

# HISTORY 282

## COLONIAL NORTH AMERICAN

## FAMILY HISTORY

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**Office: 2109 JFSB**  
**Student Hours: Th, 9:30-11:00 am (in person or on Zoom)**

**Winter 2023**  
**3024 JKB**  
**MWF 10:00-10:50 am**

### **COURSE DESCRIPTION AND OBJECTIVES:**

This is a research-intensive course introducing students to records, historical background, paleography, and methodologies for family history research 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.

In line with BYU's Mission and Aims, this course seeks to be spiritually strengthening, intellectually enlarging, character building, and to lead to lifelong service and learning. Some of those aims will be more obviously recognizable than others in assignments and class discussions, but students should feel welcome to ask questions and share insights about each throughout the semester.

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 individual and family 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)
- Lorri Glover, *All Our Relations: Blood Ties and Emotional Bonds among the Early South Carolina Gentry* (Johns Hopkins University Press, 2000)
- Richard Godbeer, *World of Trouble: A Philadelphia Quaker Family's Journey Through the American Revolution* (Yale University Press, 2019)
- John Ruston Pagan, *Anne Orthwood's Bastard: Sex and Law in Early Virginia* (Oxford University Press, 2002)
- Gary B. Mills and Elizabeth Shown Mills, *The Forgotten People: Cane River's Creoles of Color*, Revised Edition (Louisiana State University Press, 2013)

All students will be required to read the introduction to each book, which will be made available via LS, but each student only needs to read one of the additional books in its entirety.

Additional readings will be available via Learning Suite.

## ASSIGNMENTS AND GRADING:

**There are 9 graded components to this course:**

### 1. ATTENDANCE AND PARTICIPATION (10%)

Students are expected to attend class in person and 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, 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*; you will also each review one of the books from the list above. Only 2-3 students may review each of the remaining titles, so make a selection early. Instructions on how to sign up for one of the additional books are available on LS.

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 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.

#### **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. GROUP PROJECT (10%)**

Working in groups of two, students will transcribe two pages from a 1799 document from Virginia detailing various family and other relationships. In addition to your transcription, each group will answer a series of questions about the document's content. The document, together with instructions for transcription standards, is available on LS.

Due dates are available on the class schedule below.

#### **6. 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 historical context, and at least one 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.**

## 7. **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 Monday, February 27 at 7:00 am and Wednesday, March 1 at 11:59 pm**

## 8. **FINAL RESEARCH PROJECT – 30%**

The culminating assignment for this course will be a research report analyzing three generations of a single family. The final report will include a compiled lineage, Family Group Sheets, 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:** You should aim to spend approximately 45 hours researching and writing 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 Saturday, April 8 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 genealogy and 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 the professor 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 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. I reserve the right to ask students to put electronic devices away at any point.

## LEARNING DURING A PANDEMIC

As we continue living through a global pandemic, please attend to your health and consider that of others in the class. If you get sick during the semester, please stay home. I will work with you to ensure you do not fall behind.

## CHILDREN IN CLASS

As part of my commitment to helping all students succeed, I have implemented the following policies regarding children in class:

1. All breastfeeding babies are welcome in class as often as necessary.
2. Non-nursing babies and young children are welcome whenever alternate arrangements cannot be made. As a parent of four young children, I understand that babysitters fall through, partners have conflicting schedules, and other issues arise that leave parents with few other options.
3. In all cases where children come to class, I invite parents/caregivers to sit close to the door so as to more easily excuse yourself to attend to your child's needs. Non-parents in the class, please reserve seats near the door for your parenting classmates (or move to another seat if a classmate arrives with a child).

4. All students are expected to join with me in creating a welcoming environment that is respectful of your classmates who bring children to class.
5. Finally, I understand that among the most difficult aspects of parenting young children is sleep deprivation and exhaustion. The struggles of balancing school, work, childcare, and other day-to-day activities is tiring, and I will do my best to accommodate any such issues while maintaining the same high expectations for all students enrolled in the class. Please feel free to contact me if you have any questions or concerns.

## UNDOCUMENTED STUDENT SUPPORT

In accordance with the policies of both BYU and the Church of Jesus Christ of Latter-day Saints, I am committed to supporting students regardless of their immigration status. I expect that every class member will heed President Russell M. Nelson's call to abandon attitudes and actions of prejudice. Each of us should strive to create a campus in which students and faculty are "no more strangers and foreigners, but fellow citizens with the saints, and of the household of God (Ephesians 2:19)."

I am available to listen and support you in a safe, compassionate, and confidential manner. Without jeopardizing your student status, there are resources on campus to address concerns that may interfere with your academic, social, and personal success at BYU. To learn more, please contact the Office of International Student & Scholar Services at 801-422-2695 or visit [dreamers.byu.edu](http://dreamers.byu.edu).

**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](mailto: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 (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 9-13)

January 9                    **Introductions and course overview**

January 11                    **Colonial North American Family History: Terms, places, and people**

January 13                    **Families and Family History 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](https://www.jstor.org);

## **WEEK 2 (January 16-20)**

January 16      **NO CLASS: Martin Luther King, Jr. Day**

January 18      **American Colonies in the Atlantic World**  
Read: Alan Taylor, *Colonial America: A Very Short Introduction*, 22-50. Available via LS; Karin Wulf, "Vast Early America: Three Simple Words for a Complex Reality," *Humanities* 40:1 (Winter 2019). Available online [here](#).

