SAN JOSE STATE UNIVERSITY
History 274: Voluntary and Involuntary Labor in Early British America
Fall 2010
Monday, 6-8:45 p.m., DMH 355

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Office Hours: Mondays, 9-10 a.m., Wednesdays, 9-10 a.m., 1:30-2:30 p.m., and by appointment
Course website: http://www.sjsu.edu/people/ruma.chopra/courses/H274/

Course Description

This course is a graduate research seminar in early American history. Students who enroll in this class should have a good knowledge of the history of early America. It is helpful, although not required, for students to have already taken History 210a. The main purpose of this seminar is for students to write a scholarly paper of 22-25 pages based largely on primary source evidence. Your paper should make an original contribution to the field of early American labor falling between the early European colonization of America and about 1830. I am available for individual conferences – via email, phone, or in person – throughout the semester.

This course raises questions about the relationship between voluntary and involuntary labor in the early British Atlantic. One cluster of questions deals with the linkages between free and unfree labor: How did the immigration of both bound and unbound labor develop the British Empire? What factors differentiated servitude from slavery? Was labor inherently exploitative? What divided the plantation servant from the urban slave? The armed slave from the armed laborer? The child soldier from the adult? How and when did (some) women’s work matter? What sustained the reproduction of loyal British families? How did age and life expectancy change the work expected and the work performed?

Another set of questions deals with methodology: What kinds of primary sources best help to illuminate labor processes in Early America? Can we borrow historical approaches from slavery studies to analyze the work of “free laborers” or vice versa? What is the place of women and children in labor studies? Does military labor belong in the same category as plantation work and domestic service?

This class will be highly interactive. Students are expected to attend all scheduled class meetings and be well prepared to participate in class discussion. I view my role as a facilitator, not a lecturer. The seminar is a forum for you to meet with fellow graduate students and share ideas and advice with one another.

University Policies

Students are responsible for understanding University policies and procedures governing adding or dropping courses, academic renewal, and withdrawal.

Please make yourself aware of SJU’s Academic Integrity Policy, which you can read at http://sa.sjsu.edu/student_conduct. It includes descriptions of both cheating and plagiarism. If you would like to include in a paper any materials you have submitted, or plan to submit, for another class, the Academic Integrity Policy requires approval by instructors. Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course
work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development.

The University complies with the Americans with Disabilities Act. If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the DRC to establish a record of their disabilities.

Readings

I have assigned one book and created a reader for the course. Every student should also have a copy of Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*. This guide (drawn from the *Chicago Manual of Style*, which you may prefer to use) is the adopted style manual of the History Department and it will provide you with the nuts and bolts of how to put your seminar paper together.

- Stephen Innes, *Work and Labor in Early America*
- The Course Reader can be purchased at Maple Press, 481 East San Carlos Street.

Locating Primary Sources in Early America

I recommend you begin thinking about your final paper after the first class session.

1. I will hand out some pages on published primary source collections from *Books about Early America: 2001 Titles* (Williamsburg: Institute of Early American History and Culture, 1989). You should look at sources from each of the following categories:

   A. Documentary Collections
   B. Diaries, Journals, Letters, and Travel Accounts
   C. Contemporary Histories

2. Next, spend some time looking at the available collections on microfilm, microfiche, and microcards that contain primary source material as well. Examine some of the following:

   - London Gazette, 1665-1800 (microfilm)
   - Virginia Gazette, 1736-1780 (microfilm)
   - American Culture Series, 1493-1875 (microfilm)
   - Pamphlets in American History (microfiche)
   - American Periodicals Series (microfilm)
   - Early American Imprints Series (microcard)
   - Early American Newspapers (online database)

3. You will also find it useful to look at two essays in JSTOR: Laurel Thatcher Ulrich’s “Of Pens and Needles: Sources in Early Women’s History” and John J. McCusker’s “New Guides to Primary Sources on the History of Early British America.” I will also hand out a copy of these two essays.

Assignments
**Two Questions**
Prepare two questions on each of the class readings. These questions must be typed. You will submit the questions to me at the end of each class session. You may quote from the text if needed. You may ask questions about sources, about the analysis, about related readings, or questions that connect to your research paper. The questions should demonstrate a careful understanding of the argument.

You will submit four sets of questions for this class.

**Note:** You may not turn in these questions if you are absent from class.

**Assessing Primary Sources**
You will examine primary sources on Early America and come prepared to discuss one source you found particularly valuable. You will also share strategies for note-taking and for locating relevant secondary sources. See Class Calendar.

**Paper Proposal**
Your five- to six-page proposal should outline a problem, place it in the context of the current research in the area, and discuss some specific examples of the evidence that you will use. Attach a bibliography of primary and secondary sources as an appendix. We will discuss the paper proposal in detail during class meetings.

