

## Chapter 4 notes

- Purpose: To gain an understanding of
  - ❖ How three distinct cultural regions matured
    - ❖ New England
    - ❖ Chesapeake (Southern)
    - ❖ Middle
  - ❖ Important developments in colonial society
    - ❖ Political
    - ❖ Economic
    - ❖ Social
  - ❖ The evolution of colonial slavery
  - ❖ Colonial conflicts grow as population pressure grows
    - ❖ East Coast elite vs Western frontier
    - ❖ Ethnicity
    - ❖ Religious
- Timeframe: ca. 1660-1760

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- In the 18th century, the colonial population grew immensely.
  - 1700: 250,000
  - 1775: 2.5 million
- Doubled every 20-25 years.
- Fastest population growth of its time.
- Much of this growth due to surplus of births over deaths: natural increase.
- It was also due to massive immigration (including forced immigration)

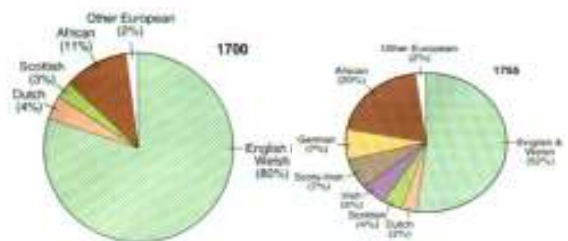
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## Immigrant Groups

- Immigration also contributed to population growth in the 18th century.
- English and Welsh were still important, but other European groups arrive (Esp. the Middle Colonies)



## Diversity through Immigration



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## Social Cleavages & Conflict

1. Class Conflict:
  - Bacon's Rebellion, 1675-6, Western Virginia
  - Western homesteaders vs. coastal town-dwellers
  - Ethnic differences: Germans, Dutch, French
2. Slavery
3. Urbanization and Elitism
4. Religion
5. Politics, Economics, Education

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## 1. What do we know about class?

Different ways to view class:

1. Class as control of the means of production
  - Marxist view
  - Erik Wright's view (Skills, ownership, authority)
2. Class as culture and social networks
3. Class as inequalities in wealth and income

• We can combine these perspectives and define class as differences in:

- Economic Capital
- Cultural Capital
- Social Capital
- Human Capital
- Wealth

Class leads to differences in opportunity and rewards for the same effort

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## Bacon's Rebellion

- 1646 Governor Berkeley agreed to a set border with Susquehanna Indian chiefs but was unable to enforce it. Illegal English squatters led to Indian complaints of encroachment on their land.
- Because of how the Royal Governors were paid, Berkeley relied on his trade monopoly with the Indians for his wealth
- Constant conflict between Natives and squatters (escaped Blacks, ex-Indentured Servants, runaway servants, malcontents). Berkeley always sided with the Indians

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## Nathaniel Bacon

- Bacon - profligate son of a well-to-do East Anglican family, arrived in Virginia in 1674 with fortune of £1800
- related to Berkeley's wife, given a seat on the executive council, settled upriver, rather than remaining in Jamestown
- regarded by many of the older settlers in Virginia as something of a parvenu/nouveau riche, found acceptance in society hard to come by.

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## Bacon's Rebellion

- When war erupted where Bacon resided, local frontiersmen called on Bacon to lead them.
- Bacon had grievances against the old elite, yet also well connected, wealthy and a man of status himself; empathized with local concerns
- Bacon led the 'southsiders' against Indians, ignored Berkeley's order to leave Indians alone. Berkeley could not afford to ignore this threat to his authority, declared Bacon a rebel, regular Virginian militia was sent to stop him, but Bacon defeated it and took Jamestown.
- Bacon supported by most Virginians, troops were supplied by local families. Berkeley was expelled, and the assembly was called, probably with the intention of implementing a wide ranging series of political reforms (Bacon's Manifesto), but Bacon died of dysentery. Without Bacon to lead it, his rebellion quickly subsided.

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## Historiography

- Edmund Morgan – instability on frontier, mixing of freed servants, blacks, Indians; taxes high, discontent over spending priorities, so rebellion a symbol of class conflict
- Bailyn, - lower death rates and immigration of royalists meant social mobility declining. Establishment of **FFV's** (Fitzhughs, Lees, Washingtons, Byrds) meant that even someone of Bacon's background was excluded.
- Webb, sees Bacon as popular democratic hero, struggling against tyranny – failure leads to 'end of American Independence'

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## Aftermath

- English government sent troops to quell uprising, but Virginia at peace long before they arrived.
- London authorities recalled Berkeley, acknowledging that he had mismanaged the whole situation.
- New governor implemented some reforms, but also hit rebels hard, executing leaders and imprisoning others - sending message that rebellion was never justified, no matter what the provocation.
- The long term effect for Indians was that the frontier was again pushed back.
- **TRANSITION TO SLAVE LABOR.**

