

History 216-02: "From the Founding of Jamestown through the American Revolution"

J.P. Whittenburg

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Email: jpwhit@wm.edu
Office: Young House (205 Griffin Avenue)
Web Page: <http://faculty.wm.edu/jpwhit>
Telephone: 757-221-7654
Office Hours: By Appointment

Clearly, this isn't your typical class. For one thing, we meet all day on Wednesdays. For another, we will spend most of our class time "on-site" at archaeological excavations, museums, or inside historic buildings. This class will concentrate on the period from the founding of Jamestown in 1607 through roughly the death of George Washington in 1799, but it is not at all a narrative that follows a neat timeline. I'll make no attempt to touch on every important theme and we'll depart from the chronological approach whenever targets of opportunities present themselves. As we have another course (History 220) that deals exclusively with Colonial Williamsburg, this class will focus mainly on "not-Colonial Williamsburg." By this I simply mean that, instead of taking you to "CW" for a series of field trips, I will make a few assignments for you to visit specific places and events there on week days prior to our Wednesday class meetings. The Historic Area is easily accessible by foot and your William & Mary ID cards will get you into all the exhibitions. These are **not** optional activities: we'll incorporate what you see and hear at CW into our class discussions.

I'll begin most classes with some sort of short background session—a clip from a movie, oral reports, or maybe something from the Internet. As soon as possible, though, we'll be into a van and on the road. Now, travel time can be tricky and I do hate to rush students when we are on-site. I'll shoot for getting people back in time for a reasonably early dinner—say 5:00. **BUT** there will be times when we'll get back later than that. There will also be one OPTIONAL overnight trip—Old Salem (Winston-Salem, NC). If these admitted eccentricities are deeply troubling, I'd recommend dropping the course. No harm, no foul—and no hard feelings.

I've always held discussions in this class over lunch, and the food has added considerably to the fun of the course, and I'd like to retain the feature. We'll picnic some of the time. On those days, I will take orders for food by email and you can reimburse me. When we eat at a sit-down restaurant, I'll usually put the entire bill on a credit card and, again, you can reimburse me. Costs beyond the food might include some printing and photocopying. This is all "heap cheap," especially in view of....

Readings: Everything is available **FREE** on-line! All of the readings we'll use are available from ***Blackboard*** under this course—History 216-02. Just go to "**COURSE DOCUMENTS.**"

The readings include both essays from the country's leading professional journals and chapters from key monographs. You may read these essays and book chapters on-line or print them out first. No need to bring them to class. Typically, there will be three or four essays or chapters to mull over for each Wednesday. Our Blackboard site also includes a digital copy of the writing guide for this course: Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (2006). If you would like to purchase a paper

copy, I'd suggest doing it on-line. The ISBN is 1031244673X, but any edition is fine. To view the readings on Blackboard, you'll need *Adobe Acrobat Reader*. It is available free here:



Requirements & Grades: Students generally want to know every little thing about the grading system, but truth be known, it is all pretty-much a subjective process and in the end I will evaluate the totality of your work over the course of the semester. Admittedly, many students find this ambiguity unsettling during the semester, but few seem to think the grades unfair in the end. Keep in mind that **A** grades are reserved for **EXCEPTIONAL** work, and to win an **A** for the course means hitting on just about all cylinders just about all of the time. The grade of **B** covers a much wider range of perfectly acceptable, even superior, performance. Any student who scrambles over all the course requirements and delivers even a modest effort should have no trouble attaining a **C**—acceptable, but undistinguished. To receive a final grade lower than **C**, a student in this class would simply have to stop trying. I do use pluses and minuses, by the way. As I am incapable of higher mathematics, I have devised "the rule of quarters." Each component of the course will determine 25% (more-or-less) of your grade for the course:

I. Electronic Journal (25%):

The writing you do in this class will take the form of an electronic journal in which you will write a weekly entry that includes both text and images pertaining to our field trips, readings, and class discussions. You can check out some recent examples of these electronic journals here:

<http://niahd.wm.edu>. You will also log on at this site to begin and maintain your own journal. These journals are on-line, so anyone with access to the Internet (like parents and deans) can view them. Please use good taste. *What* you write is the key, and the greatest tool you have is the English language. It is the medium of William Shakespeare and Jane Austen; Rhys Isaac and Catherine Kerrison. It is free to you for the taking. Don't abuse it.

