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

Population growth always results in cultural conflict
(esp. heterogeneous pop. growth)

Natural Increase in the Colonies
New England is credited with "inventing" grandparents.

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)

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)

Colonial Characteristics
- The Colonial Population
  - Changing Sources of Immigration
    - Scotch-Irish (purple)
    - German (mauve)
    - Dutch (blue-green)
    - African (yellow)
    - English (light yellow)
**DIVERSITY THROUGH IMMIGRATION**

![Pie charts showing immigration percentages from different regions to Virginia in 1700 and 1755.]

**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

**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
- Human Capital
- Social Capital
- Wealth

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

**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.
**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.

**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.

**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 (Pitzhuga, 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’

**Aftermath**
- English government sent to 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.**

**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.
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

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).

Old Slavery and New
- Slavery had traditionally existed in Africa, especially for criminals, war captives and debtors.
- 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.
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.

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.

The slave trade shattered families. 2nd and 3rd generation slaves strove to rebuild them. The continual threat of sale threatened family stability. Thus, slaves also relied on extended kinship networks. Where blood relationship did not exist, familiarity replaced family. Slave families became an integral part of African-American culture, providing comfort and dignity in adversity.

Slavery existed in all North American colonies, but it varied. Upper South: tobacco, gang system. Lower South: rice, indigo, task system, Caribbean slave codes. Middle Colonies and New England: fewer slaves, urban slavery, domestic servants.
### SLAVE SOCIETY
- Being captured in the midst of life
- Auctioned off
- Middle passage
- Death and disease on boat
- Identity stripped
- By 1750 150,000 slaves in the Chesapeake
- Huge plantations ensure continued domination by FFVs and House of Burgesses (Slavocracy)
- Emergence of African-American culture

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### 3. URBANIZATION AND ELITISM

#### The Colonial Economies
- The Rise of Colonial Commerce. An Emerging Merchant Class

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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
- The Rise of Consumerism
  - Class Differences
  - Persistent Colonial Poverty

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### 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
The American Colonies developed a leadership group different from Europe.

- Money was more important than nobility for elite status.

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.

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.

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

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 sold month in 1740.
- Estimates are that he spoke directly to 80% of the entire colonial population.

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.

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).
- 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.

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)

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.
### POLITICS, ECONOMICS, EDUCATION

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

#### 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)

### 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 5th grade

### 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

### POLITICS, ECONOMICS, EDUCATION

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

### POLITICS, ECONOMICS, EDUCATION

#### Middle Colonies:
- **Economics**
  - Limits of Geography
  - Dominant individuals within the plantation system controlled government
  - 1st “representative” government
  - 1619 Virginia - House of Burgesses
    - (Burgesses - landowner)
  - Two house legislation
  - governor appointed in England
  - "Crown Control"
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.

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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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