

HISTORY 615/635 001  
Transatlantic Migration to Colonial British America  
Spring 2012

**Schedule of Readings**

(Complete publication information for books is available on the bookstore website.)

JAN 23: Introduction

Read: Hector St. John Crèvecoeur, *Letters from an American Farmer*, Letter III, "What is an American?" pp. 48-91 at <http://xroads.virginia.edu/~HYPER/crev/letter03.html>

JAN 30: Peter Mancall, *Hakluyt's Promise*

Howard Mumford Jones, "The Colonial Impulse: An Analysis of the 'Promotion' Literature of Colonization, *Proceedings of the American Philosophical Society*, Vol. 90, No. 2 (May, 1946), pp. 131-161

FEB 6: Alison Games, *Migration and the Origins of the English Atlantic World*

Roger Thompson, "Early Modern Migration", *Journal of American Studies*, Vol. 25, No. 1 (Apr., 1991), pp. 59-69

FEB 13: Susan Hardman Moore, *Pilgrims: New World Settlers and the Call of Home*

T.H. Breen and Stephen Foster, "Moving to the New World: The Character of Early Massachusetts Immigration," *The William and Mary Quarterly*, 3<sup>rd</sup> ser., 30:2 (Apr. 1973) 189-222.

FEB 20: Oliver Rink, *Holland on the Hudson*

Donna Merwick, "Dutch Townsmen and Land Use: A Spatial Perspective on Seventeenth-Century Albany, New York", *The William and Mary Quarterly*, Third Series, Vol. 37, No. 1 (Jan., 1980), pp. 53-78

FEB 27: James Horn, *Adapting to a New World*

Martin H. Quitt, "Immigrant Origins of the Virginia Gentry: A Study of Cultural Transmission and Innovation", *The William and Mary Quarterly*, Third Series, Vol. 45, No. 4 (Oct., 1988), pp. 630-655

MAR 5: Peter Coldham, *Emigrants in Chains*

Hilary McD. Beckles, "A "riotous and unruly lot": Irish Indentured Servants and Freeman in the English West Indies, 1644-1713", *The William and Mary Quarterly*, Third Series, Vol. 47, No. 4 (Oct., 1990), pp. 503-522

MAR 12: NO CLASS, SPRING BREAK

MAR 19: Sharon Salinger, *To Serve Well and Faithfully*

Russell R. Menard, "From Servant to Freeholder: Status Mobility and Property Accumulation in Seventeenth-Century Maryland" *The William and Mary Quarterly*, Third Series, Vol. 30, No. 1, Chesapeake Society (Jan., 1973), pp. 37-64

MAR 26: Barry Levy, *Quakers and the American Family*

Sally Schwartz, "William Penn and Toleration: Foundations of Colonial Pennsylvania",  
*Pennsylvania History*, Vol. 50, No. 4 (October, 1983), pp. 284-312  
RESEARCH TOPIC DUE

APR 2: Aaron Fogleman, *Hopeful Journeys*

Philip Otterness, "The 1709 Palatine Migration and the Formation of German Immigrant Identity in London and New York", *Pennsylvania History*, Vol. 66, Explorations in Early American Culture(1999), pp. 8-23

APR 9: Patrick Griffin, *The People with No Name*

Warren R. Hofstra, "Land, Ethnicity, and Community at the Opequon Settlement, Virginia, 1730-1800", *The Virginia Magazine of History and Biography*, Vol. 98, No. 3, "A Frontier of Unknown Opportunities and Perils": The Virginia Backcountry (Jul., 1990), pp. 423-448

APR 16: Duane Meyer, *The Highland Scots of North Carolina*

Keith Mason, "A Loyalist's Journey: James Parker's Response to the Revolutionary Crisis", *The Virginia Magazine of History and Biography*, Vol. 102, No. 2 (Apr., 1994), pp. 139-166

APR 23: Primary source readings

This will consist of a book length reading (or collection of readings) of your choosing. It can be a journal or letters from a migrant; a promotional tract; or other more statistical and less anecdotal records (Old Bailey verdicts for transportation, ads for runaway servants, etc.) Some possible sources are listed at the end of the syllabus; you should also be scanning bibliographies and footnotes in your readings for appropriate (and available) sources. In a term of this length, there is not much time to physically travel to archives, although you may certainly do this if you wish. A large number of valuable sources appear in modern print editions or online.