I will assign you a very simple digital camera with which you will be able to record field trips in a visual way and from which you may upload images to your on-line journal. If you have your own camera, you are certainly free to use it instead. You may also use absolutely any appropriate images you can find on the Internet. While it is certainly true that what you write is more important than these digital images, the photos can provide very useful "talking points" for your prose. In any event, you **MUST** post at least three images per field trip. They can come from the Internet, indeed from any source, as well as from the digital camera.

The electronic journal must be complete by 5:00pm on the Friday following the end of class (Friday, 11 December). Length is unimportant. Quality is everything. I will expect to see evidence of (1) a grasp of the major points in the readings, (2) critical evaluation of the meaning of the historic sites in relationship to the themes expressed in the readings, (3) an understanding of the class discussions.

II. Oral Reports (25%):

Each of you will undertake two oral reports that stress the presentation of factual information linked in some way to the week's topic. The research should be easily accomplished from readily-available material on the Internet, in Swem Library or from the Colonial Williamsburg Research Library (where you will be welcome, by the way, and where you will have borrowing privileges if you fill out some

paperwork). I'll be happy to guide you to additional places to look. My purpose is to have you become familiar with a few of the most basic sources of factual information about early American History and to provide in your reports some "take off points" for class discussions. You'll get the topic assignments approximately one week ahead of time. If you will email me an outline of the report by 5:00 pm on the Tuesday prior to your time at center stage, I'll alert you if anything is amiss and suggest additional sources if you need them. These are to be **SHORT** reports—no more than 5 minutes—sometimes delivered before we depart, sometimes at lunch, sometimes in the middle of a site visit. *Think of them this way: You are standing near the punch bowl at a party. Two or three people come up and demand that you explain your topic to them. In the space of consuming one glass of punch and two crackers loaded with Brie, what would you tell them?*

Note: Over the last couple of years that students have come to rely on Wikipedia almost exclusively for these reports. I'm instituting a requirement that there be at least two sources, one of which must be print (and that can be a tradition print source that is now available on-line such as the journals on Jstor). You may simply identify the sources at the end of your report. Swem Library's homepage can help: <http://www.wm.edu/academics/libraries/index.php>.

III: Classtime Discussions (25%):

As much of the discussion for any week will take place over lunch, we'll often do a lot of talking before we even see whatever it is we came to see after lunch, which in turn privileges the readings. Indeed, the only preparation I will expect is that you have a firm grasp of the readings. There will be also ample opportunity to talk as we poke around the places we visit and on the way home—anyplace we have an opening for an impromptu seminar session. Here again you are subject to my appallingly subjective evaluation of your participation in all class time activities.

IV: Final Exam (25%):

The exam will consist of short-answer questions that will require you to know the readings—essentially who wrote what and advanced what thesis—and to be able to relate them to the sites we'll visit and the discussions we'll have. Our exam is scheduled for 9:00-12:00am on Monday, 7 December. I'll talk more with you about this component toward the end of the course.

Meet Jessica Taylor, a first-year History graduate student who is assisting me with this course:



Jessica will join us for a few fieldtrips and perhaps run a couple of lunch-time discussions, but her main job will be to give you feedback on your journals. This she will do via email, but you may make appointments to talk with Jessica face-to-face by emailing her at jxtayl@wm.edu.

Schedule

The schedule below is tentative, but probably about right. The underlined portions are “live” links to websites about the places we’ll visit and the food we’ll enjoy.

26 August: Outpost of Empire—What *really* happened at Jamestown?

Theme: There are several competing explanations for the near-failure of Virginia under the Company, 1607-1624. Some historians argue for poor management by the Virginia Company. Recent archaeological excavations seem to undercut that thesis, and even to cast doubt of the long-accepted notion that Jamestown nearly failed. Certainly, however, the "starving time" was a reality. It may be that environmental factors hold the key to understanding that bleak period of Virginia history, or maybe it was the state of mind of the colonists. And whether or not the final verdict turns out to be “Jamestown-as-Disaster” or not, it seems abundantly clear that the English cultural norms regarding labor that the first colonist brought with them to the island would have to be significantly adjusted if the infant colony was going to survive, let alone flourish. In that adjustment we may discover the seeds of slavery.

