

HISTORY/ECONOMICS 351

ORIGINS OF CAPITALISM,  
CA. 1680-1800

Spring 2013  
Bowden Hall 118  
Tues., Thurs., 4-5:15PM



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Office Hours:  
Signup document on Learnlink  
JMillerOfficeHours

Wild speculation in the tulip market; ships crisscrossing oceans with coffee from Java or Martinique, Sumatran pepper, Chinese tea, Caribbean sugar, and American furs; the horrors of the Middle Passage for enslaved Africans; spinning jennies whirring in Lancashire and New England; audiences pressing into theaters and museums; white-hot debates over taxation in Paris or Boston; the “crimes” behind the new-money mansions of Newport, Bordeaux or Bath; British accountants in Indian courts; shop windows filled with chocolate, leather gloves and silk ribbons in Bristol; Edinburgh professor Adam Smith pondering how emotions and economic activities might hold a society together: These are only a few scenes from the dynamic centuries in which capitalism emerged. Our course will examine economic transformations and the forces that drove them between roughly 1680 and 1800, exploring how they laid the foundations for the modern world economy.

We will do so by investigating the activities of the marketplace in sections: 1) changing definitions of property; 2) changing forms of production; and 3) the development of new goods and forms of consumption.

Our readings, class discussions and assignments will help develop in three areas of knowledge:

- The first is that of an historical narrative, a level with which you are probably already comfortable. What laws governed commerce? What reformers argued for changes?
- The second level is more difficult, that of historical methods. Why would an economic historian ask about the relationship between new goods and new means of distribution? Between new forms of property and rising (or sinking) levels of wealth? For many of you, this level of analysis will be quite new and very frustrating. By the middle of the semester, though, it will feel more comfortable. Most of our class discussions will explore these kinds of problems, where the dividing lines in the debates are, and why different approaches yield different views of how capitalism developed, where and why?
- Most important, our class is geared toward writing a twelve-page research project with a rich base of primary sources. These projects make a good introduction to the kinds of work you might undertake in a Colloquium or an Honors Thesis.

This course fulfills the following History Concentrations: “European History,” “General Studies in History,” “United States,” “Women, Gender, and Sexuality,” and “Empires, Nations, and Citizenship.”

**Book orders:** One book has been ordered for our class, Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. The other readings are available in e-formats as indicated below, such as E-Reserves, J-Stor or other databases to which Emory has access.

**Your responsibilities:** Come to class or to our individual paper meetings having done the session's assignments. Be ready to discuss the reading and previous assignments. Arrive on time. Any absences will be deducted from your participation grade. Take careful reading and discussion notes. Take a few minutes when you are finished to review your notes and summarize them. Jot down questions to ask in class. Before doing each day's assignments, reread your notes from the previous discussion to see if there are connections to be made. By early in the semester you should see some common themes, questions, approaches and problems developing.

**Your writing assignments** are a very important part of this course. They are graded on both content (accuracy, argument and evidence) and writing (grammar, syntax, clarity, structure and style). Any overdue paper will be penalized at a rate of 1 grade per day (including weekends and holidays). Kate Turabian's *A Manual for Writers of Term Papers* will be the guide for the formal parts of your papers (bibliographic forms, etc.). I recommend classic writing guides for your assignments, such as William Strunk Jr., *The Elements of Style* or Sheridan Baker's [The Longman Practical Stylist: A Classic Guide to Style](#). (Do not, however, use their formats for your reference notes or bibliographies.) We will spend part of many class sessions discussing these aspects of your papers.

**Office hours:** Use the editable document on the Learnlink JMillerOfficeHours. Instructions are posted on our LL conference.

**Learnlink:** Check our Learnlink conference regularly. We will have information for our class posted along with information on events that might be of interest to you. I might not always have the time to reply to you individually, and so do check the class conference to see if I have replied there to a question.

