READINGS IN COLONIAL NORTH AMERICA

What used to be thought of as “colonial American history” or, more recently, “colonial British North American history,” has now become part of what might be called “early modern Atlantic history.” This seminar will explore the strengths and weaknesses of that perspective.

Readings

Each week everyone will read the core assignment. Beginning in the second week, each person will also select an item from the list of secondary titles; there will be no duplication of secondary readings. Generally, an individual will be free to choose the work that most interests him/her, but some “volunteers” may be sacrificed to ensure that interpretive diversity prevails. All books assigned as core readings are available for purchase at Room of One’s Own, 307 W. Johnson St., Madison, WI 53703 [phone: (608) 257-7888; fax: 608-257-7457; email: room@chorus.net]. All core readings have been placed on three-hour reserve at the Wisconsin Historical Society Library for the semester, except for the Games book, which can be found in the Reserve Room of the Undergraduate Library. Secondary readings are not reserved. Most monographs and journals can be found in the Library’s collection [WHS]; non-circulating copies of a few journals (e.g., Journal of American History) live in the Reading Room. Copies of some historical journals, notably the William and Mary Quarterly 1892-2000, are available through JSTOR (www.jstor.com), or other Internet links (for which, go to the journal name in MadCat). Other items can be found elsewhere on campus [indicated as CLC = in my possession; E = Ethnic Studies Collection, Helen C. White Hall; HCW = Undergraduate Library, Helen C. White Hall; Law = Law School Library, Law School; M = Memorial Library; RR = Reading Room, Wisconsin Historical Society Library; UGR = Undergraduate Reserve Room, Helen C. White Hall].

Written Assignments

You will write three papers, 7-8 pages, typed, double-spaced. You may choose which two of the first four papers to confront, but everyone must write the final essay. You need advert only to course readings but may include any relevant materials. If you wish to write on a different topic, please discuss your proposal with me.

Due Friday, September 24 - Discuss the forces shaping political and cultural boundaries between colonists and Native peoples.

Due Friday, October 22 - Compare the development and characteristics of slavery in Anglo-America with those of slavery in New Mexico.

Due Friday, November 5 - Assess the impact Amerindians had on colonial social development.

Due Friday, November 19 - Identify and explain the sources of popular political action in eighteenth-century Anglo-America.

Due Monday, December 20 - Discuss to what extent Anglo-American society and culture were “transformed” between 1700 and 1776.
Rewrite Policy

You may rewrite either or both of the first two assigned papers (time constraints prohibit rewriting the final one), but only after talking with me about such details as the new due date and the kinds of changes to be made. You must inform me of your decision to rewrite a paper by the Friday following the class session at which I first return the original version. You will ordinarily receive one week to rewrite, but I will be flexible about negotiating extensions for good cause. The old draft (plus any separate sheet of comments) must accompany the new version. Rewriting cannot lower your grade (nor can changing your mind about handing in a revised paper), but it does not by itself guarantee a higher one; you must substantially rework the essay, following my comments and initiating your own improvements too.

Grading

Simplicity itself. The papers and class discussion each count 25%.

Incompletes

The Gendzel Protocol governs the assigning of Incompletes: in fairness to those students who turn their work in on time, I will not grant an Incomplete for reasons other than Acts of God or other extraordinary disasters (covered in the “Proclamation,” p. 17 infra). You may have an Incomplete without penalty only in such cases; in all other instances, an Incomplete carries a grade penalty of ½-step.

Email

Everyone in the class must have a personal email account, available from DoIT. To contact me alone, send messages to: clcohen@wisc.edu. To contact everyone in the class (including me) simultaneously, send messages to: colam-910@lists.students.wisc.edu.

1. Empires and Amerindians

Sept. 7 - The Big Picture

Core reading: Alan Taylor, American Colonies: The Settling of North America
II. BOUNDARIES

SEPT. 14 - CONTESTED MORAINES


Secondary reading:

The French and the Amerindians

Olive Patricia Dickason, *The Myth of the Savage and the Beginnings of French Colonialism in the Americas*, 251-70
Patricia Galloway, *Choctaw Genesis 1500-1700*, 164-204
Bruce Trigger, *Natives and Newcomers: Canada’s “Heroic Age” Reconsidered*, 226-97
Daniel H. Usner, Jr., *Indians, Settlers, & Slaves in A Frontier Exchange Economy: The Lower Mississippi Valley Before 1783*, 77-104

The Fur Trade

Philip D. Curtin, *Cross-Cultural Trade in World History*, 207-29 [M, UGR]
Louise Dechêne, *Habitants and Merchants in Seventeenth-Century Montreal*, 90-125
W. J. Eccles, *Essays on New France*, 79-95
Eric Hinderaker, *Elusive Empires: Constructing Colonialism in the Ohio Valley*, 3-45

Pontiac’s Rebellion

Fred Anderson, *Crucible of War: The Seven Years’ War and the Fate of Empire in British North America, 1754-1766*, 535-46
Gregory Dowd, *War under Heaven: Pontiac, the Indian Nations & the British Empire*, 174-212
Francis Jennings, *Empire of Fortune: Crowns, Colonies & Tribes in the Seven Years War in America*, 438-53

Warfare and Diplomacy

José António Brandão, *“Your Fyre Shall Burn no More”*: Iroquois Policy toward New France and Its Native Allies to 1701*, 117-31
Francis Jennings, *The Ambiguous Iroquois Empire*, 84-112
SEPT. 21 - EASTWARD THE LAND WAS WHITE

Core reading: Daniel Richter, *Facing East from Indian Country: A Native History of Early America*

Secondary reading:

Overviews


Frontiers

- Bernard Bailyn, *The Peopling of British North America*, 87-131
- Colin Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America*, 152-77
- David Hackett Fischer, *Albion’s Seed: Four British Folkways in America*, 605-51

Cross-Cultural Encounters

- Joyce E. Chaplin, *Subject Matter: Technology, the Body, and Science on the Anglo-American Frontier*, 201-42
- Richard Godbeer, *Sexual Revolution in Early America*, 154-89
- Peter C. Mancall, *Deadly Medicine: Indians and Alcohol in Early America*, 131-54

Missions

- Kristina Bross, *Dry Bones and Indian Sermons: Praying Indians in Colonial America*, 84-111 [M]
III. MIGRATIONS

SEPT. 28 - HIVINGS OUT

Core reading: Alison Games, Migration and the Origins of the English Atlantic World

Secondary reading:

Englands Old and New

David Grayson Allen, “‘Both Englands,’” in David D. Hall and David Grayson Allen, eds., Seventeenth-Century New England, 55-82
David Grayson Allen, In English Ways: The Movement of Societies and the Transferal of English Local Law and Custom to Massachusetts Bay in the seventeenth century, 55-81
David Cressy, Coming Over: Migration and Communication between England and New England in the Seventeenth Century, 191-212
Kevin Phillips, The Cousins' Wars: Religion, Politics, & the Triumph of Anglo-America, 35-77

Founding New England

James F. Cooper, Tenacious of Their Liberties: The Congregationalists in Colonial Massachusetts, 23-45
Gloria L. Main, Peoples of a Spacious Land: Families and Culture in Colonial New England, 38-61
Stephen Innes, Creating the Commonwealth: The Economic Culture of Puritan New England, 107-59
David Jaffee, People of the Wachusett: Greater New England in History & Memory 1630-1860, 1-22

Planting Virginia

James Horn, Adapting to a New World: English Society in the Seventeenth-Century Chesapeake, 78-120
Darrett B. and Anita H. Rutman, A Place in Time: Middlesex County, Virginia, 1650-1750, 36-60

The English West Indies

Hilary McD. Beckles, “‘The Hub of Empire’: the Caribbean and Britain in the Seventeenth Century,” in Wm. Roger Louis, et al., The Oxford History of the British Empire, 1.218-40
Carl Bridenbaugh, No Peace Beyond the Line: The English in the Caribbean, 1624-1690, 129-61
Richard Dunn, Sugar and Slaves: The Rise of the Planter Class in the English West Indies, 1624-1713, 46-83
Larry Gragg, 'Englishmen Transplanted': The English Colonization of Barbados 1627-1660, 58-87
Karen Kupperman, Providence Island, 1630-1641: The Other Puritan Colony, 50-80
Kris E. Lane, Pillaging the Empire: Piracy in the Americas, 1500-1750, 96-130
OCT. 5 - ETHNIC AFRICANS

Core reading: Michael A. Gomez, *Exchanging our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South*

Secondary reading:

Overview


African-American Communities

Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*, 142-76
Lorena S. Walsh, *From Calabar to Carter’s Grove: The History of a Virginia Slave Community*, 81-108
Peter Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion*, 167-91
Philip Morgan, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake & Lowcountry*, 441-97

African Provenances

Mechal Sobel, *The World They Made Together*, 30-67
Randy J. Sparks, “Two Princes of Calabar: An Atlantic Odyssey from Slavery to Freedom,” *William and Mary Quarterly*, 3rd ser., 54 (2002), 555-84

Religion

Margaret Washington Creel, “A Peculiar People”: *Slave Religion and Community-Culture Among the Gullahs*, 45-63
Sylvia R. Frey and Betty Wood, *Come Shouting to Zion: African American Protestantism in the American South and British Caribbean to 1830*, 118-48
IV. SLAVERIES

OCT. 12 - THINKING DECISION


Secondary reading:

The Origins of Slavery

- April Hatfield, *Atlantic Virginia: Intercolonial Relations in the Seventeenth Century*, 137-68
- Peter Kolchin, *Unfree Labor*, 1-46

Patriarchy

- Cynthia A. Kierner, *Beyond the Household: Women’s Place in the Early South, 1700-1835*, 68, 212-18

Slave Law

- Malick W. Ghachem, “The Slave’s Two Bodies: The Life of an American Legal Fiction,” *William and Mary Quarterly*, 3rd ser., 60 (2003), 809-842
- Alan Watson, *Slave Law in the Americas*, 63-82

Social and Political Conflict

- Allan Kulikoff, *Tobacco and Slaves: The Development of Southern Cultures in the Chesapeake, 1680-1800*, 78-117
OCT. 19 - FAMILY BONDS

Core reading: James Brooks, *Captives & Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*

Secondary reading:

**Gender, Honor and Authority**

Juliana Barr, “The ‘Seductions’ of Texas: The Political Language of Gender in the Conquests of Texas, 1690-1803,” 22-79 [M, CLC]
Ramón Gutiérrez, *When Jesus Came the Corn Mothers Went Away*, 207-26
Orlando Patterson, *Slavery and Social Death: A Comparative Study*, 77-101 [M, UGR]

**Indian Slavery**

William Brandon, *Quivira: Europeans in the Region of the Santa Fe Trail, 1540-1820*, 96-102, 146-56
Sondra Jones, “‘Redeeming’ the Indian: the Enslavement of Indian Children in New Mexico and Utah,” *Utah Historical Quarterly*, 67 (1999), 220-241
Brett Rushforth, “‘A Little Flesh We Offer You’: The Origins of Indian Slavery in New France,” *William and Mary Quarterly*, 3rd ser., 60 (2003), 777-808