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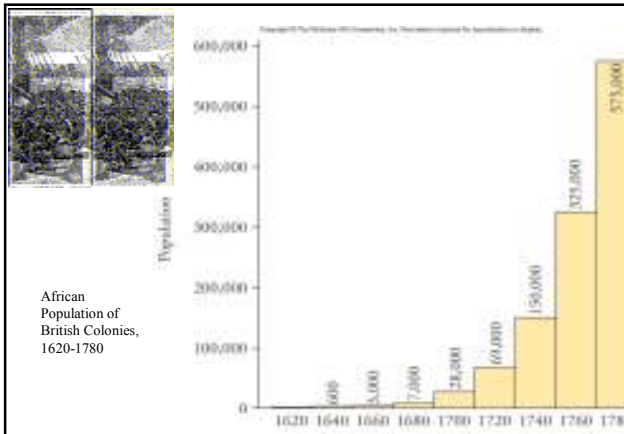
## 2. Emergence of slavery

- In 1650 there were only 300 slaves in the Chesapeake
- Cheap price of slaves and their lifetime of servitude make them attractive
- No need to give slaves land
- 1672 African Royal Company

## Growth of slavery

- Bacon's Rebellion 1675
- Success with slaves in the Caribbean
- By 1700 there 15,000 slaves in the Chesapeake

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## What do we know about Race?

- Racial categories have no biological basis
- Racial categories and racial hierarchies are socially constructed
- Race was socially constructed as a justification for existing stratification and discrimination

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## The Noel Hypothesis

- “If two or more groups come together in a contact situation characterized by ethnocentrism, competition, and a differential in power, then some form of racial or ethnic stratification will result.” (Noel, 1968:163)
- If the contact situation has all three characteristics, some dominant-minority group structure will be created” (Healey 2004:52).

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- The first Africans arrived in North America in 1619. Their status was as indentured servants.
- North American colonies codified slavery by the 1660s.
- The new slavery was permanent, race-based, and inherited. It was also much harsher than the old African slavery.

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- By the end of the slave trade in 1808, approximately 10 million Africans had been stolen.
- The transport itself was under incredibly cruel conditions.
- The slave trade was part of the same proto-capitalist logic that created colonial plantations and mercantilist trade patterns.

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- Colonial North American Slavery was different from South American and Caribbean because of natural increase, esp. after 1720.
- The main reason was a difference in labor usage.
- As slaves were increasingly-American born (creolization), cultural adaptation occurred among the slaves.
- American-born slaves developed a distinct African-American culture that involved both elements of the slave owner’s culture and the many African cultures slaves were descended from.
- This process was reinforced by white society that defined practically anyone with dark skin as a slave.

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## Urbanization and Elitism

- The Colonial Economies
  - The Southern Economy
    - Tobacco Economy
      - The South's Cash-Crop
  - Northern Economic and Technological Life
    - Colonial Artisans and Entrepreneurs
  - The Rise of Consumerism
    - Class Differences
    - Persistent Colonial Poverty



Selling Tobacco  
(American Heritage)

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## Urbanization and Elitism

- Patterns of Society
  - Wealth Statistics
    - Richest 10% controlled over 50% of wealth
      - Boston 1700-1775 Poorest 30% controlled 2%
    - Power within the cities not countryside
      - Legislative power in towns
      - An Urban Revolution
  - Today's Figures
    - Richest 40% control 68% of wealth
    - Poorest 40% control 15% of wealth

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## Colonial Elites

- The American Colonies developed a leadership group different from Europe.
- Money was more important than nobility for elite status.



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- Elites were native-born, well-off, most often merchants or planters.
- Esp. after 1720, colonial elites displayed their status very publicly through status symbols, such as clothes.
- Higher education (Harvard, Univ. Va., and various London schools) was also a hallmark of the elite.

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## The Enlightenment in America

- Some of the elite also served as intellectual leaders, taking part in the process known as Enlightenment.



Benjamin Franklin

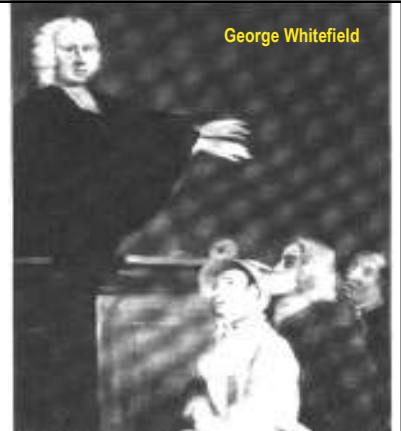
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- The Enlightenment stressed reason and empirical knowledge, scorning superstition and passion.
- Thinkers like Isaac Newton in science, and John Locke in politics were widely read.
- Some Enlightenment thinkers also embraced Deism, a rational religion.
- Americans such as Benjamin Franklin contributed major achievements.

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#### 4. Religion

- The First Great Awakening
- In the 1730s through the 1760s, a great religious revival spread through colonial America.



