

Race and Inequality in Delaware

HIST 460/660, AFRA 460/661, ANTH 460/660, ENGL 460/660, GEO 428/628



Fall 2021

IN PERSON - MASKS REQUIRED

Willard Hall Room 215

Tuesdays 2:00 PM to 5:00 PM

3 Credits

Note: This syllabus, including the course calendar, is subject to change with notification. You are now looking at the most up-to-date version.

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1. Instructor Information

Prof. Dael Norwood (he, him) History, dnorwood@udel.edu	Office Hours, via Zoom: Weds, 2-3:30pm & Thurs, 2-3:30pm Book an appointment (Zoom info on appt page) If no slots are available at a time convenient to you, email me a request with your preferred date/time, and we'll make it work.
Prof. Laura Helton (she, her) English & History, lehelton@udel.edu	Student hours: You can always send me an email requesting to meet, but if you want to just drop in, I will hold open hours via Zoom on Wednesdays, 1:30-3:30: https://udel.zoom.us/j/96035317499
Sylvester Woolford (he, him) Scholar-Advisor	In conjunction with the Partnership for Arts & Culture at UD, Mr. Syl Woolford, a Newark-based specialist in African American genealogy and history, will serve as a Scholar-Advisor to this seminar.

Backup Zoom Information

Meeting link: <https://udel.zoom.us/j/98952095439>

Password: 1833

This Zoom room will be used for small group meetings, or for whole class meetings in the event in person instruction is canceled University-wide. In either case, if it is going to be used, you will be notified via a Canvas announcement and/or via email, in advance.

2. Course Description

As the first in a series of new seminars inspired by the [UD Antiracism Initiative](#), this seminar will explore the history of the University of Delaware in the age of enslavement and emancipation. We will work collaboratively to investigate the university's historical ties to slavery and its relationship to neighboring communities of indentured, enslaved, and free people of color. Students will conduct archival research, work with community historians, and publicly engage the UD and Newark communities in conversation about the ramifications of past social injustice.

The semester will be divided into three parts:

Part I: Exploration

We will explore the types of historical records to be used in your research; read historical scholarship on the history of slavery, indenture, and free Black communities in Delaware; meet several of the experts who will help guide our research; and engage in a series of reflections about what questions are most important to answer--and how we might go about answering them.

Part II: Project Development

We will split into smaller research teams, each one addressed to a particular set of sources or questions. As teams, we will spend more time exploring specific collections, and each student will develop an individual project proposal. As you engage in your independent research and write the draft of your research report, you will have opportunities to receive feedback, and troubleshoot challenges, with peers, faculty, and librarians.

Note: In addition to developing a proposal for a written research report, graduate students in the class will prepare a second proposal for a public humanities extension, with plans for sharing their research beyond the end-of-semester symposium. These public forums could include a pop-up exhibit to accompany our class symposium; a conference presentation or workshop; an article; a blog post; or engagement with a campus committee working on UD's legacies of enslavement and dispossession.

Part III: Presentations

At the end of the semester, the class will develop a set of research presentations, rehearse the presentations, and share them during the Scholar in the Library symposium on the final day of class.

3. Learning Outcomes

By the end of the semester, you will have:

- Gained a foundational understanding of the history of race, slavery, and freedom in Delaware in the early nineteenth century
- Expanded your understanding of UD's role in this history, and considered how that history continues to shape UD's present
- Strengthened your skills in research and contextual analysis
- Designed and completed an independent research report using archival material
- Honed your writing skills through editing and revision
- Presented your research to the UD community

4. Course Texts & Resources

Course Texts

You are required to purchase one book:

Patience Essah, *A House Divided: Slavery and Emancipation in Delaware*, paperback (orig. 1996) (Charlottesville, VA: Univ Of Virginia Press, 2016) (ISBN 9780813938660)

All other course materials will be posted as pdfs or image files to the Canvas site.

Technology

For a guide to technology required for classes at UD, see the [UD Tech Checklist](#). For this course, you will require the ability to connect to Canvas to access readings and complete assignments, and to use Zoom to participate in small group meetings and individual consultations.

