

AS.100.247
History, Fall 2024
12-1:15pm Tuesday and Thursday
Homewood Campus, Krieger Hall 306

Making War in a New World: Warfare in Early America, 1492-1804

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Office Hours: Gilman 338D, Wednesdays 1-4
and by appointment



John Trumbull, *The Death of General Montgomery in the Attack on Quebec, December 31, 1775*
(oil on canvas, 1786) Yale University Art Gallery

Columbus's arrival in the Caribbean set off a chain of violence that swept through the early modern Americas. In this course we will investigate how warfare shaped North America and the Caribbean in the period between Columbus's fateful 1492 voyage and the establishment of an independent Haitian state in 1804. The interlinked patterns of European colonialization and trans-Atlantic slavery forced together people from three continents and made Native Americans, Africans, and Europeans in the Americas rethink what it meant to fight a war, and how to do it. We will consider how different cultures understood, deployed, and attempted to control violence, and then focus on specific wars, engaging with both contemporary scholarship and primary

sources. Along the way, we will consider how the Americas, despite a long history before Columbus, became a “new world” through the warfare that followed after him.

Throughout this semester we will read and discuss a variety of different forms of historical writing, and consider the wide applicability of the history we are studying in the world around us today. Students will have the opportunity to explore different forms of historically informed writing in their own work.

Class Policies:

Electronics in Class:

Everyone learns differently, and electronic devices can be helpful for some of us and distracting to others. I trust you to make your own decisions on what is best for you. You may use computers and tablets in class, but please refrain from phone use and messaging or social media. Please be mindful of those around you and avoid distracting them. Please keep your phone out of the way and on silent—if you urgently need to use your phone during class, please step out of the classroom.

Absences:

Attendance at all lectures and discussions is required.

Absences due to illness, religious holidays, or family emergencies will never affect your grade and do not require a doctor’s note or other confirmation. If you miss class because of illness or emergency please let me know as soon as you are able. Otherwise I will assume it will count against your unexcused absences. Additionally, you each have three unexcused absences. You make take your three unexcused absences with no effects on your grade. After this, other unexcused absences will result in a lowering of your attendance grade by one third (for example from a B+ to a B) for each absence.

Absences due to sports events/practice or other campus activities are not counted as excused.

If you feel sick, please stay home and rest! Feel free to reach out to me if you would like to discuss anything you may have missed in class due to absence.

Other Classroom Policies:

We will spend this semester discussing a number of difficult, disturbing, and important topics. Wartime violence and at times hateful associated attendant politic rhetoric are perhaps obvious topics given this course’s subject matter. Also crucial to this course’s subject are colonial and racial violence, the trans-Atlantic slave trade, the development of modern concepts of race and racist ideology, and gendered and sexual violence.

Throughout this semester I may institute classroom policies on language especially around quoting from primary sources. Policies are intended to facilitate discussion, not to be punitive.

I believe that while much of the material we will be discussing is disturbing it is important to study this history, to consider it thoughtfully, and to remember that even the worst violence was

perpetrated by complex human beings who were as capable of thought and moral decision-making as we are today. Please listen respectfully to your fellow students' opinions, even when they differ from your own, while also being mindful in that we each have different sensitivities to the materials being studied.

If you have any concerns around particular issues in class, please do not hesitate to email me or discuss them with me during office hours.

Extensions and Late Work:

If you email me asking for an extension before the assignment is due I will grant you an extension for any reason. If you need more time on an assignment please ask! You may also ask for additional extensions and I will do my best to accommodate.

Work turned in late without an extension will be graded down a third of a letter grade (from a B+ to a B, etc.) for every day it is late. (First 24 hours after work was due one third markdown, from 24-48 hours two thirds, from 48-72 hours a full letter grade, etc.).

Unexpected sickness or personal emergency resulting in late work will not result in a lowering of the grade.

Disability Accommodations:

I will work with you to make sure that all of you get the most out of this class, and I strongly encourage you to register with the Student Disability Office if you need (or suspect you may need) accommodations for this course and/or other courses. Below is official information on the Student Disability Office, where you can obtain an accommodation letter:

Johns Hopkins University values diversity and inclusion. We are committed to providing welcoming, equitable, and accessible educational experiences for all students. Students with disabilities (including those with psychological conditions, medical conditions, and temporary disabilities) can request accommodations for this course by providing an Accommodation Letter issued by Student Disability Services (SDS). Please request accommodations for this course as early as possible to provide time for effective communication and arrangements.

