



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Summer Seminars and Institutes guidelines, which reflect the most recent information and instructions, at

<https://www.neh.gov/program/summer-seminars-and-institutes-k-12-educators>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title:	<i>Courting Liberty: Slavery and Equality Under the Constitution, 1770-1870</i>
Institution:	Georgia State University
Project Directors:	Chara Haeussler Bohan
Grant Program:	Summer Seminars and Institutes (Institute for K-12 Educators)

Courting Liberty: Slavery and Equality Under the Constitution, 1770-1870

TABLE OF CONTENTS

Narrative Description	1
A. Intellectual Rationale.....	1
B. Program of Study	3
C. Project Faculty & Staff	11
D. Participant Selection	14
E. Project Website.....	15
F. Professional Development for NEH Summer Scholars	15
G. Institutional Support	15
Budget	16
Appendices	23
Appendix A: Daily Schedule with Readings	23
Appendix B: Reading List	27
Appendix C: Resumes	28
Appendix D: Letters of Commitment	48
Appendix E: Place-Based Learning.....	59
Evaluations	61

NARRATIVE DESCRIPTION

A. INTELLECTUAL RATIONALE:

This proposal is for a two-week institute focusing on constitutional history to serve 25 primary and secondary schoolteachers. Too often the U.S. Constitution is taught either as a set of static institutions such as the Congress, the presidency, the Supreme Court, or only in reference to a set of discreet events; for instance, the Constitutional Convention, secession, and the Civil War. In either case, the Constitution generally is pictured as fixed in historical time. While there is value in knowing such institutions and events, it is vital for students and teachers alike to understand that the Constitution's meaning has been disputed, and that it does in fact change over time. Modern political discourse has been confounded in part because citizens seem largely unaware that constitutional meaning is contested and that a variety of mechanisms work to settle its meaning. This institute will address this larger problem by examining the central constitutional dispute of the antebellum era—the question of whether the Constitution was a document that embraced ideas of liberty and equality, or whether it protected slavery. This debate spanned the entire antebellum era, produced a significant body of constitutional law, and left a lasting cultural, social, and economic legacy. Perhaps because the contest between equality and slavery is so vast a subject, it is most often subsumed in social and cultural history. But teaching it as constitutional history helps reveal the processes that transform abstract ideas into actions with constitutional consequences. A knowledge of this history is vital to the ongoing national discussion about race and law, and a vital subject for our schoolteachers to study.

Antebellum Americans (and contemporary scholars) argued over the extent to which the Constitution protected slavery. This institute examines the Constitution's relationship with slavery as a conflict between contending normative visions of the Constitution. The emergence

of equality as a core constitutional concept cannot be understood apart from this contest. Participants will explore these topics through careful consideration of primary sources. To accomplish this goal, the project directors have developed a curriculum that has bridged the expertise of faculty in fields including: African American Studies, History, Education, and Law.

The two-week institute curriculum integrates documentary evidence, secondary readings, place-based learning, and teacher-created projects. The institute will embrace two overarching themes, one for each week, to serve as the foci of the institute. In the first week, the focus will be on the concepts of equality and slavery during the “constitutional period,” from roughly 1776 through 1820, when much of the Constitution’s structure was established. In the second week, the focus will shift chronologically to the period after 1820 and will place emphasis on specific constitutional disputes such as fugitive slaves, abolitionists’ free speech, and the interstate slave trade. Core readings in constitutional history will both familiarize teachers with advanced content and give them strategies for reading and understanding statutes, court cases, and legal/political arguments. Field trips to museums, plantations, and to historically preserved landmarks will introduce teachers to the geography of the Slave Power, allowing for a better understanding of the setting in which proslavery constitutionalism flourished. Participants will analyze slavery as a constitutional and legal question born from social strife in the past in order to encourage classroom engagement with current conditions of national life. The resolution of past problems through legal and statutory means illuminates how civic participation today can address contemporary constitutional issues, especially with respect to race.

The institute’s cross-disciplinary collaboration of leading scholars will link research in the humanities with classroom teaching. The goal will be to provide illustrations of how best to understand, and teach, constitutional history as a subject. Ample attention will be given to

cultivating participants' historical understanding of the development of central institutions in the American constitutional system as well as the substance of the ferocious constitutional debates that took place. But the intellectual focus on equality and slavery also supports exploration of myriad American subcultures, many with seemingly insurmountable cultural divides—such as slaves, abolitionists, proslavery advocates, free blacks, and women—who participated in the antebellum civic discourse on slavery and equality. As participants will learn, these groups played an important part in a genuine constitutional crisis that none of the central institutions—Congress, the presidency, nor the Supreme Court—proved able to resolve.

