

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 entail 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

Farrow, Anne; Lang, Joel and Frank, Jenifer. 2006. *Complicity: How the North Promoted, Prolonged, and Profited from Slavery*. New York, NY: Ballantine Books ISBN-13: 978-0345467836

Gerzina, Gretchen Holbrook. 2009. *Mr. and Mrs. Prince: How an Extraordinary Eighteenth-Century Family Moved Out of Slavery and into Legend*. New York: Amistad ISBN-13: 978-0060510749

Melish, Joanne Pope. 2000. *Disowning Slavery: Gradual Emancipation and "Race" in New England, 1780-1860*. Ithaca, NY: Cornell University Press ISBN-13: 978-0801484377

Rappleye, Charles. 2007. *Sons of Providence: The Brown Brothers, the Slave Trade, and the American Revolution*. New York: Simon & Schuster ISBN-13: 978-0743266888

Wilder, Craig Wilder. 2013. *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*. New York: Bloomsbury Press ISBN-13: 978-1596916814

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

15% 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.

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

- o Biographic Sketch of Dartmouth presidents, trustees, faculty members, and donors - with special attention to their relationships to the institution of slavery
- o Daniel Webster & Fugitive Slave Act
- o The debates/activism over slavery at Dartmouth
- o African Americans in Hanover and at Dartmouth
- o 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 ideals 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 a envelope, with your name and/or student ID number clearly printed on the front. Course assignments and papers *may not be submitted by blitz, 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, twitting, instagramming, 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.

SCHEDULE OF COURSE READINGS, ASSIGNMENTS & EVENTS
Class topics and reading assignments are subject to change

PART I Slavery in New England

Mon. Jan. 6 A Course Overview

Thurs. Jan. 9 Reconsidering Dartmouth's Founding

Childs, Francis Lane. 1957. "A Dartmouth History Lesson for Freshman", *Dartmouth Alumni Magazine*, December (on Blackboard)

James Zug, James. 2007. "The Slaves of Dartmouth," *Dartmouth Alumni Magazine*, Jan.-Feb. (on Blackboard)

Cunningham, Valerie. 2007. "New Hampshire Forgot: African Americans in a Community by the Sea," in *Harriett Wilson's New England: Race, Writing and Region*, edited by Boggis, JerriAnne; Raimon, Eve Allegra and White, Elizabeth A. Dunham, NH: University of New Hampshire Press, pp. 97-105 (on Blackboard)

Supplemental:
Portsmouth Black Heritage Trail

Hoefnagel, Dick and Close, Virginia L. 1999. "Eleazar Wheelock's Two Schools", *Dartmouth College Library Bulletin*, November

Allen, William. 1937. "Memoir of Rev. Eleazar Wheelock, D. D.," *Quarterly Register and Journal of the American Education Society*. August, vol. X, no. 1: 9-28 (on Blackboard)

Memorizing Slavery and the University

Mon, Jan. 13 First Rauner Research Session ! Single Doc .
at Rauner

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

Melish, Joanne Pope. 2000. *Disowning Slavery: Gradual Emancipation and "Race" in New England, 1780-1860*. Ithaca, NY: Cornell University Press. Preface, Archives Cited, Introduction, Chaps. 1 - 3

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

Farrow, Anne; Lang, Joel and Frank, Jenifer of *The Hartford Courant*. 2006. *Complicity: How the North Promoted, Prolonged, and Profited from Slavery*. New York: Ballantine Books. Foreword, Preface, Introduction, Chaps. 1 - 5

Farrow, et. al. *Complicity: How the North Promoted, Prolonged, and Profited from Slavery*, Chaps. 6 - 10, Afterword

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

Achieving a Place for Freedom-Making

Gerzina, Gretchen Holbrook. 2009. *Mr. and Mrs. Prince: How an Extraordinary Eighteenth-Century Family Moved Out of Slavery and into Legend*. New York: Amistad. Introduction, Parts I and II, Chaps. 1-8

View: Gerzina, Gretchen Holbrook. 2010. "Searching for Abijah and Lucy: A Personal Odyssey to Find the Black Settlers in Vermont," Video of a presentation for The Faculty Chalk Talk Lecture Series. Dartmouth College

Supplemental:

Adams, Catherine and Pleck, Elizabeth H. 2010. *Love of Freedom: Black Women in Colonial and Revolutionary New England*. New York: Oxford University Press

Boggis, JerriAnne; Raimon, Eve Allegra and White, Elizabeth A., eds. 2007. *Harriett Wilson's New England: Race, Writing and Region*. Dunham, NH: University of New Hampshire Press

Guyette, Elise A. 2010. *Discovering Black Vermont: African American Farmers in Hinesburgh, 1790-1890*. Burlington, VT: University of Vermont Press

Lemire, Elise. 2009. *Black Walden: Slavery and Its Aftermath in Concord, MA*. Philadelphia, PA: University of Pennsylvania Press

Manegold, C. S. 2010. *Ten Hills Farm: The Forgotten History of Slavery in the North*. Princeton, NJ: Princeton University Press