Sites:

[Colonial National Park Jamestown Island \(Jamestown, VA\)](#)

[Rediscovery Archaeology Project \(Jamestown, VA\)](#)

Readings:

Carville V. Earle, "Environment, Disease, and Mortality in Early Virginia," in Thad W. Tate & David L. Ammerman, eds., *The Chesapeake in the Seventeenth Century: Essays on Anglo-American Society* (1979), pp. 95-125.

Karen Ordahl Kupperman, "Apathy and Death in Early Jamestown," *The Journal of American History*, Vol. 66, No. 1. (1979), pp. 24-40.

Edmund S. Morgan, “The Labor Problem at Jamestown, 1607-18.” *The American Historical Review*, Vol. 76, No. 3 (1971), pp. 595-611.

Lunch: [Dale House Café’ \(Jamestown Island, VA\)](#)

2 September: Worlds Colliding

Theme: Almost as soon as the English landed at Jamestown, they busied themselves with finding a source of profit from the Virginia enterprise. After many failed experiments and a continuing bloody struggle with Native Americans, the English hit upon tobacco, which required massive amounts of both land and labor. For more than fifty years, white indentured servants from England itself supplied labor for Virginia's tobacco fields, but in one of the most fateful events in American history, 20 Africans were sold into indentured servitude in Virginia by Dutch traders. By mid-century, racial slavery was a fact in Virginia; a half-century later, slaves were the primary labor force and the

Chesapeake was a tri-racial society. Those changes were reflected in virtually every facet of Chesapeake society, from material culture to political organization. Jamestown Settlement covers the entire seventeenth century, offering a long-range perspective on the outcome of the collision between Native Americans, Africans, and Europeans.

Sites:

Jamestown Settlement (James City County, VA)

Readings:

Edmund S. Morgan, "The First American Boom: Virginia, 1618-1630," *The William and Mary Quarterly*, Third Series, Vol. 28, No. 2 (1971), pp.170-198

Ira Berlin, "From Creole to African: Atlantic Creoles and the Origins of African-American Society in Mainland North America," *William and Mary Quarterly*, 3rd Ser., Vol. 53, No. 2 (1996), pp. 251-288.

Daniel K. Richter, "Living with Europeans," from his book *Facing East from Indian Country: A Native History of Early America* (2001), pp. 69-78.

Lunch: Jamestown Pie Company Pizza (Williamsburg, VA)

9 September: Founded Wholly on Smoke: The Tobacco Culture of the Early Chesapeake

Theme: King James once remarked that Virginia was founded "wholly on smoke." By that he meant the tobacco trade. The king might as well have included Virginia's neighbor in the Chesapeake region, Maryland, which had actually been a part of Virginia prior to 1632, when the King gave the triangle-shaped colony to his friend, Cecil Calvert, later Lord Baltimore. Just as much as Virginia, early Maryland was devoted to tobacco, and society there was equally warped by the "sot-weed" trade. The choice of tobacco as a cash crop produced with unfree labor—first indentured servants, then slaves—propelled the Chesapeake down some peculiar paths that were evident in both behavior and material culture. The principal theme at Historic St. Mary's City, site of the colonial capital, is the role of tobacco as "driver" for the development of the society that grew up around the great bay.

Sites:

Historic St. Mary's City, (St. Mary's, MD)

Readings:

T. H. Breen, "Looking Out for Number One: Conflicting Values in Early Seventeenth-Century Virginia," *The South Atlantic Quarterly*, 78 (1979), pp. 342-360.

Lois Green Carr & Lorena S. Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland," *The William and Mary Quarterly*, Third Series, Vol. 34, No. 4 (Oct., 1977), pp. 542-571

Ebenezer Cook, "The Sot-Weed Factor, or a Voyage to Maryland: A Satyr (Satire)" (1707), pp. 1-19.