While the central focus of the institute is to deepen NEH Summer Scholars' understanding of core constitutional documents—such as congressional statutes, Supreme Court opinions, the Constitution, abolitionist and proslavery literature from the time period—the institute has another purpose: to broaden participants' understanding of constitutional history as a contest between normative orders rather than as a set of “true” principles to be explicated by the Supreme Court. This goal will be accomplished by emphasizing critical reading skills in the best tradition of the humanities—teaching schoolteachers how to read constitutional documents as texts, and in context.

B. PROGRAM OF STUDY:

A detailed daily schedule and syllabus is provided in Appendix A (page 23). NEH Summer Scholars will participate in two daily sessions, each approximately two to three hours in duration. Typically, participants will begin by engaging in a debriefing session of the prior day's materials in order to allow for open discussion of difficult topics. Once the debriefing is concluded, scholars will move on to engagement of new materials. Participants will receive

general texts for reference as well as primary sources collected both in published editions and compiled by the institute's co-directors.

During the first day of the institute, we will examine the establishment of the Constitution, prefaced with the question: did the Constitution promote equality or slavery? Both concepts are central to the Constitution, yet neither is expressly mentioned therein. To understand slavery, we begin with selected Virginia slave statutes to show how slave law was incrementally established in British North America. Slave law in North America will be contextualized within the Atlantic slave trade, the Columbian exchange, and the English legal inheritance. Slavery, after all, fit within the fundamentally hierarchical nature of the English common law of persons—husband-wife; parent-child; master-servant—which governed every relationship in the eighteenth-century world. The hierarchical understanding of common law is a critical component of the institute. An important goal for teachers will be to demystify legal history by presenting it as a part of the ordinary life of the founding generation. Participants will read source material that shows how ordinary people exercised authority, how they understood social relationships, and how the law informed their daily lives. We will establish a framework for constructing the Constitution's "original meaning" by explaining differences in the "intent" of the Framers, the "understanding" of the Ratifiers, and the debates within which such static terms exist. These concepts will be explored by looking specifically at slavery's place in the Constitutional Convention and the ratification debates over the three-fifths clause, the slave trade, and the fugitive slave clause.

The first two days will also feature sessions by Paula McAvoy and institute co-director Chara Bohan, leading scholars in the philosophy of education and education history, respectively. They will help participants develop pedagogical strategies for using sources in the

classroom. Professor Bohan's book, *Go to the Sources: Lucy Maynard Salmon and the Teaching of History*, explores the use of sources in history teaching. Professor Bohan will conduct a session in which participants learn about the resources for teachers to develop interactive strategies to bring the courts, the Constitution, and cases into the classroom. These include materials from the Constitutional Rights Foundation and the Library of Congress archives. Paula McAvoy, co-author of *The Political Classroom* will engage participants in how to teach controversial topics. Using appellate court cases, such as *Somerset v. Stewart* (1772) and documents about slavery in the Constitutional Convention, Professor McAvoy will show how legal documents can be understood as the expression of opposing—and sometimes offensive—viewpoints. Foregrounding these strategies in the institute will allow us to use these techniques as we explore the historical content of the remainder of the institute. Moreover, the vast online resources will serve as models for teachers when developing their culminating projects that will be posted on the institute's online museum website.

With the constitutional content foundation laid and a clear objective in place for developing relevant lessons for K-12 classrooms, the remainder of the institute's first week addresses two critical perspectives on the development of constitutional thought. The first will be led by Paul Finkelman, currently the Ariel F. Sallows Visiting Professor of Human Rights Law at the University of Saskatchewan College of Law. Professor Finkelman will spend one session examining the Founders' relationship with slavery, and a second session explaining the development of proslavery thought in the antebellum era. This portion of the seminar will detail a historical argument that connects the Founders' intentions with the development of proslavery constitutional thinking. Proslavery thinkers developed religious and moral defenses of slavery, along with legal and political rationales. Because slavery is recognized today as an inherent evil,

it is often difficult to consider seriously the proslavery arguments—the result is that these arguments are often dismissed. But to understand the rise of abolitionism, teachers must also understand the arguments created in defense of slavery, and how proslavery sentiments connected to grander concepts that informed constitutional thinking.

