

George Mason University
Department of History and Art History

Fall 2018
Meeting Time: 9:00-10:15 AM
Classroom: Mason Global Center 1320C
Office Hours: M 11am-12pm, T 5pm-6pm

Randolph Scully
Robinson B 375A
rscully@gmu.edu

HISTORY 391: HISTORY OF VIRGINIA TO 1800

The history of Virginia provides an ideal point of entry into the larger history of colonial and revolutionary America. Virginia was England's first permanent settlement in the New World, and by the eighteenth century it was the largest, wealthiest, and most powerful British mainland colony. It produced both a powerful, educated elite who helped lead the nation towards independence and liberty and a brutal system of chattel slavery that denied human independence and liberty at their most fundamental levels. This class will trace that complex and often contradictory history from the first contact between Europeans and native peoples, through the American Revolution, and into the early decades of the nineteenth century.

COURSE REQUIREMENTS AND GRADING

Class Participation and Preparation: This course is heavily based on discussion—your attendance and active participation are crucial to its success. Not coincidentally, participation is a significant portion of your grade. Evidence of preparation (i.e. having done and thought about the reading and any discussion questions), quality of discussion, engagement with other students' ideas, and appropriate behavior all factor into the class participation grade. Obviously, if you are not in class, you are not participating.

Preparation also includes bringing a copy of the reading, something to write with, and paper to write on in order to be ready for any in-class writing or exercises we may do. (This is subject to accommodation for students with documented disabilities that may interfere with their ability to write using traditional media.)

Short Assignments: These are written assignments based on the readings or other exercises (in or out of class) used to encourage thought and discussion. Often these will simply be reactions to the reading; other times they might be explorations of primary sources available through various databases; sometimes they might be brief thought pieces asking you to reflect on what we've done so far. They don't usually require much sustained writing, but they should be the result of significant consideration and effort. These will be graded on a check-plus, check, or check-minus scale, with a check-plus being the equivalent of an A, a check the equivalent of a B, and a check-minus the equivalent of a C. Work that falls short of that standard will only receive nominal credit.

Please note: Short assignments may not be turned in late—they are due at class time on the day for which they are assigned. I will drop the one lowest grade on these (or the two lowest grades if we end up having more than 10 total short assignments), so there is a bit of a built-in cushion for unavoidable, unplanned absences. If you know ahead of time you will be absent on a day when a short assignment is due, you may email the completed assignment *before* class.

Also note: When assigned ahead of time, these must be word processed and printed. In-class exercises may be hand-written. In both cases, make sure to put your name on it.

Essays: You will write two five- to six-page essays based on the course readings, one in the first half of the semester and one in the second half. *Details of these assignments will be distributed in class.*

Final Exam: There will be a take-home final exam due by 5pm on Monday, December 17.

Grading:

| | |
|---------------------|-----|
| Class Participation | 20% |
| Short Assignments | 20% |
| Essays | 40% |
| Final | 20% |

IN-CLASS BEHAVIOR

Behaviors such as frequent tardiness, leaving early, packing up to leave before class is over, sleeping, eating, talking when others are speaking, texting, checking email, using social media, and doing work for other classes are signals to me and to the rest of the class that you do not take the course seriously. All of these have a strong negative effect on your own learning as well as on your classmates' ability to concentrate in class. These behaviors will adversely affect your participation grade.

LAPTOP & DEVICE USAGE GUIDELINES

Laptops can provide nearly endless possibilities for distraction—not just for the student but for others in the class as well. It is also extremely distracting for the professor when it is obvious someone is looking at something on their computer rather than paying attention to class—we can usually tell. So please take some time to consider whether that laptop is necessary or if it will prove a hard-to-resist distraction.

If you do decide to use a laptop in class, you must **TURN OFF YOUR WIFI CONNECTION WHILE IN CLASS** in order to avoid the distractions mentioned above.

I reserve the right to ask people to close their computers for periods of the class when listening and participating is more important than taking notes, or to switch seats or turn off their computers if they prove distracting to you, me, or your classmates.

LATE PAPER POLICY

All assignments are officially due at the time specified in the assignment. Late papers turned in later the same day are subject to a penalty of three (3) points (out of 100). Papers turned in the following day are subject to a five-point (5) penalty. Each subsequent day, a similar 5-point penalty will accrue, which means eventually the penalty would outweigh the total value of the assignment. Don't let this happen.

IT IS YOUR RESPONSIBILITY TO MAKE SURE THE PAPER IS HANDED IN OR UPLOADED PROPERLY. Make sure to follow the requested format for each assignment. Physical papers are not considered handed in until I actually hold them in my hands. For uploaded papers using Blackboard, double-check to make sure you upload the correct document in a readable format.