**General Email policy:** I look at email several times per week, although not necessarily every day.

**Written Assignments:** You have three related projects for this course. They all help you to develop, research and write your 12-page paper. The **first** one is the preliminary research project—the Library Scavenger Hunt—to help you identify library resources. It will not relate to your research paper topic, but instead helps you sharpen your overall library and writing skills. After you and I have selected a potential research topic, you prepare the **second** project: “Research Paper Proposal,” a project that requires you to show that you have located sufficient materials for the proposed research topic and that you have a viable topic developing. It consists of a substantial bibliography (using Turabian for your format) and your discussion of those sources and the question you propose to explore. The **third** project is the completion of the final research paper. They are all to be submitted over email to both Ms. Basner and Dr. Miller.

**Other Resources:** One of the goals of this class is to further your knowledge of other resources available on this campus. The specialists at the Woodruff library are exceptionally knowledgeable. **Mr. Alain St. Pierre**, the European/World history specialist, in particular, has enormous expertise and great enthusiasm for the kinds of research papers you will be preparing. MARBL—the special collections and manuscript section in the library holds rich collections of primary materials in our archives. I will be glad to put you in touch with **Mr. David Faulds**, Rare Book Librarian, in MARBL to explore those holdings. In addition, the **Writing Center** has gifted, trained mentors ready to assess your writing and tailor a program to meet your talents and needs. Even very good writers can find their sessions rewarding and beneficial. You can find information on the Center and on scheduling an appointment on the Center’s website: <http://www.emory.edu/ENGLISH/WC/>

**Emergencies and Illness:** If you have an emergency or are very sick, you may reach me via either voice mail (my office phone) or email. To receive permission to turn in an assignment late because of such an emergency, *you will need to obtain an excuse from the Dean’s Office*. I define emergency as a death or serious illness of a family member or close friend, or other problem of an equally grave nature. I do not consider last minute problems with your papers or other assignments to be emergencies.

**This course follows the Emory University honor code.** By coming to Emory, you accepted that code. All work for this course must conform to the code, and it is *your* responsibility to

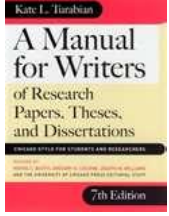
understand the code and comply with it. I will turn any suspected violations will be turned over to the proper authorities in conformity with College guidelines. The code is located at: [http://college.emory.edu/home/academic/advising/forms/honor\\_code.pdf](http://college.emory.edu/home/academic/advising/forms/honor_code.pdf)

### Course Grading

Class discussion	30%	
Pop quizzes	15%	
Scavenger Hunt	15%	Due Thurs., Jan 31 at 4pm by email
Research Paper Proposals	15%	Due Thurs., Mar 7, 4pm, by email to
12-page Final Paper	25%	Final paper due by email on Mon., May 6, 12:30pm
Total	100%	

### CLASS SCHEDULE

Tues., Jan. 15	<b>Course Introduction</b>
<b>NEW FORMS OF PROPERTY</b>	
Thurs., Jan. 17	<p><b>Property: New Definitions</b></p> <p>Reserves Direct: Kishlansky, et. al <a href="#">The Traditional Economy</a> in <i>Civilization in the West</i>, 620-626</p> <p>John Locke, selections, Handout will be posted on Learnlink conference</p>
Tues., Jan. 22	<p><b>Property: People</b></p> <p>John C. Coombs, "<a href="#">The Phases of Conversion: A New Chronology for the Rise of Slavery in Early Virginia</a>," <i>The William and Mary Quarterly</i> 68, 3 (July 2011): 332-360</p> <p>FYI: Add-Drop Ends</p>
Wed., Jan. 23	<p><b>Deadline for the Scavenger Hunt Selections Wed., Jan. 23, 5PM</b></p> <p>See instructions below for making selection via our class Learnlink Conference.</p>
Thurs., Jan. 24	<p><b>Library session with Mr. Alain St. Pierre.</b> Meet in Woodruff Library, Room 314</p>
Tues., Jan. 29	<b>Buying and Selling on the Frontier</b>

