

ADR Cremer  
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Office Hours: MW 2:10 – 3:10 p.m. or by appointment

**History 194-01: MWF 9:40 – 10:40, Old Main 009**

**American Violence: A Cultural History of Warfare from the Age of Contact Through the American Revolution**

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 early America. While major political conflicts including King Phillips' War, 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 within Euro-American populations, and those that involved indigenous American peoples and Africans. The chronological focus of the course, circ. 1500-1800, permits our examination of the idea of American exceptionalism. Is there a specific form or pattern of violence or warfare that can be called "American?" If so, does this type of violence remain present in our contemporary society? What relationship does violence have with an American identity?

Required Texts:

- |                         |   |
|-------------------------|---|
| Bellesiles, Michael     | <i>Arming America</i>                                   |
| Brumwell, Stephen       | <i>White Devil</i>                                      |
| De Las Casas, Bartolome | <i>A Short Account of the Destruction of the Indies</i> |
| Gutierrez, Ramon        | <i>When Jesus Came, the Corn Mothers Went Away</i>      |
| Lepore, Jill            | <i>The Name of War</i>                                  |
| Little, Ann             | <i>Abraham in Arms</i>                                  |
| Nash, Gary B.           | <i>The Unknown American Revolution</i>                  |
| Slotkin, Richard        | <i>Regeneration Through Violence</i>                    |

### 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 grade is based on three written assignments, a take-home final examination, and your participation in our weekly class discussions. The percentage of your grade allotted to each assignment is as follows:

Writing Piece 1: Primary Document Analysis	20%
Writing Piece 2: Comparative Review 1 (Little, Lepore)	20%
Writing Piece 3: Comparative Review 2 (Slotkin, Brumwell)	20%
Take Home Final Exam	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. The first essay (3-5 pages) analyzes a primary document (first-hand account of an historical event). The second two essays (5-7 pages) are comparative book reviews. Details of each short-essay assignment will be handed out in class two weeks prior to the due date.

All written assignments must be turned in at the beginning of class 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 submitted in hard-copy format – I will not accept e-mailed papers nor will I 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.

### Final Examination:

The final examination will consist of an essay question handed out on the final day of class and due at the end of the final exam period for this class as specified by the college. This exam should be completed according your end of semester schedule and is open book, open note.

### 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 University 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.

### FALL 2007 SCHEDULE OF CLASS MEETINGS

- W 9/5: INTRODUCTION
- F 9/7: VIOLENCE AND WAR: A SEARCH FOR MEANING  
Reading: Slotkin, pp. 3-93
- M 9/10: A BLOODY INHERITANCE  
Reading: Ringrose, "Three American Empires" (handout)  
Slotkin pp. 94-179
- W 9/12 VIOLENCE AND THE CONCEPT OF HUMAN RIGHTS  
Reading: De las Casas, pp. xiii-30
- F 9/14 AGE OF CONTACT, AGE OF VIOLENCE: INEVITABLE?  
Reading: De las Casas, pp. 30-130
- M 9/17 VIOLENCE AND CULTURE IN THE SOUTHWEST  
Reading: Gutierrez, pp. xvii-36 and  
Review: Subaltern Historiography on the Rio Grande: On Gutiérrez's "When Jesus Came, the Corn Mothers Went Away"  
Author(s) of Review: Sylvia Rodríguez  
American Ethnologist > Vol. 21, No. 4 (Nov., 1994), pp. 892-899  
Stable URL: <http://links.jstor.org/sici?sici=0094-0496%28199411%2921%3A4%3C892%3ASHOTRG%3E2.0.CO%3B2-C>