**One-page feedback on each Paper Proposal**
Write one paragraph on the viability of the project, one on the strength of the evidence to be used, and a final paragraph with specific recommendations. Conclude by asking two questions the paper raises. Bring two copies to class: one for the student and the second for the professor.

As much as possible, provide comments that the student can use to clarify, develop, or expand the paper.

**Final Seminar Paper and Presentation**
Write a 22-25 page seminar paper based largely on primary sources that also uses relevant secondary works in its analysis. Your paper will be evaluated on the quality and quantity of research, the originality of thought, the correct use of grammar and citation (Turabian), and the persuasiveness and skill of writing. On December 6th, you will give an oral presentation of your paper, followed by commentary and questions from the class.

The final paper is due Monday, noon, December 13th.

**Note:** Details on assignments will be posted on the class website as needed.

**Evaluation**
The final grade in the course will be determined approximately as follows:

- Participation (discussion of readings and sources)/Questions: 20%
- Feedback on paper proposals: 20%
- Paper Proposal: 10%
• Final presentation and paper: 50%

Reminders

All papers are to be typewritten in a 12-point font and double-spaced, with one-inch margins. Footnotes are to follow the form outlined in Kate Turabian’s *Manual for Writers* (University of Chicago Press style).

Any late paper will be penalized for every day that it is late.

You may not hand in a paper that you have written for another class.

Any plagiarized paper (a paper that copies from another source without proper documentation) will automatically receive a 0 (zero). No rewriting will be allowed.

Reading Assignments and Class Calendar

For each class, type two questions raised by each of the readings. You will hand in these questions at the end of each class.

**August 30:**

**Read:** Introduction from *Work and Labor*

Chapters 1, 4, and 5 from *Work and Labor*

**In Class:** Discussion

“Two questions” roundtable (#1)

**September 6:** No class—Labor Day

**September 13:** The Big Picture (and a Model Case Study)

**Read:**

Richard S. Dunn, “Servants and Slaves: The Recruitment and Employment of Labor” (Reader)

Jim Potter, “Demographic Development and Family Structure” (Reader)

Stephen J. Hornsby, “Atlantic Staple Regions” (Reader)

Christopher Tomlins, “Early British America, 1585-1830: Freedom Bound” (Reader)

Ira Berlin, “Time, Space and the Evolution of Afro-American Society on British Mainland North America” (JSTOR)

David Waldstreicher, “Reading the Runaways: Self-Fashioning, Print Culture, and Confidence in Slavery in the Eighteenth-Century Mid-Atlantic” (JSTOR)

**In Class:** Discussion

“Two questions” roundtable (#2)
September 20: No class - Work on research paper

Be prepared to talk about one source from Books about Early America.

September 27: Family Labor

Read: Laurel Thatcher Ulrich, “Martha Ballard and her Girls” in Work and Labor
Steve Hindle and Ruth Wallis Herndon, “Recreating Proper Families in England and North America” (Reader)
Audra Abbe Diptee, “Imperial Ideas, Colonial Realities: Enslaved Children in Jamaica, 1774-1834” (Reader)
Vincent DiGirolamo, “In Franklin’s Footsteps” (Reader)
Holly Brewer, “Apprentice Policy in Virginia” (Reader)

In Class: Discussion
“Two questions” roundtable (#3)
Sources in Books About Early America

October 4: No class – work on research proposals.

Be prepared to talk about one source in the microfilm, microfiche and microcard collection.
Be prepared to talk about one source mentioned in the McCusker or Ulrich essay.

October 11: Military Labor

Read: Caroline Cox, “Boy Soldiers of the American Revolution” (Reader)
J.L. Bell, “From Saucy Boys to Sons of Liberty” (Reader)
Philip D. Morgan and Andrew O'Shaugnessy, “Arming Slaves in the American Revolution (Reader or posted online)
Christopher Leslie Brown, “The Arming of Slaves in Comparative Perspective” (Reader or posted online)

In Class: Discussion
“Two questions” roundtable (#4)
Sources in microfilm, microfiche, and microcard collection
Sources in Ulrich and McCusker essays

October 18: No class — work on Research Proposals

October 25: No class — work on Research Proposals

***Submit research proposals by Friday, noon October 29th***
November 1: No class—Provide Feedback on Research Proposals

November 8: Research Proposals

**Due:** 1-page feedback on proposals

**In class:** Discussion of each paper proposal

November 15: No class—work on Final Papers (**Note we will meet on 11/15 if needed**)

November 22: No class—work on Final Papers

November 29: No class—work on Final Papers

December 6: Oral Reports

**Due:** Oral report
Updates on paper - writing, sources, discoveries

**In class:** Discussion

Submit final papers by noon, Monday, December 13, 2010. Email is fine.