

## PROGRAM OF STUDY AND DETAILED READING LIST

### The Local and International Legacies of Nelson Hackett's Flight from Slavery, 1841-1861

<p><b>Preparatory Materials</b></p> <p><b>These will be provided in April.</b></p>	<p><b>Participant should have read before arrival:</b></p> <p>Erica A. Dunbar, <i>Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge</i>, 2017.</p> <p>Michael Pierce, “‘Adventures. Escape of a Slave’: An Account of the Flight of Nelson Hackett, May 27, 1842,” <i>Arkansas Historical Quarterly</i> 79 (Summer 2020): 33-42.</p> <p>Participants will also receive a packet of selected readings of an article and a source per day from the list below,</p>
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<p><b>SUNDAY</b></p> <p><b>Arrival Reception</b></p>	<p>7:00-8:30</p>	<p>Introductions and welcome reception hosted by the University of Arkansas Humanities Center. This event is optional as travel times to Arkansas may vary.</p>
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<p><b>7/25 MONDAY</b></p> <p><b>Introductions: The Program, The Participants, And Nelson Hackett</b></p>	<p>9:00-9:45</p>	<p>Check-in, coffee, and registration</p>
	<p>10:00-11:30</p>	<p>Introductions to program, themes, and pedagogic template Banton, C. Johnson, and Morris</p>
	<p>11:30-1:00</p>	<p>Lunch</p>
	<p>1:00-2:00</p>	<p>Overview/Sources: Hackett in Fayetteville – Pierce</p>
	<p>2:15-3:15</p>	<p>Overview/Sources: Hackett’s Flight – Pierce</p>
	<p>3:30-4:15</p>	<p>Overview/Sources: Hackett’s Legacies – Pierce</p>
	<p>4:30-5:00</p>	<p>Selection of small groups to discuss reflection question</p>
	<p>5:00-6:30</p>	<p>Dinner</p>
<p><b>Website for the Day:</b></p>	<p>The Nelson Hackett Project <a href="https://nelsonhackettproject.uark.edu">https://nelsonhackettproject.uark.edu</a></p>	
<p><b>Daily Reading:</b></p>	<p>Michael Pierce, “‘Adventures. Escape of a Slave’: An Account of the Flight of Nelson Hackett, May 27, 1842,” <i>Arkansas Historical Quarterly</i> 79 (Summer 2020): 33-42.</p>	
<p><b>Group Discussion:</b></p>	<ul style="list-style-type: none"> <li>• What are the difficulties in documenting Hackett’s life and flight?</li> <li>• How can documents be read to find these “lost stories”?</li> <li>• How has the website addressed this and what is still missing?</li> </ul>	
<p><b>Reflection:</b></p>	<ul style="list-style-type: none"> <li>• How might Hackett’s story “hook” students in your classrooms?</li> </ul>	

<b>7/26 TUESDAY</b>  <b>Slavery on the Frontier</b>	9:00-9:45	Coffee and Small Group Discussion
	10:00-11:30	Slavery in Fayetteville and the Frontier -- Pierce
	11:30-1:00	Lunch
	1:00-2:45	Workshop: Washington County Archives -- Pierce
	3:00-3:45	Individual Research Time: Washington County Archives with Banton and Pierce advising
	4:00-4:45	Small Group Discussion of Reflection Questions
	5:00-6:30	Optional tour of downtown Fayetteville and dinner at Ozark Mountain Restaurant -- Pierce
	7:00-9:00	Tour of African-American Cemetery – Banton
<b>Websites for the Day:</b>	<p>The Nelson Hackett Project <a href="https://nelsonhackettproject.uark.edu">https://nelsonhackettproject.uark.edu</a></p> <p>WPA Arkansas Slave Narratives <a href="https://www.loc.gov/item/mesn026/">https://www.loc.gov/item/mesn026/</a></p> <p>Slave Biographies: The Atlantic Database Network <a href="http://slavebiographies.org">http://slavebiographies.org</a></p>	
<b>Daily Readings:</b>	<p>Kelly Houston Jones, “‘A Rough, Saucy Set of Hands to Manage’: Slave Resistance in Arkansas.” <i>Arkansas Historical Quarterly</i> 71 (Spring 2012): 1–23.</p>	
<b>Further Materials:</b>	<p>Primary:</p> <ul style="list-style-type: none"> <li>• Selections from George E. Lankford, <i>Bearing Witness: Memories of Arkansas Slavery: Narratives from the 1930s</i> (Fayetteville: University of Arkansas Press, 2003).</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>• Bolton, S. Charles. <i>Fugitives from Injustice: Freedom-Seeking Slaves in Arkansas, 1800–1860: Historic Resource Study</i>. (Washington DC: National Park Service, 2006).</li> <li>• Kelly Houston, <i>A Weary Land: Slavery on the Ground in Arkansas</i> (Athens: University of Georgia Press, 2021).</li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• In ways can you identify the “absent presence” of the enslaved in these documents?</li> <li>• What other discipline or skill might be necessary to “hear” the voices of the enslaved?</li> <li>• How did the diversity of Fayetteville on the frontier affect the enslaved?</li> <li>• How can these courthouse records reveal Hackett’s experience?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• How might the courthouse documents in person differ from the perspective of the website?</li> <li>• How might this experience with documents be transferred to your classroom?</li> </ul>	

