

2024 NEH Institute Schedule

Note: Selected primary sources will be on the institute website in April. Selected secondary texts will be mailed at the end of April and the beginning of May.

Monday, July 8: Colonial and American Revolutionary Beginnings

Schedule

9:00 am – 12:00 pm

Graham Hodges, institute director, will begin by defining historically key terms used in the institute: abolitionism and the Underground Railroad.

1:00 pm - 2:45 pm

Jacqueline Simmons, pedagogy instructor, will lead Pedagogy Session 1: Introducing Key Curricular Themes. Simmons will start, with assistance from Hodges, by connecting the morning readings and discussion with curricular goals and methods.

Questions

- What did the institution of Slavery mean to Revolutionary Americans?
- How did American Blacks help question slavery?

Texts

- Manisha Sinha, *The Slave's Cause: A History of Abolition* (New Haven: Yale University Press, 2016), chapters 1, 2;
- Karen Cook-Bell, *Running from Bondage: Enslaved Women and their Remarkable Fight for Freedom in Revolutionary America* (New York: Cambridge University Press, 2021).

Primary Sources

- John Woolman, [Some Considerations on the Keeping of Negroes: recommended to the professors of Christianity of every denomination](#) (Philadelphia: James Chastin, 1754)
- Lord Dunmore, "Proclamation," (1775); Graham R. Hodges, *Book of Negroes* (New York: Fordham University Press, 2021); Graham R. Hodges, "Pretends to be Free": Runaway Slave Advertisements in Colonial and Revolutionary New York and New Jersey (New York: revised edition, Fordham University Press, 2019).

Tuesday, July 9: The Aftermath of the American Revolution

Schedule

9:00 am – 11:00 am

Graham Hodges, institute director, will examine the parallel tracks of the abolitionist movement and the UGRR after the American Revolution.

11:00 am - 12:00 pm

Karen Cook-Bell speaks to group via zoom on Black Women and the American Revolution

1:00 pm - 2:45 pm

Jacqueline Simmons will lead Pedagogy Session 2: Introducing Multimodal Pedagogical Approaches. Simmons and Hodges will integrate the morning's readings and lectures with pedagogical approaches.

Questions

- How did the American North-South divide emerge from the era of Gradual Emancipation?
- How did American Blacks and sympathetic whites forge a postwar abolitionism?
- What were the early manifestations of the Underground Railroad?

Texts

- Sinha, *The Slave's Cause: A History of Abolition*, chapters 2-6

Primary Sources

- Gradual Emancipation Laws of Massachusetts, Pennsylvania, Connecticut, New York and New Jersey; Fugitive Slave Act of 1793; excerpts from Isaac Hopper's *Tales of Oppression*.
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Wednesday, July 10: The Rise of Immediatism and Practical Abolitionism

Schedule

9:00 am – noon

Graham Hodges, institute director, will lead a discussion on the rise of Immediatism.

1:00 pm - 2:30 pm

Jacqueline Simmons will support Pedagogy Session 3: Colgate's Library Resources, linking

materials presented so far with resources at the library. With the assistance of library staff, Simmons and Hodges will anticipate resources presented for the remainder of the institute.

7:00 pm

Evening presentation of Self-Evident Productions of a Vimeo on David Ruggles designed for middle and secondary schools. Producer Michael Lawrence-Riddell will zoom in to present the Vimeo and discuss classroom application and resources.

Questions

- What was Immediatism and what sparked it?
- What were the roles of Radical Blacks such as David Ruggles in altering abolitionism and fostering the Underground Railroad?

Texts

- Graham Russell Gao Hodges, *David Ruggles: A Radical Black Abolitionist and the Underground Railroad in New York City* (Chapel Hill: University of North Carolina Press, 2010); Sinha, *The Slave's Cause: A History of Abolition*, chapters 7, 8.

Primary Sources

David Walker's Appeal; David Ruggles, Selected Correspondence to the Liberator.

Thursday, July 11: The Seafaring Railroad

Schedule

9:00 am – 10:30 pm

Lecture and discussion via zoom by Marcus Rediker, Distinguished Professor of Atlantic History, University of Pittsburgh, author of book *Freedom Ship: Escaping Slavery by Sea in Antebellum Atlantic America*, (New York: Viking Books, 2024).