Stephen Middleton, Professor of African American Studies and History at Mississippi State University, will present the African American perspective. A central constitutional question of the antebellum era, often overlooked, is how free state laws impacted the constitutional rights of free blacks. Professor Middleton will lead discussions on how free states restricted the liberty and economic opportunity of black residents, but also how abolitionists succeeded in securing constitutional protections for African Americans. Even when iniquitous laws remained on the books, black and white abolitionists created safe zones for fugitive slaves and successfully resisted such laws. With this knowledge, participants will contextualize well-known and lesser-known fugitive slave narratives. NEH Summer Scholars will also visit the APEX Museum (African American Panoramic Experience) and the Auburn Avenue Research Library in the Sweet Auburn Historic District of Atlanta. These locales will help bring the multiplicity of perspectives to life for institute participants.

Week one concludes by counterpoising proslavery constitutional thought with abolitionist constitutional thought. Schoolteacher participants will wrestle with these complex concepts as the institute seeks to build a foundation of responsible exploration of the Constitution's historical meaning. In the first week's final day participants will examine case studies that show how clashing constitutional ideas in the public sphere produced dramatic results. For instance, James Forten authored the famous "Letters from a Man of Color" in 1813 to protest a Pennsylvania bill that would have restricted the migration of free blacks into the state. In part, Forten's argument

invoked the principle of equality before the law. One decade later, legislators in Pennsylvania invoked the same idea of equality to pass the state's famed personal liberty law, protecting free blacks from kidnapping by slave catchers. Similar struggles between equality and slavery—along with the stigma slavery placed on free blacks—took place across the North, South, and Midwest. Other texts include Prince Hall's famous petition to Congress and St. George Tucker's proposal to abolish slavery in Virginia. Project co-director Chara Bohan will lead discussions on women in slavery and equality, exploring the question of how the antislavery movement involved women and how women adopted their own arguments for equality which were in turn adopted by some abolitionists. As a scholar on the role of women and the impact of race in American educational history, Dr. Bohan will help broaden the lens through which the themes of equality and slavery are examined.

The second week of the institute begins in Charleston, South Carolina, where participants will engage in more intensive place-based learning. In addition to being one of the oldest ports in British North America, Charleston was home to some of the most important thinkers in American history. South Carolina delegates to the Constitutional Convention—Charles Pinckney, Charles Cotesworth Pinckney, John Rutledge, and Pierce Butler—were principal supporters of federal union in 1787. Charles Pinckney, one of the youngest participants in the Convention, authored an early plan for union. All of South Carolina's delegates trenchantly defended slavery, forcing some notorious compromises.

But the point of bringing participants to Charleston is to give them a sense of how constitutional issues played out in the physical landscape of one of the South's most important places in the antebellum era. It was the location of several key moments in antebellum history. In 1822, officials uncovered what they believed to be a massive conspiracy led by a Charleston free

black carpenter Denmark Vesey to raise up the city's free black and slave population, kill the whites, and sail to Haiti. The uncovering of this conspiracy (real or imagined) proved a decisive moment. In its wake, South Carolina passed restrictive legislation aimed at suppressing free blacks and abolitionists, and other southern states followed suit. The restrictive legislation included the so-called "Negro Seamen Act," which ordered that any free black who sailed into Charleston harbor on board a ship would be jailed at the captain's expense. The crisis led to a series of high profile events that brought southern states into collision with the federal government, leading ultimately to the secession convention of 1860, and the shelling of Fort Sumter in Charleston harbor in 1861.

While still working with individual documents, schoolteachers will be invited to think about the connections between historic events with constitutional arguments. Visiting the Old Slave Mart and the reputed site of the Denmark Vesey House are obvious examples, but only part of what will be an in-depth look at how slavery was interwoven into the fabric of everyday life in the South. Schoolteachers will visit the National Trust Historic Site at Drayton Hall for a robust experience tracing slavery from the Revolutionary War period, the Charles Pinckney National Historic Site, and partake in structured lessons on the complex nature of slavery at the Avery Research Institute and Museum—the historic African American school on the campus of the College of Charleston. Professor Bernard E. Powers, professor of History at the College of Charleston and author of *Black Charlestonians*, and Dr. Jon Hale, educational historian from the College of Charleston who specializes in student activism and protest during the freedom school movement, will help facilitate the Charleston component of the institute. The development of proslavery constitutional theory (explored during week one) intersected with the everyday practice of white supremacy that life in a slave society inculcated in its members. By shifting the

learning experience to geography and material culture, the institute will better inform teachers about how constitutional theory can be informed by the norms of everyday life.

