

HISTORY 135-01 *American Violence to 1800: A Cultural History of Warfare*
TTH 3:00-4:30, OLD MAIN 009
Macalester College, Fall 2014
Professor Andrea D. Robertson (robertsona@macalester.edu)
Office Hours: T, TH 1:00 – 2:30 or by appointment

Required Texts:

SAUL CORNELL, *A WELL-REGULATED MILITIA*
GREG DOWD, *WAR UNDER HEAVEN*
KEVIN KENNEY, *PEACEABLE KINGDOM LOST*
JILL LEPORE, *NEW YORK BURNING*
JAMES RICE, *TALES FROM A REVOLUTION*
STEPHANIE SMALLWOOD, *SALTWATER SLAVERY*
WALDSTREICHER, DAVID, *SLAVERY'S CONSTITUTION*

COLIN CALLOWAY, *THE SCRATCH OF A PEN* (Recommended, not required)

Overview:

What does it mean to study violence? Is it the history of warfare; the stories of generals, strategy, and developments in military technology? Or the story of the common soldier; that of first aid workers, nurses, and doctors; or that of populations who conquer or are conquered? Or it is the ideologies and cultural norms define force, domination, and conquest as desirable or detrimental to each society?

This course will interrogate the forms in which violence manifested in early America in diverse populations and geographical sites. We will also investigate scholarly approaches to the study of violence in the field of history.

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? 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? Does violence play an exceptional part in the notion of 'American exceptionalism'?

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 exceeds 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	(DUE SEPTEMBER 30)	25%
Journal and monograph	(DUE NOVEMBER 4)	25%
Final essay	(DUE DECEMBER 9)	25%
Attendance and participation		25%

*An Incomplete should be seen only as a last resort in the case of illness or extreme extenuating circumstances. **Note all due dates and turn in your essays on time.** Failing to turn in written work and then attempting to complete all of your work at the end of the semester will result in a grade no higher than a D.

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. Writing is also a craft, requiring diligence and practice. It is one of the most challenging but imperative parts 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 second essay 5-7 pages (double-spaced) compares two forms of scholarly publication, the monograph (book) and a journal article. The final essay challenges you to consider the course theme in its entirety. You will be required to complete a small amount of original research, as well as draw on class readings, for this writing assignment.

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 turned in hard-copy format – I will not accept e-mailed papers, however I will offer comment on e-mailed drafts if they are submitted 48 hours before the due date.

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, iPods, iPads, iAnythings 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: 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, FALL SEMESTER 2014:

September 2 (T): FIRST CLASS, INTRODUCTIONS, SYLLABUS

September 4 (R): EARLY MODERN WORLDS

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 9 (T): PERSPECTIVES

Reading: Selected documents (readings provided in class on 9/4)

September 11 (R): EXPLORATION AND ENCOUNTERS

Reading: Article on J-Stor, Wayne E. Lee, "Peace Chiefs and Blood Revenge: Patterns of Restraint in Native American Warfare, 1500-1800," *The Journal of Military History*, Vol. 71, No. 3 (Jul., 2007), pp. 701-741

Article Stable URL: <http://www.jstor.org/stable/30052888>

September 16 (T): THE PROBLEM OF "OLD" and "NEW" WORLDS

Reading: Article on J-Stor, Ronald Takaki, "The Tempest in the Wilderness: The Racialization of Savagery," *The Journal of American History*, Vol. 79, No. 3, Discovering America: A Special Issue (Dec., 1992), pp. 892-912

Article Stable URL: <http://www.jstor.org/stable/2080792>

September 18 (R): EARLY SETTLEMENT

Reading: Selected Documents, The Jesuit Relations, Puritans (readings provided in class on 9/16)

September 23 (T): CRISIS IN COLONIES

Reading: Kathleen Donegan, "Jamestown: Things That Seemed Incredible," in *Seasons of Misery*, pp. 90-116 (reading provided in class on 9/18)

September 25 (R): THE TRIANGLE

Reading: Smallwood, *Saltwater Slavery*, Introduction – ch. 2

September 30 (T): SLAVERY AND THE SLAVE SHIP

Reading: Smallwood, ch. 3 - 5

October 2 (R): A LEGACY

Reading: Smallwood, ch. 6 - 7

October 7 (T): GENDER, FEAR, POWER (**PRIMARY DOCUMENT ANALYSIS DUE**)

Reading: Selected documents (readings will be provided in class on 10/2)

October 9 (R): RECORDING WAR

Reading: Lepore, Part Two

October 14 (T): A VOLATILE AMALGAM/COLUMBUS DAY

Reading: James D. Rice, *Tales from a Revolution*, Part One, pp. 3 - 133

October 15 (R): HIERARCHIES

- Reading: Rice, Part Two, pp. 137 - 224
- October 21 (T): CONSPIRACY AND CONFLICT
Reading: Jill Lepore, *New York Burning*, Preface – ch. 4
- October 23 (R) NO CLASS, FALL BREAK
- October 28 (T): CATASTROPHE AND CONSEQUENCES
Reading: Lepore, ch. 5 - Epilogue
- October 30 (R): VIOLENCE IN THE WILDERNESS
Reading: Kevin Kenney, *Peaceable Kingdom Lost*, Introduction – Part Two
- November 4 (T): RESHAPING WORLDS (**ESSAY #2 DUE**)
Reading: Kenney, Part Three – Part Five
- November 6 (R): THE FRENCH AND INDIAN WAR
Reading: Dowd, Introduction – ch. 2
- November 11 (T): REVOLT
Reading: Dowd, ch. 3 - 5
- November 13 (R): ANTICIPATING THE NEXT REVOLUTION
Reading: Dowd, ch. 6 - 8
- November 18 (T): THE CULTURES OF THE AMERICAN REVOLUTION
Reading: Cornell, Introduction – ch. 3
- November 20 (R): AMERICAN VIOLENCE AND THE SECOND AMENDMENT
Reading: Cornell, ch. 4 - Conclusion
- November 23 (T): TBD
- November 27 (R): NO CLASS, THANKSGIVING BREAK
- December 2 (T): IDEAS AND IMPLEMENTATION
Reading: Waldstreicher, Prologue – ch. 2
- December 4 (R): A NEW REPUBLIC
Reading: Waldstreicher, Ch. 3 - Epilogue
- December 9 (T): FINAL CLASS MEETING (**ESSAY #3 DUE**)