Minardi, Margot. 2010. *Making Slavery History: Abolitionism and the Politics of Memory in Massachusetts*. New York: Oxford University Press

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 Abolitionist

Rappleye, Charles. 2007. *Sons of Providence: The Brown Brothers, the Slave Trade, and the American Revolution*. New York: Simon & Schuster. Introduction, Chaps. 1- 5,

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

Rappleye, *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)

Fine, Gary Alan and Clarke, Max. 2010. "'A' for Apology: Slavery and the Discourse of Remonstrance in Two American Universities," *History & Memory*, v22, n1, Spring/Summer: 81-112 (on Blackboard)

Vivian, Bradford. 2012. "The Paradox of Regret: Remembering and Forgetting the History of Slavery in George W. Bush's Gorée Island Address," *History & Memory*, v24 n 1, Spring/Summer: 5-38 (on Blackboard)

2008. "Slave Tourism and Rememory" in *Embodying American Slavery in Contemporary Culture*, edited by Lisa Woolfork. Champaign-Urbana: University of Illinois Press, 2008 pp. 98-131

Supplemental:

Gardullo, Paul. 2013. "Spectacles of Slavery: Pageantry, Film and Early Twentieth-Century Public Memory" *Slavery & Abolition: A Journal of Slave and Post-Slave Studies*, v34 n 2: 222-235 (on Blackboard)

Wilder, Craig Wilder. 2013. *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*. New York: Bloomsbury Press. Prologue, Part I - Chaps. 1 - 3

View: Yale & Slavery Site

Wilder, *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*, Part I - 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

Janara, Laura. "Brothers and Others Tocqueville and Beaumont, US Genealogy, Democracy, and Racism." *Political Theory* 32, no. 6 (2004): 773-800.

Thurs. Jan. 23

Meet at Rauner Second Rauner Research Session

*Erica Zerkland The Politics of Descent
in Ancestors + Reluctants: Genealogy, 15 f Com
Oxford pg. 77 - 103.*

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
Buildings & Landscapes: Journal of the Vernacular Architecture Forum Volume 19, Number 1, Spring
 2012 pp. 118-120 | 10.1353/bdl.2012.0011

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

*Eltis, David. "The U.S. Transatlantic Slave Trade, 1644-1867: An Assessment." *Civil War History* 54 (2008): 347-378.

Blatt, Martin H. and Roediger, David, eds., *The Meaning of Slavery in the North*. New York: Garland Publishing, 1998.

*Dinah Mayo-Bobee

Servile Discontents: Slavery and Resistance in Colonial New Hampshire, 1645-1785
Slavery & Abolition, Volume 30, Issue 3, 2009: pages 339-360

*Martin, Bonnie. "Slavery's Invisible Engine: Mortgaging Human Property." *Journal of Southern History* 76 (2010): 1-50.

*Bailey, Ronald. "The Slave(ry) Trade and the Development of Capitalism in the United States: The Textile Industry in New England." *Social Science History* 14 (fall 1990): 373-414.

*Murphy, Sharon, "Securing Human Property: Slavery, Life Insurance, and Industrialization in the Upper South." *Journal of the Early Republic* 25 (winter 2005): 615-652.

*Glickman, Lawrence B. "'Buy for the Sake of the Slave': Abolitionism and the Origins of American Consumer Activism." *American Quarterly* 56 (December 2004): 889-912

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

*Araujo, Ana Lucia, ed. *Politics of Memory: Making Slavery Visible in the Public Space*. Routledge, 2013.

Introduction Ana Lucia 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 Lucia Araujo

*Rice, Alan. "Tracing slavery and abolition's routes and viewing inside the invisible: The monumental landscape and the African Atlantic." *Atlantic Studies* 8, no. 2 (2011): 253-274.

*Rice, Alan, and Johanna C. Kardux. "Confronting the ghostly legacies of slavery: the politics of black bodies, embodied memories and memorial landscapes." *Atlantic Studies* 9, no. 3 (2012): 245-272.

Oostindie, Gert. "Public Memories of the Atlantic Slave Trade and Slavery in Contemporary Europe." *European Review* 17, no. 3-4 (2009): 611-626.

Roberto, Rose. "Technology Intersecting Culture: The British Slave Trade Legacies Project." *Journal of the Society of Archivists* 29, no. 2 (2008): 207-232.

**Bailey, Ronald. "The slave (ry) trade and the development of capitalism in the United States: the textile industry in New England." *Social Science History* 14, no. 3 (1990): 373-414.

**Yenika-Agbaw, Vivian. "Capitalism and the Culture of Hate in Granfield's Amazing Grace: The Story of the Hymn." *Journal of Black Studies* 36, no. 3 (2006): 353-361.

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 Eyerman, 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.

From James Dow McCallum, editor, *Letters of Eleazar Wheelock's Indians* (Hanover, New Hampshire: Dartmouth College Publications, 1932).

Atlantic Lives: A Comparative Approach to Early America

Timothy J. Shannon, *Gettysburg College*

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