This seminar looks at the relationship between the family and the state in the early modern Atlantic. As a foundational social structure and a private, intimate experience, the family has been a subject of public scrutiny and state intervention. In this course we aim to account for both, critically engaging the complex and fraught notions of “family” and “state” as they mutually emerged in this period.

We take as our primary topical focus early modern Europe, the colonial Americas, and the Caribbean. We are respectful of the important histories of family in Europe, Africa, and the Americas before colonization, but we are primarily engaged, in this course, with how state-building and colonization proceeded to enfold family in situ.

This course is cognizant not only of the historical past, but, as always of the history of history itself and, in this case, the history of family history. We are asking questions about the historical past, but also about how and when and why we learn about which pasts.

We will begin with a look at histories of family in the 1970s and 1980s, before historians and other humanists became more fully engaged with intersecting questions about gender, sexuality, race, and imperialism, and then tour topics in the histories of family in Europe and North America, considering crucial questions of family in law, economy, religion and politics. We’ll then turn our full attention to the intersections of empire, race and family in the Americas and the Caribbean.

**Course Reading**

Course readings include books, articles and essays. Book chapters are posted as PDFs on the Blackboard site; journal articles should be accessible through Swem Library. We will also read the books on this list in their entirety.

NB: for a number of weeks there are either/or readings. You should assume that if your last name begins with A-J, you will read the “either” and if your last name begins with M-Z you will read the “or” work(s). See example below as in either Ghosh or Livesay.

Judith Bennett, *History Matters: Patriarchy and the Challenge of Feminism*

Marisa J. Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive*

EITHER Dhurba Ghosh, *Sex and the Family in Colonial India* (Last names A-J) OR Daniel Livesay, *Children of Uncertain Fortune* (Last names M-Z)

Jennifer Morgan, *Laboring Women: Gender and Reproduction in New World Slavery*


Ann Marie Plane, *Colonial Intimacies: Indian Marriage in Early New England*
Lyndal Roper, *Holy Household: Women and Morals in Reformation Augsburg*

Claudio Saunt, *Black, White, and Indian: Race and the Unmaking of an American Family*

Francesca Trivelato, *The Familiarity of Strangers*

Ann Twinam, *Public Lives, Private Secrets: Gender, Honor, Sexuality and Illegitimacy in Colonial Spanish America*

**Course Requirements**

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<thead>
<tr>
<th>Participation</th>
<th>45%</th>
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<tr>
<td>Paper # 1</td>
<td>25%</td>
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<td>Paper # 2</td>
<td>30%</td>
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The most important responsibility of each student in this course is to participate fully and productively in the work of the seminar. A seminar is an intellectual community—at least for the duration of the term, and hopefully beyond. Every seminar member must be committed to reading and engaging with the course materials. Having read the assigned material every person brings a useful perspective to the table, and must be willing to share it.

To facilitate group discussion, mutual engagement with the scholarship, and collective contributions to notes on the reading we will use a group-created google doc to prepare for each class meeting. Please read these directions carefully. I will post the google doc link on Blackboard under discussion for each week’s date.

1. Beginning with the first class, by 6PM of the Sunday preceding each class meeting, each student will contribute an obvious and basic question about the week’s reading. (There’s a method to this madness!) For example, for week one a good question would be “what is feminism?” That question should be followed by two sentences about how to answer that question based on the reading. For example, “Judith Bennett’s *History Matters* considers feminism to be…and argues that it….”

2. Beginning with the second class, each student will return to the google doc for the previous week and contribute at least two sentences to a collective summary of the primary reading.

3. Beginning with the class on Feb. 18 each student will also list one primary source-based and one secondary-source based footnote from the reading, explaining why the former is important to the argument being made, and the latter important for how the work contributes to scholarship.

NB: You’ll be able to edit the doc with the link on Blackboard, which makes it a fully collective endeavor. In order to recognize each person’s contribution, I ask you to leave your contributions on the collective doc (eg, not your own questions) as suggestions. I’ll finalize the doc after a week, and you can then use it as you wish. If you’re feeling skittish about getting credit for your contributions, you can save your own work, or a copy of the document as you revised it.
Course Schedule

Jan. 28 Preliminaries: What are we doing?
Judith Bennett, *History Matters*

Feb. 4 Family History out of the Stone Age
Thinking about the early, animating questions in family history, how they may have shaped the field, and why they may or may not have much traction now. Strong hint: WHY are we beginning in Europe?

Reading:
1. Lawrence Stone, *The Family, Sex, and Marriage in England, 1500-1800*, Ch. 1-3, 6
2. EITHER
   - David Warren Sabean and Simon Teuscher, “Kinship in Europe: A New Approach to Long Term Development”

Feb. 11 Family in an Atlantic Context - interpretations, issues, sources
NB: KW will be on Zoom for this class

Reading:

Feb. 18 Family and the Theocratic State
How did religion function as a “state” in early modern Europe, and how significant was “family” for its claim to and exercise of authority?