Extensions will be granted at my discretion in appropriate circumstances IF YOU CONSULT WITH ME BEFORE THE DUE DATE. In appropriate circumstances and entirely at my discretion, I will negotiate a new due date for papers that are already late, assessing a fixed penalty rather than the daily one outlined above. BUT, failure to meet the new deadline will result in failure (no credit) of the assignment.

In general, if you have any kind of problem that interferes with your work for the class, please consult with me as soon as possible.

HONOR CODE STATEMENT

All work in the course is governed by the George Mason University honor code:
*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.***

More information can be found at the GMU [Office of Academic Integrity](#).

OTHER POLICIES AND IMPORTANT INFORMATION

Administrative Dates

Last day to add & to drop with no tuition penalty: Tuesday, September 4

Final drop deadline (with tuition penalty): Sunday, September 9

Withdrawal period: Monday, September 1 to Sunday, September 30

Selective withdrawal period: Monday, October 1 to Friday, October 26

Disabilities

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ods.gmu.edu) at (703) 993-2474. All academic accommodations must be arranged through that office.

GMU Email Accounts

Students must use their MasonLive email accounts to receive important University information, including messages related to this class. See masonlive.gmu.edu for more information.

Useful Resources

Writing Center (writingcenter.gmu.edu): A114 Robinson Hall, (703) 993-1200.

Counseling and Psychological Services (caps.gmu.edu): SUB I, Room 3129, (703) 993-2380.

University Catalog: catalog.gmu.edu.

Other university policies: universitypolicy.gmu.edu.

REQUIRED TEXTS

The following books are required reading for this class, and are available for purchase at the GMU Barnes and Noble in the Johnson Center:

- Pagan, John Ruston. *Anne Orthwood's Bastard: Sex and Law in Early Virginia*. New York: Oxford University Press, 2003.
- Taylor, Alan. *The Internal Enemy: Slavery and War in Virginia, 1772-1832*. New York: W.W. Norton & Co., 2013.
- Townsend, Camilla. *Pocahontas and the Powhatan Dilemma*. New York: Hill and Wang, 2004.

Additional required readings listed on the syllabus are available via Blackboard, freely online, or through GMU's subscriptions to various online databases. I will put links to those readings in the "Readings" section of the class Blackboard site.

If the links do not work for some reason, you can also find journal articles (and some book chapters) by visiting the GMU Library's homepage (library.gmu.edu) and using the main search box. For journal articles, a combination of the author's last name and a distinctive combination of words from the title usually works to locate the article. If that fails, you can use the "Journals" search button to locate the journal and GMU's online access options, and then use the citation information on the syllabus to locate the appropriate volume and issue. If multiple database options are available (different databases often cover different but overlapping chronological ranges for particular journals), I recommend JSTOR, Project Muse, or a publisher's website over EBSCO or ProQuest.

Other readings may be handed out in class or distributed electronically, and those will also be considered part of the required reading.

You should always bring a paper copy of the reading to refer to in class.

SCHEDULE OF CLASSES

(NOTE: this syllabus is subject to change due to a variety of possible factors—weather, illness, class interests, newly announced discoveries, etc. . . . Any changes will be announced in class and an updated syllabus will be uploaded to Blackboard. Please make sure to keep informed about such changes.)

WEEK ONE: TSENACOMOCO

M, Aug. 27: Course Introduction; Virginia Before Virginia

W, Aug. 29: Native Americans and Early Contacts

Reading

- Townsend, *Pocahontas*, ch. 1.

WEEK TWO: THE BEGINNINGS OF ENGLISH COLONIZATION

M, Sept. 3: No Class—Labor Day

W, Sept. 5: English Colonization: Expectations and Realities

Reading

- Townsend, *Pocahontas*, chs. 2-4.

WEEK THREE: “THE JAMESTOWN FIASCO”

M, Sept. 10: Struggle and Survival at Jamestown

W, Sept. 12: Pocahontas and the Jamestown Project

Reading

- Townsend, *Pocahontas*, chs. 5-9.

WEEK FOUR: THE MAKING OF A TOBACCO COLONY

M, Sept. 17: The Expansion of Virginia

W, Sept. 19: Servants and Masters

Reading

- Pagan, *Anne Orthwood’s Bastard*, chs. 1-5.

WEEK FIVE: COMMUNITY AND CONFLICT IN EARLY VIRGINIA

M, Sept. 24: Community

Reading

- Pagan, *Anne Orthwood’s Bastard*, chs. 6-10 and Conclusion.

W, Sept. 26: The Challenges of Governing in Mid Seventeenth-Century Virginia

WEEK SIX: REBELLION**M, Oct. 1:** Bacon's Rebellion**Reading**

- Brent Tarter, "Bacon's Rebellion, the Grievances of the People, and the Political Culture of Seventeenth-Century Virginia," *Virginia Magazine of History and Biography* 119:1 (2011): 2-41.
- James D. Rice, "Bacon's Rebellion in Indian Country," *Journal of American History* 101:3 (December 2014): 726-750.