**The Spanish and the Amerindians**

James Axtell, *The Indians’ New South: Cultural Change in the Colonial Southwest*, 25-44
John Francis Bannon, *The Spanish Borderlands Frontier 1513-1821*, 92-107 [M]
Donald Chipman, *Spanish Texas*, 1519-1821, 147-70
Elizabeth John, *Storms Brewed in Other Men's Worlds*, 58-98 [WHS, E]
John L. Kessell, *Spain in the Southwest: A Narrative History of New Mexico, Arizona, Texas, and California*, 223-51
Andrew L. Knaup, *The Pueblo Revolt of 1680: Conquest and Resistance in Seventeenth-century New Mexico*, 136-51
V. INDIAN IMPACTS

OCT. 26 - THE RED AND THE BLACK

Core reading: Mary Beth Norton, In the Devil’s Snare: The Salem Witchcraft Crisis of 1692

Secondary reading:

Indian Wars

Peter Charles Hoffer, Sensory Worlds in Early America, 77-132
Jill Lepore, The Name of War: King Philip’s War and the Origins of American Identity, 97-121
Michael Leroy Oberg, Dominion and Civility: English Imperialism and Native America, 1585-1685, 113-73

Popular Religious Culture

John Demos, Entertaining Satan: Witchcraft and the Culture of Early New England, 275-312

The Salem Trials

Paul S. Boyer and Stephen Nissenbaum, Salem Possessed: The Social Origins of Witchcraft, 179-216
Bernard Rosenthal, Salem Story: Reading the Witch Trials of 1692, 10-31
Richard Weisman, Witchcraft, Magic, and Religion in 17th-Century Massachusetts, 132-59

Women and Witchcraft

Elaine G. Breslaw, Tituba, Reluctant Witch of Salem: Devilish Indians and Puritan Fantasies, 107-32
Jane Kamensky, Governing the Tongue: The Politics of Speech in Early New England, 150-80
Carol J. Karlsen, The Devil in the Shape of a Woman: Witchcraft in Colonial New England, 117-52
Elizabeth Reis, Damned Women: Sinners and Witches in Puritan New England, 121-63
Marilyn J. Westerkamp, Women and Religion in Early America 1600-1850: The Puritan and Evangelical Traditions, 53-72
Core reading: Jane Merritt, *At the Crossroads: Indians & Empires on a Mid-Atlantic Frontier, 1700-1763*

Secondary reading:

**Backcountry/Indian Country/Borderland**


Colin Calloway, *The American Revolution in Indian Country*, 158-87


Allan Kulikoff, *From British Peasants to Colonial American Farmers*, 125-63


Richard Cullen Rath, *How Early America Sounded*, 145-72


**Ethnicity and Community**


Jerome Wood, *Conestoga Crossroads*, 205-16

**The Moravians**


Aaron Spencer Fogleman, “Jesus Is Female: The Moravian Challenge in the German Communities of British North America,” *William and Mary Quarterly*, 3rd ser., 60 (2003), 295-332

Gillian Lindt Gollin, *Moravians in Two Worlds*, 67-89


VI. POLITICAL CULTURES

NOV. 9 - CLASS ACTS

Core reading: Brendan McConville, *These Daring Disturbers of the Public Peace: The Struggle for Property and Power in Early New Jersey*

Secondary reading:

**Agrarian and Backcountry Rebellions**

Eric Hinderaker and Peter C. Mancall, *At the Edge of Empire: The Backcountry in British North America*, 125-60

**Religion and Politics in the Middle Colonies**

Patrick Griffin, *The People with No Name: Ireland’s Ulster Scots, America’s Scots Irish, and the Creation of a British Atlantic World*, 1689-1764, 125-56
Benjamin H. Newcomb, *Political Partisanship in the American Middle Colonies*, 46-87

**The People Out of Doors**

Paul Gilje, *Rioting in America*, 12-34
David Waldstreicher, *In the Midst of Perpetual Fetes: The Making of American Nationalism..., 1-52*
Alfred F. Young, English Plebeian Culture and Eighteenth-Century American Radicalism,” in Margaret Jacob and James Jacob, eds., *The Origins of Anglo-American Radicalism*, 185-212 [M]
NOV. 16 - THE PEOPLE, YES