<b>7/27 WEDNESDAY</b>  <b>Freedom on the Move</b>	9:00-9:45	Coffee and Small Group Discussion
	10:00-11:30	Quests for Freedom: Historical Understandings of Fugitivity – Banton
	11:30-1:00	Lunch
	1:00-2:15	Using the “Freedom on the Move” database – Guest?
	2:30-3:30	Primary Source Analysis—Peoria Gazette -- Pierce
	3:30-4:30	Large Group Discussion: Moving Hackett from the website into the classroom – Banton, Pierce, C. Johnson, and Morris
	4:30-5:00	Individual writing on reflection questions
	5:00-6:30	Dinner
<b>Websites for the Day:</b>	<p>Freedom on the Move: The Underground Railroad <a href="https://freedomonthemove.org">https://freedomonthemove.org</a></p> <p>The National Archives: DOCSTeach Online Tool <a href="https://www.docsteach.org/activities/teacher/oh-freedom-sought-under-the-fugitive-slave-act">https://www.docsteach.org/activities/teacher/oh-freedom-sought-under-the-fugitive-slave-act</a></p>	
<b>Daily Readings:</b>	<ul style="list-style-type: none"> <li>Excerpts: Frederick Douglass, <i>The Life and Times of Frederick Douglass</i>, (repr. 1892. Mineola, NY: Dover Edition, 2003).</li> </ul>	
<b>Further Materials:</b>	<ul style="list-style-type: none"> <li>Emily Nonko, “Campaign Unveils Hidden History of Slavery in California,” <i>Next City</i> (January 8, 2020). <a href="https://nextcity.org/daily/entry/campaign-unveils-hidden-history-of-slavery-in-california">https://nextcity.org/daily/entry/campaign-unveils-hidden-history-of-slavery-in-california</a></li> <li>Rebecca Onion, “George Washington’s 1761 Ad Seeking four Fugitive Slaves,” <i>The Vault: Slate’s History Blog</i>. July 10, 2015. <a href="https://slate.com/human-interest/2015/07/george-washington-and-slavery-1761-newspaper-ad-seeking-four-fugitive-slaves.html">https://slate.com/human-interest/2015/07/george-washington-and-slavery-1761-newspaper-ad-seeking-four-fugitive-slaves.html</a></li> <li>Suzette A. Spencer, “Henry Box Brown, an International Fugitive: Slavery, Resistance, and Imperialism” in <i>Black Geographies and the Politics of Place</i> Katherine McKittrick and Clyde Woods, eds. (Between the Lines, 2007).</li> <li>Nikki M. Taylor. <i>Driven toward Madness: The Fugitive Slave Margaret Garner and Tragedy on the Ohio</i> (Athens: Ohio University Press, 2016).</li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>What type of people became fugitives?</li> <li>What factors mitigated against flight?</li> <li>How has the teaching of fugitivity changed with new research?</li> <li>What can other disciplines such as archaeology and geography tell us about the lives of fugitives?</li> <li>How does this material affect our understanding of Hackett’s journey?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>How has the material challenged your preconceived notions of fugitivity?</li> </ul>	

<b>7/28 THURSDAY</b>  <b>The Underground Railroad</b>	9:00-9:45	Coffee and Small Group Discussion
	10:00-11:30	Lecture/Discussion: Underground Railroad—Pathways to Freedom – D. Johnson
	11:30-1:00	Lunch
	1:00-2:30	Reconstructing Hackett’s Flight with the Pathways to Freedom Database – Pierce and D. Johnson
	2:45-3:45	Primary and Secondary Source Analysis across grades and curriculums -- C. Johnson and Morris
	4:00-5:00	Small Group Reflection and Work on Lesson Plans: Banton, C. Johnson, Morris, and Pierce will consult with groups individually to offer advice
	5:00-6:30	Dinner
	7:00	Screening of film <i>Harriet</i> with discussion
<b>Website for the Day:</b>	National Park Services Underground Railroad Site <a href="http://www.nps.gov/ugrr">www.nps.gov/ugrr</a> National Park Services Network to Freedom Site <a href="http://www.nps.gov/ntf">www.nps.gov/ntf</a> .	
<b>Daily Readings:</b>	Primary: <ul style="list-style-type: none"> <li>• Selections from George Thompson, <i>Prison Life and Reflections</i>. Full text: <a href="https://archive.org/details/prisonlifereflec02thom">https://archive.org/details/prisonlifereflec02thom</a></li> </ul> Secondary: <ul style="list-style-type: none"> <li>• Richard Blackett, “The Underground Railroad and the Struggle Against Slavery,” <i>History Workshop Journal</i>, October 2014</li> </ul>	
<b>Further Materials:</b>	<ul style="list-style-type: none"> <li>• Damian A. Pargas, Stanley Harrold, and Randall M. Miller. <i>Fugitive Slaves and Spaces of Freedom in North America</i>. (University Press of Florida, Gainesville, 2018).</li> <li>• Parr, Jessica, “Fugitive Slaves and the Quest for Freedom,” <i>Black Perspectives</i> January 24, 2019. <a href="https://www.aaihs.org/fugitive-slaves-and-the-quest-for-freedom/">https://www.aaihs.org/fugitive-slaves-and-the-quest-for-freedom/</a></li> <li>• William Stills, <i>The Underground Railroad: Narrating the Hardships, Hairbreadth Escapes, and the Death Struggles of Slave in their Efforts for Freedom</i> Revised edition. (New York: Penguin Random House, 2019).</li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• What does Hackett’s flight suggest about enslaved fugitives knowledge of geography, people, and the politics of abolition?</li> <li>• How can you recover the pathways in your communities?</li> <li>• What objects, materials, and ephemera do you identify in the stories of fugitive slaves?</li> <li>• How is the underground railroad defined?</li> <li>• How can local history and NTF sites be used to explore the Underground Railroad?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• How can this website and the others be integrated into your classroom?</li> <li>• What are potential stumbling blocks to using these resources and how can we overcome them?</li> </ul>	

<b>7/29 FRIDAY  Hackett in Canada</b>	9:00-9:45	Coffee and Small Group Discussion
	10:00-11:30	Lecture/Discussion: Canada and American Slavery – Pierce
	11:30-1:00	Lunch
	1:00-2:00	Lecture/Discussion: Hackett and the Canadians - Pierce
	2:15-3:30	Workshop: Fugitivity v. Emigration in the records of Josiah Henson and Mary Shadd Cary -- Banton
	3:45-4:15	Large Group Discussion – Banton
	4:30-5:00	Individual reflection
	5:00-6:30	Dinner
	7:00	Viewing of Series: Underground
<b>Website for the Day:</b>	The Canadian Museum of History <a href="https://www.historymuseum.ca/virtual-museum-of-new-france/population/slavery/">https://www.historymuseum.ca/virtual-museum-of-new-france/population/slavery/</a>	
<b>Daily Readings:</b>	<p>Primary:</p> <ul style="list-style-type: none"> <li>Colonial and Continental Church Society. “Mission to the Coloured Population in Canada: Late Fugitive Slave Mission, being a branch of the operations of the Colonial and Continental Church Society.” London: Society’s Offices <a href="https://www.thecanadianencyclopedia.ca/en/article/mary-ann-shadd">https://www.thecanadianencyclopedia.ca/en/article/mary-ann-shadd</a> <a href="https://www.nytimes.com/2018/06/06/obituaries/mary-ann-shadd-cary-abolitionist-overlooked.html">https://www.nytimes.com/2018/06/06/obituaries/mary-ann-shadd-cary-abolitionist-overlooked.html</a> <a href="https://www.biography.com/activist/mary-ann-shadd-cary">https://www.biography.com/activist/mary-ann-shadd-cary</a> <a href="https://earlycanadianhistory.ca/2016/02/29/canadian-fugitive-slave-advertisements-an-untapped-archive-of-resistance/">https://earlycanadianhistory.ca/2016/02/29/canadian-fugitive-slave-advertisements-an-untapped-archive-of-resistance/</a></li> <li>Josiah Henson, <i>An Autobiography of the Rev. Josiah Henson (Uncle Tom) from 1789 to 1881 ...</i>, ed. John Lobb (London, 1881) <a href="http://www.biographi.ca/en/bio/henson_josiah_11E.html">http://www.biographi.ca/en/bio/henson_josiah_11E.html</a></li> <li>“The Fugitive Slave Act of 1850” <a href="https://www.essentialcivilwarcurriculum.com/fugitive-slave-act-of-1850.html">https://www.essentialcivilwarcurriculum.com/fugitive-slave-act-of-1850.html</a></li> <li>“Personal Liberty Laws,” Essential Civil War Curriculum, Center for Civil War Studies, Virginia Tech, 2017. <a href="https://www.essentialcivilwarcurriculum.com/personal-liberty-laws.html">https://www.essentialcivilwarcurriculum.com/personal-liberty-laws.html</a></li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>David Waldstreicher, “Reading the Runaways: Self-Fashioning, Print Culture, and Confidence in Slavery in the 18<sup>th</sup> c. Mid-Atlantic,” <i>The William and Mary Quarterly</i> (April 1999).</li> </ul>	
<b>Further Materials:</b>	<ul style="list-style-type: none"> <li>Ikukj Asaka, “‘Our Brethren in the West Indies’: Self-Emancipated People in Canada and the Antebellum Politics of Diaspora and Empire,” <i>The Journal of African American History</i> 97:3 (Summer 2012): 219-239.</li> </ul>	

