

HIS 402/AAS 402/AMS 412

Princeton and Slavery

Fall 2013

Professor Martha A Sandweiss
302 Dickinson Hall
Office hours: Wednesday, 2-4 and by appt.

Dr. Craig Hollander
Chancellor Green Cafe
Monday, 2-4 and by appt.

This research seminar, based in the University Archives at Seeley Mudd Library, will focus on Princeton University's historical connections to the institution of slavery. The class will work towards creating a report that details the slave-holding practices of Princeton faculty, trustees, and students; examines the ways in which students engaged some of the central intellectual and moral issues surrounding slavery; explores many of the urban legends surrounding the presence of slaves on the Princeton campus; and investigates the extent to which money derived from slave labor may have contributed to the early growth of the University. While many of our peer institutions have undertaken similar studies, this will be the first full investigation of slavery's impact on Princeton, long-known as the most "southern" of the Ivy League schools.

Students will work both independently and collaboratively. Working together, the class will compile a database that tracks the number of faculty, trustees and students who owned slaves or came from slave-holding families. They will also help document early gifts to the College, tracking the extent to which the school was financed by money derived from slave labor. Working independently, students will define and pursue their own research projects related to the larger project. Such topics might include: the history of the Princeton University endowment, the presence of slaves on campus, the ways in which debates about slavery shaped the curriculum, the impact of a large Southern student population on campus life and the influence of Princeton on students who became leaders in pro- and anti-slavery issues, and the larger local and state contexts surrounding the debates about slavery in New Jersey.

Course expectations:

All students are required to be active participants in class discussions and engaged researchers. Scant literature exists on the topic of Princeton and slavery. Our course will be creating the materials that future scholars will wish to read. As such, students will spend more time finding their way through University archives than in reading secondary texts.

Students should bring their laptop computers to class every day.

Seminar participation: 20%

Financial history project: 15%

Each student must research at least two early donations to the College of New Jersey, ascertaining the source of the funds and investigating the donor, with special regard for any links to the institution of slavery. The final form of the assignment will be a short blog post for each of the donations, linking a description of the gift to a visual image of a record that documents the gift.

Student slaveholding history project: 25%

Each student will be responsible for researching and documenting the slave-holding practices of a single Princeton class. These findings will be documented in a series of worksheets and later incorporated into a large database about the involvement of Princeton students with the institution of slavery.

Research paper (c. 15 pp.): 40%

Each student must write an original research paper relating to some aspect of Princeton and Slavery.

Readings:

The following books have been ordered for the course and are available at Labyrinth:

Ira Berlin, *Generations of Captivity: A History of African American Slaves* (Harvard, 2003)

Thomas Jefferson Wertenbaker, *Princeton, 1746-1896* (1946; Princeton, 1996)

Alfred Brophy, *Reparations: Pro and Con* (Oxford, 2006)

Farrow, Lang, and Frank, *Complicity: How the North Promoted, Prolonged and Profited from Slavery* (Balantine Books, 2006)

All students in the course will receive a free copy of James Buchanan Henry and Christian Henry Scharff, *College As It Is or, The Collegian's Manual in 1853* (rpt., Princeton, 1996)

All other readings will be available through the hot links on the Blackboard version of the syllabus or under the Course Materials tab on the Blackboard site.

Sept. 11 Princeton and Slavery: An Introduction

Please note assigned reading for the first day!

Reading: Jennifer Epstein, “Slaves and Slavery at Princeton,” (senior thesis, 2008)

[Course Materials, Blackboard]

W. Barksdale Maynard, “Princeton in the Confederacy’s Service,” *Princeton Alumni Weekly* (March 23, 2011)

<http://paw.princeton.edu/issues/2011/03/23/pages/4092/>

Sept. 16 An Introduction to the College of New Jersey

Reading: Thomas Jefferson Wertenbaker, *Princeton, 1746-1896*, chapters 1-3.

In-class introduction to the 18th c. financial history project

Sept. 18 Researching gifts to Princeton

Classroom workshop on early gifts to the College of New Jersey. Bring digital cameras or camera phones.

Sept. 23 The Landscape of American Slavery

Reading: Ira Berlin, *Generations of Captivity: A History of African American Slaves* (Harvard University Press, 2003), pp. 1- 157.

Sept. 25 The Landscape of American Slavery, cont.

Reading: Ira Berlin, *Generations of Captivity: A History of African American Slaves*, pp. 159-end.

Sept. 30 Slavery and the American University

Reading: “Slavery and Justice: Report of the Brown University Steering Committee on Slavery and Justice,” http://www.brown.edu/Research/Slavery_Justice/

Antony Dugdale, J. J. Fueser and J. Celso Castro Alves, “Yale, Slavery, and Abolition” (2001) <http://www.yaleslavery.org/>

“Knowing Our History: African American Slavery and the University of Maryland” <http://www.newsdesk.umd.edu/pdf/KnowingOurHistory.pdf>

“Harvard and Slavery: Seeking a Forgotten History” website with videos and a publication based on student research: <http://www.harvardandslavery.com/>

“Slavery and the making of the University,” <http://www.lib.unc.edu/mss/exhibits/slavery/>

****Oct. 2 Funding the College of New Jersey**

Financial history blog posts due.

Discussion of how to build a website sharing and summarizing the financial history reports. Introduction to the class history project.

