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Office Hours: Th 4:30-6:30, and by appt.

HIST BC 3549
Fall 2016
M, 2:10-4:00 PM
Sulzberger Annex 102
Credits: 4



A History of Violence
Force and Power in Early America

Today the United States is the most violent industrialized nation on the planet. It is unsurprising, then, that its beginnings were dark and bloody. But rather than just see the early America as a long catalog of horrors, this class will look in depth at particular moments of massacre, coercion, diplomacy, war, rape, murder, riots, and mourning ranging from the European invasion to the American Civil. We will be asking, how do violent acts shape and transform early American societies? How do violent acts shape and reify the bounds of race, gender, and class? How is violence remembered and labeled, and why does this matter? How did violence shape the worldviews of victims and perpetrators? Using primary sources and scholarship, we'll try to understand violence's place in the dynamic cultural process and within larger structures of power.

Each week we'll read a selection of readings together as a class, with a set group writing a paper in advance on the week's readings. You will each write three papers of 5-7 pp. in length based on the week's required readings, but you will have a choice of which topics you will write about (see schedule below). Papers will be emailed to the class the night before so that the rest of the class can read them. There will be prompt questions for each week to help you get started, but mostly these papers are supposed to get discussion going. They should be argumentative and thesis-driven essays.

- Paper 1 will be based on either the Readings for either Week 2 (Genocide and Massacre) or Week 3 (The Middle Passage).
- Paper 2 must be drawn from the Readings for either Week 4 (Sexual Violence), Week 5 (Politics of Peace).
- Paper 3 must be drawn from the Readings for either Week 7 (Politics of War), Week 9 (Plantation Violence), or Week 10 (Civil War Dead).

The Final Paper will be a revision and extension of one of your previous papers, or, if you so chose, a fresh subject of your own choosing, provided it is related to violence in America

before 1865. The Final Paper will be 10-15 pp. in length and include a greater amount of primary source analysis and use of Additional Readings.

Active and Informed Participation	15%
Paper 1	15%
Paper 2	20%
Paper 3	20%
Final Paper	30%

Student Learning Outcomes

Students who successfully complete this course will

- Critically evaluate secondary and primary sources through close reading and analysis.
- Understand how historians use textual evidence to construct narratives about the past.
- Interpret selections of primary and secondary sources and to construct original argument from those sources in clear academic prose.
- Evaluate different accounts of the same event and adjudicate between varying interpretations of that event.
- Articulate textually-grounded arguments in class discussions and structured debates.

Classroom Policies

1. **Attendance.** Attendance in all classes is essential to pass this course.
2. **Office Hours.** My main office hours are Thursdays, 4:30-6:30, while my unofficial office hours (better for quick chats) will be immediately after class, though some Mondays I have a meeting directly following our class time. You can also schedule an appointment if neither of these times work. If you send me an email asking for summaries of class you missed or are going to miss for a planned absence like a religious observation or an athletic event, my response will always be the same: come talk to me in person during official or unofficial office hours to cover what you are going to miss.
3. **Participation.** Class discussions are the single best way for all of us—students and professor alike—to bring lectures and readings together into an ongoing conversation about history. Regular participation is mandatory for all, though I understand that some students are more naturally talkative than others. The quality of your participation is more important than the quantity.
4. **Classroom Respect.** This class only really works if everyone is respectful of everyone else. Therefore I ask you kindly to show up on time, only leave the class *if you are having a genuine bathroom emergency and take care to exit and enter the room like a ninja*. Otherwise, please just hang on—it's only 110 minutes. Please also refrain from chatting with neighbors when another student is speaking. For my part, I may also need a little nudge now and again from you all to make sure I'm considering your perspective. If I ever fail to explain a concept thoroughly, say something confusing

and contradictory, or in any way simply goof as a teacher, please let me know. You can do this in class or after class, in person or by email, any way you feel is best. But please, if for whatever reason big or small, you're uncomfortable or frustrated with how something went in class, please let me know. I may not always be perfect, but I promise you, I want to know if you have a concern.