	<ul style="list-style-type: none"> <li>• H. Robert Baker, <i>The Rescue of Joshua Glover: A Fugitive Slave, the Constitution, and the Coming of the Civil War</i> (Athens: The Ohio University Press, 2006. Paperback edition: 2007).</li> <li>• Afua Cooper, “At Ontario Underground Railroad Sites, Farming and Liberty,” <i>New York Times</i> February 4, 2007.</li> <li>• Afua Cooper, “Acts of Resistance: Black Men and Women Engage Slavery in Upper Canada, 1793-1803,” <i>Ontario History</i> 99: 1 (2017): 5-17.</li> <li>• Afua Cooper, <i>The Hanging of Angelique: The Untold Story of Canadian Slavery and the Burning of Montreal</i> (Toronto: Harper Collins, 2006).</li> <li>• Sharon Hepburn, <i>Crossing the Border: A Free Black Community in Canada</i> (Urbana: University of Illinois Press, 2007).</li> <li>• Fred Landon, “The Negro Migration to Canada after the Passing of the Fugitive Slave Act,” <i>The Journal of Negro History</i> 5:1 (January 1920): 22-36.</li> </ul>
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• How do Canadians regard slavery at the time of Hackett’s escape?</li> <li>• How does the experience of black fugitives differ from that of black emigres?</li> <li>• How does the international dimensions of the fugitive crisis provide a varied viewpoint on fugitivity?</li> <li>• How did enslaved fugitives fashion themselves to escape capture?</li> <li>• What kinds of institutes did the black community in Canada create?</li> </ul>
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• How does Hackett’s international experience challenge both Americans and Canadians?</li> </ul>

<b>WEEKEND ACTIVITIES</b>
Participants will be encouraged to take a trip to either the Crystal Bridges Museum of American Art or a hike in the Devil’s Den park. Both are about forty-five minutes away and offer unique Ozarks experiences. Further information on trails, local sights, and options for entertainment will be shared through the website for the institute.

