

HISTORY 282

COLONIAL NORTH AMERICAN FAMILY HISTORY

Christopher Jones

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Office: 2109 JFSB

Student Hours: Th, 9:00-11:00 am (via Zoom)

Winter 2021

3016 JKB

MWF 11:00-11:50 am

COURSE DESCRIPTION AND OBJECTIVES:

This is a research-intensive course introducing students to records, historical background, paleography, and methodologies for reconstructing individual families in colonial North America.

While much attention will be focused on Britain's North American colonies prior to the American Revolution, "Colonial North America" is defined here expansively to also include the diverse body of individuals and families (including Native Americans, Africans, and Europeans) living in Spanish, French, and other European colonies on the continent.

By taking this course, students will:

- be able to describe the key content and utility of major family history sources in colonial North American research, including tax records, church and town records, probate, land, and court records, and compiled family histories, as well as secondary-source indexes and databases;
- be able to use primary and secondary family history sources available electronically, in print, or on film at the Family History Library in Salt Lake City and/or BYU's own Family History Library;
- demonstrate paleographic skills allowing them to research original and manuscript sources;
- demonstrate an understanding of the historical legal structures, social systems, and religious beliefs that shaped understandings and experiences across colonial North America; and
- be able to produce well-written compiled lineages that incorporate historical background and connect individual family histories to larger historical processes and events.

REQUIRED READING:

Each of the following books is available at the BYU Bookstore or any number of online retailers.

- Edmund S. Morgan, *The Puritan Family: Religion and Domestic Relations in Seventeenth-Century New England* (Harper and Row, 1966)

and one of the following:

- John Demos, *The Unredeemed Captive: A Family Story from Early America* (Alfred A. Knopf, 1994)
- Allegra di Bonaventura, *For Adam's Sake: A Family Saga in Colonial New England* (Liveright, 2013)

Additional readings will be available via Learning Suite.

ASSIGNMENTS AND GRADING:

There are nine graded components to this course:

1. ATTENDANCE AND PARTICIPATION (10%)

Students are expected to attend class in person on assigned days and tune in via Zoom on all other days. You are also expected to 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.

There are ~20 students enrolled in this class. Approximately 2/3 of you will attend class in person each scheduled class meeting. The rest will tune into class via Zoom. I've divided you into three groups as follows:

- Group 1: All students whose last name starts with A-L will attend class via Zoom on Mondays and in person Wednesdays and Fridays.
- Group 2: All students whose last name starts with M-R will attend class via Zoom on Wednesdays and in person on Mondays and Fridays.
- Group 3: All students whose last name starts with S-Z will attend class via Zoom on Fridays and in person on Mondays and Wednesdays.

Exceptions, of course, will be made for students in quarantine, who can attend class via Zoom those days. I will take roll regularly throughout the semester, but students will not necessarily be penalized for missing a specific number of classes. You will be graded based on class participation, though, which will

factor in attendance. In addition, I reserve the right to adjust borderline grades up or down based on attendance and participation in class discussion.

2. **BOOK REVIEWS – 15%**

You will each write two 3-page book reviews: All of you will write a review of Edmund Morgan's *The Puritan Family*; half of you will write a review of Allegra di Bonaventura's *For Adam's Sake*. The other half will write a review of John Demos's *The Unredeemed Captive*. I know that book reviews are not a standard genre in genealogical research and writing, but they are an essential part of history and family history.

Good reviews will accurately summarize the argument (as opposed to the subject or contents) of the book. More importantly, they will critique that argument, on grounds of logic, use of evidence, and so forth. Summarizing and then simply asserting "this book was persuasive" will not fly – you need to show why the argument was or was not persuasive. Also note: going on about how many sources the author used will not do. The number of sources is not what makes an argument convincing; it is the type of sources and how the author uses them. More specifically for this class, the book review(s) should also reflect on what the book tells us about family history and the history of families in colonial North America. For due dates see the class and readings schedule below.