	<p>J Stor: Laura E. Johnson, “‘Goods to clothe themselves’: Native Consumers and Native Images on the Pennsylvania Trading Frontier, 1712–1760,” <i>Winterthur Portfolio</i>, 43, 1 (Spring 2009): 115-140.</p> <p><b>**Bring Turabian to Class</b></p>
<p>Thurs., Jan. 31</p>	<p>No Class: Scavenger Hunts due at 4pm by email</p>
<p>Tues., Feb. 5</p>	<p><b>Property: Enclosing the Land</b></p> <p>J Stor: Graham Rogers, “Custom and Common Right: Waste Land Enclosure and Social Change in West Lancashire,” <i>The Agricultural History Review</i>, Vol. 41, No. 2 (1993): 137-154.</p>
<p>Thurs., Feb. 7</p>	<p><b>Property &amp; Women</b></p> <p>J Stor: <a href="#">Susan Moller Okin</a>, “<a href="#">Patriarchy and Married Women's Property in England: Questions on Some Current Views</a>,” <i>Eighteenth-Century Studies</i> 17, 2 (Winter, 1983-1984): 121-138.</p> <p>And</p> <p>J Stor: Craig Muldrew, “‘A Mutual Assent of Her Mind’? Women, Debt, Litigation and Contract in Early Modern England,” <i>History Workshop Journal</i>, 55 (Spring, 2003): 47-71.</p>
<p><b>NEW FORMS OF PRODUCTION</b></p>	
<p>Tues., Feb. 12</p>	<p><b>Production and Productivity</b></p> <p>Short selections from Adam Smith, <i>Wealth of Nations</i>; Quesnay; and Turgot.</p> <p>Handouts will be available on Learnlink</p>
<p>Thurs., Feb. 14</p>	<p><b>Production: Hiring Schemes</b></p> <p>Reserves Direct: K.D.M. Snell, <i>Annals of the Labouring Poor: Social Change and Agrarian England, 1660-1900</i>, Chapter entitled “Social Relations: The Decline of Service.”</p>
<p>Tues., Feb. 19</p>	<p><b>Production: How Did Households Adapt?</b></p> <p>J-Stor: Jan De Vries, “The Industrial Revolution and the Industrious</p>

	<p>Revolution,” <i>The Journal of Economic History</i> 54 (1994): 249-270.</p> <p>And</p> <p>E-Journals: R. C. Allen and J. L. Weisdorf, “Was there an ‘industrious revolution’ before the industrial revolution? An empirical exercise for England, c. 1300–1830,” <i>The Economic History Review</i> 64 (2011): 715–729.</p>
Thurs., Feb. 21	<p><b>Production: Wages and Competitiveness</b></p> <p>J-Stor: Prasannan Parasarathi, “Rethinking Wages and Competitiveness in the Eighteenth Century: Britain and South India,” <i>Past and Present</i> 158 (Feb. 1998): 79-109.</p>
Tues., Feb. 26	<p><b>Labor in the Household</b></p> <p>Carolyn. Steedman, "The Servant's Labour: The Business of Life, England, 1760-1820," <i>Social History</i> 29, 1 (February 2004): 1-29.</p> <p>And</p> <p>J Stor: Laurel Thatcher Ulrich, "Wheels, Looms, and the Gender Division of Labor in Eighteenth-Century New England," <i>William and Mary Quarterly</i> (1998): 3-38.</p>
Thurs., Feb. 28	<p><b>Production: Disease</b></p> <p>J. R. McNeill, “Yellow Jack and Geopolitics: Environment, Epidemics, and the Struggles for Empire in the American Tropics, 1640-1830,” <i>Review (Fernand Braudel Center)</i> 27, 4 The Environment and World History (2004): 343-364.</p>
Tues., Mar. 5	No Class: Extra office hours this week (see Office Hour Sign Up Sheet)
Thurs., Mar. 7	No Class: Paper Proposals due,
Tues., Mar. 12	Spring Break
Thurs., Mar. 14	Spring Break
<b>NEW GOODS &amp; NEW FORMS OF CONSUMPTION</b>	
Tues., Mar. 19	<p><b>Rum and Brandy</b></p> <p>Reserves Direct: Bertie Mandelblatt “<a href="#">Atlantic consumption of French rum and brandy and economic growth in the seventeenth- and eighteenth-</a></p>

