

*The University of Southern Mississippi*  
*Department of History*

HIS 771

Fall 2009

6:30—9:15PM Wed.

Topics in US History to 1877

City, Town, Village, Plantation: Community Study & Colonial American History



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**Office Hours:** Tuesdays and Thursdays, 1:30–5PM, Wednesdays 4–5PM, & by appointment

In the late 1960s and early 1970s, as social history was taking the historical profession by storm in the U.S., one of the main areas of focus was community study, especially among historians of colonial America. Historians like Kenneth Lockridge, Philip Greven, John Demos, and Michael Zuckerman explored small communities in great detail, using court, probate, town, church, tax, military, and vital records to paint portraits of these places in order to understand the daily lives of their inhabitants—the ultimate in “history from the bottom up.” Along the way, the methodology was criticized by many: some traditional historians claimed that this was mere antiquarianism while others bemoaned the fact that while community studies explained much about several small areas, the bigger historical picture was being lost. By the 1990s, the field seemed to be in decline. However, looks can be deceiving. Today, the field of community study has enjoyed a comeback, because historians have succeeded in linking the study of little places to the big picture. Understanding how real people dealt with issues like religion, war, economics, slavery, family, or gender (or a myriad of other topics) in their communities opens a window to how those issues “worked” in the larger colonial and Revolutionary world. This semester, we will study community study as a methodology, both to see what other historians have discovered about colonial America, but also how this type of history might be useful to our own work as historians. You should read the works this semester with both of these goals in mind.

### **Course Mechanics, Structure, and Assignments**

Each week the course will look at a two community studies (usually one book and one article) and what they have to say about a major area of historical concern. The heart of this course is the outside reading of these works and the subsequent seminar discussions about them. Needless to say, students should come to class thoroughly familiar with all of the reading assigned for that day and prepared to discuss the readings in an informed manner. **Students are required to bring all assigned reading materials to class.**

Students will write a series of papers in the class. The first, due Aug. 26, will be a response to the questions: “Why is community study valuable as a method of historical inquiry? What are the methodology’s potentials and what are its limitations?” You should use the readings for the week to assist in constructing a thesis to answer those questions and as your evidence to prove your argument.

Students will also write two (2) book reviews and two (2) book précis during the course of the semester. At least one review (on the book of your choice) and one précis (on a different book) must be completed by 28 October, while the other book review and précis must be completed by the end of the semester. Book reviews and précis are due in class the day a book is discussed. Students may **not** write a review/précis of the Piker or Walsh books (see below). A précis is a detailed description of the book’s major points of argument and any unique content. It does not evaluate the book—but instead gives a clear picture of the book so non-readers will know the major points the author was trying to make. A critical book review should briefly describe what the book is about, but concentrate on identifying and commenting upon the author’s thesis: What is the author trying to get across, how does she/he argue the case and upon what evidence, where does it fit into the historiography, and where and to what extent do you agree and disagree? Reviews and précis should begin with the standard bibliographical heading and end with your name and affiliation. If you are unsure how to write a critical book review, take a look at reviews in such publications as the *William and Mary Quarterly* or the *New England Quarterly*. See below for minimum word requirements and grade percentages.

You will also write a comparative book review, focusing on the similarities and differences, of the books from October 7<sup>th</sup> and October 14<sup>th</sup> (Piker and Walsh). These two works examine non-traditional community study topics (slave and Native American communities) and your comparative review should explore that fact. Good examples of comparative book reviews may be found in the journal *Reviews in American History*. In addition, each student will write a second comparative historiographical review of three articles of your choosing (not from course readings). These may be chosen by topic (you could select three articles on communities at war) or three articles on a specific place (you could choose three articles that examine Boston—one that focuses on religion, one on economics, and one on gender). The articles must deal with the colonial and/or Revolutionary period. If you are not sure whether an article qualifies as a community study, consult the instructor before you select it. See below for minimum word requirements and grade percentages for these assignments.

The final 25% of your course grade will derive from a final exam. I will expect you to have a grasp of all articles and books from the class, as well as the method of community study. The final exam will mimic a comprehensive exam question(s) and will be taken in exam week as a take-home exam exercise. More details on this exam will come later in the course.