3. **TRANSCRIPTIONS AND ANALYSES (5%)**

Over the course of the semester, students will read a variety of primary sources, ranging from manuscript copies of wills to typescript accounts of divorce proceedings. As part of that reading, at several points of the semester, students will be required to submit *by the beginning of class* a transcription of a manuscript document and/or a brief (~1-2 page) analysis of an assigned primary source. Dates for each of these assignments can be found in the course schedule below or on Learning Suite. Further information can be found on Learning Suite.

4. **IN CLASS ASSIGNMENTS (2.5%)**

In addition to the primary sources students will read, transcribe, and/or analyze over the course of the semester, there will also be a series of in-class assignments – usually a short reading response, problem-solving exercise, or multiple choice quiz. Unlike the transcriptions and analyses, the days of these in-class assignments will be unannounced ahead of time. Further information can be found on Learning Suite.

5. RESEARCH PROPOSAL (2.5%)

Submit a proposal for your planned research project this semester in PDF format. It should include the following elements:

- the names and all known information for three generations of the family you plan to research,
- a short (1-2 paragraph) summary of the genealogical information you have on the family at this point, including footnoted citations to all sources,
- two family group records from FamilySearch Family Tree to show what work has already been done on the family (including any duplicates you might discover),
- a short (1-2 paragraph) proposal of what additional information you hope to find over the course of your research this semester, and
- a working bibliography of primary and secondary sources you plan to use in your research. The bibliography should include at least three primary sources (original preferred, but compiled is fine for now), at least two scholarly books or articles that provide additional historical context, and at least one (preferably more) local or county history. If a printed genealogy or family history for the family exists, please include it, as well.

The research proposal is due via Learning Suite on Friday, January 29 by 11:59 pm.

6. MIDTERM EXAM (10%)

Short exam consisting of some combination of multiple-choice questions, short-answer IDs, document exercises, and longer essays. **The midterm will be taken via Learning Suite between Thursday, February 25 at 7:00 am and Saturday, February 27 at 11:59 pm.**

7. RESEARCH PROJECT DRAFT – 10%

In order to provide feedback before you submit your final research project, students will submit a draft of the project. It does not need to be complete at this point, but should include the following information and elements:

- A working draft of the compiled lineage. Life stories do not need to be included at this point, but the basic biographical information and supplementary historical context should be in place.
- two connecting Family Group Records, updated to reflect the information learned through that point in the semester,

- a working research log recording all sources consulted for the project to that point, and
- a working bibliography of all sources consulted (or which you plan to consult).

The draft is due via Learning Suite on Friday, March 12 by 11:59 pm.

8. FINAL RESEARCH PROJECT – 30%

The culminating assignment for this course will be a research report about at least three generations of a single family. The final report will include a compiled lineage, Family Group Records, a detailed research log (and time log), and a research report combining genealogical and historical research on the family, the place(s) where they lived, and the circumstances that shaped their lives. The individuals in the earliest and middle generations must have lived at least part of their lives in North America prior to 1790.

Your research report should include the following elements/sections/documents:

- a **compiled lineage** for three generations of the family, including biographical information for each of the direct-line ancestors (and their spouses) and, where possible, life stories,
 - the life stories should be contextualized and supplemented by research in scholarly sources describing the political, social, and religious history of the time and consideration of how it bears on the family,
- two connecting **Family Group Records**. One of the children in the earliest family group will be listed as a parent on the more recent family group record,
- a completed **research log** recording all of the sources consulted for the project and time spent researching.
- a **bibliography** of all sources used in your research.

NOTE: 45 hours of research, analysis, and writing are expected for this project. You may count your time on the initial research report, as well as all research and writing for this assignment. Do not count time spent on class reading assignments, studying for exams, or work on assignments not related to this project.

The final research project is due via Learning Suite on Wednesday, April 7 by 11:59 pm.

