Mission: The Associated Colleges of the South, a consortium of 16 member institutions spanning 12 states, seeks to champion and enhance residential liberal arts education through collaborative projects among its sixteen member institutions.

Grant Program - Final proposal application January 2018-January 2019

Title of project: Studies of Slavery and Its Legacies

Project abstract (250 words maximum, single spaced): Since 2003 when Brown University commissioned a report on the institution’s relationship to the practice of slavery, institutions of higher education such as The College of William and Mary, Georgetown University, Harvard University, Columbia University, and Yale University have wrestled with their historical relationship to slavery. The issue of institutions’ relationship to slavery and its legacies is perhaps even more important for Southern colleges and universities to confront, and it is unsurprising that fewer institutions in the South have taken on such a project. The Studies of Slavery Project seeks funding based on its ability to meet two of the identified themes of the Mellon grant. First, the project entails collaboration among three institutions – Morehouse College, Spelman College, and the University of the South – in the development and implementation of coordinated courses on the three campuses. The three courses, which will be titled and numbered to comply with standards on the three campuses, will address their respective institution’s relationship to slavery and its enduring legacies. Finally, the project will end its first year with a symposium to be held in December 2018 or January 2019, which will allow faculty and students to reflect on their experience in the project, including presentations by students on projects completed during the courses.

PROJECT PARTICIPANTS
(Please add rows if necessary.)

<table>
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<tr>
<th>Name</th>
<th>Title/s</th>
<th>Dept. or office</th>
<th>Office phone</th>
<th>Campus e-mail</th>
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<tbody>
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<td>2. Woody Register</td>
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<td>3.</td>
<td>Julius Coles</td>
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<td>4.</td>
<td>Fredrick Knight</td>
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**Senior Executive Officers providing letters of support**

(see section III.4)

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Nancy Berner</td>
<td>Provost</td>
<td>The University of the South</td>
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<tr>
<td>Michael Hodge</td>
<td>Acting Provost</td>
<td>Morehouse College</td>
</tr>
<tr>
<td>Sharon Davies</td>
<td>Provost</td>
<td>Spelman College</td>
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I. Narrative

1. Purpose of the project

This section should be no more than five pages. Format using single spacing, Times New Roman, font size 11 pt. or larger, and at least 1” margins. Please use the headings below.

a) Theme(s): Mark the grant theme(s) your project addresses. Be sure to review the ACS Guide for Grant Writers for a definition of each theme.

Innovative Instruction □ Collaborative Curricula X Diversity and Inclusion X

b) Description: Describe the project in relation to the theme(s) indicated.

The Studies of Slavery Project seeks funding based on its ability to meet two of the identified themes of the Mellon grant. First, the project entails collaboration among three institutions – Morehouse College, Spelman College, and the University of the South – in the development and implementation of coordinated courses on the three campuses. The three courses, titled and numbered at the 200- or 300-level to comply with standards on the three campuses, will address their respective institution’s relationship to slavery and its enduring legacies. The faculty members have identified shared learning objectives, coordinated course modules, and shared reading assignments. In addition, students and faculty will visit each campus to participate in analyses of historical monuments, and students from the three institutions will collaborate on at least one assignment, a historically informed debate between abolitionists and defenders of slavery.

Second, the proposed project addresses the theme of diversity and inclusion in three ways. First and most obviously, the courses explore a topic related to race relations in the United States and the South, in particular. Second, participating faculty will focus on perspective-taking as a course learning objective and a goal of specific assignments. Finally, the Studies of Slavery project seeks to foster conversations on difficult historical and contemporary subjects related to the legacies of slavery among persons with varying identities and perspectives. Through such conversations, the participants seek to further advance campus cultures that embrace diversity and inclusiveness.

The Studies of Slavery project will develop collaborative courses on slavery and its legacies to be offered in Fall 2018. Professors Williams (Spelman) and Register (Sewanee) will develop new 200- or 300-level history courses at their respective institutions, while Professor Knight (Morehouse) will substantially revise a 200-level course on African-American history as part of the project. These linked syllabi will share readings, subjects, and collaborative assignments over the course of the semester. Participating faculty have agreed to include modules on historical study, memory, perspective taking, and ethical components and to share readings such as those on philosophical justification of slavery, religious arguments for slavery, and readings by abolitionists. The new courses offered by Register and Williams will follow the following outline:

1. Historical analysis of new world slavery and slave-based economy, so that students can connect local events and dynamics to a broader historical narrative
2. Discussion of memory -- how memory of slavery has been preserved
3. Ethical considerations -- after students have conducted the study, how they (and their institutions) shall consider responding in the present context

Professor Knight will weave these themes into his revised American history syllabus.

