SOCY 79.8
LEST WE FORGET: HISTORY, COLLECTIVE MEMORY AND SLAVERY AT DARTMOUTH
W '14 ~ 3A

Beyond noting that Wheelock owned slaves, little is known of Dartmouth's other historical connections, if any, to the institution of slavery. This research seminar investigates the college's economic entanglement in the trade and slaveholding; as a site for the intellectual legitimation and contestation of slavery; and the contributions of enslaved persons to its development. We will also review the origins, findings and responses to similar collective memory projects at other institutions including Brown, Emory and Yale.

Prerequisite: Any sociology course or permission of the instructor. Dist: SOC, WCULT

Important Note:
The nature of our subject, slavery, will necessarily entailed exposure to and examination of attitudes, behaviors and actions that differ from our personal views, graphic images, offensive language, etc. It is imperative that we remind ourselves and one another that this is an intellectual, historical enterprise, not a forum for moral judgements or political attacks. Most importantly, we must respect the talents, curiosity, and dignity of one another.

Books Available for Purchase at the Dartmouth Bookstore and Wheelock Books


Additional Required Readings and Resources

Assigned articles, book chapters, video clips and exhibitions are located in the "ASSIGNED READINGS" on Blackboard, in folders organized by the week. The class, both collectively and individually, will make extensive use of the primary materials in Rauner Special Collections, Evans Map Room, Jones Media Center and other other College resources.

* The Department of Sociology will pay for one year subscription to the World Collections on Ancestry.com. You may also wish to purchase an individual subscription (US options: 6 months - $99, 12 months - $189; World Collection: 6 months - $149, 12 months - $299.)
COURSE REQUIREMENTS

Much of the work of this course will involve the identification and critical examination of primary sources -- print, visual and material -- that will enable us to construct a profile of Dartmouth College's relationships to the institution of slavery. Our secondary readings will provide within the historical context, theoretical frameworks and methodological approach for our investigations.

As a research practicum, the direction and content of our individual and collective tasks will be constantly evolving. The intellectual interests and skills of the class members will play an important part in determining our research objectives for the term. In anticipation of that diversity, I have identified several broad categories that

Both the promising discoveries and seemingly impenetrable brick walls that we inform how we will proceed at various stages. The archival investigations that we are undertaking will be painstaking and not always fruitful. So, I will also be purposeful in proposing research tasks that I am confident will provide us with some successes.

Many of our class sessions will consist of actually conducting research in Rauner Special Collections, Feldberg Library, the Hood and various College offices. Therefore, everyone is expected to attend all class sessions, including the special research workshops that will be conducted by the College archivists and other librarians. Meaningful participation in these sessions will require the completion of required readings and research assignments in a timely fashion.

10% Attendance & Class Participation

16% Short Research Exercise: Deconstructing A Primary Document

This exercise affords you an opportunity to analyze critically a single document to identify the various possibilities points for further investigation. You should use the approach that we learned during our first Rauner Workshop. Details for this assignment will be posted on Blackboard.

- Phyllis Wheatley & Samuel Occum Correspondence
- Wheelock's Letter on selling slave
- Board of Trustees of Dartmouth College (24 July 1863) Statement on the Civil War
- 1790 U.S. Census for Hanover, Grafton County, New Hampshire
- Bronze Civil War memorial in Rauner Lobby
- Taking the Oath and Drawing Rations 1866. by John Rogers, 1829-1904 in the Hood Museum
- Wallpaper in the Dick's House Foyer
- Jane Wentworth's headstone

25% Short Research Exercise: Constructing an Account from Multiple Primary Sources

Depending on the final enrollment figures, this may be a group or an individual activity. Details for this assignment will be posted on Blackboard under Assignments. Possible foci may include:

- Biographic Sketch of Dartmouth presidents, trustees, faculty members, and donors - with special attention to their relationships to the institution of slavery
- Daniel Webster & Fugitive Slave Act
- The debates/activism over slavery at Dartmouth
- African Americans in Hanover and at Dartmouth
- The Transatlantic Slave Trade & Dartmouth College

50% Final Research Project

The final project may assume various forms: a website design (e.g. using Wordpress), a Powerpoint presentation, a video, a research paper. This project may build upon the earlier assignments, and should include a record of your research steps and sources, a portfolio of primary documents (e.g. census records, newspaper articles, correspondence, church records, industrial records, maps, images), relevant links, a bibliography. Depending on the final enrollment figures, this may be a group or an individual activity.
COURSE POLICIES