### Grading Breakdown:

PAPER	MAX. WORDS	PERCENTAGE	DUE DATE
Community Study Paper	1000	10%	26 Aug.
2 Book Reviews	900 each	15% (7.5% each)	one by 28 Oct., one by 2 Dec.
2 Précis	700 each	15% (7.5% each)	one by 28 Oct., one by 2 Dec.
Comparative Review	1200	15%	14 Oct.
Historiography Paper	2000	20%	18 Nov.
Final Exam	Timed	25%	TBA
Total	7400	100%	

## A Note about Books:

I have ordered the books for the first two weeks of class at the USM Barnes and Noble bookstore. For the rest, I encourage you to scrounge the internet for cheap used or new copies of these works. Most of the course books are also on overnight reserve at Cook Library.

## Course Policies:

- 1. Class Climate:** In order for discussions to be productive, all students need to feel comfortable participating. We will create and maintain an atmosphere of mutual respect in which everyone's ideas can be heard.
- 2. USM Email:** All students should check their USM email regularly—you can set it to forward to your main email account (yahoo, hotmail, etc.) if you desire, but be sure to check it in some fashion. Students who do not set up their accounts or respond to USM email can lose participation points and suffer a lower grade.
- 3. Pagers and Cell Phones:** All pagers and cell phones must be turned off when in class. Any exceptions to this policy must be cleared with the instructor in advance.
- 4. Support and Documentation:** For précis/reviews, parenthetical references of the books under review are acceptable. All other notations must be formal footnotes; follow *Chicago Manual of Style* format. **Note:** I do not accept the use of "Ibid" in citations—instead I prefer the short author/title system.
- 5. Manuscript Preparation:** All papers should be computer-generated (12pt font, Times New Roman) and should be double-spaced with ½ inch margins. Papers should always be handed in with the pages numbered and stapled together. Clear, readable writing and careful proofreading are minimal requirements; **I will not read careless, unproofed writing.**

All papers must be turned into the instructor in electronic format via email (MS Word or .rtf format) as well as in hard copy during class. Be sure to use your last name in the file name, for example: Yourname\_Review\_Oct\_21.doc.

Clearly place your name, the course and instructor, a description of the paper, and date of each assignment in the upper right hand corner of the first page.\*

\*Sample heading for papers:

Student Name  
History 771—Dr. Zelner  
Book Review #1  
September 6, 2009

**\*Papers which do not conform to ALL of these rules WILL suffer a grade penalty.\***

- 6. Copies of Papers:** It is your responsibility to keep a copy of each paper that you submit and be able to produce it in case the original is lost.

**7. Late Papers:** In graduate school, there should be no late papers. Extensions of a paper due date will be granted only in the event of a documented medical, academic, or personal **emergency** and only in advance of the paper due date. Decisions on the validity of the documentation and the penalty for any late paper (it will be severe) are within the sole purview of the instructor.

**8. Academic Dishonesty:** Scholastic dishonesty will not be condoned under any circumstance. See the current Graduate Bulletin for a good definition of such behavior. Cheating on an exam or demonstrated plagiarism on a paper will automatically lead to a grade of “F” for the course and probable dismissal from the university. The instructor reserves the right to use electronic resources, such as Turnitin.com, to detect plagiarism. If you have questions or concerns about this policy—please see the instructor during office hours.

**9. Students with Disabilities:** If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi  
Office for Disability Accommodations  
118 College Drive # 8586  
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232      Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay*

*Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at [Suzanne.Hebert@usm.edu](mailto:Suzanne.Hebert@usm.edu).

**10. Syllabus:** This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible and in writing.



The first representation of the community at Jamestown by a European, “Zuniga’s James Fort, 1608” is the only known sketch of James Fort. It appears on a tracing of a 1608 John Smith map of Virginia sent to Philip III of Spain by his ambassador Pedro de Zuniga. Scholars believe that the “x” marks the church and that the flag area was not a flag at all, but a plan of an enclosed settlement or garden to the north. The small dots may indicate watch towers on the river.

## Course Schedule

### **19 Aug. Class Introduction**

### **26 Aug. The Basics of Community Study**

\*COMMUNITY STUDY PAPER DUE\*

Richard Gassan, "Social History for Beginners: A 'Young Scholar' Looks at His New Profession," *Journal of Social History*, Vol. 37, (Autumn, 2003): 157-163. <http://www.jstor.org/stable/3790321>

Thomas Bender, *Community and Social Change in America*. (Baltimore: Johns Hopkins Univ. Press, 1978).