10:45 am – 12:15 pm

Jacqueline Simmons will lead Pedagogy Session 4: Multimedia Resources to Support a Digital Portfolio. Simmons and Hodges will first discuss how to use Rediker's argument and the Thomas Jones narrative in the classroom,

1:00 - 5:00 pm

Travel to Gerrit Smith's estate in nearby Peterboro, New York to hear about Smith's abolitionism and UGRR activities, visit the National Abolition Hall of Fame and Museum, the Smithfield Historical Society, and the Peterboro cemetery, where twenty Black Civil War veterans, many of them UGRR survivors, are interred.

Questions

- How does the phenomenon of seafaring escape change our understanding of Abolitionism and the Underground Railroad?
- Who were the personnel of this movement?

Primary source

[The Experience of Thomas Jones, Who was a Slave for 43 Years](#) (Boston, 1862)

Friday, July 12: The World of Frederick Douglass

Schedule

9:00 am – 12:00 pm

Lecture by Leigh Fought, Department of History, Le Moyne College, and author of Frederick Douglass's Women (New York: Oxford University Press, 2017); Frederick Douglass] Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself (Boston: Published at the Anti-Slavery Office, 1845). Online in various places.

1:00 – 3:15 pm

William Williams, Professor of Fine Arts at Haverford College, presents on photography and the Underground Railroad.

Questions

- What did Frederick Douglass mean to abolitionism and the Underground Railroad in the 1840s and 1850s.
- What were the roles of women in his life and career?

Monday - Wednesday, July 15-17: Travel Days

Travel Sites

- North Elba, NY: John Brown Farm State Historic Site and burial site.
- Ferrisburgh, VT: Rokeby Museum with introduction and talk by Catherine Wood Brooks, Director, and examination of letters regarding UGRR methods.
- Middlebury, VT: Visit the archives of Middlebury College.
- Florence, MA: David Ruggles Center, Florence, Massachusetts

Lecture in evening by Kate Clifford Larson on Harriet Tubman

Questions

- What can site-based history tell us about Abolitionism and the Underground Railroad?
- What are the importance of John Brown, Harriet Tubman, David Ruggles and Stephen and Harriet Myers to Abolitionism and the Underground Railroad?

Texts

- Kate Clifford Larson, *Bound for the Promised Land: Harriet Tubman: Portrait of an American Hero* (New York: Ballantine Books, 2003).

Wednesday, July 18: Walking tour of Florence; Return to Hamilton via Albany

- Albany, NY: The Stephen and Harriet Myers Residence; key UGRR sites in Albany.
- 2:00 to 3:00 pm: Group discussions of lessons learned from trip

Thursday, July 19: Abolitionism, the Underground Railroad in Western North America

Schedule

9:00 am – 12:00 pm

Alice Baumgartner, Associate Professor of History, University of Southern California, will lecture and discuss via zoom from her book, *Slavery's Other Border: Mexico and the Road to the U.S. Civil War, 1800-1867* (New York: Basic Books, 2020).

1:00 pm - 2:30 pm

Jacqueline Simmons will lead Pedagogy Session 5: Multimodal Approaches to Support Learning – Part 1. Simmons and Hodges will start by integrating Baumgartner's lectures and primary sources with pedagogical methods.

6:30 pm - 8:00 pm

Daniel J. Broyld, Associate Professor of History, University of Massachusetts-Lowell zooms in to speak on Afrofuturism and the Underground Railroad and from his book, *Borderland Blacks: Two Cities in the Niagara Region During the Final Decades of Slavery*

Questions

- What is the importance of Mexico to the histories of Abolitionism and the Underground Railroad?
- How are the movements manifested in opposition to slavery in Texas and the Southwest?