	<a href="#">century Caribbean</a> ,” <i>French History</i> 25, 1 (2011): 9-27.
Thurs., Mar. 21	<p><b>Structures of the Slave Trade:</b></p> <p>E-Journals: David Eltis, Frank D. Lewis and Kimberly McIntyre, “Accounting for the Traffic in Africans: Transport Costs on Slaving Voyages,” <i>The Journal of Economic History</i> 70 (Dec. 2010): 940-963.</p> <p>Instead of a regular class session, we will attend the Keynote address, David Richardson, History Department, Hull University, “Consuming Goods. Consuming People: Reflections on Transatlantic Slavery” Jones Room, Woodruff Library, 4pm Part of: <a href="#">"New Frontiers in the Economic, Cultural, and Digital History of the Atlantic Slave Trade": a Festschrift in honor of David Eltis</a></p>
Fri., Mar. 21- Sat., Mar 23	<p>Extra Credit, Conference sessions:</p> <p><a href="#">"New Frontiers in the Economic, Cultural, and Digital History of the Atlantic Slave Trade": a Festschrift in honor of David Eltis</a> Mar 21-23, 2013, Woodruff Library, Jones Room, 3rd Floor Schedule will be distributed to class and on Learnlink</p>
Tues., Mar. 26	<p><b>New Goods &amp; New Forms of Consumption: “Freeing” the Grain Trade</b></p> <p>Reserves Direct: Judith A. Miller, <i>Mastering the Market: The State and the Grain Trade in Northern France</i>, pp. 27-91.</p>
Thurs., Mar. 28	<p><b>New Goods &amp; New Forms of Consumption: Colonial Foods</b></p> <p>Troy Bickham, “Eating the Empire: Intersections of Food, Cookery and Imperialism in Eighteenth-Century Britain,” <i>Past &amp; Present</i> 198 (2008): 71-109.</p>
Tues., Apr. 2	<p><b>No Class:</b> Extra Office Hours to discuss your papers (See Learnlink Sign up Sheet)</p>
Thurs., Apr. 4	<p><b>New Goods &amp; New Forms of Consumption: Textiles</b></p> <p>Jonathan P. Eacott, “Making an Imperial Compromise: The Calico Acts, the Atlantic Colonies, and the Structure of the British Empire,” <i>William and Mary Quarterly</i>, 3<sup>rd</sup> ser., 69, 4 (Oct. 2012): 731-762.</p>
Tues., Apr. 9	<p><b>New Goods &amp; New Forms of Consumption: Opium</b></p> <p>Richard Connors, "Opium and Imperial Expansion," in <i>Hanoverian Britain and Empire: Essays in Memory of Philip Lawson</i>, Stephen Taylor, ed., pp. 248-266.</p>

Thurs., Apr. 11	New Goods & New Forms of Consumption: Caribbean Images  Simon Gikandi, " <a href="#">Popping Sorrow</a> " : <a href="#">Loss and the Transformation of Servitude</a> in Slavery and the Culture of Taste (Princeton [N.J.] : Princeton University Press, 2011), pp. 188-232.
Tues., Apr. 16	Course Conclusion:  E-Journals: <a href="#">Martha S. Jones</a> , "Time, Space, and Jurisdiction in Atlantic World Slavery: The Volunbrun Household in Gradual Emancipation New York," <i>Law and History Review</i> 29, 4 (10/2011): 1031 – 1060.
Thurs., Apr. 18	No class: Extra Office Hours this week to discuss papers (see Learnlink Editable Document for office hours).
Tues., Apr. 23	No class: Extra Office Hours this week to discuss papers (see Learnlink Editable Document for office hours).
Thurs., Apr. 25	No class: Extra Office Hours this week to discuss papers (see Learnlink Editable Document for office hours).
Mon., May 6, 12:30pm	Final paper due by email to Prof. Miller and Ms. Basner: Mon., May 6, 12:30pm

FROM THE EMORY HONOR CODE:

[http://college.emory.edu/home/academic/policy/honor\\_code.html](http://college.emory.edu/home/academic/policy/honor_code.html)

#### APPENDIX

#### THE USE OF SOURCES IN WRITING RESEARCH PAPERS IN EMORY COLLEGE

A writer's facts, ideas, and phraseology should be regarded as his property. Any person who uses a writer's ideas or phraseology without giving due credit is guilty of plagiarism.