9. FINAL EXAMINATION – 15%

Final exam consisting of some combination of multiple choice questions, short-answer IDs, document exercises, and longer essays. **The final exam will be available to take via LS between Friday, April 16 at 7:00 am and Tuesday, April 20 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 me immediately.

A NOTE ON TECHNOLOGY AND ELECTRONIC DEVICES

You are welcome to use laptops, tablets, and other electronic devices in class for taking notes and/or viewing reading materials. Each of us learns differently and takes notes differently. Regardless of your preferred method, please do your best to not distract the class or your fellow students. To that end, please silence your electronic devices when attending class in person and use them only to take notes or access course materials. Because at least some of you will be attending the class virtually on any given day, your compliance with these policies are less crucial. I would strongly encourage you to stay focused on class when attending via Zoom and do your best to not be easily distracted. I reserve the right to ask students attending in person to put electronic devices away at any point.

A NOTE ON BLENDED LEARNING

When you participate in class in person, you are expected to wear a mask that covers both your mouth and nose and to not remove it. When you participate in class via Zoom, please remove as many distractions as possible. If possible, use headphones and a microphone. Please limit use of the chat function. You are not required to turn your camera on, but are expected to listen, pay attention, and comment or ask questions when appropriate.

I am very sympathetic to the reality that many of you find yourselves in less-than-ideal learning environments and situations right now. I recognize that you are balancing coursework with family and work responsibilities in apartments, dorm rooms, a corner desk in the library, etc. not specifically built for learning, that WiFi can be unreliable, and that the current situation may negatively affect your physical, emotional, and mental health. Here is what I expect:

- Do your best.
- Communicate with me when you need help/accommodations. There is no need to share private medical information with me, but please let me know if you will be joining us via Zoom instead of in person for whatever reason. I am here to help, and my ability to do so greatly improves when we remain in contact.
- Be understanding and respectful of classmates' situations.

I promise to do the same. In spite of these less-than-ideal circumstances, I am confident we can thrive this semester.

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 (801) 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 or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or [1-888-238-1062](tel: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 11-15)

- January 11 **Introductions and course overview**
- January 13 **Colonial North American Family History: Terms, places, and people**
- January 15 **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 2 (January 18-22)

- January 18 **NO CLASS: Martin Luther King, Jr. Day**
- January 20 **American Colonies in the Atlantic World**
Read: Alan Taylor, *Colonial America: A Very Short Introduction*, 22-50. Available via LS.
- January 22 **Spanish Records**
Read and transcribe: Texas Baptism Records, p. 6. Available via [FamilySearch](#).

Submit transcription to LS by 10:59 am

WEEK 3 (January 25-29)

- January 25 **French Records**

January 27 **Early English Colonization**
Read: Jack P. Greene, *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture*, 7-27 (chapter 1: "Two Models of English Colonization, 1600-1660"). Available via [HBLL](#).

January 29 **Chesapeake: Introduction**
Read: Alan Taylor, *Colonial America: A Very Short Introduction*, 51-65. Available via LS.

January 29: Research proposal due via LS by 11:59 pm

WEEK 4 (February 1-5)

February 1 **Chesapeake Land and Migration Records**
Read: Contract to Provide Indentured Servitude (1654). Available [here](#).

Submit 1-2 page analysis of the document to LS by 10:59 am

February 3 **Chesapeake Church Records**

February 5 **NO CLASS: work on book review**

February 6: Book Review of Morgan, *The Puritan Family* due via LS by 11:59 pm

WEEK 5 (February 8-12)

February 8 **New England: Introduction**
Read: Morgan, *The Puritan Family* (all)

February 10 **New England Church Records**
Read: Abingdon Congregational Church Book, 1724-1749.
Available via [Congregational Library and Archives](#).

February 12 **New England Town and other Records**
Read: Philip J. Greven, Jr., *Four Generations: Population, Land, and Family in Colonial Andover, Massachusetts*, 1-18, 295-305.
Available via LS.