<b>8/1 MONDAY</b>  <b>Perspectives on Hackett in the Black Press</b>	9:00-9:45	Coffee and Small Group Discussion
	10:00-11:30	Lecture/Discussion: Black Abolitionism -- Banton
	11:30-1:00	Lunch
	1:00-2:00	Lecture/Discussion: Detroit's Black Community and Nelson Hackett -- Pierce
	2:15-3:30	Workshop: Black Newspaper Databases -- Banton
	3:45-4:15	Small Group Discussion Time – C. Johnson and Morris
	4:30-5:00	Individual writing and reflection
	5:00-6:30	Dinner
<b>Website for the Day:</b>	<p>Black Abolitionist Papers in the National Archives  <a href="https://www.archives.gov/nhprc/projects/catalog/black-abolitionists">https://www.archives.gov/nhprc/projects/catalog/black-abolitionists</a></p> <p>African American Perspectives: Materials Selected from the Rare Book Collection at the Library of Congress  <a href="https://www.loc.gov/collections/african-american-perspectives-rare-books/about-this-collection/">https://www.loc.gov/collections/african-american-perspectives-rare-books/about-this-collection/</a></p>	
<b>Daily Readings:</b>	<p>Primary:</p> <ul style="list-style-type: none"> <li>• Selection from Henry Bibb's autobiography, full text:  <a href="https://docsouth.unc.edu/neh/bibb/menu.html">https://docsouth.unc.edu/neh/bibb/menu.html</a></li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>• Afua Cooper, "Voices Heard Over the River: Henry and Marry Bibb and the Role of the Black Press in the Underground Railroad Abolitionist Movements," in <i>A Fluid Frontier: Slavery, Freedom, and the Underground Railroad in the Detroit River Borderlands</i>, eds. Karolyn Smardz and Vera Tucker (Detroit: Wayne State University Press, 2016).</li> </ul>	
<b>Further Materials:</b>	<ul style="list-style-type: none"> <li>• Beverly Eileen Mitchell, <i>Black Abolitions: A Quest for Human Dignity</i> (2005)</li> <li>• VIDEO: Tracing Boston's Black History</li> <li>• <a href="https://www.youtube.com/watch?v=zVZVIoc2TyE&amp;feature=youtu.be">https://www.youtube.com/watch?v=zVZVIoc2TyE&amp;feature=youtu.be</a></li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• What are some of the debates taking place in the black community?</li> <li>• How is the black community using newspapers?</li> <li>• How did the Detroit black abolitionist community talk about Hackett?</li> <li>• What issues are their focus?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• Look at three black newspapers in the database and highlight how their views on the subject of abolition differed?</li> </ul>	

<b>8/2 TUESDAY</b>  <b>Law and Hackett's Fugitive Status</b>	9:00-9:45	Coffee and Small Group Discussion
	10:00-11:30	Lecture/Discussion: Transnational Abolitionism – Banton
	11:30-1:00	Lunch
	1:00-2:00	Lecture/Discussion: Hackett, Creole, Prigg v Pennsylvania, Webster-Ashburton -- Pierce
	2:15-3:15	Workshop – Abolitionism and the law
	3:30-4:15	Small group work on lesson plans – C. Johnson and Morris
	4:30-5:00	Large group discussion on progress – C. Johnson and Morris
	5:00-6:30	Dinner
<b>Website for the Day:</b>	Yale Slavery and Abolition Portal <a href="https://slavery.yale.edu">https://slavery.yale.edu</a>	
<b>Daily Readings:</b>	Primary: <ul style="list-style-type: none"> <li>• Prigg v. Pennsylvania <a href="https://supreme.justia.com/cases/federal/us/41/539/">https://supreme.justia.com/cases/federal/us/41/539/</a></li> </ul> Secondary: <ul style="list-style-type: none"> <li>• VIDEO: Arthur Downey, author of <i>The Creole Affair: The Slave Rebellion that Led the U.S. and Great Britain to the Brink of War</i>, detailed the incident and the legal and diplomatic battle that ensued. <a href="https://www.c-span.org/video/?327250-1/arthur-downey-the-creole-affair">https://www.c-span.org/video/?327250-1/arthur-downey-the-creole-affair</a></li> </ul>	
<b>Further Materials:</b>	<ul style="list-style-type: none"> <li>• Martha S. Jones, <i>Birthright Citizens: A History of Race and Rights in Antebellum America</i> (New York: Cambridge University Press, 2018).</li> <li>• Richard S. Newman, <i>Abolitionism: A Very Short Introduction</i> (New York: Oxford, 2018).</li> <li>• Manisha Sinha, <i>The Slave's Cause: A History of Abolition</i> (New Haven: Yale University Press, 2017)</li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• How did ideas of abolition change across borders?</li> <li>• How did fugitives fleeing across those borders affection abolitionism and politics?</li> <li>• How is the timeline of abolition internationally different than in the US?</li> <li>• What were major episodes in the interrelationship of diplomacy and abolition?</li> <li>• What are the precipitating factors for change?</li> </ul>	
<b>Reflection:</b>	How does the international	