Information may be put into a paper without a footnote or some kind of documentation only if it meets all of the following conditions:

It may be found in several books on the subject. It is written entirely in the words of the student. It is not paraphrased from any particular source. It therefore belongs to common knowledge.

Generally, if a student writes while looking at a source or while looking at notes taken from a source, a footnote should be given.

Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his own words, there must be a footnote giving credit to the author responsible for the idea. Of course methods of documentation vary, and it is possible to cite in the text itself rather than a footnote. The



point is that the student should give credit when credit is due and that he should give the credit in a manner specified by the instructor or the department.

The student is entirely responsible for knowing and following the principles of paraphrasing. "In paraphrasing you are expressing the ideas of another writer in your own words. A good paraphrase preserves the sense of the original, but not the form. It does not retain the sentence patterns and merely substitute synonyms for the original words, nor does it retain the original words and merely alter the sentence patterns. It is a genuine restatement. Invariably it should be briefer than the source."\*

\*Floyd C. Watkins, William B. Dillingham, and Edwin T. Martin, *Practical English Handbook*, 3rd ed. (Boston, 1970), p. 245.

Any direct quotation should be footnoted (or documented in any acceptable fashion). Even when a student uses only one unusual or key word from a passage, that word should be quoted. If a brief phrase that is common is used as it occurs in a source, the words should be in quotation marks. The source of every quotation should be given in a footnote or in the prescribed manner.

It is of course the prerogative of the instructor to prescribe that no secondary sources may be used for particular papers.

A student who uses a secondary source must remember that the very act of looking up a book or an article should be considered as a pledge that the student will use the material according to the principles stated above.

## LIBRARY SCAVENGER HUNT

*Make your selection by 5PM, Wed., Jan 23 on Learnlink*

*Assignment due by email by Thurs. Jan 31 at 4PM*

*15% of course grade*

This exercise will prepare you to do research for your final paper as well as future projects in other classes. It has four goals: 1) to improve your familiarity with library research tools; 2) to clarify the differences between primary and secondary sources; 3) to give you greater knowledge about one significant event or person from our time period; and 4) to help me identify your writing strengths and weaknesses in advance of the longer papers due this semester. **By 5PM Wed., Jan. 23, choose one of the items below.**

**HOW TO MAKE YOUR SELECTION:** Make sure that no one already has selected the item you want. (First come, first served.) Open the Learnlink Scavenger Hunt Assignment message. Hit “reply all,” so that your reply goes to the class conference and to Ms. Basner and Prof. Miller. Type your name and the item you want into the SUBJECT LINE. Then send it to the conference. No more than one person per item. (If you have any trouble accessing the conference or the messages, please let me know immediately by email: [histjam@emory.edu](mailto:histjam@emory.edu) .)

The project has **four** major components. Assemble them in this order, create a single PDF or Word document and send it by file attachment.

A **two-page identification**, describing the person or event, and explaining its significance. Do not use any quotations in the identification and write entirely in your own words. For the purposes of this (and only this) assignment, you will not use reference notes so that you can focus on learning bibliographic forms. For all future assignments, you will need to use proper reference notes.

- I.** A copy of one short contemporary (that is, from the historical time period) newspaper or magazine article covering the issue. If the item is more than 2 pages, just include the first page and a relevant later page from the item.
- II.** Roughly two-page bibliography with at least 20 items (using Turabian’s formats and following the “Bibliographic Spacing” handout on Learnlink) that contains the following kinds of resources. Most bibliographies can fit at least ten works per page. You should have roughly one-half primary sources and one half-secondary, although the exact proportions will vary depending on the Library Scavenger Hunt item. No “online only” resources (that is, no items that come from sources that exist only on the web, as opposed to databases like J Stor, ECCO and other materials that simply have been digitized. Arrange them according to these categories, in this order:

- A. **Primary sources** (contemporary newspaper or magazine articles, speeches, correspondence of major actors in the events, photographs). Add the library call numbers at the end of your entry, if Emory owns the item; indicate those we do not own.
- B. **Secondary sources** (you must have an assortment of secondary sources, including *monographs* and not textbooks, *journal articles* written by historians or other scholars and *articles from edited collections*).