Faculty will be responsible for serving as instructors of record and leading the course on their respective campuses, but they will also use technology to stream presentations and discussions with students and faculty on the other participating campuses. Each faculty member will host one in-person lecture and discussion with students from other campuses. Additionally, students and faculty
will visit each other’s institution and community in collaborative exercises in which students analyze how the host institution and community commemorate persons from the slave era and its aftermath in the form of monuments and cultural artifacts. The monuments and artifacts project is a key mechanism with which to alter the cultures and narratives about multiculturalism on campuses and in their communities. Critical analysis of monuments and cultural artifacts will foster discussion on participating institutions’ narratives of slavery and its legacies, which will allow institutions and persons associated with the institutions to re-evaluate or affirm their missions, histories, and current approach to multiculturalism. A final project for groups of students from each institution will require students to write a proposal for remaking a significant campus memorial, combining historical/archival research, incorporation of literature on restorative justice and public history, and design specifications for a renovated memorial. Additionally, the course will facilitate students learning from each other and foster awareness of other perspectives in the analysis of history, historical artifacts, and cultural practices.

Collaboration will also strengthen the quality of the courses on the three campuses. Each faculty member has particular areas of expertise, and each campus has unique resources including ties to archives at their institutions and Atlanta repositories. Together, the three institutions can provide courses to their students that will provide greater depth of understanding and multiple perspectives on slavery and its legacies than any one of the institutions could on its own.

Finally, the project will end its first year with a workshop open to attendance by representatives of other ACS institutions. The workshop, to be held in December 2018 or January 2019, will allow faculty and students to reflect on their experience in the project, including presentations by students on projects completed during the courses. The workshop will help faculty to refine the course to be offered a second year in Fall 2019 and encourage other institutions to develop similar courses or to collaborate on the Studies of Slavery project in a second year.

For a project of this scope and detailed collaboration, the project leaders envision a three-year plan. In the first year, Morehouse, Spelman, and The University of the South will focus on development of the collaborative courses, shared assignments, and a symposium to reflect on the experience and to attract other ACS institutions to the project. In the second year, the three original participating institutions will offer a second year of the revised collaborated courses; launch a digital space for archiving the creative products from the project and archival material; mentor up to three additional institutions who wish to take up similar projects or join Morehouse, Spelman, and The University of the South’s ongoing project, and consider a collaborative study abroad experience in some location involved in the Atlantic slave trade. In the third year, participating faculty will offer a third iteration of the collaborative course, expand the digital archive, include additional ACS members in the project, and potentially launch a collaborative study abroad experience related to the Atlantic slave trade.

c) **Need:** Explain the need for the project, using evidence/data to support your rationale.

In his book *Ebony and Ivy*, Craig Steven Wilder, one of the leading researchers on higher education and its relationship to slavery, writes, “Human slavery was the precondition for the rise of higher education in the Americas.” (2013, 114) According to Wilder, all of America’s oldest colleges and universities are implicated in the institution of slavery and, by extension, should address their institutional relationship to the institution and its legacies. Since 2003 when Brown University commissioned a report on the institution’s relationship to the practice of slavery, institutions of higher education such as The College of William and Mary, Georgetown University, Harvard University, Columbia University, and Yale University have wrestled with their historical relationship to slavery. In the wake of these moments of institutional self-reflection, Wilder has been surprised by the lack of official responses by institutions to the reports issued by committees charged with such
investigations. (Parry 2017a) The issue of institutions’ relationships to slavery and its legacies is perhaps even more important for Southern colleges and universities to confront, and it is unsurprising that so few institutions in the South have taken on such a project. The College of William and Mary stands out for its work in this regard (Meyers 2013), whereas The University of Georgia has been criticized for its attempts to avoid publicity related to its institutional ties to slavery. (Parry 2017b) Institutions that examine their historical relationship to slavery and its legacies, marked by monuments and other artifacts, are subject to political challenges for going too far in erasing historical monuments or preserving too many markers of slavery. (Schuessler 2017 and Parry 2017c) Recent events in Charlottesville laid bare, as if we needed another reminder, how politically fraught are decisions on reassessing how to memorialize events and persons associated with slavery and its defense. (Gluckman 2017)

The “Studies of Slavery” project brings together faculty and students from Spelman College, Morehouse College, and the University of the South to engage in research, to develop collaborative courses, and to host a workshop on the history and legacies of slavery in the South, especially at ACS institutions. The project will deepen participants’ knowledge of the institution and practice of slavery and its legacies, awareness of institutions’ relationships to slavery, understanding of the process of memory and memorialization, and reflection on what ethical actions institutions and individuals may take in light of the new knowledge and awareness.