[Canvas](#)

Canvas, UD's online learning management system, will be used for all course activities and communication channels in this class. All lectures, readings, and assignments will be posted on the Canvas course site. **Please check it regularly, and set up notifications so that you receive course announcements.** UD IT offers a page with [Help for Students](#) on how to use Canvas; if this is your first time with the software, then I strongly recommend examining the [Canvas Student Guide](#). Canvas is accessible via [MyUD](#) or directly at <http://www.udel.edu/canvas>.

[Zoom](#)

Zoom is a web-based application that can be used from a computer, tablet, or phone. In this class, Zoom will be used for small group meetings, office hour appointments, and, if necessary, some regular class meetings. From a computer, click [the class web link](#) and be sure to install the small program that will download to your computer. You only need to install the program once. From a mobile device, download the free Zoom app and type in the class meeting ID number and/or office hour meeting ID number. A microphone and camera are recommended for online meetings. Information on how to test your computer's audio and video can be found on [Zoom's website](#). Learn more info about [Zoom at UD](#).

[Writing Center](#)

The UD Writing Center stands ready to help you articulate your ideas, create an outline, overcome writer's block, and edit your proposal and essay.

[Multimedia Design Center](#)

The UD Student Multimedia Design Center can help you turn your ideas into images, video, podcasts, games, or virtual reality. They can also help troubleshoot design issues with your presentation slideshow.

Additional Resources

- University of Delaware University Library, <https://library.udel.edu/>
- UD Library Guide: Delaware, <https://guides.lib.udel.edu/delaware/>
- UD Library Guide: Delaware Newspapers, <https://guides.lib.udel.edu/delawarenewspapers>
- UD Library Guide to History Resources, <https://guides.lib.udel.edu/history>
- Chicago-style Quick Citation Guide, https://www.chicagomanualofstyle.org/tools_citationguide.html
- University of Delaware Student Code of Conduct: Academic Honesty, <http://www.udel.edu/stuguide/19-20/code.html>
- Disability Support Services (accommodations, etc), <https://sites.udel.edu/dss/>
- Office of Academic Enrichment (tutoring, study skills, time management), <http://www.ae.udel.edu/>

5. Assignments and Grading

We understand that this semester is likely to be unpredictable in many ways due to the ongoing challenges of COVID-19. Thus, the deadlines listed below are firmly suggested rather than required. Postponed work tends to snowball--and cause anxiety--so we highly recommend that you follow the deadlines listed in the Course Calendar. If you are having difficulty keeping up with these deadlines, please get in touch with us as soon as possible so we can work with you.

Detailed guidelines for each assignment will be posted on Canvas under “Assignments.”

Feedback on your work will be provided in several different ways. The instructors will provide written feedback on written homeworks and paper assignments via comments on Canvas, and offer additional advising on research projects through one-on-one meetings with each student (These are scheduled for in-class during weeks 8 and 9; and available outside of class as needed). Assignments are structured progressively: students are expected to apply instructors' suggestions and answer instructors' critiques at one stage of the research project through their work on the next stage (i.e. take comments on a proposal and demonstrate progress via research memo; or answer critiques on a draft through revisions that appear in the final paper).

You will also receive peer feedback on your written work at several points in the semester, through in-class workshops on proposals, half-drafts, and full drafts. Finally, Mr. Syl Woolford, a Newark-based specialist in African American genealogy and history, will serve as a Scholar-Advisor to this seminar; he will offer comments on student work at the proposal and full draft stage. We expect that students will use this peer feedback and expert advice to improve their research projects, as well.

Unless otherwise specified, all written assignments are due by 12pm noon, on the Saturday of the week assigned.

Reading & Research Journal (2.5% each x 4 opportunities, 10% of final grade): Weeks 1-4

This journal will help you develop your ideas for your individual research report. We will post 4 prompts on Canvas—one each week. They are due each Saturday at noon. That means you can write your post at the beginning of the week before our class discussions, or you can wait and write your post after our class discussions. Each entry should be approx. 500 words. Although these are not formal papers, they should be carefully thought out and edited.

Project Development (45% of final grade): