

Participants and staff will engage historical information and concepts in three packed weeks. Following registration in the afternoon of Sunday, July 10, the institute will begin with a reception at the home of the director that evening. Past participants enjoyed this event, quickly bonded, and met Colgate staff and institute speakers.

Formal sessions will occur Monday through Friday, from 9 a.m. until noon, with a fifteen-minute break at about the halfway point. After a working lunch, there will be a one-hour discussion of the morning's experience followed by ninety minutes of pedagogical interaction discussing curricular application of themes and documents addressed earlier in the day. After the pedagogy sessions, the director will hold office hours as desired. There will be several evening screenings of films directly relevant to the goals of the institute. To enhance participants' research, the library will be open during workweek evenings, and during the day on Saturday. Throughout the institute, the director, pedagogy leader, and the Case Library Information Technology staff will work with visiting speakers and participants to gather resources for culminating portfolios.

The first session on Monday, July 11, will begin by defining historically key terms used in the institute: abolitionism and the Underground Railroad. Using the first chapters of Manisha Sinha's book, *The Slave's Cause: A History of Abolition*, and other texts, the director will discuss important new studies and indicate controversies about abolition and violence and link them to early examples of the Underground Railroad. I will emphasize the new studies that encompass Florida, Texas, and an increased emphasis on the Canadian and Mexican borders.

Next, the institute will examine early religious abolitionist texts, starting with John Woolman, *Some Considerations on the Keeping of Negroes* (Philadelphia: James Chittin, 1755). To understand the nascent period of the UGRR, we will discuss a number of runaway

slave notices and early rendition court cases. Following that, we will discuss the impact of American Revolutionary egalitarianism. To discuss the prevalence of self-emancipation, we will study Lord Dunmore's 1775 proclamation offering freedom to enslaved blacks helping the King's troops, and the "Book of Negroes," the list of Black Loyalists who evacuated from the United States for Nova Scotia in 1783. Using a chapter from *The Slave's Cause* and from Karen Cook-Bell's book, *Running from Bondage*, participants will study the black military experience during the American Revolution, the paradox of slavery in a freedom-loving nation and the role of women in self-emancipation. The afternoon includes an hour's rehash of the morning class and a ninety minute pedagogy session. On the first and second evenings, institute participants will view the PBS four-part documentary, *Slavery and the Making of America*.

On Tuesday, July 12, the institute will examine the parallel tracks of the abolitionist movement and the UGRR after the American Revolution. Chapters in Manisha Sinha's authoritative study, *The Slave's Cause*, will help us understand the heightening radicalism of the black community and more militant anti-slavery activism that opened the door to the methods of the UGRR. Manisha Sinha will visit the institute via zoom to explain the connections between gradual emancipation and the UGRR. Later, participants will examine documents supporting the American Colonization Society, a national organization aimed at exiling free blacks out of the United States. There will be a one-hour discussion of the morning's lessons followed by a pedagogy session to introduce creative approaches for teaching this complex history.

Day three, July 13, will be spent on the rise of Immediatism, the call to end slavery immediately without compensation to slave masters. First, we will discuss excerpts from David Walker's *Appeal* (1828) and its explicit call to resist kidnappers and slave traders. Participants will read chapters from Sinha's *The Slave's Cause* and the director's biography, David Ruggles:

A Radical Black Abolitionist and the Underground Railroad in New York City, a book which details what Ruggles termed “practical abolitionism.” This term meant day-to-day, grassroots resistance to slave catchers, traders and kidnappers. The book also reveals that Ruggles’ New York Committee of Vigilance, founded in 1835, was the first established UGRR organization. This will help teachers grasp how the efforts of abolitionists and UGRR operatives increasingly meshed. In context, Hodges will lecture on the struggles within the movement to define the role of women and their involvement in party politics, which split the abolitionist movement in 1840. After an informal “roundtable” on the morning’s events, the pedagogy leader will introduce the digital portfolio, the culminating project for the Institute. In the late afternoon, institute participants and staff will carpool to nearby Peterboro to visit the Gerrit Smith estate and the National Abolition Hall of Fame and Museum. Smith was a wealthy benefactor of the abolitionist movement, a fervent UGRR conductor, and one of the secret six who aided John Brown.