The project will provide funds for faculty to work with select students to examine their institutions’ and communities’ historical relationship with slavery and its aftermath. Participating institutions were founded under unique circumstances and principles, so each institution will have its own set of questions and approaches to examine the subject of the legacy of slavery. Nonetheless, each institution’s history is, in its own way, tied to the period of slavery, the Jim Crow era, the Civil Rights Movement, and the South’s experience with multiculturalism. The University of the South was first founded in 1857, but its one building was destroyed during the Civil War. Its second founding occurred immediately after the Civil War, opening for its first semester of operation in September 1868. The University of the South was founded to teach southern men “in harmony with Southern principles,” and in the 1950s, some sought to block integration of the University in terms of protecting “Southern culture.” (Roberson 2008, 487) As Houston Roberson notes, “people often use the term ‘Southerner’ to refer exclusively to whites living in the South, essentially rendering blacks invisible.” (Ibid) The precursor of Morehouse College, the Augusta Theological College, was founded in 1867. In 1885, Morehouse moved to its present location on a hill in Atlanta that was a site of fierce Confederate army resistance to Sherman’s 1864 Civil War siege of Atlanta. (“Morehouse Legacy” no date) Spelman College, which previously was known as Atlanta Baptist Female Seminary, bought land from Fort McPherson, a U.S. government property, for Spelman’s current site. The fort was used as a post to enforce federal regulations in Atlanta during the Reconstruction era. (“Fort McPherson” 2012) Faculty on participating campuses will receive stipends to support their work preparing for and offering the collaborative courses. The histories and physical locations of the participating institutions provide rich and varied material for the research of institutional ties to slavery and its legacies.
2. Goals and assessment plan

This section should be no more than five pages. Format using single spacing, Times New Roman, font size 11 pt. or larger, and at least 1” margins. Please use the headings below.

a) Goals: List and explain project goals; we are looking for alignment between your goals and the need for the project as described in point 1c. above.

At the August 2017 planning meeting for this grant proposal, the participating faculty and administrators listed their goals for the Studies of Slavery project. The description of the goals and explanations of their articulation with the Mellon grant goals are as follows:

- **To help students know the global mapping of slavery and the Atlantic slave trade.** The coordinated courses will be taught at the 200- or 300-level of the curriculum, so enrolled students may not have a deep knowledge of the Atlantic slave trade and participating cultures. A first step toward inculcating student appreciation for diversity and inclusion is knowledge of the historical role played by agents and subjects in the slave trade.

- **To help students to understand global capitalism and slavery’s place in it.** Faculty and administrators for this project share a concern that students learn about the role that the slave trade and production based on slave labor played in the development of global capitalism. To advance diversity and inclusion, it is important to understand that institutions such as slavery and production with slave labor are rooted in macrohistorical and macroeconomic processes, in this case, the rise of global capitalism. Presenting such a narrative encourages students to reflect on the significance of such institutions as well as their enduring legacies that may be perpetuated by global capitalism.

- **To examine current manifestations and legacies of slavery.** While the legal institution of slavery may have a specific periodization in the U.S., slavery persists in other contexts and the history of slavery in the U.S. casts a long shadow that reaches today. The project participants hope that examining slavery in other contexts and the enduring legacies of U.S. slavery will foster not just a positive orientation toward diversity and inclusiveness but also inculcate an ethical responsibility to act on such information.

- **To promote student research, so that they take ownership of the analyses.** Students are more likely to identify with, and advance toward, course learning objectives if offered opportunities to pursue research or other creative projects. As diversity and inclusiveness goals are part and parcel of the coordinated courses, research and creative projects will help students advance toward meeting these goals.

- **To explore the three institutions’ unique relationships to slavery, its demise, and aftermath.** Each of the three institutions is founded in some relation to slavery and its legacies. The coordinated courses seek to lay bare those unique relations. For the participants, some of the information may challenge dominant narratives about the institutions’ histories. While discussion of these historical linkages to slavery, its demise, and aftermath may prove difficult, the discussion will advance goals of diversity and inclusiveness on campus. Undoubtedly, the participating institutions will have opportunities to reflect on and reconsider the historical narratives of their institutions, allowing students, faculty, and administrators to embrace some aspects of their past and criticize others.

