

# HISTORY 282

## COLONIAL US

### FAMILY HISTORY

**Christopher Jones**  
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Office: 2109 JFSB

Office Hours: T: 9:30-11:00 am, W: 11:00 am-12:00 pm

Winter 2020

3016 JKB

MWF 10:00-10:50 am

#### **COURSE DESCRIPTION AND OBJECTIVES:**

The central aims of this course are two-fold: To help students critically and thoughtfully consider the history of the family and families in colonial America and to familiarize them with the key content and utility of major sources in colonial American genealogical research.

This is a reading intensive course. Students are expected to read each of the assigned books, articles, and primary sources, so that our time together in class can be spent discussing that reading in more detail, completing individual and small group assignments, and learning together. I expect you to actively participate in class discussion and complete all required assignments, both in and out of class.

#### **REQUIRED READING:**

Each of the following books is available at the BYU Bookstore. You can also find copies (including e-copies) at Amazon.com, Bookfinder.com, or other online retailers. Those marked with an asterisk (\*) are also available as e-books via the Harold B. Lee Library.

- Allegra di Bonaventura, *For Adam's Sake: A Family Saga in Colonial New England* (Liveright, 2013)
- Ann Marie Plane, *Colonial Intimacies: Indian Marriage in Early New England* (Cornell University Press, 2000)
- Alan Taylor, *Colonial America: A Very Short Introduction* (Oxford University Press, 2013)

Additional readings will be available via Learning Suite.

#### **ASSIGNMENTS AND GRADING:**

There are six graded components to this course:

### 1. ATTENDANCE AND PARTICIPATION – 10%

Students are expected to attend class and actively participate in class discussion. This necessitates reading the assigned material before class and coming prepared to critically and thoughtfully discuss it with both your classmates and myself. I will take roll regularly throughout the semester.

Students may miss two class periods without being penalized, though you are responsible for any material missed in case of absence and cannot make up any assignments missed as a result of your absence. **Your final (total) grade will be penalized one percentage point for each class period missed after that.** In addition, I reserve the right to adjust borderline grades up or down based on attendance and participation in class discussion.

### 2. IN CLASS ASSIGNMENTS – 5%

There will be several short assignments in class over the course of the semester, usually administered at the beginning of class. This might be a written response to an assigned reading or a problem-solving or investigative exercise of some sort.

These assignments cannot be made up.

### 3. COURT RECORD TRANSCRIPTION + RESEARCH – 10%

You will each transcribe a document from an eighteenth century colonial court. In addition, each of you will peer review another student's transcription.

In addition to your transcription, each of you will perform basic research to identify the individuals mentioned in the document and their family history, identifying (as far as possible) their birth, marriage, and death dates, family relationships, and any other interesting or relevant information you find. All research should be footnoted with complete citations.

Additional information is available on Learning Suite. **See schedule below for due dates.**

### 4. RESEARCH PROJECT – 50%

The culminating assignment for this course will be a research report about at least two generations (preferably three) of a single family. The final report will include a compiled lineage, Family Group Records, detailed research log, and a research report combining genealogical and historical research into the family, the place(s) where they lived, and the circumstances that shaped their lives.

All students are required to meet with me during office hours by Friday, January 31 to discuss your plans for the project and to submit a research proposal, with the identified family and a preliminary bibliography of sources by Wednesday, February 12. Drafts of each part of the project will be due over the course of the semester. See below for a list of due dates

Additional information, including details about expectations for each component of the project, is available on Learning Suite. Your grade will be penalized 2 points for each day an assignment is late.

Consultation (2.5%) deadline: Friday, January 31. Please schedule an appointment to meet with me at <http://calendly.com/jonesofficehours>.

Research proposal (5%) due via LS by Wednesday, February 12 at 11:59 pm.

Compiled sources report (2.5%) due via LS by Wednesday, February 19 at 11:59 pm.

Archival collections report (2.5%) due via LS by Friday, February 28 at 11:59 pm.

Local history report (7.5%) due via LS by Wednesday, March 18 at 11:59 pm.

Proof Summary (7.5%) due via LS by Wednesday, March 18 at 11:59 pm.

History/Biography (7.5%) due via LS by Wednesday, April 1 at 11:59 pm.

Final research report (65%) due via LS by Monday, April 13 at 11:59 pm.

**5. MIDTERM EXAMINATION – 10%**

Blue book exam consisting of some combination of multiple choice questions, short-answer IDs, problem solving exercises, and longer essays. **The midterm will be held in class on Monday, February 26.**

**6. FINAL EXAMINATION – 15%**

Take home exam (via LS) consisting of some combination of multiple choice questions, short-answer IDs, problem solving exercises, and longer essays. **The final exam is due no later than Wednesday, April 22 at 11:59 pm.**

**POLICIES AND REMINDERS**

This class is intended to be a space to critically and thoughtfully discuss family history. Please feel free to ask questions and offer opinions during class (in fact, your grade depends on it!), but always treat your classmates and your professor with respect. Disagreement is allowed, but personal attacks and insults are not. Harassment of any kind will not be tolerated. If you experience a problem, please report the situation to the professor immediately.