July 14, the fourth day of the institute, will feature Richard Blackett, Andrew Jackson Professor of History at Vanderbilt University, appearing by zoom to discuss his authoritative history of the Underground Railroad, *The Captive’s Quest for Freedom*. Blackett will discuss findings and methods exploring myriad archives across the nation. This session will study the perceived routes and methods that self-emancipated, antebellum slaves used to flee from slavery. These routes began with the Atlantic Ocean and ran to the corridor from the Chesapeake to Philadelphia, New York and beyond, from the south through south central and western Pennsylvania, to the west and along the Ohio River to the western frontiers of American society. Most self-emancipated people settled in the upper northern states and Canada. Participants will reconstruct escapes from the slave community, to near and far maroon communities, to the edge

areas across the middle of the nation and then on to the Native American territories, Mexico to the south, and Canada to the north.

July 15, the fifth day of the institute, will focus on the emergence of Frederick Douglass as a key figure in abolitionism and the UGRR. Using his 1845 Narrative, Leigh Fought, associate professor of history at Le Moyne College, will discuss Douglass and the intersection of gender and politics, with materials taken from her book, *Frederick Douglass's Women* (New York: Oxford University Press, 2017). Evaluators from 2019 praised Fought's presentation. An early afternoon session will provide a summary of the week's knowledge and look forward to the next two weeks. By the close of the first week, participants will have gained a thorough grounding in this history of abolitionism, enslaved self-emancipation, and the Underground Railroad into the 1850s. Participants will have studied key primary documents, figures, philosophies, and movements, and gained an understanding of the tensions between pacific and violent resistance.

At the onset of the second week, July 18-19, the institute will travel to North Elba, New York, site of the John Brown farm. There, the group John Brown Lives will offer scholarly lectures, discussions and a full tour of his farm and gravesite. The next morning, the Institute ferry across Lake Champlain to Ferrisburgh, Vermont, the site of the Rokeby Museum and Historic Site. Rokeby was often the last stop on the Underground Railroad for self-emancipated peoples coming from New York City toward Canada. Dr. Lindsay Varner, the director of the museum, will discuss the site's importance, and share letters about the Underground Railroad in the region. The group will then tour the farm and the exhibition, *Free and Safe: The Underground Railroad in Vermont*, and the subsequent special archival exhibit on the Underground Railroad at the Middlebury College Library. In the afternoon, the group will travel to Florence, Massachusetts, a suburb of Northampton, to visit the homes of David Ruggles and

many self-emancipated people who settled in Florence after their escape from slavery. Steve Strimer, the head of the David Ruggles Center, will conduct a walking tour of these historic sites. After an afternoon of activities, the group will hear Kate Clifford Larson discuss her definitive biography of Harriet Tubman; past evaluations praised Larson. On Wednesday July 20, on the way back to Hamilton, the group will stop in Albany, New York to visit the home of Stephen Myers, a key operator on the Underground Railroad and editor of *The Tocsin of Freedom*, a radical abolitionist newspaper. The Albany line was an important route for self-emancipated people coming up from the south through Philadelphia to New York, up the Hudson to Albany, then straight north to Canada, or further west along the Mohawk River to Syracuse and then to Canada. Paul and Mary Liz Stewart, independent researchers and co-founders of the Underground Railroad History Project, will provide an extended tour of The Stephen and Harriet Myers Residence, highlighting the significance of this documented historic sight to the Underground Railroad story, and their efforts to preserve this historic building. After return, the group will gather for a ninety-minute discussion of the trip and its pedagogical value.

Back at Colgate, on Thursday, July 21, Alice L. Baumgartner, Assistant Professor of History at the University of Southern California, will lecture via zoom from her new book, *South to Freedom: Runaway Slaves to Mexico and the Road to Civil War* (Basic Books, 2020), on slave flight into Mexico in the first half of the nineteenth century. The group will also consult Matthew Clavin's work on the UGRR in Pensacola and the Negro Fort, a famous refuge site for self-emancipated enslaved people in Florida. Together these sources will enable the participants to incorporate Spanish-language and territorial abolitionism into their curriculum, a major advance in current scholarship and teaching about these core institute subjects.

On Friday, July 22, the group will focus on violence and abolitionism and the UGRR. Kellie Carter Jackson, Assistant Professor of History at Wellesley College, will discuss by zoom the findings of her book, *Force & Freedom: Black Abolitionism and the Politics of Violence*, there was growing incidence of physical confrontation between Black abolitionists, self-emancipated people and UGRR operators versus professional slave catchers and defenders of slavery. Using documents covering the Fugitive Slave Act of 1850, and the James Hamlet and Anthony Burns rescue cases, the institute will discuss how these laws and acts of civil disobedience ramped up northern anger over national and southern governments' demands to affirm slavery as national law and to cease the freedom seeking of enslaved blacks. On Friday afternoon of the second week participants will gather to discuss the week's accomplishments, having visited key sites that illustrate the complexity of the struggle against slavery, learned more about key figures, and examined selected primary documents. Following that, the pedagogy leader will discuss how to incorporate site-specific learning at museums, living history experiences, monuments, cemeteries, and public buildings into curriculum planning.