WEEK 6 (February 15-19)

February 15 **NO CLASS: President's Day**

February 16 **New England: Where to Find Records**
(Monday Classes)

February 17 **Middle Atlantic Colonies (everyone meet via Zoom)**
Read: Browse the website for the [New York Genealogical and Biographical Society](#), exploring the collections, tools, and resources available there.

February 19 **Middle Atlantic: Introduction**
Read: Daniel K. Richter, "Mid-Atlantic Colonies, R.I.P.," *Pennsylvania History* 82:3 (Summer 2015): 260-81. Available via [JSTOR](#).

WEEK 7 (February 22-26)

February 22 **Middle Atlantic Church Records**

February 24 **Middle Atlantic Land and Court Records**
Read: Karin Wulf, *Not All Wives: Women of Colonial Philadelphia*, 85-117 (chapter 3: "Mary Sandwith's Spouse: Family and Household"). Available via [HBLL](#).

February 26 **NO CLASS: Midterm Exam**

*Midterm is available to take via LS between
Thursday, February 25 at 7:00 am and Saturday, February 27 at 11:59 pm*

WEEK 8 (March 1-5)

March 1 **Carolinas and Georgia: Introduction**
Read: Taylor, *Colonial America: A Very Short Introduction*, 77-89.

March 3 **Carolinas and Georgia Church Records**

March 5 **Carolinas and Georgia Land and Court Records**
Read: John E. Crowley, "The Importance of Kinship: Testamentary Evidence from South Carolina," *Journal of Interdisciplinary History* 16:4 (Spring 1986): 559-577. Available via [JSTOR](#).

WEEK 9 (March 8-12)

March 8 **West Indies**

March 10 Louisiana
Read: Jennifer M. Spear, *Race, Sex, and Social Order in Early New Orleans*, 129-54 (chapter 5: "Limpieza de Sangre and Family Formation"). Available via [HBLL](#).

March 12 NO CLASS: Work on research project

Submit research project draft to LS by 11:59 pm

WEEK 10 (March 15-19)

March 15 Texas

March 17 Maritime Colonies, Part I

Read: Hodson, "Exile on Spruce Street: An Acadian History," *William and Mary Quarterly* 67:2, 249-78. Available via [JSTOR](#). OR Alexandra Montgomery, "'To Boston in Order for Chester': The Secombe Family Diaries and Planter Mobility, 1761-1783," in T. Stephen Henderson and Wendy G. Robicheau, eds., *The Nova Scotia Planters in the Atlantic World, 1759-1830*, 123-49. Available via LS.

March 19 NO CLASS: Spring Break

WEEK 11 (March 22-26)

March 22 Maritime Colonies, Part II

March 24 Native Americans, Part I

Read: Last Will and Testament of Benjamin Uncas II (1745). Available via [Yale Digital Collections](#).

Submit transcription to LS by 10:59 am

March 26 NO CLASS: Work on Research Project

March 27: Book Review of Demos, *The Unredeemed Captive* due via LS by 11:59 pm

WEEK 12 (March 29-April 2)

March 29 Native Americans, Part II

Read: Demos, *The Unredeemed Captive* (all)

March 31

African Americans, Part I

Read: Elizabeth Shown Mills, "Documenting a Slave's Birth, Parentage, and Origins (Marie Thérèse Coincoin, 1742–1816): A Test of 'Oral History,'" *National Genealogical Society Quarterly* 96 (December 2008): 245-66. Available [here](#).

April 1: Book Review of di Bonaventura, *For Adam's Sake* due via LS by 11:59 pm

April 2

African Americans, Part II

Read: di Bonaventura, *For Adam's Sake* (all)

WEEK 13 (April 5-9)

April 5

NO CLASS: Work on research project

April 7

NO CLASS: Work on research project

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

April 9

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 12-14)

April 12

Revolutions in Family Life?

April 14

Conclusion and Review

FINAL EXAM: Available to take via LS between Friday, April 16 at 7:00 am and Tuesday, April 20 at 11:59 pm