The institute will return to Atlanta for its final three days. The Atlanta History Center is supporting our proposed institute as an institutional partner. Summer Scholars will visit the extensive campus of the Atlanta History Center and its exhibitions, which tell the story of the region's people from its earliest settlers, through its struggle with slavery, to the international city Atlanta has become. The Atlanta History Center is also home to the Keenan Research Center (KRC) archives, which will allow schoolteacher participants to investigate primary source material related to slavery and questions of equality for use in their lesson development. For example, KRC has several artifacts pertaining to slavery in the region such as slave bills of sale.

Co-director Robert Baker and Dr. Alfred L. Brophy, the Judge John J. Parker Distinguished Professor of Law at the University of North Carolina School of Law in Chapel Hill, North Carolina, will lead discussions on the major constitutional problems of antebellum America through a guided exploration of Supreme Court opinions, congressional statutes, state statutes and resolutions, and state court opinions. Brophy's scholarship on the legal history of race and law in American history is wide ranging and provocative, and he brings a range of scholarship that extends from colonial America to the current debate over reparations for slavery into the institute. Baker's scholarship focuses on how constitutional politics and law produce constitutional meaning, and has extensive experience teaching such concepts to secondary schoolteachers. These two scholars will guide institute participants through sessions designed to show both how to read court cases and statutes as law, and how to read them in historical context. They will also help explain how ideas of equality, especially those of African American thinkers, ultimately helped shape constitutional norms of equality under law.

Dr. Bohan's contextual use of primary documents in the second week will provide a framework for participants to develop lessons and resources for classroom use concerning slavery and equality under the Constitution. Participants will create interactive lesson plans pertaining to slavery and equality under the Constitution, and add these to the rooms in the online museum. The museum "rooms" will be organized by topics from the institute and include separate spaces for founding documents, pro-slavery literature, abolitionist literature, African American perspectives, fugitive slaves, women and abolitionism, plantation life, key Supreme Court cases, and Congressional legislation. See the 2016 Courting Liberty website <http://sites.gsu.edu/nehcourtingliberty/> and click on the participants' projects tab for specific examples of prior teacher created lesson plans that pertain to some of the above topics.

The final day of the institute will examine the resolution of the constitutional crisis of 1860-1870. Secession and Civil War was a constitutional crisis, although it is not often taught in this way. Teachers will learn how the crisis forced creative responses from President Lincoln and Congress to deal with practical problems raised by secession and war. Ultimately, the resolution of the war led to constitutional revolution with the passage of the Thirteenth, Fourteenth, and Fifteenth Amendments. Using the same methods discussed in the first week, we will deliberate in a workshop the original intent and understanding of these amendments. Additionally, teachers will be able to identify the sources of constitutional thinking (examined during the institute) that went into the formation of a new Constitution dedicated to formal legal equality. The discussion will close by analyzing how the Civil War Amendments played out in the Reconstruction South and examine how *Plessy v. Ferguson* (1896) interpreted those provisions in such a way as to make segregation square with "formal equality." Teachers will also read a short biography of Elizabeth Jennings, a nineteenth century "Rosa Parks," who sued a New York trolley car

company for forcibly removing her from the street car because of her race. In 1854, future President Chester A. Arthur represented Jennings in court and prevailed. The goal is for teachers to understand constitutional thought as a work-in-progress, rather than as a pre-formulated body of coherent theory.

High-quality participant projects will be a lasting hallmark of the institute. Teachers will have the opportunity during the institute to develop their ideas through interaction and discussion with scholars in the various fields. Teachers will be allotted an additional month to digest the rich academic experience and fine tune their projects before submission for publication on the institute's website "Slavery and Equality Under the Constitution Online Museum." Participants will be encouraged to share their institute experience and website with their own school, district, and state level colleagues to more widely disseminate the valuable content of this institute.

Our experience running the summer institute *Courting Liberty* in 2016 was exhilarating. Our participants handled the workload well, brought challenging ideas to sessions, and learned a great deal. They also brought a number of ideas for improving the institute in the future, which they provided both in their official reviews and in direct comments to the co-directors. Our experiences and their thoughtful critiques have led to a few important changes in our current proposal. Full participant evaluations and an explanation of how their recommendations were used to adjust the institute's curriculum and instruction is included on page 61 of this proposal.

C. PROJECT FACULTY AND STAFF:

Principal Faculty and Staff

Dr. H. Robert Baker – *Co-Director; Georgia State University, College of Arts & Sciences, History Department*, Dr. Baker is an associate professor of History specializing in legal and

constitutional history. He is the author of *The Rescue of Joshua Glover: A Fugitive Slave, the Constitution, and the Coming of the Civil War*, winner of the Gambrinus Prize, and *Prigg v. Pennsylvania: Slavery, the Supreme Court, and the Ambivalent Constitution*. Together, these books treat comprehensively the Supreme Court's jurisprudence on the fugitive slave clause. His research has been supported by a Fulbright Scholarship, the Newberry Library, the William Nelson Cromwell Foundation, and the American Historical Association. In his role as co-director for the NEH Institute, Dr. Baker will provide the historical expertise for the creation of curriculum content.

Dr. Chara Haeussler Bohan – *Co-Director; Georgia State University, College of Education, Department of Middle and Secondary Education*, Dr. Chara Bohan is a professor of Education who specializes in education history and the teaching of history. She has authored more than 70 publications, written a book titled, *Go to the Sources: Lucy Maynard Salmon and the Teaching of History*, and co-edited several books, *Histories of Social Studies and Race, 1865-2000*; *Clinical Teacher Education: Reflections from an Urban Professional Development School Network*. She has also directed two Teaching American History grants and one NEH institute for teachers. In 2016, she won the Distinguished Faculty Award from the GSU College of Education. Dr. Bohan's published work on race and women in the history of education, as well as the use of primary source documents in the teaching of history make her well-suited to co-direct the institute. Dr. Bohan will coordinate the overall curriculum for the institute, including lectures, field-based components, and teaching projects; she will oversee the budget, website, recruitment, community outreach, and logistics.

Distinguished Scholars:

Dr. Alfred Brophy holds the Judge John J. Parker Distinguished Professor of Law chair at the University of North Carolina Law School. He has published extensively on the subject of race and law in American history from the colonial era through contemporary debates on reparations, including *Reconstructing the Dreamland: The Tulsa Riot of 1921, Race, Riot, and Reparations* from Oxford University Press.

Dr. Paul Finkelman currently serves as the Ariel F. Sallows Visiting Professor of Human Rights Law at the University of Saskatchewan College of Law. He specializes in American legal history, constitutional law, and race and the law. Professor Finkelman's book, *Defending Slavery: Proslavery Thought in the Old South: A Brief History with Documents*, will be a featured text for the institute. His expertise will illuminate the concept of slaves as property, the criminal law of slavery, the relationship between race and slavery, and constitutional issues involving fugitive slaves.

Dr. Jon Hale is an Associate Professor of teacher education at College of Charleston. His research examines American educational history and has focused on the Freedom Schools and the Civil Rights Movement in South Carolina. He is the author of a Columbia University Press book titled, *The Freedom Schools*. Dr. Hale has extensive knowledge of Charleston's historical relevance to the framing of the Constitution and its implications on slavery.

Dr. Paula McAvoy is the program director for the Center for Ethics and Education at the University of Wisconsin-Madison. She taught high school social studies for ten years in California before earning her Ph.D. and working at Illinois State University and the Spencer Foundation. Her research interests include democratic education and the ethics of teaching about

politics. She is the co-author, with Diana Hess, of the book, *The Political Classroom: Evidence and Ethics in Democratic Education*.

Dr. Stephen Middleton received his Ph.D. degree from Miami University (Ohio). He also completed the first-year curriculum in law at New York University School of Law. Dr. Middleton's research interest is race and the legal system. His book, entitled *The Black Laws: Race and the Legal Process in Ohio, 1787-1860*, will be a key resource provided to participants of the institute. Dr. Middleton is a professor of History and the Director of African American Studies at Mississippi State University.

Dr. Bernard Powers is a professor of History at the College of Charleston. He has published numerous works on African American social and cultural evolution. His major work is *Black Charlestonians: A Social History 1822-1885*, which won a Choice Award for Best Academic Books. He serves as chief historian on the strategic plan for the International African American Museum (Charleston) and as evaluator for the African American Focus Tours at Drayton Hall Plantation for the National Trust for Historic Preservation.

D. PARTICIPANT SELECTION:

The application process for teachers interested in the institute will follow the eligibility and selection criteria as established by the NEH. The final group of 25 selected participants will encompass varied educational, teaching, and regional backgrounds in order to foster critical discourse from a wide breadth of perspectives. A four-member selection committee made up of the primary project faculty will review applications for the summer institute. The third selection committee member is Rhonda Webb, a classroom teacher, who works as the project's on-site coordinator. The fourth member is Mr. Charles Hight, also a classroom teacher, who works as the project's graduate research assistant.