On Monday and Tuesday, July 25-26, the Institute will travel across upstate New York to observe the major routes of the UGRR from the south to western Pennsylvania, western New York and on to Canada. Judith Wellman, professor emerita at SUNY-Oswego, will join us and provide expert commentary on the sites visited during the trip. Wellman has been immensely popular with past groups. Participants will first visit the Harriet Tubman Home and gravesite in Auburn, both highlights of past teachers' institutes and seminars. The trip will continue to Seneca Falls to tour the Women's Rights National Historical Park and the Elizabeth Cady Stanton House. Later that afternoon, the group will view abolitionist archives at the Rush Rhees Library at the University of Rochester. The archive visit, immensely successful in seminars from

2013-2019, has extensive collections of letters from the Post and Kellogg families, Frederick Douglass, William Seward. The trip will then visit Frederick Douglass's gravesite in Mount Hope Cemetery, Rochester, followed by a driving tour of key sites around the city including Douglass's home. Past participants regarded these events with reverence. Late in the afternoon, the group will travel ninety minutes to a hotel near Niagara Falls, where there will be a brief discussion of the day's events. In the morning, the group will first visit the Michigan Street Baptist Church in Buffalo, a shelter on the Underground Railroad, tour other sites around Buffalo and Lewiston, the Goat Island passage point to Canada, and then the Niagara Falls Underground Railroad Heritage Center. The Buffalo region's UGRR history is often neglected, but this is a chance to recover how self-emancipated people felt as they neared and crossed the Canadian border into permanent freedom. Late in the afternoon, the group will return to Hamilton.

On Wednesday July 27, participants will return to Richard Blackett's book, *The Captive's Quest for Freedom: Fugitive Slaves, the 1850 Fugitive Slave Law, and the Politics of Slavery* (New York: Cambridge University Press, 2018) to gain a deep understanding of the Underground Railroad along the Ohio River as a counterpoint to the 1850 Fugitive Slave Law and politics of the decade. The group will discuss excerpts from William Still's 1872 book, *The Underground Railroad, a Record*, which includes records of innumerable self-emancipated peoples who passed through Philadelphia in the 1850s. Using Colgate library databases Hodges will demonstrate how to research and illuminate the lives of the white and black freedom seekers involved in the UGRR. After a working lunch and discussion of the morning's achievements, the next pedagogy session examines using multimodal pedagogies to study the legal history of the 1850s and provide usable, contextual understanding to the abolitionist movement.

On Thursday, July 28, Hodges will discuss the transition of the UGRR into the Civil War and beyond. Using primary materials on contrabands (the military name for fugitive slaves) from Ira Berlin's *Freedom: Volume 1, Series 1: The Destruction of Slavery* and from works by Amy Murrell Taylor, Manisha Sinha, Eric Foner, and James Oakes, Hodges will argue that the UGRR expanded nationally during the conflict. Next we will discuss the legacy of the Underground Railroad in the nineteenth and twentieth centuries using Wilbur Siebert's, *The Underground Railroad* (published in 1898), *Still* (1872), and twentieth-century black newspapers. Participants will begin presenting their digital portfolios in the afternoon session.

Friday morning, July 29, will be spent in a group discussion of what the institute taught participants, what they considered the most usable materials, and how they plan to incorporate their new knowledge in the classroom using the digital portfolios.

Pedagogy Schedule

While the historical lectures will provide participants with the academic preparation to understand the key questions regarding antislavery politics, abolitionism and the UGRR, the pedagogy workshops will prepare teachers to engage students by connecting the history to present-day movements and calls to action that are descendant from those politics. Participants will learn multimedia and multimodal approaches for designing engaging curricula relevant to students and create a digital portfolio of primary and contemporary resources to support ongoing teaching.

Pedagogy Session 1: Introducing Key Curricular Themes (July 11)-Scholars will identify broader themes to connect to students' interests and contemporary issues. For example, the themes of morality, freedom, power, and resistance suggest the intersections between the study of the abolitionism and the UGRR and modern-day activism for human rights. Essential questions, such

as: What is freedom? What is morality? How does a quest for freedom and requirements for morality intertwine? Whose freedom matters? What does it mean to imagine freedom? How does one fight for freedom? will motivate curriculum planning to link historical interpretation with a contemporary analysis of social and political engagement.

Pedagogy Session 2: Introducing Multimodal Pedagogical Approaches (July 12)-This session will focus on multimodal learning, which refers to how information is experienced or felt through verbal, visual, aural, spatial, temporal, physical teaching prompts that typically enhance learner development and motivation. Participants will learn how multimodal pedagogies such as movement, sense-making, and creative art activities can have a powerful force on learning. These approaches include an attention to places as sites of learning; attention to emotions and sensory knowledge as a mode of learning; and attention to identity, memory, and language as incentives for learning. Specific creative strategies will be modeled to enhance instructional choices for teaching this material.

Pedagogy Session 3: Colgate's Library Resources (July 13) - Working with the resource librarians, teachers will explore the digital collection of primary sources at the Colgate Special Collections and University Archives to understand the variety of visual materials, including newspapers, runaway-slave advertisements, and slave auction notices, and other primary source documents and informational texts that are available using digital technology. As participants explore the range of resources available, they will continue to understand how historical research and archival investigation inspire inquiry questions relevant to today. This exploration will likely inspire contemporary connections to the integrated alliances characteristic of abolition groups. Participants will be encouraged to identify modern day efforts to end subjugation and oppression

paying attention to similar ways that economic, political and sociocultural conditions can influence social justice movements.

Pedagogy Session 4: Multimedia Resources to Support a Digital Portfolio (July 14) - This session will focus on multimedia approaches, such as voice recording, video, photography, and other art-based methods, used in modern-day communication and creation. Scholars will develop themes to guide a selection of primary and secondary sources for their digital portfolio. This culminating portfolio can be as simple or robust as each teacher needs it to be. It may include a podcast journal to contain personal reflections on the institute, a digital bulletin board or website to archive online resources, or social media apps to foster dialogue and debate. Teachers will receive instruction on a range of tools, as well as sample portfolios to serve as models. Final portfolios will be housed on a shared website so that participants have access to a rich and lasting collection of resources and samples.

Pedagogy Session 5 and 6: Multimodal Approaches to Support Learning – Part 1 & 2 (July 21, 26)– Scholars will continue to learn specific visual, auditory and bodily enhanced approaches that can facilitate teaching of challenging topics in history. Examples of these multimodal approaches include sensory walks to engage the senses and emotions through sight, sound, and movement activities on field trips; using podcasting software to present sound, reflection, and interview; and tips for fostering rich dialogue in interviews and presentations. Scholars will learn to use various media platforms, including video, audio, print, and digital design apps to create and share these examples of multimodal learning.

Pedagogy Session 7: Finalizing the Portfolio (July 27)– Scholars will receive one on one assistance and feedback as they finalize their digital portfolio and present their learning to the seminar director and group.

Keeping the Institute Alive after July 2022

The institute's impact does not end after conclusion of formal sessions. Dissemination of the institute's lessons will take several forms. First, the institute's website at <http://www.Colgate.edu/abolitionism/hodges> will remain permanently live with new materials added continually, including an updated bibliography, news and comments on developments in the study of abolition and the Underground Railroad. Maintained by the director and the ITS staff at Colgate, the website incorporates links to websites such as Freedom on the Move, the Cornell University database of fugitive slave advertisements, the Pennsylvania State government site, Slavery and Underground Railroad Resources, the Slave Society Digital Archive, Slavery.org and many others, making the institute website a national one-stop for resources on Abolitionism and the Underground Railroad. The website will also include the digital portfolios and podcasts of present and past participants in seminars and institutes. Over 150 teachers from across the nation have taken part in similar seminars and institutes at Colgate; canvassing them for comments on how their time at Colgate affected their teaching and research will be of great value for all. During the institute, using modest stipends, I will ask visiting scholars to create podcasts and videocasts and encourage participants to contribute their digital portfolios and curriculum plans, to be stored on the website. In the year after the institute, I will create a book containing bibliographies, lesson plans by participants, and essays by guest lecturers on Abolitionism and UGRR. Inexpensively produced at Colgate's state-of-the-art print shop, the book will be placed in PDF form on the website. After the Institute has completed, there will be two day-long web conferences in February and in September 2023 where staff and participants may discuss how they have integrated the institute's experiences and readings into their pedagogy.