Honor Principle  Academic work is simultaneously a collaborative and an independent enterprise. Consulting with others and using their questions, ideas, findings and interpretations are integral parts of intellectual inquiry. The laborious, critical and creative work of developing one's own understanding is equally important. In this course, you will have opportunities to engage in both endeavors. Therefore it is essential that you maintain the integrity of each. Class members are encouraged to discuss readings, lectures and other course materials with one another. However writing assignments and the research paper must be your own independent work; in which you appropriately cite the intellectual ideas and products of others (including other class members, scholarship and other sources and lectures). Remember: Plagiarism is the borrowing of the words or the ideas of another person without proper acknowledgement. Please purchase and use a comprehensive reference book on acknowledging sources, consult Sources: Their Use and Acknowledgment, use links to various citation references posted on Blackboard’s “External Links” and speak with the professor.

You should familiarize yourself with Dartmouth College’s Academic Honor Principle regarding honesty in completing all course examinations, research papers, and exercises (see online “Academic Honor” under the Registrar Regulations, plus the Standards of Conduct regulations on computing resources and library privileges). This Principle commits each of us to individual responsibility and fairness in all course work; and prohibits cheating on exams, fabricating research, plagiarizing papers, submitting the same paper for credit in two courses without authorization, purchasing papers, submitting fraudulent documents, engaging in computing abuses and forging signatures.

Submission & Return of Assignments  The submission of assignments and paper is expected on the indicated “due date” and in the manner directed (e.g., via Blackboard, hardcopy, etc.). Graded work will be returned in an envelope, with your name and/or student ID number clearly printed on the front. Course assignments and papers may not be submitted by late, digital dropbox, mail or fax (unless otherwise instructed and with prior approval).

Extensions or Late Submissions of Assignments Requests for late submissions should be made prior to the due date. Please note that grades on non-approved late submissions will be penalized. Students with valid reasons are entitled to make-up an assignment or request an extension. In the case of an expected conflict or absence, arrangements are available for students who inform me at least 48 hours prior to the original submission date. Those experiencing personal emergencies or illnesses should email me regarding your circumstances as soon as possible.

Religious Observances  Some students may wish to take part in religious observances that occur during the term. If you have a religious observance that conflicts with your participation in the course, please notify me in writing before the end of the second week of the term.

Missed Classes  As responsible adults, class members should notify the instructor in writing of any anticipated absences, which may include College-related activities or personal commitments. Repeated absences, without notification or documentation, may adversely affect your grade. In the event that you miss a class for any reason, you are responsible for getting the lecture notes for that class from another student. As a general policy, I will not make my lecture notes available. I trust that members of the class will be cooperative in sharing their notes, realizing that you also may be in a similar position one day.

Note for Students who Speak English as a Second Language  Students who speak English as a second language are encouraged to meet with the professor during the first week of the term to discuss any academic assistance you may require.

Note for Students with Disabilities  Students with learning disabilities or other conditions that may affect your studies are encouraged to meet with the professor during the first two weeks of the term to discuss any academic assistance or accommodations you may require. Please provide official documentation of your condition or circumstances, and the recommended accommodations. Documented disabilities may include but are not limited to mobility/physical impairments, Specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. All discussions will remain confidential, although the Student Disabilities Coordinator or other college officials may be consulted.

Electronic Devices  Laptop use in class is a privilege - not a right. Laptop computers and notepads may only be used for note taking. ALL non-course use of your laptop is prohibited. Moreover your cell phones, iPod, MP3, Blackberry, Bluetooth, etc. must be turned-off and put away during class sessions and required events. Web browsing, texting, handling email, twittering, instgramming, and working on non-course related matters are distracting for you as well as other class members. The repeated disregard of this policy will lead to a reduction in your final course grade.
PART I  Slavery in New England

Mon. Jan. 6  A Course Overview

Thurs. Jan. 9  Reconsidering Dartmouth’s Founding


Supplemental:
Portsmouth Black Heritage Trail


Memorizing Slavery and the University

Mon, Jan. 13  First Rauner Research Session
at Rauner

Review "Policies for Using Rauner Special Collections Library" (on Blackboard)


Thurs. Jan. 16

Melish, Disowning Slavery: Gradual Emancipation and "Race" in New England, 1780-1860, Chaps. 4 - 6