E. PROJECT WEBSITE:

The institute will utilize a highly engaging and clearly organized website to market the summer institute to teachers across the United States by advertising through national education organizations and listservs. The website will provide easily navigated logistical information concerning the NEH application process and a daily schedule describing lectures, activities, and field trips. The website from the 2016 institute (<http://sites.gsu.edu/nehcourtingliberty/>) will be updated to reflect changes in the visiting scholars, daily schedule, and field trips. The website will expand following the completion of the institute to then act as a portal for content related to constitutional scholarship pertaining to antebellum slavery and equality.

F. PROFESSIONAL DEVELOPMENT FOR NEH SUMMER SCHOLARS:

Teacher participants will receive an institute completion packet, including a certificate of completion, syllabus, and contact hours at the conclusion of the institute. Teachers may use this documentation for the continuing education certification process required by their school district.

G. INSTITUTIONAL SUPPORT:

Georgia State University (GSU), founded in 1913, is a leading public research university located in downtown Atlanta, Georgia and is the largest institution of higher education in the state. The campus and resources of GSU provide a perfect environment for the proposed project. Atlanta's Auburn Avenue historic district abuts GSU's campus, and offers visiting participants rich cultural experiences. The GSU library and local facilities contribute vast resources related to the study of African American history. Comfortable dormitories or hotels adjacent to the university campus provide visitors convenient accommodations.

APPENDIX A: DAILY SCHEDULE WITH READINGS

WEEK #1 : EQUALITY AND SLAVERY IN A CONSTITUTIONAL REPUBLIC

DATE	DISCUSSION TOPIC	FACILITATOR	READINGS
Sun. (1A)	Arrival of Participants: Welcome Reception	Baker/Bohan	
Mon. (1B) <i>Morning</i>	Understanding the “Original Meaning” of the Constitution	Baker	<u>Morning</u> Key Legal Documents <ul style="list-style-type: none"> • Virginia Slave Statutes (Ancillary) • Constitutional Convention docs (Ancillary)
<i>Afternoon</i>	Developing Interactive Strategies to Bring the Constitution, the Courts & Cases into the Classroom	Bohan/Paula McAvoy	<u>Afternoon</u> Key Readings <ul style="list-style-type: none"> • Hess, <i>Controversy in the Classroom</i>, ch. 1 Contextual Materials (both sessions) <ul style="list-style-type: none"> • Beeman, <i>Plain, Honest Men</i>
Tues. (1C) <i>Morning</i>	Origins of the Abolitionist Movement	McAvoy/Baker	<u>Morning</u> Key Legal Documents <ul style="list-style-type: none"> • <i>Somerset v. Stewart</i> (1772) – (Ancillary)
<i>Afternoon</i>	Critical Perspectives: Slavery & the Founders	Paul Finkelman	<u>Afternoon</u> Key Readings <ul style="list-style-type: none"> • Constitutional Convention docs (Ancillary) • Finkelman, <i>The Proslavery Constitution</i> Contextual Materials (both sessions) <ul style="list-style-type: none"> • Baker, <i>Prigg v. Pennsylvania</i> • Beeman, <i>Plain, Honest Men</i>
Wed. (1D) <i>Morning</i>	Proslavery Thought	Paul Finkelman	<u>Morning</u> Key Legal Documents <ul style="list-style-type: none"> • Finkelman, ed., <i>Defending Slavery: Proslavery Thought in the Old South</i>
<i>Afternoon</i>	Law and Race in the antebellum North	Stephen Middleton	<u>Afternoon</u> Key Readings <ul style="list-style-type: none"> • Middleton, <i>The Black Laws: Race and the Legal Process in Ohio</i>
Thurs. (1E) <i>Morning</i>	Equality and the Abolitionists, Black and White *** APEX Museum & Auburn Avenue Research Library	Baker/Stephen Middleton	<u>Morning</u> Key Legal Documents <ul style="list-style-type: none"> • Selections from Anthony Benezet, Phyllis Wheatley, Prince Hall, Benjamin Banneker, St. George Tucker, James Forten, John Jay, David Walker and William Lloyd Garrison (Ancillary)
<i>Afternoon</i>	Women and Equality	Baker/Bohan	<u>Afternoon</u> <ul style="list-style-type: none"> • Sklar, <i>Women’s Rights Emerges Within the Antislavery Movement</i>
Fri. (1F)	Travel Day to Charleston Touring Day 1 – Charles Pinckney House	Baker/Bohan	
Sat. (1G) <i>Morning</i>	Slavery and Race in South Carolina College of Charleston Alumni Center	Jon Hale	