For further information or to start the process of requesting accommodations, please contact Student Disability Services at Homewood Campus, Shaffer Hall #101, call: 410-516-4720 and email: studentdisabilityservices@jhu.edu or visit the website <https://studentaffairs.jhu.edu/disabilities/>.

Taking Care of Ourselves and Each Other:

This course is only one part of all of our lives. None of us, myself included, will remain unaffected by events outside the classroom, whether personal or in the world at large. With that in mind here are some principles for this semester.

- We are all allowed to have trouble or difficulty. I will not judge you or ask for justification if you tell me you are having a hard time in this course.
- You do not owe me or anyone else in this class any personal information. Johns

Hopkins does not require any of us to disclose personal or health-related information in the classroom, or to take the course. You can make whatever choices you wish, and change them as need be, to take care of yourself.

- You are always welcome to talk to me about anything you might be going through and if I feel I can't help you I will suggest someone else or a resource who can.
- If you need extra help, you need to miss class, or need more time with something, please ask. I'll do my best to work with you.

Getting in Touch:

If you need to reach me, please email me (rather than using Canvas messaging, etc.) I check my email during regular work hours (M-F, 9-5). If you contact me outside those hours I will likely not respond, but I will honor the time of the email if you are requesting an extension for a deadline, alerting me to an absence, or turning in an assignment.

Office Hours:

If you would like to talk over something please come to my office hours! They are Wednesdays 1-4pm, in Gilman 338D. My office is located at the back of Gilman Hall, at the end of the elevated hallway across from the men's restrooms. You can always stop by, but I can't guarantee I will be free unless you schedule a meeting in advance. If you need to meet outside of my Wednesday office hours, or if you need to meet via zoom email me and I will set up a time. You may sign up here for my regularly scheduled office hours: <https://blakegrindon.youcanbook.me/>

Academic Integrity:

Please review the following statement from Erin Rowe, Vice Dean for Undergraduate Education, on academic integrity:

“The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.”

Assignments and Grading:

All written assignments are due on either Monday or Wednesday at midnight end of day. Assignments should be submitted as file uploads to Canvas. If you have an issue with Canvas please email assignments directly to me at bgrindon1@jhu.edu

Class Participation/Attendance 20% (10, 10)

You should come to class prepared to discuss the readings for that day/theme. Please have your notes and readings available to reference. We will discuss the relevant readings in class after lecture. Participation is graded based on quality as well as quantity. You should not feel pressure to talk a lot in class! All of us have unique insights to bring to discussion, but speaking up in class is easier for some than for others.

Participation grades will be given in two sections, midterm and end of term, reflecting attendance and participation for the first and second half of class.

Research Paper 35% (5, 10, 20)

This semester builds towards the writing of a 12-15 page research paper, which can be on any topic related to warfare in North American and the Caribbean during the period of the class. This paper has three separate elements. First, mid semester you will complete a proposal, including a bibliography of first and secondary works you plan to consult (5% of grade). Second you will turn in a first draft of this paper (10% of grade) incorporating comments from the proposal. I will give you comments on this draft for final revision. Your final draft (20% of grade)—incorporating comments from both the proposal and the first draft—will be due during the reading period after the last week of class. These three separate sections of the research paper are designed to walk you through the experience of writing a history research paper (and also to fulfill the criteria for a Writing Intensive Course). They will provide you with an understanding of the various stages of developing an idea for history research and of sharpening writing through revision—sort of a sped up version of what profession historians go through in preparing an article for publication in a journal. Additionally whether or not you plan to write more history papers, this will give you insight into how to describe research ideas and how historians assess evidence, build an argument, and present it to readers.

Proposal (due Wednesday 10/9):

This has three main elements, split into two sections (written proposal and bibliography).

Written proposal: in one paragraph you should identify a topic and suggest at least one question you would like to address about that topic in your paper.

Bibliography: your bibliography must be formatted according to a recognized citational style. You must include one primary source relevant to the topic (either from the course readings or one you have found through your own research). Your bibliography must also include at least three scholarly secondary sources (books or journal articles) at least one of which should be from outside of the course readings.

The proposal is graded on how well it fulfills these requirements.