Oct. 7 Ante-Bellum Princeton

Reading: James Buchanan Henry and Christian Henry Scharff, *College As It Is or, The Collegian’s Manual in 1853* (rpt. Princeton, 1996), Chapters 3-6, 10, 17

Thomas Jefferson Wertenbaker, *Princeton, 1746-1896*, chapters 4-8

Oct. 9 Workshop day

Introduction to the class records, faculty minutes, and trustees minutes that support the student slaveholding history project

Oct. 14 Racial Thought at Princeton.

Reading: Samuel Stanhope Smith, Lecture XXI “On the Relation of Master and Servant,” from *The Lectures....* (1812) [Blackboard]

Nicholas Guyatt, “‘The Outskirts of Our Happiness’: Race and the Lure of Colonization in the Early Republic” *Journal of American History* (March 2009)

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=772bb6e1-ea6e-4ef6-a1be-98975b8109e1%40sessionmgr114&vid=2&hid=119>

Douglas R. Egerton, “‘Its Origin Is Not a Little Curious’: A New Look at the American Colonization Society,” *Journal of the Early Republic*, 5 (Winter, 1985), pp. 463-80

<http://www.jstor.org/stable/3123062>

Rev. Calvin Colton, “Colonization and Abolition Contrasted,” (Phila., 1839) [Blackboard]

Samuel J. Bayard, *A Sketch of the Life of Commodore Robert F. Stockton* (New York: Derby & Jackson, 1856), 39-47 [Blackboard]

Oct. 16 Racial Thought at Princeton, cont.

Reading: Margaret Abruzzo, “A Humane Master – An Oblidging Neighbor—A True Philanthropist”: Slavery, Cruelty and Moral Philosophy” *Princeton University Library Chronicle* 66 (Spring, 2005) [Blackboard]

James H. Moorhead, “Slavery, Race and Gender at Princeton Seminary: The Pre-Civil War Era,” *Theology Today* (Oct., 2012) Vol. 69, No. 3, pp. 274-88.

<http://tj.sagepu.bcom/content/69/3/274>

Lolita Buckner-Inniss, “James Collins Johnson and the Princeton Fugitive Slave Case,” [Blackboard]

Sean Wilentz, “Princeton and the Controversies over Slavery,” *Journal of Presbyterian History* (85:2, 2007) [Blackboard]

Oct. 21 Workshop day

Continue work with archival sources at Mudd to complete student slaveholding history project.

****Oct 23 Student slaveholding history project due**

In class presentations

Fall Break

Nov. 4 African American History in Princeton

Walking tour of the John Street neighborhood

Nov. 6 Slavery and the Law in New Jersey

Readings: <http://njlegallib.rutgers.edu/slavery/bibliog.html>

“An Act Respecting Slaves,” (1798) <http://njlegallib.rutgers.edu/slavery/acts/A75.html>

“An Act for the Gradual Emancipation of Slavery” (1804)

<http://njlegallib.rutgers.edu/slavery/acts/A78.html>

Hendrik Hartog, “Two Stories About Slavery Of (But Only Partly In) New Jersey Or, Why New Jersey Law is Good to Think With,” [Blackboard]

Timothy Hack, “Janus-Faced: Post-Revolutionary Slavery in East and West Jersey, 1784-1804,” *New Jersey History* (Summer 2012)

<http://njh.libraries.rutgers.edu/index.php/njh/article/viewFile/1755/3194>

****Nov. 8** Assignment due: Prospectus for final paper due. 1-2 page prospectus that lays out the central problems you intend to address in your final paper, with an attached annotated bibliography indicating the sources you will use to address your questions.

Nov. 11 Thinking about Northern Slavery

Reading: Farrow, Lang and Frank, *Complicity: How the North Promoted, Prolonged and Profited from Slavery* (Balantine, 2006)

Seth Rockman, “Northern Manufacturers, Southern Slavery, and the Antebellum Origins of American Business Ethics,” (2011) [Blackboard]

Nov. 13 Northern Slavery and Its Legacies

Film: Katrina Browne, *Traces of the Trade: A Story from the Deep North Slavery* [Blackboard]

Nov. 18 Slavery as a Problem of Public History

Reading: Alfred L. Brophy, *Reparations: Pro and Con* (Oxford University Press, 2006)

Nov. 20 Slavery as a Problem of Public History

Reading: William K. Selden and Neil L. Rudenstine, The Center for African American Studies in Stanhope Hall, Princeton University (2007)

<http://www.princeton.edu/africanamericanstudies/about/CAAS-in-Stanhope-Hall-PU.pdf>

Joanne Melish, “Recovering (from) Slavery: Four Struggles to Tell the Truth,” in James Oliver Horton and Lois E. Horton, eds., *Slavery and Public History: The Tough Stuff of American Memory* (W. W. Norton, 2006), pp. 103-134 [Blackboard]

Gary Nash, “For Whom Will the Liberty Bell Toll,” in Horton and Horton, eds., *Slavery and Public History*, pp. 75-102 [Blackboard]

Nov. 25 Research day. One-on-one meetings with the instructors

(Thanksgiving break)

Dec. 2 Princeton Legacies and the Future of the Princeton and Slavery Project

Film: Melvin McCray, Looking Back: Reflections of Black Princeton Alumni
<http://blogs.princeton.edu/reelmudd/2010/10/black-alumni-looking-back-1996/>

Dec. 4 Designing a Princeton and Slavery Report

** Rough drafts of papers due

Dec. 9 Class presentations/paper workshops

Dec. 11 Class presentations/paper workshops

Jan. 14 Dean's date