5. **Digital Devices.** Several studies of student learning and retention have demonstrated that students take in more information and gain a better grasp of course material when they take notes by hand and when digital devices are not in the classroom. With that in mind, computers, tablets, e-readers, phones, any device with a screen, may only be used to refer to readings and then should be put away. The only exception allowed is for students who have a documented Barnard/Columbia accommodation to use digital device. (It has to be cleared through the student's home institution; I will not accept notes from doctors.) Students with laptop note-taking accommodations are required to sit in the front row, so that it is clear their screen is only being used for note-taking. As a general courtesy, please print out the coursepacks and articles for discussions as well, or at the very least bring handwritten or printed notes. Studies on digital learning also suggest that reading comprehension and retention are vastly better when students read from printed pages.
6. **Communication.** For general queries about the class or assignments, please contact me at alipman@barnard.edu. In the unlikely event that I have not responded to your email within 48 hours, please send the email again, as I may have accidentally opened without replying and your email may have slid deep into the depths of my inbox.
7. **Academic Integrity.** The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited. In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Barnard College or Columbia University.
8. **Disability-Related Accommodations:** In order to receive disability-related academic accommodations, students must first be registered with Disability Services (DS). More information on the DS registration process is available online at <http://barnard.edu/disabilityservices> or www.health.columbia.edu/ods. Faculty must be

notified of registered students' accommodations before exam or other accommodations will be provided. Students who have (or think they may have) a disability are invited to contact Barnard or Columbia Disability Services for a confidential discussion.

Evaluation

Books (for sale at Book Culture):

Sharon Block, *Rape and Sexual Power in Early America*.

James H. Merrell, *Into The American Woods: Negotiators on the Pennsylvania Frontier*

Olaudah Equiano, *An Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African*.

Solomon Northrup, *Twelve Years A Slave*.

Drew Giplin Faust, *This Republic of Suffering*.

☞ The remainder of the readings will be accessible through hyperlink or posted as a PDF on Courseworks.

Course Schedule

• Denotes a primary source.

Week 0, Sept. 12: Welcome To Researching Violence.

Introductions.

Syllabus Review.

Defining our terms.

Defining our questions.

Week 1, Sept. 19: Theories of Violence (No Papers).

Required Reading: Senechal de la Roche, "Collective Violence as Social Control," *Sociological Forum* 11, 1 (1996): 97–128.

Susan Dwyer Amussen, "Punishment, Discipline, and Power: The Social Meanings of Violence in Early Modern England," *Journal of British Studies* 34.1 (January 1995): 1–34.

Benjamin Madley, "Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods," *The American Historical Review* 120:1 (February 2015): 98–139.

Robert Harper, "Looking the Other Way: The Gnadenhutzen Massacre and the Contextual Interpretation of Violence," *The William and Mary Quarterly* 64.2 (July 2007): 621–644.

Scott W. See, "Nineteenth-Century Collective Violence: Toward a North American Context," *Labour/Le Travail* 39.2 (Spring 1997): 13–38.

Week 2, Sept. 26: Genocide and Massacre.

Paper Prompts: Was the Pequot War an act of genocide? What evidence exists in the primary sources by Underhill and Mason? Why does Katz object to that definition? According to Hirsch and Karr, *why* was the Pequot War so violent?

Papers must be emailed to alipman@barnard.edu by 10 am before class.

Required Reading:

- John Underhill, *News From America* (1637)
 - John Mason, *A Brief History of the Pequot War* (1655)
- Stephen Katz, "The Pequot War Reconsidered," *New England Quarterly* 64.2 (1991): 206-224.
- Adam J. Hirsch, "The Collision of Military Cultures in Seventeenth-Century New England," *Journal of American History* 74.4 (March 1988): 1187-1212.
- Ronald Dale Karr, "'Why Should You Be So Furious?' The Violence of the Pequot War," *Journal of American History* 85.3 (December 1998): 76-909.

Additional Readings for extended final papers:

- Philip Vincent, *A True Relation of the Late Battell Fought in New England* (1637)
 - Lion Gardener, *Relation of the Pequot Warres* (1660)
- Alfred A. Cave, *The Pequot War* (1996).
- Katherine Grandjean, "New World Tempests: Environment, Scarcity, and the Coming of the Pequot War," *William and Mary Quarterly* 68.1 (2011): 75-100.
- Andrew Lipman, "'A meanes to knitt them together': The Exchange of Body Parts in the Pequot War," *The William and Mary Quarterly* 65.1 (January 2008): 3-28.
- , *The Saltwater Frontier: Indians and the Contest for the American Coast* (2015).

