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:

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!

Sept. 16 An Introduction to the College of New Jersey
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

Sept. 25 The Landscape of American Slavery, cont.

Sept. 30 Slavery and the American University
“Knowing Our History: African American Slavery and the University of Maryland” http://www.newsdesh.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

Reading: Samuel Stanhope Smith, Lecture XXI “On the Relation of Master and Servant,” from The Lectures.... (1812) [Blackboard]
http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=772bb6e1-ea6e-4ef6-a1be-98975b8109e1%40sessionmgr114&vid=2&hid=119
http://www.jstor.org/stable/3123062
Rev. Calvin Colton, “Colonization and Abolition Contrasted,” (Phila., 1839) [Blackboard]

Oct. 16 Racial Thought at Princeton, cont.
http://ttj.sagepub.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
“The Act Respecting Slaves,” (1798) http://njlegallib.rutgers.edu/slavery/acts/A75.html
“The 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]

**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)

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

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

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