First Draft (due Monday 11/4): This draft should incorporate my suggestions and comments from the proposal. It should be full draft (beginning, middle, end) in the 12-15 page range with a clear focus and original argument drawing on primary and secondary sources. It should follow Chicago, MLA or another recognized citational format, and include a bibliography. Pages must be numbered. It will be graded on response to suggestions on proposal, strength of argument and use of sources, as well as clarity of writing and adherence to citational format.

Final Draft (due Monday 12/9): This should incorporate my suggestions and comments from the first draft. It should also have a beginning, middle, end, and be in the 12-15 page range with a clear focus and original argument drawing on primary and secondary sources. It should follow Chicago, MLA or another recognized citational format, and include a bibliography. Pages must be numbered. The final draft will be graded on how well it incorporates the suggestions and resolves problems with the first draft, strength

of argument and use of sources, as well as clarity of writing and adherence to citational format.

Experimental Writings 30% (10, 10, 10) [PASS/FAIL]

Each week, in addition to reading secondary materials we will review primary source materials. These will include written and visual sources. Over the course of the semester you will write three short (2-5 pages) pieces on primary sources. At least one of these must be on a visual source (visual sources are marked with **(V)** on the syllabus). These pieces can take any form (fiction, poetry, creative essay, close reading—whatever you can think of!). Each of these should fulfill 1 of the following bullet points:

- Speculate on who created this source and/or why it was created, based on careful examination of the primary source.
- Speculate on who might have encountered this source and/or where or how they would have encountered it, based on careful examination of the primary source.
- Speculate on the events that lead to the creation of the source, based on careful examination of the primary source
- Reflect on what you find surprising or unexpected in this source, based on careful examination of the primary source

The purpose of this assignment is to give you room to explore working with different types of sources and different types of historically based writing, in a low-pressure environment. These assignments are graded pass/fail, you will receive full credit for these assignments as long as they are turned in a timely manner and meet minimum requirements. These assignments are due the day before the associated reading are due in class, please plan ahead. A sign-up sheet will be available the first week of class, and I will update Canvas dates reflecting when your individual papers are due.

Book/article review (15%)

You will pick one of the secondary sources we are reading and write your own review of this (3-6 pages). This should be a description of the book (or chapter, or article) with a focus on the author's argument and your interpretation of it. It is not a book report but a reflection on the author's writing and on what you appreciated (or were unconvinced by) in the author's depiction of particular historical events. Each of these must answer 1-2 of the following bullet points:

- What kind of sources does this author use, and how do these sources shape their argument?
- What type of writing style does the author use, and how does this affect their argument?
- What does the author provide definitive answers to and what do they leave ambiguous? What do you think accounts for these differences?

The purpose of this assignment is to engage deeply with the craft of another historian's writing and consider how it may inform your own writing.

These assignments are due the day before the reading is assigned for class discussion, please plan ahead. A sign-up sheet will be available the first week of class, and I will update Canvas dates reflecting when your individual papers are due.

Grading:

Below are my grading standards. Please review these as it will make it easier for you to understand the meaning of grades as an assessment of your work.

A or A- indicates exceptional work, work that goes beyond the expected standards of the course. A paper that provides truly original insight into an event or source, or class participation that combines perfect attendance with consistently thoughtful comments that respond to readings, lectures, and fellow students' comments will earn an A. If you get an A range grade you have done remarkably well and I am consistently impressed by your work throughout the semester. (I typically give out 1-3 A range grades in a class of 20-30.)

B+ indicates very good work—it meets all the requirements of class, and goes a little beyond. A B+ paper may have some flaws (either technical or in argument or organization) that hold it back from A/A- quality, but it is still above the general standard expected for the course. Class participation that is at times of A/A- level but is inconsistent or at times lacks grounding in course materials typically earns a B+. If you get a B+ you have done very well. (The majority of grades I give out are B+, B, or B-.)

B indicates good work. It meets every requirement for assignment or class participation and attendance. B papers fulfill the assignments, they have clear arguments and engage with and cite sources. B participation is generally engaged with the course materials and with fellow students, but may vary in quality and consistency at times. If you get a B you have done well in this course.

(The majority of grades I give out are B+, B, or B-.)

B- indicates work that is good but slightly below the expected level for the course. It may indicate uneven assignments or class participation. Papers that are adequate in many ways but have some consistent flaw (either technical or in argument or organization) that hold them back from being B papers earn a B-, as does class participation that is frequently unprepared in some way. If you get a B- you may have done some good work in the course, but there were also some consistent issues.

(The majority of grades I give out are B+, B, or B-, although typically I give out slightly fewer B- grades than B+ or B grades.)

C+, C, or C- indicates work that is satisfactory, but fails to meet standards of the course in some significant way. C range assignments or class participation is consistently marked by flaws that stop it from achieving the status of B work. Assignments that have consistent or major flaws (either technical or in argument or organization), or that fail to fully complete some element of the assignment earn a C range grade. Poor attendance and participation that consistently does not engage with readings, lectures, and fellow students' comments will earn C range grade.

(I typically give out 1-3 C range grades in a class of 20-30.)

Grades in between A to C- represent work that meets at least most of the minimum requirements of the course assignments D and F grades indicate severe flaws or missing work.

D indicates that work that is so far below the standards of the course that I have serious doubts about as to whether a student has engaged with or learned the course materials. Johns Hopkins treats D+ and D grades as passing grades.

(I only give out D grades in exceptionally dire circumstances—essentially never.)

F indicates work that completely fails to meet the course requirements. Missing assignments, or failure to show up for most classes would earn an F. If you received an F you have failed the course.

(I only give out F grades in exceptionally dire circumstances—essentially never. I will make every effort to work with you to ensure you do not fail this class.)

Lectures, Readings and Course Books:

Lectures and Discussions:

Classes will be a combination of lectures and discussions sections. The first 30-40 minutes of each class I will give a lecture delving into the week's topic and providing additional context for the week's readings. The remaining class time will be devoted to discussion, which will focus on the readings for that particular class. Discussion is a time to ask questions about points in the reading that are confusing, to draw connections between different readings, and to share ideas on the readings. Please come to class prepared to discuss the readings listed on the syllabus for that day.

Readings:

Each week (with a few exceptions) includes primary and secondary sources focused around a particular theme. Feel free to bring up readings from previous classes, especially those earlier in the week in discussion—this course is intended to bring together many different authors and sources that speak to warfare in early America, and drawing connections will help you to see the commonalities in that theme.

Visual and material sources can be just as important as written texts and this course draws on them as well. When approaching non-written sources you should consider many of the same questions as would in looking at a primary source text: who created this? who would have had access to it? what was its intended purpose?

Weekly readings load range from approximately 75-150 pages per week. Generally I have divided these fairly equally between the two days, to indicate what readings we will focus on. Organize your readings schedule however is best for you. (If you have questions or concerns about managing the reading load please do not hesitate to reach out.) Three weeks in the semester are marked “heavy reading” because the page count exceeds the typical amount for this class. Please plan accordingly. I have occasionally listed required and optional readings. It is best to begin with the required readings and read additional readings only if you have time.

Course Books:

The following books are available for purchase at the Johns Hopkins bookstore. **Titles marked with † are available as unlimited use e-books from the Johns Hopkins library. Titles marked with ∞ are available as physical reserves from the Library Annex.**

Required:

†Vincent Brown, *Tacky's Revolt: The Story of an Atlantic Slave War*

†Colin G. Calloway, *The Victory With No Name: The Native American Defeat of the First American Army*

†Christian Ayne Crouch, *Nobility Lost: French and Canadian Martial Cultures, Indians, and the End of New France*

†Christine Delucia, *Memory Lands: King Philip's War and the Place of Violence in the Northeast*

Gregory Evans Dowd, *War Under Heaven: Pontiac, The Indian Nations and the British Empire*∞

†Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution*

Kathleen DuVal, *Independence Lost: Lives Lived on the Edge of the American Revolution* ∞

†Patrick M. Malone, *The Skulking Way of War: Technology and Tactics among the New England Indians*

†Camilla Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*

Suggested:

(These books are also available for purchase at the book store. We will be reading sections of these book this semester, but those selections will also be posted on Canvas.)

Judith Butler, *Frames of War: When is Life Grievable?*

Kathryn Zabelle Derounian-Stodola (ed.), *Women's Indian Captivity Narratives*

Elaine Scarry, *The Body in Pain: The Making and Unmaking of the World*

All other readings, including visual sources, will be available via Canvas. Materials on Canvas are marked with §.

Canvas:

The Canvas site for this course includes all the e-reserve and additional readings outside of the required books section of this syllabus. For each section of the class you can find a list of all the readings, links to the Canvas readings, any additional materials, as well as lecture slides and handouts and general assignments for that class in the corresponding module on Canvas.

If there are any problems with materials on Canvas please let me know and I will do my best to resolve the issue quickly.

Writing and Research Resources:

This is a writing intensive course. You will have the opportunity to do a variety of different types of writing, and explore how historians utilize sources to write history. I am always happy to talk through writing or research questions during my office hours but I will not read drafts outside of those for the final research paper. Below are some resources that will be helpful to you throughout this course and in your academic writing in general.

The Writing Center:

If you would like to work through a piece of writing in-depth, or just get another person's perspective on your writing, I encourage you to make an appointment at the Writing Center. Writing Center appointments are 45 minutes and can work with writing in any stage, from helping you plan an outline to revise a draft. Appointments take place either in-person (Gilman 230) or online. The Writing Center also offers walk-in appointment in-person, but these are not guaranteed to be available, especially at midterms and finals periods.

For more information on the Writing Center and to make an appointment please visit their website: <https://krieger.jhu.edu/writingcenter/about/>

Citational Manuals:

Research papers must be formatted according to an accepted academic citational method. I will go over citations (and why they can be useful and even fun!) in class. Here are some reference texts for the two most common citational formats in the humanities and social sciences (MLA and Chicago). These guides will be useful reference sources when you are writing your research papers.

(Feel free to use another citational method if it is more applicable to your major as long as it is officially recognized in academic writing.)

[MLA Handbook Plus](#)

Read chapters 5 and 6 if you plan to use MLA citations (these are not long, only about a 3 pages).

[Chicago Manual of Style Online](#)

Read the [Style Quick Guide on notes-bibliography style](#) if you plan to use Chicago citations (this is not long, only about 2 pages).

Research Resources:

Heather Furnas is the librarian for History. If you have questions about doing library research, or about how to find primary or secondary sources on your topic, please reach out to her and make an appointment. Her email is: hfurnas@jhu.edu

CLASS SCHEDULE AND READINGS:

Week 1: War, Culture, and History

Tuesday 8/27:

Lecture: Introduction/Cultures of Warfare in Conflict

Readings:

§Wayne Lee, “Native American Military Revolution” in *Empires and Indigenes* (ed. Lee, NYU Press, 2011) pp. 49-79)

Thursday 8/29:

Lecture: Sources and Problems in History Writing

Readings:

Secondary:

§Michel-Rolph Trioullot, “The Power in the Story,” pp. 1-30 in *Silencing the Past* (1995)

Primary:

§“Hannah Dustan” in *Women’s Indian Captivity Narratives* ed. Derounian-Stodola (Penguin, 1998) pp. 53-60)

§“Abenaki Defiance, 1747” in *Dawnland Encounters* ed. Calloway (University of New England Press, 1991) pp.164-165)

Assignments:

Sign up for Experimental Writing assignments and Book/Article Review Assignment

Review “Reading Questions Handout” and “History Writing Samples”

Week 2: Meanings of Violence and The Arrival of Columbus

Tuesday 9/3:

WRITING CENTER VISIT (in class)

Lecture: Theorizing War and Giving Meaning to Violence

Readings:

Secondary:

§Scarry, "Introduction" pp. 10-26 in *The Body in Pain*

§Judith Butler, from "Precarious Life, Grievable Life"
in *Frames of War* pp.1-12

§Susan Juster, from "Blood Sacrifice" in *Sacred Violence in Early America* pp. 32-76

Thursday 9/5:

Lecture: Columbus and the Beginning of Atlantic Warfare in the Americas

Readings:

Secondary:

§Trioullot, *Silencing the Past* (Beacon, 1995) pp. 136-140

Primary:

§Christopher Columbus, *The Four Voyages* ed. J.M. Cohen (Penguin 1969)

Map: p. 14

First voyage: pp. 37-38, 51-56, 115-123

Second voyage: pp. 129-157 (Dr. Chanca letter)

Fourth voyage: pp. 305-317

Week 3: Spanish Conquest of Mexico

Tuesday 9/10

Lecture: Spanish Conquest of Mexico

Readings:

Secondary:

Townsend, Camilla. *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*

Chapter 1 "Pelican's Kingdom" (11-29)