Week 3, Oct. 3: The Slave Trade.

Paper Prompts: How does violence, both real and threatened, appear in Equiano's *Narrative*? How did he react to and cope with it? What was the purpose of Equiano's *Narrative*? In light of Carretta's critique, what can his *Narrative* tell us about the Middle Passage even if Equiano did not experience it?

Papers must be emailed to alipman@barnard.edu by noon before class.

Required Reading:

- Olaudah Equiano, *An Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African*, all, including in
- Vincent Carretta, "Olaudah Equiano or Gustavus Vassa? New Light on Eighteenth-Century Question of Identity" *Slavery and Abolition* 20.3 (1999): 96-105.

Additional Readings for extended final papers:

Vincent Brown, "Social Death and Political Life in the Study of Slavery," *American Historical Review*, 114:5 (2009): 1231-1249.

Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*.

Marcus Rediker, *The Slave Ship: A Human History*.

Gregory O'Malley,

Week 4, Oct. 10: Sexual Violence.

Paper Prompts: How was rape and other kinds of sexual violence defined and understood in British North America? How did colonists identify, adjudicate, and punish rape? What are the problems historians have in trying to identify past cases of sexual violence?

Papers must be emailed to alipman@barnard.edu by noon before class.

Required Reading:

Sharon Block, *Rape and Sexual Power in Early America*, 1-162 (skim remainder).

Additional Reading for extended final papers:

Kathleen Brown, "'Good Wives' and 'Nasty Wenches': Gender and Social Order in A Colonial Settlement," and "From 'Foul Crimes' to 'Spurious Issue': Sexual Regulation and the Social Construction of Race," in *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*, 75-106, 187-211.

Christine Daniels and Michael V. Kennedy, eds. *Over the Threshold: Intimate Violence in Early America* (New York: Routledge, 1999), 219-232.

Wendy Warren, "The Cause of Her Grief: The Rape of a Slave in Early New England," *Journal of American History* 93.4 (2007): 1031-149.

Ann M. Little, "'Shee Would Bump His Mouldy Britch': Authority, Masculinity, and the Harried Husbands of New Haven Colony, 1638-1670," in Michael A. Bellesiles, ed., *Lethal Imaginations: Violence and Brutality in American History* (New York: New York University Press, 1999), 43-68

Randolph A. Roth, "Spousal Murder in Northern New England, 1776-1865," in Christine Daniels, et. al., eds., *Over the Threshold: Intimate Violence in Early America* (Routledge, 1999), 65-93

James D. Rice, "Laying Claim to Elizabeth Shoemaker: Family Violence on Baltimore's Waterfront, 1808-1812," in Christine Daniels, et. al., eds., *Over the Threshold: Intimate Violence in Early America* (Routledge, 1999), 185-201

Ruth H. Bloch, "The American Revolution, Wife Beating, and the Emergent Value of Privacy," *Early American Studies* 5.2 (Fall 2007): 223-51

Elaine Forman Crane, *Witches, Wife Beaters, and Whores: Common Law and Common Folk in Early America* (Ithaca, NY: Cornell University Press, 2012).

Week 5, Oct. 17: The Politics of Peace.

Paper prompts: Who were the "go-betweens" between Native people and Pennsylvania colonists? How did they do the work of negotiation the so-called "Long Peace" between the colony and its neighbors? What does Merrell's concept of "the woods" mean?

Required Reading:

James H. Merrell, "Introduction," "Fitt and Proper People to Goe Between," "That Road Between Us," "A Sort of Confusion: Treaties," *Into The American Woods: Negotiators on the Pennsylvania Frontier*, 19-41, 54-106, 128-156, 225-253. Please skim other chapters.

Additional Reading for extended final papers:

• James H. Merrell, *The Lancaster Treaty of 1744: A Brief History With Documents*.
Daniel K. Richter, "Cultural Brokers and Intercultural Politics: New York-Iroquois Relations, 1664-1701," *The Journal of American History* 75.1 (1988): 40-67.
Timothy J. Shannon, "Dressing for Success on the Mohawk Frontier: Hendrick, William Johnson, and the Indian Fashion," *William and Mary Quarterly* 53. 1 (January 1996): 13-42.