- **To use our collaboration to enhance the analyses and problematize our respective institutional narratives.** Self-reflection is difficult and path dependent because people look for information that reinforces their self-understanding. Such a pattern can limit institutional self-evaluation and reform. (This is the reason why institutions often hire outside consultants to help address institutional programs.) For this reason, collaboration among the participating
institutions will help advance institutional self-reflection. The coordinated courses will include a number of assignments that foster interaction among students and faculty of the three schools. Those exchanges will engage students and faculty in conversations about institutional histories and how slavery and its legacies are remembered and memorialized. Collaboration will press participants in the project to ask difficult questions about the past as well as how to address institutional history in the present. The final group assignments will focus on memorials and how to address memory of the past in our current historical perspective.

- **To develop students’ ability to understand, appreciate, and analyze multiple perspectives on a subject.** Through course assignments, such as sharing perspectives on memorials on counterparts’ campuses and an historically informed debate on the abolition of slavery, students will learn to understand and articulate multiple perspectives. The purpose of the analysis of monuments is to draw attention to the multivocality of memorials and to appreciate how people of varying backgrounds draw different meanings and significance from historical monuments.

- **To connect the study of slavery to study abroad programs in countries that are home to the African diaspora, and to link up the project to academics in the diasporic regions, including Ghana, Peru, the Caribbean, and Brazil.** In the future, the participants in the Studies of Slavery project wish to link the coordinated courses to study abroad experiences in cultures affected by the Atlantic slave trade. Just as placed-based learning activities on the three campuses enliven the study of slavery and its legacies in the U.S., study abroad opportunities in areas along the slave trade route will deepen students’ understanding of the experience of slavery. Such experiences will allow students to directly observe historical remains of the slave trade and the enduring effects of the trade, which will foster empathy for others and ingrain the value of diversity and inclusiveness.

- **To develop a digital space that could be used for archiving the products of the courses and the studies of slavery on the three campuses.** In the future, participants will develop a digital space for publishing student research and creative products and, perhaps, artifacts related to the study of participating institutions’ connection to slavery, its abolition, and legacies. The digital space will highlight the grant activities and provide resources for future participation in the courses as well as those at other institutions who wish to take up similar projects on their campuses or join the participating institutions in this project. Each of these goals evinces a good deal of ambition, and collectively, they are beyond the reach of a single year of funding. Therefore, the project participants plan to seek funding in two subsequent years to expand the project to include other ACS institutions and to develop and pursue the final two goals listed above.

b) **Activities and timetable:** Outline the major activities for which you seek funding, the details associated with carrying them out, and the time periods for each (i.e., who will be doing what and when). Include a brief statement describing the professional qualifications of each person carrying out assigned activities.

The Studies of Slavery project will entail the development and implementation during the fall 2018 semester of coordinated courses on the history of slavery and its legacies; student and faculty visits as part of learning modules in the courses; and a conference with a keynote speaker, presentations by project participants, and an analysis of the project’s results. ACS member institutions will be invited to attend the conference, which will encourage the replication of
similar studies on other campuses or institutional participation in the second and third years of the proposed project.