<b>8/3 WEDNESDAY  The British Empire and Abolition</b>	9:00-9:45	Coffee and Small Group Discussion
	10:00-11:30	Lecture/Discussion: British Empire and Abolition after 1843 - Banton
	11:30-1:00	Lunch
	1:00-2:30	Lecture/Discussion: Hackett and International Abolition after 1843 -- Pierce
	2:45-3:30	Workshop: British digital resources -- Banton
	3:30-5:00	Small Group Reflection and Work on Lesson Plans: Banton, C. Johnson, Morris, and Pierce will consult with groups individually to offer advice
	5:00-6:30	Dinner
	7:00	Movie: Amazing Grace
<b>Website for the Day:</b>	<p>The British National Archives  <a href="https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/british-transatlantic-slave-trade-records/">https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/british-transatlantic-slave-trade-records/</a>  Runaway Slaves in Britain  <a href="https://www.runaways.gla.ac.uk">https://www.runaways.gla.ac.uk</a>  Texas Slavery Project  <a href="https://networks.h-net.org/node/11465/links/147280/texas-slavery-project">https://networks.h-net.org/node/11465/links/147280/texas-slavery-project</a></p>	
<b>Daily Readings:</b>	<ul style="list-style-type: none"> <li>Richard Blackett, "And There Shall Be No More Sea. William Lloyd Garrison and the Transatlantic Abolitionist Movement," in James Brewer Stewart, ed. <i>William Lloyd Garrison at Two Hundred</i> (New Haven: Yale University Press, 2008)</li> </ul>	
<b>Further Materials:</b>	<p>Primary:</p> <ul style="list-style-type: none"> <li>British National Archives  <a href="https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/british-transatlantic-slave-trade-records/">https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/british-transatlantic-slave-trade-records/</a></li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>Richard Huzzey, <i>Freedom Burning: Anti-Slavery and Empire in Victorian Britain</i>. (Ithaca: Cornell University Press, 2012).</li> <li>Lisa Lowe, <i>The Intimacies of Four Continents</i> (Durham: Duke University Press, 2015).</li> <li>Catherine Molineux, <i>Faces of Perfect Ebony: Encountering Imperial Slavery in Imperial Britain</i> (Cambridge, MA: Harvard University Press, 2012).</li> <li>Marcus Wood, "Rhetoric and the Runaway: The Iconography of Slave Escape in England and America," <i>Blind Memory: Visual Representations of Slavery in England and America, 1780-1865</i>. (Manchester: Manchester University Press, 2000).</li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>How did British people learn of enslaved fugitives?</li> <li>How did this information transform the debate on abolition?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>How did the everyday acts of enslaved people affect the politics of abolition in Britain?</li> </ul>	

<b>8/4 THURSDAY</b>  <b>Fugitivity as a Precipitating Factor of the Civil War</b>	9:00-9:45	Coffee and Small Group Discussion
	10:00-11:30	Lecture/Discussion: Fugitives and the Sectional Crisis -- Blackett
	11:30-1:00	Lunch
	1:00-2:00	Lecture/Discussion: Fugitivity and the Sectional Crisis in the Curriculum – C. Johnson and Morris
	2:15-3:15	Workshop: Reframing the narrative to fugitivity and the sectional crisis – Banton and Pierce
	3:30-5:00	Small group work on lesson plans with Banton, C. Johnson, Morris, and Pierce
	5:00-6:30	Dinner
<b>Daily Readings:</b>	<ul style="list-style-type: none"> <li>Richard Blackett, “Compromise and Colonize,” in <i>The Captive’s Quest for Freedom: Fugitive Slaves, the 1850 Fugitive Slave Law, and the Politics of Slavery</i> (2018)</li> </ul>	
<b>Further Materials:</b>	<ul style="list-style-type: none"> <li>Richard Blackett, <i>The Captive’s Quest for Freedom: Fugitive Slaves, the Fugitive Slave Law, and the Politics of Slavery</i> (New York: Cambridge University Press, 2018).</li> <li>Richard Blackett, <i>Making Freedom: The Underground Railroad and the Politics of Slavery</i> (Chapel Hill: University of North Carolina Press, 2017)</li> <li>Andrew Delbanco, <i>The War before the War: Fugitive Slaves and the Struggle for America’s Soul from the Revolution to the Civil War</i> (New York: Penguin Books, 2018)</li> <li>Podcast: Terry Gross, “How the Fugitive Slave Act Ignited a ‘Struggle for America’s Soul’: An Interview with Andrew Delbanco,” <a href="https://www.npr.org/2018/11/06/664695634/the-fugitive-slave-act-and-the-struggle-for-america-s-soul">https://www.npr.org/2018/11/06/664695634/the-fugitive-slave-act-and-the-struggle-for-america-s-soul</a></li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>How would an emphasis on fugitives change your class?</li> <li>What benefits would this give to students?</li> <li>What materials of the week best fit your teaching style and student abilities?</li> </ul>	