Week 6, Oct. 24: Library Visit.

Class will meet at the café in Butler and proceed to the Rare Book and Manuscript Library to meet with Dr. Thai Jones.

Week 7, Oct. 31: The Politics of War.

Paper Prompts: How did Joseph Plumb Martin experience and describe violence in his account of his time as a soldier? What do Martin, Anderson, and McDonnell each identify as sources of tension between enlisted men and officers in the Continental Army? According to Anderson and McDonnell how did the logistics of raising and leading an army come into tension with the stated ideals of the Revolution?

Required Reading:

Joseph Plumb Martin, *The Adventures of a Revolutionary War Soldier*, Ch. I-IV.
Fred Anderson, "The Hinge of Revolution: George Washington Confronts a People's Army, July 3, 1775," *Massachusetts Historical Review* 1 (1999): 20-48.
Michael A. McDonnell, "Class War? Class Struggles During the American Revolution in Virginia," *WMQ* 63.2 (April 2006): 305-344.

Additional Reading for extended final papers:

"Colonial Ways of War," in Wayne E. Lee, *Crowds and Soldiers in Revolutionary North Carolina* (Gainesville: University of Florida Press, 2001), 104-136.
Peter Wade "The Rebellion of the Regulars: Working Soldiers and the Mutiny of 1763-1764," *WMQ*, 3d Ser., 57 (2000).
Peter Silver, "Fearing Indians," and "The Seven Years War and White People," in *Our Savage Neighbors: How Indian War Transformed Early America*, 39-72, 95-124.

Week 8: Nov. 7.

No class meets this week, Fall Break.

Week 9, Nov. 14: Nineteenth-Century Plantation Violence.

Paper Prompts: How did the violence of nineteenth-century plantations extend beyond the grounds of plantations? How did fear, coercion, and beatings shape everyday labor and incentives for enslaved people? How did the experiences of Solomon and Patsy each reflect different gendered survival strategies? How was Solomon changed as a person by his time in bondage?

Required Reading (and Viewing):

- Solomon Northrup, *Twelve Years A Slave*.
- *12 Years A Slave*, dir. Steve McQueen, prod. Twentieth Century Fox, 2013.

Additional Reading for those writing papers:

- Harriet Jacobs, *Incidents in the Life of a Slave Girl*.
- Walter Johnson, "A Person With A Price," "The Chattel Principle," "Reading Bodies and Marking Race," in *Soul by Soul: Inside the Antebellum Slave Market*, 1-44, 135-161.
- Walter Johnson, *River of Dark Dreams: Slavery and Empire in the Cotton Kingdom*.
- Thavolia Glymph, *Out of the House of Bondage: The Transformation of the Plantation Household*.
- Sally E. Hadden, *Slave Patrols: Law and Violence in Virginia and the Carolinas*.
- Elizabeth Fox-Genovese, *Within the Plantation Household: Black and White Women of the Old South*.
- Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*.

Week 10, Nov. 21: The Civil War Dead

Required Reading:

- Drew Giplin Faust, "Preface," "Dying," "Killing," "Burying," "Numbering," "Surviving," in *This Republic of Suffering: Death and the American Civil War*, xi-101, 250-272. Please skim other chapters.

Additional Reading for those writing papers:

- Erik Seeman, *Death in Early America*.
- James McPherson, *The Battle Cry of Freedom*.
- Chandra Manning, *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War*.
- Megan Kate Nelson, *Ruin Nation: Destruction and the American Civil War*.
- J. David Hacker, "A Census-Based Count of the Civil War Dead," *Civil War History* 57.4 (2011): 307-348.
- Thomas Bender, "The 'Rural' Cemetery Movement: Urban Travail and the Appeal of Nature," *The New England Quarterly* 47.2 (1974): 196-211.

Week 11: Nov. 28. No Class Meeting.

Precis and Annotated Bibliography are due.

Individual consultations with Professor Lipman (LeFrak 227) about the final paper.

Week 12: Dec. 5. Peer Review.

A 10 pp. minimum Rough Draft is due at the start of class.

In-class peer review/feedback, along with editing/revising workshop.

Week 13: Dec. 12. Final Class.

Final papers are due at the start of class. In-class final “conference” will be held, along with a concluding discussion.