Due: Single Document Analysis (in "Assignments" on Blackboard)

Canaan Academy Incident, Canaan, NH (on Blackboard)

Melish, Disowning Slavery, Chap. 7

Traces of the Trade

Part II  The Economics of Slavery: New England as a Site in the Transatlantic Trade


Part III  **African Americans in New England: Enslaved to Marginally Free**

**Achieving a Place for Freedom-Making**


Supplemental:


Gerzina, *Mr. and Mrs. Prince: How an Extraordinary Eighteenth-Century Family Moved Out of Slavery and into Legend*. Parts III and IV, Chaps. 9-14, Epilogue, Notes on Legend, Acknowledgements

**Founding Brothers of Brown University: The Slave Merchant & the Abolitionists†**


**Explore:** The Transatlantic Slave Trade Database (link on Blackboard)

Rapleyce, *Sons of Providence*, Chaps. 7-9

The Report on Brown University & Slavery (on Blackboard)

PART IV  **Recovering the History of Slavery and America’s Universities**

**Collective Memory & the Re-construction of Histor(ies)**


Supplemental:


View: Yale & Slavery Site

Wilder, *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*, Part 1 - Chap. 4

Columbia University

Rutgers

Princeton University

College of William & Mary

Wilder, *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*, Part II - Chaps. 5 - 8, Epilogue

**Mon. Jan. 20**
MLK Observance - No Class meeting


**Thurs. Jan. 23**
Meet at Rauner
Second Rauner Research Session


**Sunday, January 26**
Film: "12 YEARS A SLAVE"
Spaulding Aud. ~4 pm $\$

**Mon. Jan. 27**
Plus x-hour
5:00-5:50 pm

**Thurs. Jan. 30**

Thursday, January 30
"TACKY'S REVOLT & THE COROMANTEE ARCHIPELAGO: A NEW CARTOGRAPHY OF SLAVE REVOLT"
VINCENT BROWN, PH.D.
Warren Professor of History & Professor of African & African-American Studies
Harvard University
Location TBA ~ 4:15 pm
Mon. Feb. 3

Thurs. Feb. 6

Fri. Feb. 7  Winter Carnival

Mon. Feb. 10

Thurs. Feb. 13

Mon., Feb. 17

Thurs. Feb. 20  No class meeting

Mon. Feb. 24

Thurs. Feb. 27

Mon. Mar. 3  Individual/Group Presentations

Thurs. Mar. 6  Individual/Group Presentations

FINAL PROJECT DUE:  Wednesday, March 12th at 9:00 pm

Submit both electronic and hard copies via Blackboard and to either my departmental mailbox in 111 Silsby or the box outside my office 107 Silsby
Cabin, Quarter, Plantation: Architecture and Landscapes of North American Slavery (review) 
Maurie D. McInnis 

Cabin, Quarter, Plantation opens with an essay by W. E. B. DuBois called "The Home of the Slave."


*Dinah Mayo-Bobee 
*Servile Discontents: Slavery and Resistance in Colonial New Hampshire, 1645–1785 


Howard Schuman and Amy Corning 
The roots of collective memory: Public knowledge of Sally Hemings and Thomas Jefferson 
Memory Studies April 2011 4: 134-153


Introduction Ana Luiza Araujo 
Part I: Slavery and Slave Trade In National Narratives 
1. Transnational Memory of Slave Merchants: Making the Perpetrators Visible in the Public Space Ana Luiza Araujo


The Collective Memory Reader

**Edited by Jeffrey K. Olick, Vered Vinitzky-Seroussi, and Daniel Levy**

Eviatar Zerubavel, from Social Memories: Steps towards a Sociology of the Past
Jeffrey K. Olick, from Collective Memory: The Two Cultures
Orlando Patterson, from *Slavery and Social Death: A Comparative Study*
Richard Sennett, from Disturbing Memories
Michael Schudson, from The Past in the Present versus the Present in the Past
Ron Byerman, from The Past in the Present: Culture and the Transmission of Memory
Jeffrey Alexander, from Toward a Cultural Theory of Trauma

A Christian Indian Challenges His Colonial Mentor.

**Atlantic Lives: A Comparative Approach to Early America**

Timothy J. Shannon, *Gettysburg College*
©2004 • Pearson • Paper, 272 pp
Published 11/04/2003 • In stock