. 5-Epilogue

October 13 (T): SITUATING THE CONVERSATION: COLUMBUS DAY (ESSAY #1 DUE)

Reading: Article on J-Stor, "[Columbian Encounters: 1992-1995](#)," [James Axtell](#) *The William and Mary Quarterly*, Third Series, Vol. 52, No. 4 (Oct., 1995), pp. 649-696

October 15 (R): ESCALATION

Reading: Lepore, Introduction – Part One

October 20 (T): RECORDING WAR

Reading: Lepore, Part Two

October 22 (R): TRANSFORMING WAR

Reading: Lepore, Part Three

October 27 (T): REMEMBERING WAR

Reading: Lepore, Part Four-Epilogue

October 29 (R): NO CLASS, FALL BREAK

November 3 (T): ENTER SLAVERY

Reading: Taylor, Introduction – Ch. 1

November 5 (R): BONDAGE AND RESISTANCE

Reading: Taylor, Ch. 2-4

November 10 (T): OUTCOMES

Reading: Taylor, Ch. 5-Conclusion

November 12 (R): SLAVERY, RESISTANCE, AND FEAR

Reading: Zabin, Introduction – Part 1

November 17 (T): TRIALS AND TRIBULATION (**ESSAY #2 DUE**)

Reading: Zabin, Part Two

November 19 (R): LEGACIES OF VIOLENCE

Reading: Zabin, Part Three

November 24 (T): WAR FOR EMPIRE

Reading: Griffin, Introduction - Part I

November 26 (R): NO CLASS, THANKSGIVING BREAK

OVER BREAK READ *THE ASTONISHING LIFE OF OCTAVIAN NOTHING*

December 1 (T): WAR FOR EMPIRE

Reading: Griffin, Part II

December 3 (R): IN BRITAIN'S IMAGE

Reading: Griffin, Part III-Epilogue

December 8 (T): WAR FOR INDEPENDENCE

Reading: Nash, Introduction – Ch. 2

December 10 (R): WAR FOR INDEPENDENCE

Reading: Nash, Ch. 4, 5, and 7

December 15 (T): FINAL CLASS MEETING (**ESSAY #3 DUE**)