<b>8/5 FRIDAY</b>  <b>Presentations and Next Steps</b>	9:00-9:45	Coffee and Small Group Discussion
	10:00-11:30	Group Reports
	11:30-1:00	Lunch
	1:00-2:15	Large Group Discussion on Next Steps -- Banton and Pierce
	2:15-4:00	Small group work on lesson plans with Banton, C. Johnson, Morris, and Pierce
	4:15-5:00	Wrap up and Suggestions – Banton and Pierce
	5:00-6:30	Farewell reception hosted by UAHC

<b>Lesson Plan Template</b> <b>Grade Level _____</b> <b>Subject Area _____</b>		
<b>Plan Goals:</b> <b>What should students KNOW, UNDERSTAND, and BE ABLE TO DO?</b>		
KNOW Facts and vocabulary	UNDERSTAND Ideas and principles	DO (Skills) Analysis and communication
Materials	<ul style="list-style-type: none"> <li>• What primary sources will students use for this lesson?</li> <li>• What experiential learning component will you incorporate?</li> <li>• What secondary sources will students use for this lesson?</li> <li>• What will be available online? Include links</li> <li>• What will need to be prepared and given to the students?</li> </ul>	
Procedures	<ul style="list-style-type: none"> <li>• Will this be guided or independent practice?</li> <li>• What will the students do with your assistance?</li> <li>• What will the students do on their own?</li> <li>• What questions will guide their practice?</li> <li>• How will you activate different learning styles?</li> <li>• How will you summarize the lesson for students?</li> </ul>	
Methods	<ul style="list-style-type: none"> <li>• Guided Practice – What will you assist students to do so they can then perform this independently?</li> <li>• Independent Practice – What will students do independently to show they have the ability to perform the new skill?</li> <li>• Differentiation – How will you address student readiness, interest or learning profile?</li> </ul>	
Assessment	<ul style="list-style-type: none"> <li>• How will students internalize and be evaluated on their new skills?</li> <li>• How will the lesson be summarized for the students?</li> <li>• How do you know that learning goals were obtained?</li> <li>• What assessment will there be to assure goals were accomplished?</li> <li>• What state-specific standards will this assessment address?</li> </ul>	
Reflection	<p>After implementation, please send in an assessment for inclusion on the website addressing what worked, what did not, and what adjustments you might suggest for the next time. Please include any assessment data.</p>	

## Referenced Works

### Proposal References:

Blackett, Richard, *The Captive's Quest for Freedom: Fugitive Slaves, the Fugitive Slave Law, and the Politics of Slavery* (New York: Cambridge University Press, 2018).

Delbanco, Andrew. *The War before the War: Fugitive Slaves and the Struggle for America's Soul from the Revolution to the Civil War* (New York: Penguin Books, 2018).

Dunbar, Erica A. *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge*, 2017.

Joshua Leavitt, "The Case of Nelson Hackett," *Anti-Slavery Reporter*, February 22, 1843.

Michael Pierce, "'Adventures. Escape of a Slave': An Account of the Flight of Nelson Hackett, May 27, 1842," *Arkansas Historical Quarterly* 79 (Summer 2020): 33-42.

### Program of Study Materials:

#### Websites and Podcasts:

VIDEO: Arthur Downey, author of *The Creole Affair: The Slave Rebellion that Led the U.S. and Great Britain to the Brink of War*, detailed the incident and the legal and diplomatic battle that ensued. <https://www.c-span.org/video/?327250-1/arthur-downey-the-creole-affair>

African American Perspectives: Materials Selected from the Rare Book Collection at the Library of Congress

<https://www.loc.gov/collections/african-american-perspectives-rare-books/about-this-collection/>

Black Abolitionist Papers in the National Archives

<https://www.archives.gov/nhprc/projects/catalog/black-abolitionists>

The British National Archives

<https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/british-transatlantic-slave-trade-records/>

The Canadian Museum of History

<https://www.historymuseum.ca/virtual-museum-of-new-france/population/slavery/>

Freedom on the Move: The Underground Railroad

<https://freedomonthemove.org>

The National Archives: DOCSTeach Online Tool

<https://www.docsteach.org/activities/teacher/oh-freedom-sought-under-the-fugitive-slave-act>

National Park Services Underground Railroad Site  
[www.nps.gov/ugrr](http://www.nps.gov/ugrr)

National Park Services Network to Freedom Site  
[www.nps.gov/ntf](http://www.nps.gov/ntf).