Secondary reading:

Overview


Candidates and Constituents

Joyce B. and Robert R. Gilsdorf, “Elites and Electorates: Some Plain Truths for Historians of Colonial America,” in David Hall et al., eds., *Saints and Revolutionaries*, 207-44


Political Culture, Authority and Discourse


Richard L. Bushman, *King and People in Provincial Massachusetts*, 11-54


Soldiers and Citizens

Fred Anderson, *A People's Army: Massachusetts Soldiers and Society in the Seven Years’ War*, 167-95


Albert H. Tillson, Jr., *Gentry and Common Folk: Political Culture on a Virginia Frontier, 1740-1789*, 45-63
VII. THINGS

NOV. 23 - LIFE, LIBERTY, AND THE PURSUIT OF STUFF


Secondary reading:

**Capitalism, Consumption and Economic Culture**


Carole Shammas, *The Pre-Industrial Consumer in England and America*, 52-75 [M]


**Transatlantic Commerce and Communication**

Kenneth J. Banks, *Chasing Empire across the Sea: Communications and the State in the French Atlantic, 1713-1763*, 65-100 [M]

David Hancock, “‘A World of Business to Do’; William Freeman and the Foundations of England’s Commercial Empire,” *William and Mary Quarterly*, 3d ser., 57 (2000), 3-34

Cathy Matson, *Merchants and Empire: Trading in Colonial New York*, 170-214


**Imperial Administration**


**NOV. 30 - MATERIAL GIRLS**

**Core reading:** Laurel Thatcher Ulrich, *The Age of Homespun*, 3-305, 413-18 (skim remainder)

**Secondary reading:**

**Clothing and Cloth**


**Domestic Environments**

Stephanie Grauman Wolf, *As Various as Their Land: The Everyday Lives of Eighteenth-Century Americans*, 49-70
Rhys Isaac, *The Transformation of Virginia, 1740-1790*, 58-87

**Women, Work and Property**

Cara Anzilotti, *In the Affairs of the New: Women, Patriarchy, and Power in Colonial South Carolina*, 107-33
Marla R. Miller, “Gender, Artisanship, and Craft Tradition in Early New England: The View Through the Eye of the Needle,” *William and Mary Quarterly*, 3rd ser., 60 (2003), 743-776
Sharon Salinger, *Taverns and Drinking in Early America*, 151-81
Laurel Thatcher Ulrich, *A Midwife’s Tale*, 72-101
VIII. BECOMINGS

DEC. 7 - QU’EST-CE QUE C’EST, CE CANADIEN, CE NOUVEAU HOMME?

Core reading: Peter Moogk, *La Nouvelle France: The Making of French Canada—A Cultural History*

Secondary reading:

Overviews

“Roundtable on Peter Moogk’s *La Nouvelle France,*” *French Colonial History,* 4 (2003), 1-30


Land and Society


Colin Coates, *The Metamorphoses of Land and Community in Early Quebec*, 32-54

Catherine M. Desbarats, “Agriculture Within the Seigneurial Regime of Eighteenth-Century Canada: Some Thoughts on the Recent Literature,” *Canadian Historical Review,* 73 (1992), 1-29


Allan Greer, *Peasant, Lord, and Merchant: Rural Society in Three Quebec Parishes, 1740-1840*

Allan Greer, *The People of New France*, 27-42

Marcel Trudel, *The Beginnings of New France 1524-1663*, 246-67

Economy


J.F. Bosher, “The Imperial Environment of French Trade with Canada, 1660-1685,” in *idem, Business and Religion in the Age of New France, 1600-1760: Twenty-Two Studies*, 216-56


Mark Egnal, *New World Economies: The Growth of the Thirteen Colonies and Early Canada*, 142-65


Fernand Ouellet, *Economy, Class & Nation in Quebec: Interpretive Essays*, 5-39 [CLC]