RESEARCH PAPER DUE

APR 30: Maya Jasanoff, *Liberty's Exiles*

May 14: Final Exam

## Other Requirements

**REGULAR PARTICIPATION** It should not be necessary to remind students at this level that class attendance is absolutely vital for absorption of the material. Class discussion will not only (it is to be hoped) open up new ways of thinking about the subject at hand, it will also help fix the information in your mind more firmly than merely reading the book on your own would do. You will also be expected to contribute in a useful manner to class discussion—something you cannot do if you are absent or unprepared. Remember—when you are leading the discussion, you will want responsive classmates; be sure to return the favor! Although you will not get a participation grade, consistent and intelligent contributions will be considered in case of a borderline final grade.

**LEADING DISCUSSION** You will need to lead, possibly with another student, one class discussion on a day for which a book is assigned. You will not be responsible for the entire class period; typically each class will also have some lecture content that addresses related topics. You may approach this in

whatever way you choose, using book reviews, interactive activities, visual aids, handouts, any other appropriate format or material, or none of the above. You should ask other students to summarize the book, and establish what the main thesis is; however, be sure your presentation is not a lengthy recapitulation of the book itself. Assume the rest of the class has already done the reading; your job is to raise talking points and questions about the book. You may provide background information on the author, and should try to fit the book into larger historiographical trends (does it build on previous studies? is it a departure in methodology or interpretation? etc.) As the semester progresses, you should also try to relate (or, rather, encourage the class to relate) your chosen work to previous reading assignments. Although this activity is required, it will not be graded.

**ARTICLE COMPARISONS** The syllabus contains citations for articles, paired with books on the reading list. You will be required to read TWO of these supplementary articles. None should be paired with the book for which you lead the discussion. You will need to write an approximately 3-page paper for each of these articles, in which you summarize the main arguments, and relate it to the book with which it is paired. You should also be prepared to contribute information from the articles during class discussion of the books with which they are paired. Papers are due on the day for which the accompanying book is assigned.

**SHORT RESEARCH PAPER** This paper will be wholly or mostly based on secondary works, and should be approximately ten pages long. There should be a minimum of eight sources, no more than half of which can be from your assigned readings. The paper should be an answer to a specific question. Some examples of the type of question you might research are:

- To what extent were Swedes assimilated by the Dutch in New Netherland?
- Why did so few Huguenots settle in Pennsylvania?
- What elements of their non-English legal systems did immigrants try to retain?
- Why was English settlement in East Florida in the 1770's relatively unsuccessful?
- How influential were smaller religious migration streams, such as the Mennonites?
- Were there general ways true for different groups in which male and female experiences of migration differed?

These questions are intended as examples only, and by no means as a restricted set of choices. You need to let me know what question you intend to pursue by March 26. If you do not have a specific question in mind, talk to me before March 26 and we will find one that suits your interests.

**FINAL EXAM** This will be take home, due on the exam date. It will consist of a choice of questions, meant to enable you to synthesize what you have learned this semester. You should hand in a hard copy unless you have extenuating circumstances that would render this impossible. You may hand it in either by putting it in my mail box in the history department or by giving it to me personally. I will be in the classroom the evening of May 14 from 7:15 to 8:30. If you wish to have your graded exam returned, include a self-addressed stamped envelope.