Lunch: Picnic at Historic St. Mary's

16 September: NO CLASS!!!

23 September: After the Fall: Virginia from the Dissolution of the Company through the Era of Bacon's Rebellion

Theme: By the middle of the seventeenth century, a true gentry class had taken shape in Virginia. It distinguished itself from the yeomanry and from servants through elements of lifestyle such as the first grand plantation homes, of which only "Bacon's Castle" (1665) survives. In large measure, the gentry rose to their exalted position by exploiting the majority of Virginians—white indentured servants, whites just emerging from the servant class, and the ever-increasing number of African slaves. In 1676, discontent boiled over into Bacon's Rebellion. Bacon was never at the Castle, but his men garrisoned it, hence the name. South of the Castle, St. Luke's church offers a good look at parish churches from the era of Bacon's Rebellion. As out-of-chronology extras, we'll visit a 1850s slave house at Bacon's castle and an eighteenth-century courthouse in Smithfield. The latter will provide us with an opportunity to explore the world of one of the key features of colonial society: the county court.

Sites:

Bacon's Castle & Slave House (Surry County, VA)

St. Luke's Church (Smithfield, VA)

Isle of Wight Courthouse (Smithfield, VA)

Please visit the Courthouse of 1770 in Colonial Williamsburg prior to this trip.

Readings:

Edmund S. Morgan, "Discontent" and "Rebellion," chapters 12 & 13 from his book, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (1975), pp. 235-270.

T. H. Breen, "A Changing Labor Force and Race Relations in Virginia, 1660-1710," *Journal of Social History*, VII (1973), pp.3-25.

Darrett & Anita Rutman, "'Now-Wives and Sons-in-Law': Parental Death in a Seventeenth-Century Virginia County," in Thad W. Tate & David L. Ammerman, eds., *The Chesapeake in the Seventeenth Century: Essays on Anglo-American Society* (1979), pp.153-182.

"Bacon's Castle," in *The Early Architecture of Tidewater Virginia* (2002), pp. 66-68.

Lunch: Smithfield Ice Cream Parlor (Smithfield, VA)

30 September: No Class!!!

7 October: River Gods & Culture Wars: The Ruins of Rosewell & Christ Church

Theme: Along with churches and courthouses, “great houses” became the key features of the rural landscape in eighteenth-century Virginia. Many houses and churches were begun early in the century but only finished (if they ever were finished) very late in the colonial era. At a place like Christ Church, the presence of the greatest of all gentry patriarchs—Robert “King” Carter (1663-17320)—is still keenly felt. Carter’s home, “Corotoman,” was one of the earliest of the grand mansions and was certainly a rival to the Governor's Mansion in Williamsburg. Corotoman no longer stands, but we can see “Rosewell” on the way to Christ Church, using it as a sort-of stand-in. Generally considered the grandest private residence of eighteenth-century America, Rosewell was home to the powerful Page family. Like Corotoman, it burned, but the ruins have been preserved. By the time of the Great Awakening, however, the hegemony of the Anglican gentry was under fire from a perhaps surprising quarter. The Evangelical Baptists found nothing to like about the lifestyle of the gentry and did not hesitate to tell them so.

Sites:

[Ruins of Rosewell \(Gloucester County, VA\)](#)

[Historic Christ Church \(Weems, VA\)](#)

[Site of King Carter's "Corotoman" \(Weems, VA\)](#)

Please visit [Bruton Parish Church](#) in Colonial Williamsburg and take a guided tour of the [Wren Building](#) at the College prior to this trip.

Readings:

Carter L. Hudgins, "Robert 'King' Carter and the Landscape of Tidewater Virginia in the Eighteenth Century," in William M. Kelso, ed., *Earth Patterns: Essays in Landscape Archeology* (1990), pp. 59-70.

Rhys Isaac, “Evangelical Revolt: The Nature of the Baptists' Challenge to the Traditional Order in Virginia, 1765 to 1775,” *William and Mary Quarterly*, 3rd. Ser., Vol. 31, No. 3 (1974), pp. 345-368.

Rhys Isaac, "Church and Home," chapter 4 from his book, *The Transformation of Virginia, 1740-1790* (1982), pp. 58-87.

“Rosewell,” in *The Early Architecture of Tidewater Virginia* (2002), pp.19-20.

“Christ Church,” in *The Early Architecture of Tidewater Virginia* (2002), pp. 24-25.