Religion

Luca Codignola, “Competing Networks: Roman Catholic Ecclesiastics in French North America, 1610-58,” *Canadian Historical Review,* 80 (1999), 539-584


Allen Greer, “Colonial Saints: Gender, Race, and Hagiography in New France,” *William and Mary Quarterly,* 3d ser., 57 (2000), 323-48

Nicholas Jaenen, *The Role of the Church in New France*, 22-36

Patricia Simpson, *Marguerite Bourgeoys and Montreal, 1640-1665*, 153-85
DEC. 14 - MODERN TIMES

Core reading: Jon Butler, *Becoming American: The Revolution before 1776*

Secondary reading:

The Anglicization Paradigm

Trevor Burnard, *Creole Gentlemen: The Maryland Elite 1691-1776*, 205-36

Modernization

Joyce Appleby, “Modernization Theory and Anglo-American Social Theories,” in *idem, Liberalism and Republicanism in the Historical Imagination*, 90-123
Ronald Dufour, *Modernization in Colonial Massachusetts, 1630-1763*, 2-26

Things Economic

Christopher Clark, *The Roots of Rural Capitalism: Western Massachusetts, 1780-1860*, 59-117
Winifred B. Rothenberg, *From Market-Places to a Market Economy: The Transformation of Rural Massachusetts*, 24-55

Things Political

**A PROCLAMATION**

**Regarding Late Papers**

**Whereas** it may come to pass that one or more individuals, whether through dilatoriness, dereliction, irresponsibility, or chutzpah, may seek respite and surcease from escritoire demands through procrastination, delay, and downright evasion;

**And whereas** this unhappy happenstance contributes mightily to malfeasance on the part of parties of the second part (i.e., students, the instructed, you) and irascibility on the part of us (i.e., me);

**Be it therefore known, understood, apprehended, and comprehended:**

**That** all assignments must reach us on or by the exact hour announced in class, and that failure to comply with this wholesome and most generous regulation shall result in the assignment forfeiting one half letter grade for each day for which it is tardy (i.e., an “A” shall become an “AB”), “one day” being defined as a 24-hour period commencing at the announced hour on which the assignment is due; and that the aforementioned reduction in grade shall continue for each succeeding day of delay until either the assignment shall be remitted or its value shrunk unto nothingness. **And let all acknowledge** that the responsibility for our receiving papers deposited surreptitio (i.e., in my mailbox or under my door), whether timely or belated, resides with the aforementioned second-part parties (i.e., you again), hence onus for the miscarriage of such items falls upon the writer's head (i.e., until I clutch your scribbles to my breast, I assume you have not turned them in, all protestations to the contrary notwithstanding).

**Be it nevertheless affirmed:**

**That** the greater part of justice residing in mercy, it may behoove us, acting entirely through our gracious prerogative, to award an extension in meritorious cases, such sufferance being granted only upon consultation with us, in which case a negotiated due date shall be decreed; it being perfectly well understood that failure to observe this new deadline shall result in the immediate and irreversible failure of the assignment (i.e., an “F”), its value being accounted as a null set and less than that of a vile mote. **And be it further noted,** that routine disruptions to routine (i.e., lack of sleep occasioned by pink badgers dancing on the ceiling) do not conduce to mercy, but that severe dislocations brought on by Acts of God (exceedingly traumatic events to the body and/or soul, such as having the earth swallow one up on the way to delivering the assignment) perpetrated either on oneself or on one's loving kindred, do.

**And we wish to trumpet forth:**

**That** our purpose in declaiming said proclamation, is not essentially to terminate the wanton flouting of didactic intentions, but to encourage our beloved students to consult with us, and apprehend us of their difficulties aforehand (i.e., talk to me, baby), so that the cruel axe of the executioner fall not upon their Grade PoinT Average and smite it with a vengeance.

**To which proclamation, we do affix our seal:**