Chapter 4 "Tenochtitlan" (85-108)

Chapter 5 "Water-Pouring Song" (109-125)

Primary:

§Cortez Conquest of Aztec Empire, Section 7 pp182-213 in *Victors and Vanquished* (ed. Schwartz, Bedford 2000)

§(V) Images of Malintzin:

<https://www.unapatriaconmadre.com/codices-e-imagenes-de-malintzin>

Thursday 9/12:

LIBRARY RESEARCH VISIT WITH HEATHER FURNAS (in class)

Week 4: Spanish and French Borderlands

Tuesday 9/17

Lecture: Spanish Borderlands

Readings:

Secondary:

§Ned Blackhawk, *Violence Over the Land* (Harvard University Press, 2006)
“Introduction: The Indigenous Body in Pain” pp. 1-15 (suggested)
“Chapter 1: Spanish-Ute Relations to 1750”pp. 16-54 (required)

Primary:

§“Reasons for the Pueblo Revolt” in *Great Documents in American Indian History*, (New York: Da Capo Press, 1995) ed. Robert Powless 112-15

Thursday 9/19

Lecture: French Borderlands

Readings:

Secondary:

§Daniel K. Richter, “War and Culture: The Iroquois Experience.” *The William and Mary Quarterly* 40, no. 4 (1983): 528–59.

Primary:

§“The Ordeal of Isaac Jogues” (Claude Chauchetière) pp.147-171 in *The Jesuit Relations* edited by Allan Greer (Bedford, 2000)

§(V)“A Native War Record, 1666”pp.1331-32 in *The World Turned Upside Down* ed. Calloway (Bedford 2016)

Week 5: King Philip’s War I

HEAVY READING WEEK

Tuesday 9/24

Lecture: Planning a Writing a Research Paper

Assignments:

Fill out “Research Paper Questions and Concerns” quiz on Canvas

Review “Planning a Research Paper” handout
Review Chicago and MLA style manuals

Thursday 9/26

Lecture: Algonquian and Puritan Cultures at War

Readings:

Secondary:

Malone, *The Skulking Way of War* Chapters 1-5, pp.8-98 (note—this is a heavily illustrated book, do not be intimidated by the page count!)

§Jill Lepore, *The Name of War*,
“Introduction: What’s in a Name?” pp. ix-xxiii
“Prologue: The Circle” pp.3-18

Primary:

§Mary Rowlandson pp. 7-29 in *Women’s Indian Captivity Narratives* (from the beginning of Rowlandson’s narrative through the “twelfth remove”)

Week 6: King Philip’s War II and the Outbreak of the Seven Years’ War

HEAVY READING WEEK

Tuesday 10/1

Lecture: Reinterpreting King Philip’s War

Readings:

Secondary Sources:

Christine DeLucia, *Memory Lands: King Philip’s War the Place of Violence in the Northeast*
“Introduction: Placemaking and Memorializing after the Great Watershed” 1-25
“Chapter 5: The Gathering Place” 203-253
“Chapter 7: Algonquian Diasporas” 289-324

Primary:

§Mary Rowlandson pp. 29-51 in *Women’s Indian Captivity Narratives* (from the thirteenth removal to the end of the narrative)

Assignments:

Review *Our Beloved Kin* website: <https://ourbelovedkin.com/awikhigan/index>

Thursday 10/3

Lecture: The Seven Years' War in American Context

Readings:

Secondary:

Christian Ayne Crouch, *Nobility Lost: French and Canadian Martial Cultures, Indians, and the End of New France*

“Chapter 2: Interpreting Landscapes of Violence,” 38-64

“Chapter 3: Culture Wars in the Woods” 65-94

Primary:

§Mary Jemison in *Women's Indian Captivity Narratives* pp. 122-158 (beginning through chapter five)

Week 7: Seven Years' War

Tuesday 10/8

Lecture: The Effects of the Seven Years' War in the Americas

Readings:

Secondary: Crouch, *Nobility Lost*

“Chapter 4: Assigning a Value to Valor,” 95-125

“Epilogue: *Mon Frère Sauvage*” 178-190

Primary:

§(V) Nathaniel Hurd (engraver), *Britons-Behold—the Best of Kings*, (1762)

<https://tinyurl.com/3nj4k375>

§(V) Benjamin West, , *The Death of General Wolfe at Quebec*, (oil on canvas, 1770)

<https://www.gallery.ca/collection/artwork/the-death-of-general-wolfe-0>

§(V) François Watteau (original) and Pietro Antonio Martini (engraver), *The Death of General Montcalm* (1770.) <https://jstor.org/stable/community.24830387>.