Primary Sources

- Petition of Minerva, a colored woman and her child aged twenty two months, Peter coloured boy aged seventeen years and Solomon a boy aged twelve years March 10, 1834, folder 44, box 2, General Records Opelousas, National Archives Fort Worth.
- Statement of Mariana, Folder 2, File 228, Archive of the Mexican Embassy in the United States, Foreign Relations Archive, Mexico City [translated from Spanish]

Friday, July 20: The Question of Violence in Abolitionism and the Underground Railroad

Schedule

9:00 am – 10:00 am

Graham Hodges, director, will lead a discussion on violence and abolitionism and the UGRR.

10:00 am - 12:00 pm

Lecture and Discussion via zoom by Kellie Carter Jackson on violence and abolitionism

1:00 - 2:00 pm

Informal discussion of lessons learned to date

Questions

- What was the role of violence in Abolitionism, the Underground Railroad and Black Politics of the 1840s and 1850s?
- Who were the principal Black advocates of the use of violence to oppose slavery?

Texts

- Kellie Carter Jackson, *Force and Freedom: Black Abolitionists and the Politics of Violence*

Monday, July 22: Black and White Politics in the 1840s and beyond

Schedule

9 am - 10:40 am

Text by Kate Masur, Board of Visitors Professor of History and author of *Until Justice Be Done: America's First Civil Rights Movement, from the Revolution to Reconstruction* (New York: W. Norton, 2021)

9 am - 10:45 am

Hodges discusses Kate Masur's book

11:00 am - 12:15 pm

Kate Masur zooms to the institute.

Afternoon open to library research and relaxation.

Questions

- How did early nineteenth century Black and White politics agitate for Black Civil Rights?
- How did these forces help create Black and White political leadership in the antebellum and Civil War eras?

Tuesday, July 23: The Women's Cause and Revolutionary Abolitionism

Schedule

9:00 am - 10: 45 am

Hodges discusses and outlines Sinha's overall work and emphasizes these chapters.

11:00 - 12:15 am

Manisha Sinha zooms into the institute to discuss her work.

2:00 pm

Kamau Ware, head of Black Gotham Experience, appears in-person to discuss public history and pedagogy.

Questions

- How did the women's movement emerge from abolitionism?
- What were women's roles in antebellum abolitionism and the Underground Railroad?

Readings

- Manisha Sinha, Chapters 14-16 of *The Slave's Cause: A History of Abolition* (New Haven: Yale University Press, 2016), chapters 14-16.

Wednesday, July 24: Legacies of Abolitionism in White and Black**Schedule****9:00-10:30 a.m.**

Readings from Kerri K. Greenidge, Mellon Assistant of Department of Race, Colonialism, and Diaspora, Tufts University, and author of *The Grimkes: The Legacy of Slavery in American Family* (NY: Liveright, 2023).

9:00 am - 10:45 am

Hodges discusses Greenidge's book and its implications.

11 am - 12:15 pm

Kerri Greenidge zooms to the Institute to talk about her work.

1:00 - 2:30 pm

Jacqueline Simmons will lead Pedagogy Session 6: Multimodal Approaches to Support Learning – Part 2. Simmons and Hodges will start by discussing how Greenidge's work applies to the classroom. This session will be a continuation of the previous session with additional instruction on multimodal approaches to support learning.

Questions

- What were the family histories of Black and White abolitionists?

- How did their experience legacies manifest over the course of the nineteenth-century?

Thursday, July 25 Self-Emancipated Slave or Contraband? The Underground Railroad in the Civil War and Beyond

Schedule

9:00 am – 12:00 pm

Graham Hodges, institute director, will examine Civil War abolitionism and UGRR.

1:00 – 3:00 pm

Jacqueline Simmons will lead Pedagogy Session 7: Finalizing Digital Portfolios

Question

- How did the character and actors the of prewar abolitionism and the Underground Railroad change during the Civil War?

Texts

- Amy Murrell Taylor, *Embattled Freedom: Journeys through the Civil War's Slave Refugee Camps* (Chapel Hill: University of North Carolina Press, 2018.)
- Selections from William Still, *The Underground Railroad*, (1872).

Friday, July 26: Conclusion

- Continued participant presentations and farewell
- Portfolio, podcast, and videocast presentations
- Closing discussion of institute learning and application to teaching
- Pedagogical implementation of Institute information