### **A NOTE ON TECHNOLOGY AND ELECTRONIC DEVICES**

You are welcome to use laptops, tablets, and other electronic devices in class for taking notes, viewing reading materials, and/or completing in-class assignments. Each of us learns differently and takes notes differently. Regardless of how you take notes, please do your best to not distract the class or your fellow students. To that end, please silence your electronic devices and use them only to take notes or access course materials. As a former student and a current instructor, please rest assured that I can tell when you are browsing the internet, facebooking, tweeting, snapchatting, instagramming, TikTok-ing, or using any other social media app or game, or reading material not relevant to this class. I reserve the right to ask you to put your electronic devices away at any point.

### **A NOTE ON CHILDREN IN CLASS**

As part of my commitment to helping all students succeed, I have implemented the following policies regarding children in class:

- 1) All breastfeeding babies are welcome in class as often as necessary.
- 2) Non-nursing babies and older children are welcome whenever alternate arrangements cannot be made. As a parent of three young children, I understand that babysitters fall through, partners have conflicting schedules, and other issues arise that leave parents with few other options.
- 3) In all cases where children come to class, I invite parents/caregivers to sit close to the door so as to more easily excuse yourself to attend to your child's needs. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 4) All students are expected to join with me in creating a welcoming environment that is respectful of your classmates who bring children to class.
- 5) Finally, I understand that among the most difficult aspects of parenting young children is sleep deprivation and exhaustion. The struggles of balancing school, work, childcare, and other day-to-day activities is tiring, and I will do my best to accommodate any such issues while maintaining the same high expectations for

all students enrolled in the class. Please feel free to contact me if you have any questions or concerns.

**Honor Code:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Please call the Honor Code Office at (810) 422-2847 if you have questions about those standards.

**Preventing + Responding to Sexual Misconduct:** In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

**Students With Disabilities:** Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (2170 WSC). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at (801) 422-5895, D-285 ASB.

**Mental Health:** Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, (801) 422-3035) provides individual, couple, and group counseling, as well as stress management

services. These services are confidential and are provided by the university at no cost to full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

## CLASS SCHEDULE + READINGS

### WEEK 1 (January 6-10)

- January 6 NO CLASS
- January 8 Introductions
- January 10 Colonial U.S. Family History: Where, when, and who?

### WEEK 2 (January 12-16)

- January 12 American Colonies in the Atlantic World  
Read: Taylor, *Colonial America*, 1-65.
- January 14 American Colonies in the Atlantic World  
Read: Taylor, *Colonial America*, 66-123.
- January 16 Families in Early America and the Atlantic World  
Read: Julie Hardwick, Sarah M.S. Pearsall, and Karin Wulf, "Introduction: Centering Families in Atlantic Histories," *William and Mary Quarterly* 70:2 (April 2013): 205-24. Available via [JSTOR](#).

### WEEK 3 (January 20-24)

- January 20 NO CLASS: Martin Luther King, Jr. Day
- January 22 Colonial Genealogy: Starting Points  
Read: François Weil, *Family Trees: A History of Genealogy in America*, 42-77 (chapter 2). Available via [HBLL](#).
- January 24 Colonial Genealogy: Where to Begin  
Please meet in Family History Section of the HBLL.

### WEEK 4 (January 27-31)

- January 27 Indigenous Families  
Read: Sarah M.S. Pearsall, *Polygamy: An Early American History*, 50-81. Available via LS.

January 29            Indigenous Families: Sources

January 31            African American Families

Read: Morgan, *Slave Counterpoint*, 498-558. Available via LS.

*\*January 31: Deadline to meet with Professor Jones about Research Project\**

**WEEK 5 (February 3-7)**

February 3            African American Family History: Sources

February 5            Spanish American Settlement and Marriage

Read: Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*, 69-108. Available via LS.

February 7            French Men and Indian Women

Read: Susan Sleeper-Smith, *Indian Women and French Men: Rethinking Cultural Encounter in the Western Great Lakes*, 38-53. Available via LS.

**WEEK 6 (February 10-14)**

February 10          Women and Family in English America

Read: Laurel Thatcher Ulrich, *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*, 146-163; Karin A. Wulf, *Not All Wives: Women of Colonial Philadelphia*, 85-117. Available via LS.

February 12          Gender, Race, and Family in Colonial Virginia

Read: Kathleen M. Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*, 75-104 (chapter 3). Available via [HBL](#).