Reading:
1. Lyndal Roper, *Holy Household*

2. Ulrike Strasser, *State of Virginity: Gender, Religion and Politics in and Early Modern Catholic State*, Intro., Ch. 3

**Feb. 25 Political Languages of Family**

Reading:


2. Rachel Weil, *Political Passions: Gender, the Family and Political Argument in England, 1680-1714*, Intro., Ch. 3

3. Patricia Bonomi, *The Lord Cornbury Scandal: the Politics of Reputation in British America* Ch 5-7


**Week of March 4 – SPRING BREAK**

**March 11  Family and the Merchant State  (Papers due)**

Reading:


**March 18  Family Political Economies: Capitalism and Slavery**

Reading:

1. Margaret Hunt, *The Middling Sort: Gender, Commerce and the Family in England, 1680-1780* (Chapters)


March 25  Regulation of Race, Sexuality and Legitimacy

Reading:


April 1  Colonial Politics of Sex and Reproduction

Reading:


2. Susan Klepp, *Revolutionary Conceptions: Women, Fertility, and Family Limitation in America, 1760-1820*, Intro., Ch. 1, Conclusion


April 8  Economics and Economic History

Reading:

1. Hardwick, *Family Business*, Intro., Chapters 1 & 4, Epilogue

2. Ellen Hartigan O’Connor, *The Ties that Buy: Women and Commerce in Revolutionary America* Ch. 1 & 3


April 15  Intimacy and Domesticity in Colonial Contexts

Reading:

1. Durba Ghosh, *Sex and the Family in Colonial India*  OR  Daniel Livesay, *Children of Uncertain Fortune*

2. Daina Ramey Berry and Leslie M. Harris, eds, *Sexuality and Slavery: Reclaiming Intimate Histories in the Americas* Intro., Ch. 4 (Premo) and Ch. 5 (Millward)


April 22  LAST CLASS
Reading:

1. Claudio Saunt, *Black, White, and Indian: Race and the Unmaking of an American Family*


May 6 Final Papers Due

Paper Topics and Bibliographies

**Paper 1**

See above for the due dates associated with the papers.

You should select one of the below topics to explore in both papers. Your first paper will be historiographical, accounting fully for the issues raised in the selections listed below. I’ll be glad to consider one or two substitutions to these topical bibliographies.

1. Family Economies/ Economies of Family

Amy Erickson, “Coverture and Capitalism” *History Workshop Journal* 59 (2005), 1-16


Marta Vicente, *Clothing the Spanish Empire: families and the calico trade in the early modern Atlantic World* (2006)

Francesa Trivellato, *The Familiarity of Strangers* (New Haven, 2009)

Randy Sparks, “Two Princes of Calabar: an Eighteenth-Century Atlantic Odessey,” *William and Mary Quarterly* (2002)


2. History of Children/ Childhood


Ondina Gonzalez and Bianca Premo eds., *Raising an Empire: Children in Early Modern Iberia and Colonial Latin America* (New Mexico UP, 2007)

Bianca Premo, Children of the Father King: Youth, Authority and Legal Minority in Colonial Lima (2005)

Holly Brewer, By Birth or Consent: Children, Law, and the Anglo-American Revolution in Authority (2005)


3. Race, Identity and Legitimacy


Forum: Purity of Blood and the Social Order (articles by Guillaume Aubert and Maria Elena Martinez) WMQ July 2004

Maria Elena Martinez, Genealogical Fictions: Limpieza de Sangre, Religion and Gender in Colonial Mexico (2008)


Kathleen Brown, Good Wives, Nasty Wenches and Anxious Patriarchs: Gender, Race and Power in Colonial Virginia (1996) [first half]

Annette Gordon-Reed, Sally Hemings and Thomas Jefferson: An American Controversy (1997)

4. Marriage

Patricia Seed, To Love, Honor, and Obey in Colonial Mexico: Conflicts Over Marriage Choice, 1574-1821 (Stanford University Press, 1988)

David Cook and Alexandra Noble Cook, Good Faith and Truthful Ignorance: a case of Transatlantic Bigamy (1991)

Tera Hunter, Bound in Wedlock: (2017)

Jennifer Spear, Race, Sex and the Social Order in Early New Orleans (2008)

Kathleen Duval, “Indian Intermarriage and Metissage in Colonial Louisiana”

John Garrigus, “To Establish a Community of Property: Marriage and Race Before and During the Haitian Revolution”

5. Politics of Reproduction


6. Sex and Violence


Laura Gowing, “The Haunting of Susan Lay”


Trevor Burnard, Mastery, Tyranny and Desire: Thomas Thistlewood and his Slaves in the Anglo-Jamaican World (Chapel Hill, 2003)

Sharon Block, Rape and Sexual Power in Early America (2006)

Daniels and Kennedy, Over the Threshold: Intimate Violence in Early America (1999)


7. Religion and family


Alan Greer, Mohawk Saint: Catherine Tekakwitha and the Jesuits (2005)


Barry Levy, Quakers and the American Family: British Settlement in the Delaware Valley (1991)

Ramon Gutierrez, When Jesus Came the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846 (1991)


8. Families in Contested Spaces

Alida Metcalf, Family and Frontier in colonial Brazil (1992; reprt Austin, 2005)


Rutman and Rutman, A Place in Time: Middlesex County, Virginia, 1650-1750 (1986)


Claudio Saunt, Black, White, and Indian: Race and the Unmaking of an American Family

Special issue *History of the Present* “From Archives of Slavery to Liberated Futures” ed. By Brian Connolly and Marisa Fuentes, Fall 2016.

**Paper 2:**

The second paper will be based on a close reading of a single or handful of primary sources. A public document such as a court record, a tax record, a property deed or a will; a printed text such as a sermon, prescriptive literature of various kinds, travel accounts; or privately circulated manuscripts such as letters and diaries would all be good choices.

You may consult with me about the primary source selections. Printed sources are somewhat easier to access, but pose their own interpretive challenges. The special collections department at Swem may be able to point you to some items in their holdings. Other starting places include the many relevant databases available through Swem or digital collections at other libraries/ archives.

For online collections, you could also consult some of my Tweet threads, or the OI’s recent seminars on digital archives.