**III.** A print out of an Online Interlibrary Loan form properly filled out for a work that our library does not have. Do not submit the form to the ILL office, however, unless you plan to use it for your class projects.

Choose one from below, no more than one student per item:

Barbados Slave Code (1661)	Virginia, Slave code of 1705
British acquisition of <i>diwani</i>	India Act of 1784
Charter Act of 1813	Turnbull's blue
Pratt-Yorke opinion	Permanent Settlement Act (1793)
Robert Holmes (naval officer), ca 1661	September 19, 1784, The Robert Brothers ("Les frères Robert")
Treaty of Mavelikkara	Subsidiary Alliance system
The "Six Decrees" of Turgot	Joseph Black, "Latent heat"
Thomas Newcomen, ca 1710	Gracia Real de Santa Teresa de Mosé, ca 1739-1740
"Friendly Advice to the Poor," 1755	German Coast Uprising (1811)
Expenses related to the Enclosure Act of 1773	Speenhamland System, ca 1796
Flour War, 1775	Ryotwari system (Madras)
Battle of Wandiwash	Dominique Daguerre, ca 1778-1790
Christophe-Philippe Oberkampf, ca 1760s-1770s	Onslow's Bubble
The Irish Absentee Land Tax, 1773	South Carolina indigo, ca. 1740-1770
William Weddell's "Roman antiquities"	Otaheite cane
Bengal Bubble (1769)	"Mum Bett," ca 1781
Benjamin Beale, 1750, Margate (Kent)	Antoine Beauvilliers, ca 1782
1736 Manchester Act	Emancipation bill, Connecticut Legislature, 1777
Virginia Inspection Acts, 1730	Carolina Gold, ca 1685
"Workhouse Test," 1723	The Blue Room of the Geelvinck-Hinlopen home (Amstel)
Slave population in Massachusetts, ca 1755	<i>Aurora</i> (ca 1719, ship)
Quesnay, <i>Tableau économique</i>	Franz Karl Archand, 1787
Harewood House, sources of wealth that built it	1787 Wedgewood medallion
Victor de Riquetti, marquis de Mirabeau, 1756	Price of nutmeg, 1760
Louisiana Slave Code (1724)	Kumbari dan Sharefa, Taxation, Kurmi Market
'Rules of the Crowley Iron'	
Vincent de Gournay, ca 1752	

<p>Orders for the decoration of the royal apartments at Versailles (ca 1726-1730)</p> <p>Chinese Chippendale</p> <p>Blackstone, "Of Husband and Wife," in the <i>Commentaries on the Laws of England</i> (1765-1769).</p> <p>Source of wealth of Newport's Aaron Lopez, ca 1770</p> <p>Thomas Steer's dock</p> <p>Virginia House of Burgesses, 1662, "partus"</p> <p>Coalbrookdale, 1768</p> <p>Jean Boucaux v. Verdelin</p> <p>The Shelekhov-Golikov Company</p> <p>Giacomo Leoni, London, 1721</p> <p>La révolte des deux sous (silk-workers, Lyon), 1786</p> <p><i>Act to prevent Clandestine Marriages</i>, 1757, Isle of Man</p>	<p>India Pattern musket</p> <p>Banda Islands, nutmeg, late 17<sup>th</sup> century</p> <p>Thomas Bambridge, ca 1730s</p> <p>Deerskin trade (Charleston, SC), ca 1750</p> <p>David Garrick, 1741</p> <p>Lancelot "Capability" Brown at the Chatsworth Estate</p> <p>Slater Mill (ca 1793)</p> <p>Pontcysyllte Aqueduct</p> <p>Job Charnock, 1690</p> <p>Royall House, source of the wealth that built it</p> <p>Vaucanson, <i>The Flute Player</i> (1737)</p> <p><i>New England Courant</i></p> <p>Knight v. Wedderburn</p> <p>Jean-Baptiste Falcon, ca 1728</p> <p>"Purchase Line," 1768</p>
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