Afternoon	Touring Day 2 – Old Slave Mart		
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WEEK #2: EQUALITY AND SLAVERY IN THE MIDST OF CONSTITUTIONAL CRISIS

DATE	SESSION SCHEDULE	FACILITATOR	READINGS
Sun. (2A) <i>Morning</i> <i>Afternoon</i>	Touring Day 3 – AME Church (optional) Touring Day 3 – Drayton Hall	Baker/Bohan	
Mon. (2B) <i>Morning</i> <i>Afternoon</i>	Touring Day 4 – Fort Sumter Touring Day 4 – Avery Research Center Denmark Vesey in Charleston	Bernard Powers	<u>Afternoon</u> Key Legal Documents <ul style="list-style-type: none"> • Selections from the trial of Denmark Vesey, et al., <i>Elkison v. Deliesseline</i> (1823) – (Ancillary)
Tues. (2 C)	Travel back to Atlanta		
Wed. (2 D) <i>Morning</i> <i>Afternoon</i>	Fugitive Slaves/Refugees from Slavery Dred Scott, Slavery, and the Law of the Constitution	Baker Al Brophy	<u>Morning</u> Key Legal Documents and Reading <ul style="list-style-type: none"> • Baker, <i>Prigg v. Pennsylvania</i> • Horton, Harriet Tubman and the Fight for Freedom <u>Afternoon</u> Key Legal Documents and Reading <ul style="list-style-type: none"> • <i>State v. Mann</i> (1829), <i>Dred Scott v. Sandford</i> (1857) - (Ancillary)
Thurs. (2E) <i>Morning</i> <i>Afternoon</i>	*** Atlanta History Center, Tullie Smith Plantation Exhibition and Resources for lesson development (archives/slave documents and exhibitions/plantation experience) From Bloody Kansas to Secession Winter	Baker/Brophy	<u>Afternoon</u> Key Legal Documents and Reading <ul style="list-style-type: none"> • Lecompton Constitution, Secession Conventions, Republican Party Platform – (Ancillary)
Fri. (2F) <i>Morning</i> <i>Afternoon</i>	The Civil War Amendments The Civil War Amendments & the Jim Crow South Closing Events	Baker/Bohan Baker/Bohan	<u>Morning</u> Key Legal Documents and Reading <ul style="list-style-type: none"> • Thirteenth, Fourteenth, Fifteenth Amendments (Ancillary) <u>Afternoon</u> Key Legal Documents and Reading <ul style="list-style-type: none"> • <i>Plessy v. Ferguson</i> (1896) - (Ancillary) • Perrotta & Bohan, “Elizabeth Jennings: Nineteenth Century Rosa Parks”
Sat. (2 G)	Leave Atlanta		

Courting Liberty Syllabus

Week #1 : Equality and Slavery in a Constitutional Republic

Essential Question for Week #1:

- In what ways did the United States Constitution promote both equality and slavery as originally written and interpreted by the first generation of Americans?

(Ancillary Readings): Key Legal Documents and/or Primary Source Materials, excerpted, edited, and introduced by H. Robert Baker and provided digitally to the institute participants:

Benezet, Anthony, *Observations on the Inslaving, Importing and Purchasing of Negroes*
Blackstone, William- *Commentaries on the Laws of England* (1761-1765)
Declaration of Independence
Farrand, Max - *Records of the Federal Convention of 1787*
Forten, James, “Letters from a Man of Color” (1813)
Franklin, Benjamin, “Sidi Mehemet Ibrahim on the Slave Trade,” (1790)
Hall, Prince, “The Petition of a Great Number of Blacks, Freemen of this Commonwealth,” (1788)
Kaminski, Saladino, Leffler, Schoenleber, & Hogan – *The Documentary History of the Ratification of the Constitution*
Jefferson, Thomas – *Notes on the State of Virginia* (1785)
Pennsylvania Gradual Abolition Statute (1780)
Somerset v Stewart (1772)
Tucker, St. George, *A Dissertation on Slavery: With a Proposal for the Gradual Abolition of It, in the State of Virginia* (1796)
Virginia Colony Slave Statutes
Wheatley, Phyllis, selected poems (1770s).

Key Primary Source Collections, provided for the Participants

Finkelman, Paul – *Defending Slavery: Proslavery Thought in the Old South: A Brief History with Docs* (Bedford)
Sklar, Kathryn Kish – *Women’s Rights Emerges within the Antislavery Movement: A Brief History with Docs* (Bedford)

Contextual Materials

Beeman, Richard – *Plain, Honest Men: The Making of the American Constitution*
Constitutional Rights Foundation – *Bill of Rights in Action* (Teacher Resources and Archived Issues)
Library of Congress – “Constitution Day” Teacher Resources
Middleton, Stephen – *The Black Laws: Race and the Legal Process in Ohio*

Week #2: Equality and Slavery in the Midst of Constitutional Crisis

Essential Question for Week #2:

- How did the Constitution mediate debates about slavery and equality through passage of the Civil War Amendments?