Lunch: [Savannah Joe's BBQ \(Kilmarnock, VA\)](#)

14 October: Pride & Prejudice: The Rise of the Georgian Elite

Theme: By the early eighteenth century, the great gentry families had consolidated their power in Virginia. They used marriage to create family alliances that promoted a "super gentry" whose lifestyles set them quite apart from almost everyone else. Their great power, wealth, and access to massive amounts of slave labor allowed them to begin to build homes that were unlike those of earlier Virginia

in terms of size and quality. Many a great family fortune came under great financial stress as a result of individual—or family-wide—building campaigns. But ownership of a “great house” was early-on a necessary component of being “gentry.” The great “river plantations” like Shirley, Westover, and Powhatan tell us much about the Georgian Age of the Chesapeake. We’ll discuss the intertwined lives of the families there, especially the Hills, Carters, and Byrds of Shirley and Westover. These families were very much among the select few at the top level of Chesapeake Society during the so-called “Georgian Age” from roughly 1720—when the first grand mansions began to appear—to the Revolution, when they faced some very hard choices and followed different paths. Why would a man like William Byrd III of Westover, until 1775 a staunch supporter of the King, suddenly embrace the cause of independence? The answer will tell us much about the outbreak of the Revolution in Virginia.

Sites:

[Shirley Plantation \(Charles City County, VA\)](#)

[Westover Plantation \(Charles City County, VA\)](#)

[Powhatan Plantation \(James City County, VA\)](#)

Readings:

Paula Treckel, "'The Empire of My Heart': The Marriage of William Byrd II and Lucy Parke Byrd," *Virginia Magazine of History & Biography*, 105, no. 2 (1997), pp. 125-156.

T. H. Breen, "Horses and Gentlemen: The Cultural Significance of Gambling among the Gentry of Virginia," *William and Mary Quarterly*, 3rd. Ser., Vol. 34, No. 2 (1977), pp. 239-257.

Woody Holton, "'Rebel Against Rebel': Enslaved Virginians and the Coming of the Revolution," *Virginia Magazine of History & Biography*, 105 (1997), pp.157-192

Michael Olmert, "Necessary and Sufficient," *Colonial Williamsburg: The Journal of the Colonial Williamsburg Foundation*, XXIV (2002), pp. 33-36.

Lunch: [Blue Heron Restaurant \(Charles City County, VA\)](#)

21 October: Patrick Henry’s Virginia: Deference or Democracy?

Theme: Patrick Henry (1736-1799) emerged in the 1760s as a radical advocate of independence, a position he articulated in his unforgettable "Give me liberty or give me death" speech at St. John's Church in Richmond. He often walked a fine line between courting the popular will to protect the common good, on the one hand, and mob rule, on the other. But Henry was also the product of the conservative Virginia system in which money and power were concentrated in the hand of only a few extremely prominent families—the "super gentry." Like churches and "great houses," courthouses such as the one for Hanover County—where Henry argued the "Parson’s Cause" (an important step down the road to Revolution) in 1763—were bastions and symbols of gentry power and of the deferential political system they dominated. Although he was owner of a plantation, “Scotchtown,” by the time of the Revolution, Henry never made it into that highest echelon of colonial society, and through his revolutionary activity, he helped to pull it down. Is that what he intended?

Sites:

Scotchtown (Hanover County, VA)
Hanover County Courthouse (Hanover County, VA)
Hanover Tavern (Hanover, VA)
St. John's Church (Richmond, VA)

Please visit the Public Hospital, and the Raleigh Tavern in Colonial Williamsburg prior to this trip.

Readings:

A. G. Roeber, "Authority, Law, and Custom: The Rituals of Court Day in Tidewater, Virginia, 1720 to 1750," *William and Mary Quarterly*, 3rd Ser., Vol. 37, No. 1. (1980), pp. 29-52.

Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century America," *The William and Mary Quarterly*, 3rd Ser., Vol. 27, No. 1. (1970), pp. 3-35.

Polly Longworth, " 'I am murdered': Trial and Acquittal in the Wake of George Wythe's Death," *Colonial Williamsburg: The Journal of Colonial Williamsburg* (1986), pp. 5-11.