- W 9/19 GENDERED VIOLENCE  
Reading: Gutierrez, pp. 39-94
- F 9/21 UPRISINGS AND INSURGENCIES: VIOLENCE AND INDIGENOUS RESISTANCE  
Reading: Gutierrez, pp. 95-140
- M 9/24 THE STATE, GENDER, AND VIOLENCE  
Reading: Gutierrez, pp. 141-226
- W 9/26 THE ENGLISH IN NORTH AMERICA: MODELS OF COLONIZATION  
Reading: Taylor, *American Colonies* (handout)
- F 9/28 THE VIRGINIA MASSACRE/POWHATAN RESISTANCE  
Reading: Virginia (handout)
- M 10/1 HOLY WARS: THE PEQUOT WAR  
Reading: The Pequot War (handout)
- W 10/3 THE PEQUOT WAR  
Reading: The Pequot War, Karr "Why Should You Be So Furious?": The Violence of the Pequot War," *The Journal of American History* > Vol. 85, No. 3 (Dec., 1998), pp. 876-909  
Stable URL: <http://links.jstor.org/sici?sici=0021-8723%28199812%2985%3A3%3C876%3A%22SYBSF%3E2.0.CO%3B2-X> and Little, pp. 1-55
- F 10/5 RELIGION, GENDER, VIOLENCE  
Reading: Little, pp. 56-90
- M 10/8 PRIMARY DOCUMENT ANALYSIS DUE  
Reading: Little, pp. 91-126
- W 10/10 CONTESTED COLONIAL POWER AND VIOLENCE  
Reading: Little, pp. 127-208
- F 10/12 CONTINUITY AND CHANGE IN THE INTERWAR PERIOD:  
UNDERSTANDING THE COMPLEXITY OF  
INDIGENOUS/COLONIAL ALLIANCES  
Reading: Uncas, First of the Mohegans (handout)
- M 10/15 HOLY WARS: KING PHILIP'S WAR  
Reading: Lepore, pp. ix-70

- W 10/17 KING PHILIP'S WAR  
Reading: Lepore, pp. 71-124
- F 10/19 KING PHILIP'S WAR  
Reading: Lepore, pp. 125-172
- M 10/22 KING PHILIP'S WAR  
Reading: Lepore, pp. 173-240
- W 10/24 COLONIALS AND INDIANS: A ROUNDTABLE ON VIOLENCE  
Reading: Slotkin, pp. 180-267
- F 10/26 FALL BREAK, NO CLASS
- M 10/29 IMPERIAL AMBITIONS: BRITIAN AND FRANCE  
Reading: Slotkin, pp. 268-312
- W 10/31 THE FRENCH AND INDIAN WAR  
Reading: Brumwell, pp. 11-96
- F 11/2 THE FRENCH AND INDIAN WAR  
Reading: Brumwell, pp. 97-131
- M 11/5 THE FRENCH AND INDIAN WAR  
Reading: Brumwell, pp. 132-156
- W 11/7 THE FRENCH AND INDIAN WAR  
Reading: Brumwell, pp. 157-205
- F 11/9 THE FRENCH AND INDIAN WAR  
Reading: Brumwell: pp. 206-282
- M 11/12  
EMERGING AMERICA: HOW IMPERIAL CONFLICT  
SET THE STAGE FOR AMERICAN REBELLION  
Reading: Nash, pp. xi-87  
**COMPARATIVE REVIEW #1 DUE**
- W 11/14 THE AMERICAN REVOLUTION  
Reading: Nash, pp. 88-149
- F 11/16 THE AMERICAN REVOLUTION  
Reading: Nash, pp. 150-206

- M 11/19 THE AMERICAN REVOLUTION  
Reading: Nash, pp. 207-263
- W 11/21 THE AMERICAN REVOLUTION  
Reading: Nash, pp. 264-305
- F 11/23 THANKSGIVING BREAK, NO CLASS
- M 11/26 THE AMERICAN REVOLUTION  
Reading: Nash, pp. 306-365
- W 11/28 LIBERTY, BUT NOT FOR ALL  
Reading: Nash, pp. 366-456
- F 11/30 WHO FREED THE SLAVES?  
Reading: Slave Resistance (handout)
- M 12/3 THE DOUBLE BIND  
Reading: Slave Women and Violence (handout)
- W 12/5 AMERICAN VIOLENCE, CONTESTED MEANINGS  
Reading: Bellesiles, pp. 3-69 and Controversy (handout)
- F 12/7 THE POLITICS OF VIOLENCE  
Reading: Bellesiles, pp. 70-110
- M 12/1 GOOD STORIES AND ACADEMIC ETHICS?  
Reading: Bellesiles, pp. 111-171  
**COMPARATIVE REVIEW #2 DUE**
- W 12/12 AMERICAN VIOLENCE?  
Reading: Bellesiles, pp. 172-207
- F 12/14 LAST DAY OF CLASS: EVALUATIONS AND RECEIVE FINAL EXAM