§(V) Jean-Baptiste Morret after Jacques François Joseph Swebach-Desfontaines, *Mort de Montcalm* (1789) <https://jstor.org/stable/community.27395894>.

Assignments:

Proposals Due Midnight end of day Wednesday 10/9

Thursday 10/10

Presentation of Proposals in Class

Week 8: Pontiac's War I

Tuesday 10/15

Lecture: Pan-Indianism and the British Empire

Readings:

Secondary:

Gregory Evans Dowd, *War Under Heaven*
“Chapter 2: A Worldly War” pp. 54-89
“Chapter 4: Besieging Britons” 114-147

Primary:

§“Minvavana to Alexander Henry” and “The Master of Life Speaks to the Wolf” in *The World Turned Upside Down* ed. Calloway (Bedford, 2016) p. 148-152

Thursday 10/17 NO CLASSES FALL BREAK DAYS

Week 9: Pontiac's War II, Slavery and the Seven Years' War

Tuesday 10/22

Lecture: The Status of Native nations and Colonists in the British Empire

Readings:

Secondary:

Dowd, *War Under Heaven*
“Chapter 6: Mobs, Germs, and the Status of American Indians” pp. 174-212

Primary:

§“Correspondence between Jeffrey Amherst and William Johnson, 25 August-10 September 1763”

Thursday 10/24

Lecture: Slavery and Atlantic War in the Eighteenth Century

Readings:

Secondary:

Vincent Brown, *Tacky's Revolt: The Story of an Atlantic Slave War*
"Prologue: The Path to the Rebel's Barricade," 1-16
"Chapter 3: Coromantee Territory," 85-128,

Primary:

§ Excerpt from Edward Long, *The History of Jamaica* (London, 1774)

Week 10: Tacky's Revolt, the Beginnings of the American Revolution

Tuesday 10/29

Lecture: Tacky's Revolt

Readings:

Secondary:

Brown, *Tacky's Revolt*
"Chapter 4: Tacky's Revolt," 129-163
"Chapter 5: The Coromantee War" 164-207

Primary:

§ *The Pennsylvania Gazette*, June 5, 1760 "Extract of a Letter from a Gentleman at St. Mary, April 14, 1760," and "News Report from Kingston, 19 April 1760"

§ *The Pennsylvania Gazette*, July 24, 1760 "Extract of a Letter from a Gentleman at Savanna-la-Mar, 10 June 1760"

§ *The Pennsylvania Gazette*, September 4, 1760 "News reports from St. Jago de la Vega, Jamaica, 14 June 1760, 28 June 1760, and 5 July 1760, 12 July 1760," and "Extract of a Letter from St. Thomas in the East, 19 July 1760"

§ (V) François-Anne David (engraver), *Soulèvement des Nègres à la Jamaïque, en 1759* [Uprising of the Negroes in Jamaica, in 1759] illustration for *Histoire d'Angleterre* (Paris, 1800)

Thursday 10/31

Lecture: Violence and the American Revolution

Readings:

Secondary:

§ Holger Hoock, *Scars of Independence: America's Violent Birth*
"Introduction" 3-20

“Chapter 5: Violated Bodies” 151-177

Primary: Boston Massacre Prints

§ (V) Henry Pelham, *The Fruits of Arbitrary Power, or the Bloody Massacre* (Boston, 1770)
Hand-colored engraving
Collection of the American Antiquarian Society
<https://www.jstor.org/stable/community.14626509>

compare to:

§ (V) Paul Revere (after Henry Pelham), *The Bloody Massacre* (Boston, 1770)
Hand-colored engraving and etching.
Collection of The Metropolitan Museum of Art.
<https://jstor.org/stable/community.18414481>.

compare to:

§ (V) Paul Revere (after Henry Pelham) *The Bloody Massacre* (Boston, 1770)
Collection of Colonial Williamsburg Foundation.
<https://jstor.org/stable/community.13332418>.