W, Oct. 3: Aftermath**WEEK SEVEN: THE RISE OF SLAVERY IN VIRGINIA****T, Oct. 9 (Tuesday meeting due to Fall Break holiday):** Labor and Politics**Reading**

- John C. Coombs, "The Phases of Conversion: A New Chronology for the Rise of Slavery in Early Virginia," *William and Mary Quarterly* 68:3 (2011): 332-360.

W, Oct. 10: Making Race**Reading**

- Kathleen M. Brown, "Engendering Racial Difference, 1640-1670," chap. 4 in *Good Wives, Nasty Wenches, & Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia* (Chapel Hill: University of North Carolina Press, 1996), pp. 107-136.

WEEK EIGHT: THE RISE OF THE VIRGINIA GENTRY**M, Oct. 15:** Mastering Space**Reading**

- Cary Carson, "Banqueting Houses and the 'Needs of Society' among Slave-owning Planters in the Chesapeake Colonies," *William and Mary Quarterly* 70:4 (October 2013): 725-780 (note: main article ends on pg. 756; feel free to skim the appendix).
- Dell Upton, "Anglican Parish Churches in Eighteenth-Century Virginia," *Perspectives in Vernacular Architecture* 2 (1986): 90-101.

W, Oct. 17: Anxious Patriarchs**Reading**

- Paula A. Treckel, "'The Empire of My Heart': The Marriage of William Byrd II and Lucy Parke Byrd," *Virginia Magazine of History and Biography* 105:2 (1997): 125-156.

WEEK NINE: MID EIGHTEENTH-CENTURY TENSIONS**M, Oct. 22:** Religion and Social Order**Reading**

- Richard R. Beeman, “Social Change and Cultural Conflict in Virginia: Lunenburg County, 1746 to 1774,” *William and Mary Quarterly* 35:3 (July 1978): 455-476.
- Janet Moore Lindman, “Acting the Manly Christian: White Evangelical Masculinity in Revolutionary Virginia,” *William and Mary Quarterly* 57:2 (April 2000): 393-416.

W, Oct. 24: Western Settlement and the Seven Years’ War

Reading

- Warren R. Hofstra, “‘A Parcel of Barbarian’s and an Uncooth Set of People’: Settlers and Settlements of the Shenandoah Valley,” in *George Washington and the Virginia Backcountry*, ed. Warren R. Hofstra (Madison, WI: Madison House, 1998), pp. 87-114.

WEEK TEN: VIRGINIA ON THE EVE OF THE REVOLUTION

M, Oct. 29: Western Intrigues

Reading

- Woody Holton, “The Ohio Indians and the Coming of the American Revolution in Virginia,” *Journal of Southern History* 60:3 (August 1994): 453-478.

W, Oct. 31: Economy

Reading

- Bruce A. Ragsdale, “George Washington, the British Tobacco Trade, and Economic Opportunity in Prerevolutionary Virginia,” *Virginia Magazine of History and Biography* 97:2 (1989): 132-162.

WEEK ELEVEN: REVOLUTIONARY TENSIONS

M, Nov. 5: Class and Politics

Reading

- Michael A. McDonnell, “Class War? Class Struggles during the American Revolution in Virginia,” *William and Mary Quarterly* 63:2 (2006): 305-344.

W, Nov. 7: Slavery, Revolution, and the Decline of the Gentry

Reading

- Taylor, *Internal Enemy*, ch. 1.

WEEK TWELVE: SLAVERY, RACE, AND POLITICS IN THE EARLY NINETEENTH CENTURY

M, Nov. 12: The Hardening Racial Order

Reading

- Taylor, *Internal Enemy*, ch. 3.

W, Nov. 14: War Comes to Virginia

Reading

- Taylor, *Internal Enemy*, Introduction and chs. 4-5.

WEEK THIRTEEN: SEEKING FREEDOM IN AN ERA OF WAR**M, Nov. 19:** Black Initiative and White Reaction**Reading**

- Taylor, *Internal Enemy*, beginning and end of ch. 6 (pp. 175-6, 207-213) and chs. 7-9.

W, Nov. 21: No Class—Thanksgiving Break**WEEK FOURTEEN: THE MAKING OF ANTEBELLUM VIRGINIA****M, Nov. 26:** The End of the War of 1812**Reading**

- Taylor, *Internal Enemy*, ch. 10.

W, Nov. 28: Slavery and Ideology in the New Nation**Reading**

- Taylor, *Internal Enemy*, chs. 11-12 and Epilogue.

WEEK FIFTEEN: THINKING ABOUT EARLY VIRGINIA**M, Dec. 3:** Themes, Events, Big Pictures**W, Dec. 5:** Make-up and Review Day