Darrett Rutman, "Community Study" in *Small Worlds, Large Questions: Explorations in Early American Social History* (Charlottesville: University of Virginia Press, 1994): 34-54.  
[http://ocean.otr.usm.edu/~w535683/Rutman\\_Community\\_Study.pdf](http://ocean.otr.usm.edu/~w535683/Rutman_Community_Study.pdf)

Richard Beeman, "The New Social History and the Search for Community in Colonial America," *American Quarterly*, Vol. 29, No. 4 (Autumn, 1977): 422-443. <http://www.jstor.org/stable/2712368>

### **2 Sept. Community as Ideal: Pioneers in the Field**

Kenneth Lockridge. *A New England Town: The First Hundred Years, Dedham, Massachusetts, 1636-1736*. (New York: Norton, 1985).

Darrett Rutman, "Community: A Sunny Little Dream" in *Small Worlds, Large Questions: Explorations in Early American Social History* (Charlottesville: University of Virginia Press, 1994): 287-304.  
[http://ocean.otr.usm.edu/~w535683/Rutman\\_Community\\_A\\_Sunny\\_Little\\_Dream.pdf](http://ocean.otr.usm.edu/~w535683/Rutman_Community_A_Sunny_Little_Dream.pdf)

### **9 Sept. Community Development**

Darrett B. Rutman and Anita H. Rutman, *A Place in Time: Middlesex County, Virginia 1650-1750*. New York: Norton, 1984.

Warren R. Hofstra, "Land, Ethnicity, and Community at the Opequon Settlement, Virginia, 1730-1800," *The Virginia Magazine of History and Biography*, Vol. 98, (Jul., 1990): 423-448.  
<http://www.jstor.org/stable/4249163>

### **16 Sept. Community and Religion**

David J. Silverman, *Faith and Boundaries: Colonists, Christianity, and Community among the Wampanoag Indians of Martha's Vineyard, 1600-1871*. New York: Cambridge University Press, 2005.

Peter Vogt, "'Everywhere at Home': The Eighteenth-Century Moravian Movement as a Transatlantic Religious Community," *Journal of Moravian History* Vol. 1 (2006): 7-29.  
[http://ocean.otr.usm.edu/~w535683/Vogt\\_Moravian\\_Community.pdf](http://ocean.otr.usm.edu/~w535683/Vogt_Moravian_Community.pdf)

**23 Sept. Community and War**

Richard Melvoin. *New England Outpost: War and Society in Colonial Deerfield*. (New York: Norton, 1992).

A. J. B. (John) Johnston, "Fortress, Seaport, Community: Three Faces of 18<sup>th</sup>-Century Louisbourg," *Journal of the Royal Nova Scotia Historical Society* Vol. 7 (2004): 82-101. [http://ocean.otr.usm.edu/~w535683/Johnston\\_18C\\_Louisbourg.pdf](http://ocean.otr.usm.edu/~w535683/Johnston_18C_Louisbourg.pdf)

**30 Sept. Community in Crisis**

Paul Boyer and Stephen Nissenbaum, *Salem Possessed: The Social Origins of Witchcraft*. Cambridge: Harvard University Press, 1974.

Lilian Handlin, "Dissent in a Small Community," *New England Quarterly* Vol. 58, No. 2 (1985): 193-220. <http://www.jstor.org/stable/365513>

**7 Oct. Community and the Native American Tradition**

Joshua Piker, *Okfuskee: A Creek Indian Town in Colonial America*. Cambridge: Harvard University Press, 2004.

Daniel Richter, "Iroquois versus Iroquois: Jesuit Missions and Christianity in Village Politics, 1642-1686," *Ethnohistory*, Vol. 32, No. 1 (Winter, 1985): 1-16. <http://www.jstor.org/stable/482090>

**14 Oct. Community and Slavery**

\*COMPARATIVE REVIEW OF PIKER AND WALSH DUE\*

Lorena S. Walsh, *From Calabar to Carter's Grove: The History of Virginia's Slave Community*. Charlottesville, University of Virginia Press, 1997.