Assignments:

1st drafts due at midnight end of day, November 4

Week 10: The American Revolution North and South

Tuesday 11/5: **No Class, election day**

Thursday 11/7

Lecture: The American Revolution in the Context of Continental War

Readings:

Secondary:

§ Sarah Pearsall, “Recentering Indian Women in the American Revolution” pp.57-70
in *Why You Can’t Teach United States History without American Indians*

Kathleen Duval, *Independence Lost: Lives on the Edge of the American Revolution*
Part II: “What to Do About This War?” pp. 73-129

Primary:

§ Mary Jemison, Chapter VI-XI, 159-193 in *Women’s Indian Captivity Narratives*

§ (V) George Romney, *Thayendanegea, Joseph Brant, the Mohawk Chief*, (London, 1776)

Collection of the National Gallery of Canada, Ottawa

<https://tinyurl.com/2z8kpbht>

§ (V) Benjamin West, *Colonel Guy Johnson and Karonghyontye (Captain David Hill)*, (London, 1776) Collection of the National Gallery of Art, Washington D.C.

<https://www.nga.gov/collection/art-object-page.569.html>

Week 11: The Long American Revolution

HEAVY READING WEEK

Tuesday 11/12

Lecture: The Meaning of the American Revolution's End

Readings:

Secondary:

Duval, *Independence Lost*, Part III: "The Revolutionary War" pp. 133-218

§ "Alexander McGillvray letter to Arturo O'Neill, July 10, 1785" in *The World Turned Upside Down* (ed. Calloway) pp. 184-187

Thursday 11/14: **The Northwest Indian War**

Lecture: The Long American Revolutionary War

Secondary:

Colin Calloway, *The Victory with No Name: The Native American Defeat of the First American Army*

"Introduction" pp. 3-10

"Chapter 3: The United States Invades Ohio" pp. 61-92

"Chapter 4: The Indian Resistance Movement" pp. 93-114

Primary:

§ "Speech of Joseph Brant (Mohawk war chief), on behalf of the United Indian Nations at their confederate Council, held near the mouth of the Detroit River between November 28 and December 16, 1786"

§ "Northwest Ordinance, July 13 1787"

Week 12: The Northwest Indian War, The Haitian Revolution I

Tuesday 11/19

Lecture: War and American Nationhood

Readings:

Secondary:

Calloway, *The Victory with No Name*

“Chapter 5: The Battle with No Name” pp. 115-128

“Chapter 6: Recriminations and Reversal” pp. 129-152

Primary:

§ “John Smith, Extract of a letter to James Wilkinson, Fort Jefferson, July 8th 1792”

§ “Treaty of Greenville” https://avalon.law.yale.edu/18th_century/greenvil.asp

Thursday 11/21

Lecture: Beginnings of the Haitian Revolution

Readings:

Secondary:

Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution*

“Chapter Four: Fire in the Cane,” 91-114

“Chapter Six: Defiance,” 132-151

Primary:

§ (V) J. Super, engraver, Print (frontispiece) Illustration for René Périn, *L'incendie du Cap, ou Le règne du Toussaint-Louverture* [The Burning of Le Cap, or the Reign of Toussaint-Louverture] (Paris, 1802).

<https://www.jstor.org/stable/community.14794123>

§ (V) Anonymous French printmaker. *Toussaint Louverture, Leader of the Insurgents of Santo Domingo*. 19th century. Colored engraving. Bibliothèque nationale de France.

<https://www.jstor.org/stable/community.15676133>.

FALL BREAK 11/25-12/1

Week 13: The Haitian Revolution

Tuesday 12/3

Lecture: Revolution and Haitian Independence

Readings:

Secondary:

Dubois, *Avengers of the New World*

“Chapter Seven: Liberty’s Land,” 152-170

“Chapter Eight: The Opening,” 170-208

Primary:

§François-Dominique Toussaint-Louverture, Haitian Constitution of 1801

§Jean-Jacques Dessalines, Speech on Haitian Independence (from Beaubrun Ardouin, *Études sur l’Histoire d’Haïti*)

Thursday 12/5

Lecture: The Haitian Revolution in Memory and Legacy

Readings:

Secondary:

§Trouillot, “The Three Faces of Sans Souci: Glory and Silences in the Haitian Revolution,” Chapter 2 in *Silencing the Past* pp. 31-69

READING PERIOD

Week 14:

Assignments:

Final papers due midnight end of day Monday December 9