January 20      **NO CLASS: Visit Library and Identify Secondary Sources for Research Project (scholarly books and article; local histories)**

## **WEEK 3 (January 23-27)**

January 23      **Family History in Colonial British America**  
Read: Karin Wulf, "Bible, King, and Common Law: Genealogical Literacies and Family History Practices in British America," *Early American Studies* 10:3 (Fall 2012): 467-502. Available via [JSTOR](#); María Elena Martínez, "Introduction" and "Chapter 7: The Probanza de Limpieza de Sangre in Colonial and Transatlantic Space," in *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico* (Stanford University Press, 2008), 1-23, 173-199. Available via LS.

January 25      **Spanish Records**  
Read: Texas Baptism Records, p. 6. Available via [FamilySearch](#).

**\*Submit reading response via LS by 9:59 am\***

January 27      **French Records**

**\*January 27: Research proposal due via LS by 11:59 pm\***

## **WEEK 4 (January 30-February 3)**

January 30      **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 31: Book Review of Morgan, *The Puritan Family* due via LS by 11:59 pm\*

**February 1**      **New England: Introduction**  
Read: Morgan, *The Puritan Family* (all)

**February 3**      **New England Church Records**  
Read: Abingdon Congregational Church Book, 1724-1749.  
Available via [Congregational Library and Archives](#).

### **WEEK 5 (February 6-10)**

**February 6**      **New England Town and other Records**  
Read: Douglas Edwards Leach "Early Town Records of New England as Historical Sources," *The American Archivist* 25:2 (April 1962): 171-181.

**February 8**      **New England: Case Study**

\*February 9: Book Review of Pagan, *Anne Orthwood's Bastard* due via LS by 11:59 pm\*

**February 10**      **Chesapeake: Introduction**  
Read: Pagan, *Anne Orthwood's Bastard* (all); Alan Taylor, *Colonial America: A Very Short Introduction*, 51-65. Available via LS.

### **WEEK 6 (February 13-17)**

**February 13**      **Chesapeake Land, Migration, and Church Records**  
Read: Contract to Provide Indentured Servitude (1654). Available [here](#).

\*1-2 pp. analysis of the Indentured Servitude Contract due via LS by 9:59 am\*

**February 15**      **Chesapeake: Case Study**

\*Transcription of Document for Group Project due via LS by 9:59 am\*

**February 17**      **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 20-24)**

**February 20**      **NO CLASS: President's Day**

**February 21**      **Middle Atlantic Church Records**

(Monday Classes)

**February 22**      **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 24**      **Middle Atlantic: Case Study**

## **WEEK 8 (February 27-March 3)**

**February 27**      **NO CLASS: Midterm Exam**

**\*Midterm is available to take via LS between Monday, February 27 at 7:00 am and Wednesday, March 1 at 11:59 pm\***

**March 1**      **NO CLASS: Midterm Exam**

**March 3**      **Carolinas and Georgia: Introduction**

Read: Taylor, *Colonial America: A Very Short Introduction*, 77-89.

**\*March 4: Book Review of Glover, *All Our Relations* due via LS by 11:59 pm\***

## **WEEK 9 (March 6-10)**

**March 6**      **Carolinas and Georgia Church Records**

Read: Glover, *All Our Relations* (all)

**March 8**      **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](#).

**March 10**      **West Indies**

**\*March 10: Group Project due via LS by 11:59 pm\***

**\*March 11: Book Review of Mills and Mills, *The Forgotten People* due via LS by 11:59 pm\***

## **WEEK 10 (March 13-17)**

**March 13**

### **Louisiana and Texas**

Read: Mills and Mills, *The Forgotten People* (all); Susan Tucker, "Chapter 2: Foundations of One City in a Nation of Genealogy," in *City of Remembering: A History of Genealogy in New Orleans* (University Press of Mississippi, 2016), 11-30. Available via LS.

**March 15**

### **Maritime Colonies**

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 17**

### **NO CLASS: Spring Break**

## **WEEK 11 (March 20-24)**

**March 20**

### **Native Americans, Part I**

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

**\*Submit transcription to LS by 9:59 am\***

**March 22**

### **NO CLASS: Individual Meetings with Professor Jones**

**March 24**

### **NO CLASS: Individual Meetings with Professor Jones**

**\*March 25: Book Review of Demos, *The Unredeemed Captive* due via LS by 11:59 pm\***

## **WEEK 12 (March 27-31)**

**March 27**

### **Native Americans, Part II**

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

**March 29**

### **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](#).

\*March 30: Book Review of di Bonaventura, *For Adam's Sake* due via LS by 11:59 pm\*

March 31                   **African Americans, Part II**  
                                  Read: di Bonaventura, *For Adam's Sake* (all)

**WEEK 13 (April 3-7)**

April 3                   **NO CLASS: Work on research project**  
April 5                   **NO CLASS: Work on research project**  
April 7                   **NO CLASS: Work on research project**

\*April 8: Final research report due via Learning Suite by 11:59 pm\*

**WEEK 14 (April 10-14)**

April 10                   **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; Karin Wulf, *Vernacular Genealogy*.  
                                  Available at <https://www.instagram.com/vernaculargenealogy/>.

\*April 11: Book Review of Godbeer, *World of Trouble* due via LS by 11:59 pm\*

April 12                   **Revolutions in Family Life**  
                                  Read: Godbeer, *World of Trouble* (all)

April 14                   **Genealogy in the Early American Republic**

**WEEK 15 (April 17-19)**

April 17                   **Colonial North American Family History: Problems and  
                                  Possibilities**

April 19                   **Conclusion and Review**

\*FINAL EXAM: Available to take via LS between  
Friday, April 21 at 7:00 am and Tuesday, April 25 at 11:59 pm\*