Nelson Hackett Project  
<https://nelsonhackettproject.uark.edu>

Runaway Slaves in Britain  
<https://www.runaways.gla.ac.uk>

Slave Biographies: The Atlantic Database Network  
<http://slavebiographies.org>

Texas Slavery Project  
<https://networks.h-net.org/node/11465/links/147280/texas-slavery-project>

VIDEO: Tracing Boston's Black History  
<https://www.youtube.com/watch?v=zVZVIoc2TyE&feature=youtu.be>

Podcast: Terry Gross, “How the Fugitive Slave Act Ignited a “Struggle for America’s Soul’: An Interview with Andrew Delbanco,” <https://www.npr.org/2018/11/06/664695634/the-fugitive-slave-act-and-the-struggle-for-america-s-soul>

WPA Arkansas Slave Narratives  
<https://www.loc.gov/item/mesn026/>

Yale Slavery and Abolition Portal  
<https://slavery.yale.edu>

**Additional Primary Sources:**

Bibb, Henry. *Narrative of the Life and Adventures of Henry Bibb, an American Slave, Written by Himself*. (New York, 1849).

Colonial and Continental Church Society. “Mission to the Coloured Population in Canada: Late Fugitive Slave Mission, being a branch of the operations of the Colonial and Continental Church Society.” (London: Society’s Offices, )

Douglass, Frederick. *The Life and Times of Frederick Douglass* (repr. 1892. Mineola, NY: Dover Edition, 2003).

“The Fugitive Slave Act of 1850”

Henson, Josiah. *An Autobiography of the Rev. Josiah Henson (Uncle Tom) from 1789 to 1881 ...*, ed. John Lobb (London, 1881)

Lankford, George E. *Bearing Witness: Memories of Arkansas Slavery: Narratives from the 1930s* (Fayetteville: University of Arkansas Press, 2003).

“Personal Liberty Laws,” Essential Civil War Curriculum, Center for Civil War Studies, Virginia Tech, 2017.

Thompson, George. *Prison Life and Reflections*.

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### **Secondary Sources:**

Asaka, Ikukj. “‘Our Brethren in the West Indies’: Self-Emancipated People in Canada and the Antebellum Politics of Diaspora and Empire,” *The Journal of African American History* 97:3 (Summer 2012): 219-239.

Baker, H. Robert. *The Rescue of Joshua Glover: A Fugitive Slave, the Constitution, and the Coming of the Civil War*. Athens: The Ohio University Press, 2006. Paperback edition: 2007.

Blackett, Richard. “And There Shall Be No More Sea. William Lloyd Garrison and the Transatlantic Abolitionist Movement,” in James Brewer Stewart, ed. *William Lloyd Garrison at Two Hundred* (New Haven: Yale University Press, 2008).

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Blackett, Richard. *Making Freedom: The Underground Railroad and the Politics of Slavery* (Chapel Hill: University of North Carolina Press, 2017)

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Bolton, S. Charles. *Fugitives from Injustice: Freedom-Seeking Slaves in Arkansas, 1800–1860: Historic Resource Study*. Washington DC: National Park Service, 2006.

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*Freedom, and the Underground Railroad in the Detroit River Borderlands*, eds. Karolyn Smardz and Vera Tucker (Detroit: Wayne State University Press, 2016).

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Molineux, Catherine. *Faces of Perfect Ebony: Encountering Imperial Slavery in Imperial Britain* (Cambridge, MA: Harvard University Press, 2012).

Newman, Richard S. *Abolitionism: A Very Short Introduction* (New York: Oxford, 2018).

Nonko, Emily. “Campaign Unveils Hidden History of Slavery in California,” *Next City* January 8, 2020.

Onion, Rebecca. “George Washington’s 1761 Ad Seeking four Fugitive Slaves,” *The Vault: Slate’s History Blog*. July 10, 2015.

Pargas, Damian A., Stanley Harrold, and Randall M. Miller. *Fugitive Slaves and Spaces of Freedom in North America*. (University Press of Florida, Gainesville, 2018).

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Spencer, Suzette A. "Henry Box Brown, an International Fugitive: Slavery, Resistance, and Imperialism" in *Black Geographies and the Politics of Place* Katherine McKittrick and Clyde Woods, eds. (Between the Lines, 2007).

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Wood, Marcus. "Rhetoric and the Runaway: The Iconography of Slave Escape in England and America," *Blind Memory: Visual Representations of Slavery in England and America, 1780-1865*. (Manchester: Manchester University Press, 2000).