(Ancillary Readings) Key Legal Documents and/or Primary Source Materials, excerpted, edited, and introduced by H. Robert Baker and provided digitally to the institute participants:

Craft, William and Ellen – *Running a Thousand Miles For Freedom*
Confederate Constitution
Denmark Vesey case materials (1822)
Dred Scott case (1857)
Fugitive Slave Act (1793; 1850)
Garrison, William Lloyd, selections from the *Liberator* (1830s, 40s, 50s)
Negro Seaman Act (S.C., 1823)
North Carolina v. Mann (1829)
Plessy v. Ferguson (1896)
Prigg v. Pennsylvania (1842)
Lecompton Constitution (1858)
Secession Documents
Thirteenth, Fourteenth, and Fifteenth Amendments
Walker, David, “Appeal ... to the Coloured Citiznes of the World,” (1829)

Key Primary Source Collections, provided for the Participants:

Horton, Lois E. – *Harriet Tubman and the Fight for Freedom: A Brief History With Documents* (Bedford)
Sklar, Kathryn Kish – *Women’s Rights Emerges within the Antislavery Movement: A Brief History with Documents* (Bedford)

Contextual Materials

Baker, H. Robert – *Prigg v. Pennsylvania: Slavery, the Supreme Court, and the Ambivalent Constitution*
Beeman, Richard, *Plain Honest Men: The Making of the American Constitution*.
Perrotta, Katherine & Chara Bohan- “I Hate History!” *Journal on Excellence in College Teaching* (2013)
Perrotta, Katherine & Chara Bohan – “Nineteenth Century Rosa Parks? Assessing Elizabeth Jennings’ Legacy” *Vitae Scholasticae: The Journal of Educational Biography* (2013)

APPENDIX B: READING LIST

Required Texts: Scholarly Books, provided to participants

1. Baker, H. Robert – *Prigg v. Pennsylvania: The Supreme Court, Slavery, and the Ambivalent Constitution* (Lawrence: University Press of Kansas, 2012).
2. Beeman, Richard – *Plain, Honest Men: The Making of the American Constitution* (New York: Random House, 2009).
3. Middleton, Stephen – *The Black Laws: Race and the Legal Process in Ohio 1787-1860* (Athens: Ohio University Press, 2005).

Required Texts: Primary Source Readers, from the Bedford Series on History and Culture, provided to participants

1. Finkelman, Paul – *Defending Slavery: Proslavery Thought in the Old South, A Brief History with Documents*
2. Horton, Lois E. – *Harriet Tubman and the Fight for Freedom: A Brief History With Documents*
3. Sklar, Kathryn Kish – *Women's Rights Emerges within the Antislavery Movement: A Brief History with Documents*

Suggested Readings

1. Anderson, James – *Education of Blacks in the South 1860-1935*
2. Basker, James G. ed. *American Antislavery Writings: Colonial Beginnings to Emancipation*
3. Blight, David – *A Slave No More: Two Men Who Escaped to Freedom, Including Their Own Narratives of Emancipation*
4. Blight, David – *Narrative of the Life of Frederick Douglass: An American Slave Written By Himself – With Related Documents*
5. Brown, John – *Slave Life in Georgia*
6. Craft, William and Ellen – *Running a Thousand Miles to Freedom*
7. DeLombard, Jeannine – *In the Shadow of the Gallows: Race, Crime, and American Civic Identity*
8. Ford, Lacy – *Deliver Us From Evil: The Slavery Question in the Old South*
9. Hess, Diana – *Controversy in the Classroom: The Democratic Power of Discussion*
10. Hoffer, Peter Charles – *Cry Liberty: The Great Stono River Slave Rebellion of 1739*
11. Jacobs, Harriet – *Incidents in the Life of a Slave Girl, Written by Herself by Harriet Jacobs*
12. McLaurin, Melton – *Celia, A Slave*
13. Nash, Gary – *Race and Revolution*
14. Powers, Bernard – *Black Charlestonians: A Social History 1822-1865*
15. Walker, Vanessa Siddle – *Their Highest Potential: An African American School/Community in the Segregated South*
16. Willentz, Shawn – *Rise of American Democracy*