Lunch: Michelle's at the Hanover Tavern

28 October: NO CLASS!!!

4 November: The World Turned Upside Down

Theme: With the war against the American rebels in a stalemate in 1780, the British embarked upon a new "Southern" military strategy. General Charles Cornwallis succeeded at first in the Carolinas, but after suffering reverses, he decided to invade Virginia. That provided the Americans with an opportunity to bring to bear the potential military power of their alliance with France, and in October 1781 the allied Franco-American forces under General George Washington and the Comte de Rochambeau forced Cornwallis to surrender at Yorktown. We'll take a close look at the military situation that produced the allied victory at Yorktown. Most of the earthworks we'll see at the Yorktown Battlefield are reproductions, but we will visit the one redoubt remaining from the Revolution. Yorktown itself suffered greatly during the war and was, in fact, never the same physically. We will visit the town and take note of surviving buildings, especially the Nelson House, home to Thomas Nelson, governor of Virginia and commander of her militia at the 1781 siege. We will also have lunch in one of the survivors: The Cole Digges House, which now contains the Carrot Tree Kitchen restaurant.

Sites:

Yorktown (Yorktown, VA)
Yorktown Battlefield (Yorktown, VA)

Readings:

John O. Sands, "Campaign in the South," "Focus on the Chesapeake," "The Move to York," "The Trap Closes," and "The Battle Won," chapters 1, 2, 3, & 4 from his book, *Yorktown's Captive Fleet* (1983), pp. 1-20; 21-36; 37-49, 50-67, & 68-92.

Mark R. Wenger, "The Central Passage in Virginia: Evolution of an Eighteenth-Century Living Space," *Perspectives in Vernacular Architecture*, Vol. 2, (1986), pp. 137-149.

"Nelson House," in *The Early Architecture of Tidewater Virginia* (2002), pp. 15-16.

Lunch: Carrot Tree Kitchen (Yorktown, VA)

6 November: Moravians & Early Southern Decorative Arts

AN OPTIONAL TRIP TO WINSTON-SALEM, NC

This is a three-day, two-night jaunt to Winston Salem to take in three sites: The Museum of Early Southern Decorative Arts (aka, "MESDA"), along with two eighteenth-century settlements, "Salem" (aka "Old Salem") and Bethabara, that were begun by Moravians (a sect of pietistic Germans) who arrived in central North Carolina in the 1750s. Time permitting; we will also visit the site of the "Battle of Alamance," where Royal Governor William Tryon defeated 3,000 Regulator rebels in 1771. All of this should enlighten us about the nature of the southern frontier from roughly mid-century through the era of the American Revolution.

Sites:

Museum of Early Southern Decorative Arts (Winston-Salem, NC)

Old Salem (Winston-Salem, NC)

Bethabara (Winston-Salem, NC)

Alamance Battleground (Burlington, NC)

Please visit the DeWitt Wallace Gallery at Colonial Williamsburg prior to this trip.

Readings:

James P. Whittenburg, "Planters, Merchants, and Lawyers: Social Change and the Origins of the North Carolina Regulation," *The William and Mary Quarterly, Third Series*, Vol. 34, No. 2 (1977), pp. 215-238.

Daniel B. Thorp, "Assimilation in North Carolina's Moravian Community," *Journal of Southern History*, Vol. 52, No. 1 (1986), pp.19-42.

Daniel B. Thorp, "Taverns and Tavern Culture on the Southern Colonial Frontier: Rowan County, North Carolina, 1753-1776," *The Journal of Southern History*, Vol. 62, No. 4 (1996), pp. 661-688.

Meals: To Be Determined

11 November: How Revolutionary was the American Revolution?

Theme: The objectives of the American War for Independence reflected a mixture of aspirations from many sections of colonial society. The emphasis on equality and democracy—indeed, the very definitions of liberty and freedom—differed greatly depending upon your condition in life, your race, and your gender. Society in Revolutionary Virginia was deeply divided by considerations of race, gender, and class throughout the war. Did those internal divisions affect the war effort? Did the disconnect between the ideology and the realities of the Revolution—especially the failure to destroy slavery during the Revolution—constitute a ticking time bomb for the "First New Nation," as one prominent historian has deemed the United States? Is there any evidence that the status of women changed during or immediately after the Revolution? Could "deference" survive that struggle? Given the deep divisions within American society, how were we able to unite sufficiently to break away from Great Britain? The Yorktown Victory Center invites us to ponder these questions--over lunch in our return visit to the eighteenth-century Cole Diggs House (aka "The Carrot Tree Kitchen") in Yorktown itself.