### **General Information**

**GRADING** will be on the following basis:

Article comparison papers	30% (15% each)
Research paper	35%
Final exam	35%

**CONTACT INFORMATION** Do not hesitate to contact me, either by e-mail or in person, if you have any questions or concerns about the class. I can be reached in the following ways:

e-mail: [kmcgill@gmu.edu](mailto:kmcgill@gmu.edu)

Office hours : Robinson B 377D

Monday 6:30-7:00; Wednesday 7:15-7:45

or by appointment

### **Suggestions for Primary Source Readings**

Websites (Some contain a variety of works; be sure your choice is appropriate):

[www.americanjourneys.org](http://www.americanjourneys.org)

[www.virtualjamestown.org](http://www.virtualjamestown.org)

[www.loc.gov/ammem](http://www.loc.gov/ammem) (this site can be difficult to browse; one suggestion is to do a search for "Force Collection"—a collection of documents pertaining to early America)

[www.oldbaileyonline.org](http://www.oldbaileyonline.org) (for court cases of transported criminals)

<http://www.vcdh.virginia.edu/gos> (documents on runaway slaves and servants)

<http://www.winthropsociety.com/texts.php>

Published works:

Billings, Warren M., ed. *The Old Dominion in the Seventeenth Century: A Documentary History of Virginia, 1606-1689*. Chapel Hill: University of North Carolina Press, 1975.

Boucher, Jonathan. *Reminiscences of an American Loyalist, 1738-1789*. Port Washington, NY: Kennikat Press, Inc., 1967.

DeWolfe, Barbara, ed. *Discoveries of America: Personal Accounts of British Emigrants to North America during the Revolutionary Era*. Cambridge University Press, 1997.

Eddis, William. *Letters from America*. Edited by Aubrey C. Land. Cambridge: Harvard University Press, 1969.

Jack P. Greene, ed. *Selling a New World: Two Colonial South Carolina Promotional Pamphlets*. University of South Carolina Press, 1989.

Harrower, John. *The Journal of John Harrower, An Indentured Servant in the Colony of Virginia, 1773-1776*. Edited and with introduction by Edward Miles Riley. Williamsburg: Colonial Williamsburg, Inc., 1963.

Harvey, Alexander. "Journal of Colonel Alexander Harvey of Scotland and Barnet, Vermont." *Proceedings of the Vermont Historical Society* 1921, 1922, 1923. Montpelier, VT: Capital City Press, 1924.

Johnston, Gideon. *Carolina Chronicle: the Papers of Commissary Gideon Johnston, 1707-1716*. Edited and with introduction by Frank J. Klingberg. Berkeley: University of California Press, 1946.

Jones, Hugh. *The Present State of Virginia*. Edited and with introduction by Richard L. Morton. Chapel Hill: University of North Carolina Press, 1956.

Lawson, John. *A New Voyage to Carolina*. Edited and with introduction by Hugh Talmadge Lefler. Chapel Hill: University of North Carolina Press, 1967.

Mittelberger, Gottlieb. *Journey to Pennsylvania*. Edited and translated by Oscar Handlin and John Clive. Cambridge, Harvard University Press, 1960.

- Moraley, William. *The Infortunate: The Voyage and Adventures of William Moraley, an Indentured Servant*. Edited and with introduction by Susan E. Klepp and Billy G. Smith. University Park: Pennsylvania State University, 1992.
- M'Robert, Patrick. *A Tour through Part of the North Provinces of America, 1774-1775*. Edited by Carl Bridenbaugh. New York: Arno Press, 1968.
- Mylne, William. *Travels in the Colonies in 1773-1775, Described in the Letters of William Mylne*. Edited by Ted Ruddock. Athens: University of Georgia Press, 1993.
- Soderlund, Jean R., ed. *William Penn and the Founding of Pennsylvania, 1640-1684: A Documentary History*. Philadelphia, University of Pennsylvania Press, 1983  
(Letters of William Penn also appear in various issues of *Pennsylvania Magazine of History and Biography*. Use the "browse" function on JStor.)
- Tuckerman, Henry T. *America and Her Commentators*. New York: Charles Scribner and Sons, 1864; reprint New York: Augustus M. Kelley, 1970.