*\*February 12: Research proposal due via LS by 11:59 pm\**

February 14          British North American Court Records

Read *and transcribe*. Jerusha Wooster Marriage Case (1742). Available via LS.

*Please submit your completed transcription of the document to LS by the beginning of class.*

### WEEK 7 (February 17-21)

- February 17 NO CLASS: President's Day
- February 18 British North American Court Records, Continued
- February 19 Colonial Intimacies, Part I  
Read: Plane, *Colonial Intimacies*, 1-96.

\*February 19: Compiled sources report due via LS by 11:59 pm\*

- February 21 Colonial Intimacies, Part II  
Read: Plane, *Colonial Intimacies*, 97-181.

### WEEK 8 (February 24-28)

- February 24 Midterm exam: In Class
- February 26 NO CLASS: RootsTech
- February 28 NO CLASS: RootsTech

### WEEK 9 (March 2-6)

- March 2 Land + Property Records  
Read: Anna L. Hawley, "The Meaning of Absence: Household Inventories in Surry County, Virginia, 1690-1715," 23-31; and Kevin M. Sweeney, "Using Tax Lists to Detect Biases in Probate Inventories," 32-40, in *Early American Probate Inventories*, ed. By Peter Benes. Available via LS.
- March 4 Land + Property Records, Part II  
Read: Allan Greer, *Peasant, Lord, and Merchant: Rural Society in Three Quebec Parishes, 1740-1840*, 20-47 (chapter 2). Available via [HBLL](#).
- March 6 NO CLASS: Work on research project

\*Transcription of colonial court records due via Learning Suite by 11:59 p.m.\*

### WEEK 10 (March 9-13)

- March 9 Church Records  
Read: Patricia Bonomi, *Under the Cope of Heaven: Religion,*

*Society, and Politics in Colonial America*, 87-127. Available via [HBLL](#).

March 11 Church Records, Part II

March 13 Church Records, Part III  
Read: Emily Clark, *Masterless Mistresses: The New Orleans Ursulines and the Development of a New World Society, 1727-1834*, 161-194. Available via [HBLL](#).

\*Peer review of colonial court records due via Learning Suite by 11:59 p.m.\*

**WEEK 11 (March 16-18)**

March 16 Church Records, Part IV

March 18 Immigration Records  
Read: Bernard Bailyn, *The Peopling of British North America: An Introduction*, 11-44. Available via LS.

\*Local history report and proof summary due via Learning Suite by 11:59 p.m.\*

March 20 NO CLASS: Spring Break

**WEEK 12 (March 23-27)**

March 23 Immigration Records, Part II

March 25 Transatlantic Families  
Read: Sarah M.S. Pearsall, *Atlantic Families: Lives and Letters in the Later Eighteenth Century*, 26-55. Available via LS.

March 27 Transatlantic Families, Part II  
Read: Daniel Livesay, *Children of Uncertain Fortune: Mixed-Race Jamaicans in Britain and the Atlantic Family, 1733-1833*, 20-89. Available via [HBLL](#).

\*Final transcription of colonial court record, together with research list, due via Learning Suite by 11:59 p.m.\*

**WEEK 13 (March 30-April 3)**

March 30 Diaries and Letters

April 1                      **Military Records**  
Read: Ann Little, *Abraham in Arms: War and Gender in Colonial New England, 166-204*. Available via [HBLL](#).

*\*History/Biography due via Learning Suite by 11:59 p.m.\**

April 3                      **Material Culture and Other Records**  
Read: Laurel Thatcher Ulrich, "Creating Lineages," 5-11 and Abbott Lowell Cummings, "The Abigail Ball Box: The History of an Initialed Object," 191-99, in *The Art of Family: Genealogical Artifacts in New England*, ed. By D. Brenton Simons and Peter Benes. Available via LS.

**WEEK 14 (April 6-10)**

April 6                      **A Colonial American Family**  
Read: di Bonaventura, *For Adam's Sake: A Family Saga in Colonial New England*, xiii-108.

April 8                      **A Colonial American Family, Part II**  
Read: di Bonaventura, *For Adam's Sake: A Family Saga in Colonial New England*, 109-232.

April 10                     **A Colonial American Family, Part III**  
Read: di Bonaventura, *For Adam's Sake: A Family Saga in Colonial New England*, 233-332.

**WEEK 15 (April 13-15)**

April 13                     **Revolutions in Family Life**  
Read: Kimberly Naith, "Loyalism, Citizenship, American Identity: The Shoemaker Family" (chapter 4), in *The American Revolution Reborn*, ed. by Patrick Spero and Michael Zuckerman. Available via [HBLL](#).

*\*Final research report due via Learning Suite by 11:59 pm\**

April 15                     **Conclusion & Review**

*\*FINAL EXAM: TAKE HOME, DUE BY WEDNESDAY, APRIL 22 AT 11:59 PM\**