Jean Butenhoff Lee, "The Problem of Slave Community in the Eighteenth-Century Chesapeake," *William and Mary Quarterly*, Vol. 43, No. 3 (Jul., 1986): 334-361. <http://www.jstor.org/stable/1922480>

**21 Oct. Community and Family**

Barry Levy, *Quakers and the American Family: British Settlement in the Delaware Valley*. New York: Oxford, 1988.

Philip J. Greven, Jr. "Family Structure in Seventeenth-Century Andover, Massachusetts," *William and Mary Quarterly*, Vol. 23, No. 2 (Apr., 1966): 234-256. <http://www.jstor.org/stable/1922509>

**28 Oct. Community and Gender**

\* AT LEAST ONE REVIEW AND ONE PRÉCIS DONE BY THIS DATE\*

Elaine Forman Crane. *Ebb Tide in New England: Women, Seaports, and Social Change, 1630-1800*. (Boston: Northeastern University Press, 1998).

Kristi Rutz-Robbins “‘Divers Debts’ Women’s Participation in the Local Economy, Albemarle, North Carolina, 1663–1729,” *Early American Studies*, Vol. 2 (2006): 425-441.

[http://ocean.otr.usm.edu/~w535683/Rutz\\_Robbins\\_Women\\_Albemarle\\_NC.pdf](http://ocean.otr.usm.edu/~w535683/Rutz_Robbins_Women_Albemarle_NC.pdf)

**4 Nov. Community and Economy**

Cathy Matson. *Merchants and Empire: Trading in Colonial New York*. (Baltimore: Johns Hopkins University Press, 1998).

Judith Ridner, “Relying on the ‘Saucy’ Men of the Backcountry: Middlemen and the Fur Trade in Pennsylvania,” *Pennsylvania Magazine of History & Biography* Vol. 129 No. 2 (2005): 133-162.

[http://ocean.otr.usm.edu/~w535683/Ridner\\_Saucy\\_Men\\_Backcountry.pdf](http://ocean.otr.usm.edu/~w535683/Ridner_Saucy_Men_Backcountry.pdf)

**11 Nov. Community and Class**

Billy G. Smith, *The Lower Sort: Philadelphia’s Laboring People, 1750-1800*. Ithaca: Cornell University Press, 1990.

Ralph J. Crandall and Ralph J. Coffman, “From Emigrants to Rulers: The Charlestown Oligarchy in the Great Migration,” *New England Historical & Genealogical Register*, Vol. 131 (Jan. 1977): 3-27.

[http://ocean.otr.usm.edu/~w535683/Crandall\\_and\\_Coffman\\_From\\_Emigrants\\_to\\_Rulers.pdf](http://ocean.otr.usm.edu/~w535683/Crandall_and_Coffman_From_Emigrants_to_Rulers.pdf)

**18 Nov. Community and Revolutionary Rhetoric**

\*COMPARATIVE REVIEW OF THREE ARTICLES DUE\*

Benjamin L. Carp, *Rebels Rising: Cities and the American Revolution*, New York: Oxford University Press, 2007.

Morris, “Social Change, Republican Rhetoric, and the American Revolution: The Case of Salem, Massachusetts,” *Journal of Social History*, Vol. 31, No. 2 (Winter, 1997): 419-433.

<http://www.jstor.org/stable/3789946>

**25 Nov. Thanksgiving—No Class.**

**2 Dec. Community and Revolutionary War**

\* LAST REVIEW AND LAST PRÉCIS DUE\*

Holly A. Mayer, *Belonging to the Army: Camp Followers and Community during the American Revolution*. Columbia: University of South Carolina Press, 1996.

Joseph S. Tiedemann, “Communities in the Midst of the American Revolution: Queens County, New York 1774-1775,” *Journal of Social History*, Vol. 18, No. 1 (Autumn, 1984): 57-78.

<http://www.jstor.org/stable/3786962>

**Final Exam (Due Date and Time: TBA)**

Reading: Darrett Rutman, “Assessing the Little Communities of Early America,” *The William and Mary Quarterly*, Vol. 43, No. 2 (Apr., 1986): 164-178. <http://www.jstor.org/stable/1922381>