Sites:

Yorktown Victory Center (Yorktown, VA)

Please visit the Governor's Palace and the Public Magazine in Colonial Williamsburg during the week prior to this trip.

Readings:

Catherine Kerrison, "By the Book: Eliza Ambler Brent Carrington and Conduct Literature in Late Eighteenth-Century Virginia," *Virginia Magazine of History & Biography*, 105 (1997), pp. 27-52.

T. H. Breen, "'Baubles of Britain': The American and Consumer Revolutions of the Eighteenth Century," *Past & Present*, No. 119 (1988), pp. 73-104.

Michael A. McDonnell, "Popular Mobilization and Political Culture in Revolutionary Virginia: The Failure of the Minutemen and the Revolution from Below," *Journal of American History*, Vol. 85, No. 3. (1998), pp. 946-981.

Lunch: Carrot Tree Kitchen (Yorktown, VA)

18 November: The Warrior in Peacetime

Theme: The Early Republic was a mixture of exciting opportunities for great political and economic success—and the danger of equally spectacular failures. The unfortunate post-Revolutionary career of General Light Horse Harry Lee (1756-1818)—a favorite of George Washington, a staunch Federalist, and governor of Virginia after the Revolution—is an example of the darker side of the era. In war a bold and able man, Lee overextended himself in all manner of speculative post-war ventures and at one point went into debtor's prison. Nonetheless, he remodeled ancient Stratford Hall to reflect new styles appropriate for a mover-and-shaker of the Federal era. At the same time, women of the early republic such as Harry's second wife, Ann Hill Carter of Shirley Plantation, were urged to take on a new role as agents of morality and civic responsibility who molded their husbands and sons into responsible republican men. How well did Ann Hill Carter succeed? Light Horse Harry's career is one sort of

evidence. The life of their son—Robert E. Lee—might be said to offer another sort of evidence. One wonders also how, had he lived that long, the old Revolutionary War general might have viewed his son's decision to make savage war on the federal union that Light Horse Harry so cherished.

Sites:

Stratford Hall (Westmoreland County, VA)

Please visit the Public Gaol in Colonial Williamsburg during the week prior to this trip

Readings:

Charles Royster, "The Queen of Stratford," "The Mob," and " 'The Swindling Harry Lee' ," chapters 2, 4, & 5 from his book, *Light Horse Harry Lee and the Legacy of the American Revolution* (1981), pp. 56-83, 115-168, & 169-185.

Jan Lewis, "The Republican Wife: Virtue and Seduction in the Early Republic," *William and Mary Quarterly*, 3rd Ser., Vol. 44, No. 4. (1987), pp. 689-721.

Lunch: Stratford Hall Dining Room

25 November: Thanksgiving Holidays

2 December: First in War, First in Peace, and First in the Hearts of his Countrymen

Theme: No early American was more important to the "First New Nation," than George Washington (1732-1799). He was not a master tactician, a great strategist, nor a gifted intellectual. He was, however, the quintessential leader, who by force of will kept the Continental Army in the field long enough to win an improbable victory over Great Britain. A great politician but not a great political thinker, Washington provided equally essential service to the country after independence as the one person capable of holding the fledgling federal government together. Over all of this time and more, Washington showed enormous personal growth, and in the end, freed the Mount Vernon slaves. At his home on the Potomac, we will investigate the nature of the man and the forces that shaped his life. We will also consider the courtship of George and Martha Washington and explore Martha's social world as the wife of the first president and thus the woman who determined much about high style and fashion in the republic.

Sites: Mount Vernon (Mount Vernon, VA)

Readings:

Patrica Brady, "Young Mrs. Custis," and "The Widow Custis and Colonel Washington," chapters 3 & 4 from her book, *Martha Washington: An American Life* (2005), pp. 34-51; 52-64.

Fred Anderson, "Washington Steps onto the Stage," "...And Stumbles," & "Mount Vernon, June 24, 1767," chapters 4 & 5, and "Epilogue," from his book, *Crucible of War: The Seven Years War and the Fate of Empire in British North America, 1754-1766* (2000), pp. 42-65, 737-746.

Mark R. Wenger, "The Dining Room in Early Virginia," Perspectives in Vernacular Architecture, Vol. 3, (1989), pp. 149-159.

Lunch: Mount Vernon Inn