#### First Great Awakening

- First Great Awakening was a reaction by religious leaders to the Enlightenment. Religious leaders saw the “scientific method” as a threat to their ministries
- George Whitefield an English evangelist who preached with the Wesleys—founders of Methodism
- Preached in the open air—out of need
- Spoke to an average of 8000 people daily for a solid month in 1740
- Estimates are that he spoke directly to 80% of the entire colonial population

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#### Division and Discord

- Great Awakening divided people into the “old” believers and church members and the “new” converts who joined after the revivals
- In New England, they were known as “old lights” and “new lights”
- Old lights considered it all “much ado about nothing” and the new lights often became extreme

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#### Aftermath of the GA

- Sharp increase in church membership—especially among the previously unchurched
- Increases were **NOT** sustained and the effect of the GA on church membership leveled off within five years
- Churches reached out to the “weaker” members of society (slaved and NAs)

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- This outreach was purely spiritual however and GA did not condemn slavery or the mistreatment of Indians in terms of land claims
- Led slave owners to include their slaves in bible study, family prayer and other forms of worship
- Majority of slaves accepted Christianity
- Great Awakening spurred the creation of new divinity schools—were shut out of Harvard and Yale
- Princeton, Brown and Dartmouth were all a result of the GA
- New denominations were established, particularly Methodist and Baptist

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## Religion (cont)

- Middle colonies
  - Most Diverse Protestantism
    - Presbyterian
    - Methodist
    - Quaker
    - Baptist
  - Most still had a state (tax) supported church
- Southern
  - Anglican (state supported)
- New England
  - Congregational (Non-Denominational)

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## 5. Politics, Economics, Education

- Thomas Paine, Ben Franklin and Thomas Jefferson inspired by Enlightenment
- In politics the Enlightenment inspired by John Locke provided concepts like “life, liberty and property”, the concept of popular sovereignty
- In economics, Enlightenment supported free trade
- Education was affected secular rationalism

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## Politics, Economics, Education

- Emerging Culture
  - Literacy and Technology
    - Increased Public Education
    - Growing Interest in Science
    - “the Enlightenment”
    - Presses



Poor Richard's Almanack  
(New York Public Library)

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## Politics, Economics, Education

- New England Colonies **Pre-1650**
  - Economics - Limits of Geography
    - small farms - rocky soil (90% of people, but only 10% of production)
    - short seasons
    - manufacturing by hand - skilled craftsmen
    - shipbuilding, timber, furs
- New England Colonies **Post 1650**
  - Economics – Growth of Merchant Class and cities (Boston)

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## Politics, Economics, Education

- NE Colonies
  - Politics
    - Never a COMPLETE theocracy, and declining Puritan power over time.
    - Town Meetings (miniature Parliaments)
    - Least Diversity
    - Declining importance relative to Middle Colonies
  - Education:
    - Effects of “Old Deluder Act”
    - Public Education for boys & girls to about 5<sup>th</sup> grade

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## Politics, Economics, Education

- Southern Colonies
  - Economics:
    - Plantation Society (tiny colony in itself)
    - Large Farms of many square miles (coastal towns for shipping)
    - society based on TOBACCO (South's gold & silver)
    - demanded large areas, used up land, hard on soil
  - Politics:
    - sovereign/self sufficient “region”
    - House of Burgesses (Elitist and Aristocratic)
  - Education
    - tutors on plantations
    - sons & daughters sent to Europe
    - poor public schools

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## Politics, Economics, Education

- Southern Colonies
  - Religion - Anglican - Church of England
    - Political Control/Mild Theocracy
  - Political
    - Dominant individuals within the plantation system controlled government
    - 1st "representative" government
      - 1619 Virginia - House of Burgesses
        - » (Burgess - land/owner)
    - Two house legislation
      - governor appointed in England
      - "Crown Control"

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## Politics, Economics, Education

- Middle Colonies:
  - Politics
    - Representative Democracy
    - Land Ownership was easier to achieve
    - Church influence minimal
  - Economics
    - Bread Basket Colonies
    - Largest cities
    - Banking and commercial center
  - Education
    - Highest literacy
    - Highest degree of public tax supported education

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## Colonial Politics

Virginia state capitol



- **Colonial Elites** also came to dominate colonial politics through a tradition of deference. 66

- Political systems varied, but typically included a governor, a council and an assembly.
- A strong tradition of self-government emerged.
- Voting was limited to property-holding white males, but was much more widespread than in England because of access to land. 67

## Conclusion

- Overall process of colonial maturity. In only 100 to 150 years from desperate settlers fighting for survival to full-blown complex societies, economically dynamic and with a tradition of considerable self-government.
- At same time, a mother-child metaphor was widely used for colonial-imperial relationship. Trouble is built-in: what happens when the child grows up?
- Next week, process of conflict between North American colonies and Imperial Britain, known as American Revolution.

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