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<tr>
<th>Time Period</th>
<th>Activity</th>
<th>Implementing Persons</th>
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<tr>
<td>July-August 2018</td>
<td>Meeting of participating faculty and administrators to discuss final arrangements for the project and coordinated syllabi</td>
<td>Profs. Williams, Knight, and Register; Julius Coles, ‘Dijemi Togunde, Scott Wilson; Scott Wilson will organize the meeting in Atlanta</td>
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<tr>
<td>August-December 2018</td>
<td>Implementation of coordinated courses</td>
<td>Profs. Williams, Knight, and Register</td>
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<td>September 2018</td>
<td>Shared lecture on the slave trade by Professor Knight at Morehouse</td>
<td>Prof. Knight; Coles and Wilson will coordinate local arrangements</td>
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<tr>
<td>September 2018</td>
<td>Sewanee students visit Morehouse and Spelman for Knight lecture and to analyze memorials and memory of the slave era and its aftermath on the campuses</td>
<td>Prof. Knight; Coles and Wilson will coordinate local arrangements</td>
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<tr>
<td>October 2018</td>
<td>Shared lecture on memorials and memory by Professor Register at Sewanee</td>
<td>Prof. Register, Wilson will coordinate local arrangements</td>
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<tr>
<td>October 2018</td>
<td>Morehouse and Spelman students visit Sewanee for lecture by Register and study of monuments and memory at Sewanee</td>
<td>Prof. Register; Coles, Togunde, and Wilson will coordinate local arrangements</td>
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<tr>
<td>November 2018</td>
<td>Shared lecture (online) on philosophy of slavery by Professor Williams at Spelman</td>
<td>Professor Williams; Togunde, and Wilson will coordinate technical arrangements</td>
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<tr>
<td>November 2018</td>
<td>Sewanee students visit Atlanta for debate on abolition of slavery and informal roundtable discussions of ethical responses to legacies of slavery in contemporary society</td>
<td>Profs. Williams, Knight, and Register; Wilson will coordinate with Coles and Togunde to organize the meeting in Atlanta</td>
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<tr>
<td>January 2019</td>
<td>Conference on the Studies of Slavery and Its Legacies Project in Atlanta, including keynote speaker, presentation by participants, and evaluation of the project; open to ACS institutional representatives</td>
<td>Profs. Williams, Knight, and Register; Wilson will coordinate with Coles and Togunde to organize the meeting in Atlanta</td>
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c) **Assessment:** For each goal you identify above, describe the methods/instruments you will use to evaluate project success (e.g., noting that “a survey will be used” lacks adequate specificity).

Assessment will take place at two levels. First, at the level of the coordinated courses, the professors will assess student progress toward the coordinated courses’ stated learning objectives. At the grant planning meeting, the participating faculty members identified the following shared learning objectives for their coordinated courses:

1. students understand the factual basis/historical geography of slave trade
2. students be able to compare the experience of slavery in different settings
3. students are able to engage in creative products such as independent research
4. students understand and intellectually engage with diverse perspectives on a common subject (perspective taking)

The first two learning objectives will be assessed using a final exam question. Faculty will score students’ knowledge of the slave trade and ability to compare slavery in different contexts. The third objective will be assessed by an assignment in the course that requires independent research or production of some other creative product. For the final objective, the professors will employ a portion of a questionnaire based on the AACU rubric for global values to measure student advancement in their ability to understand and assess multiple perspectives on a particular subject. The faculty will use such a survey instrument at the beginning and the end of the course. While no student names will be used on the survey instrument, each student will be assigned a number for the purpose of completing the survey. The surveys will be collected by the three administrators associated with the project at each school and held until faculty have submitted grades in their course. Such a methodology will allow the faculty to measure individual students’ progress in understanding and assessing multiple perspectives on a subject.

Second, the project will be assessed at the level of institutional change. Institutional change is slow, and the three participating institutions begin with distinct institutional cultures and practices, presenting challenges to measurement of the impact of the project on institutional cultures. In the short period of time covered by this grant, the administrators and faculty will discuss the way that the grant affects the activities and discourse about slavery and its legacies on their respective campuses. Such assessment will necessarily be impressionistic, but identifying activities will allow the project participants to enumerate concrete expressions that may affect institutional cultures.

At the conference held in January 2019, the participating faculty at the three institutions will have an opportunity to discuss the results of the assessment and to evaluate the relative successes and shortcomings of the coordinated courses. These results will also form a part of the conference presentation to future collaborators from other ACS institutions who wish to attend the conference.

**Bibliography for Studies of Slavery Project**

(Please add items to this bibliography that will likely be used in the coordinated courses or that report on the study of institutional relations to slavery.)


“Morehouse Legacy,” Morehouse College Website (no date). [http://www.morehouse.edu/about/legacy.html](http://www.morehouse.edu/about/legacy.html) (accessed 7 October 2017)


Wilder, Craig Steven. Ebony and Ivy: Race, Slavery, and the Troubled History of America’s Universities (Bloomsbury, 2013).

Draft Bibliography for the Coordinated Syllabi


Berry, Raina. The Price for Their Pound of Flesh: The Value of the Enslaved from Womb to Grave in the Building of a Nation (Beacon 2017).


Dubin, Steven C. Displays of Power: Controversy in the American Museum from the Enola Gay to Sensation (NYU Press 1999).


*Report of the Working Group on Slavery, Memory, and Reconciliation to the President of Georgetown University* (Georgetown Univ. 2016).

*Slavery and Justice: Report of the Brown University Steering Committee on Slavery and Justice* (3-87).


Williamson, Samuel R. *Sewanee Sesquicentennial History: The Making of the University of the South* (Univ. of the South Press 2008).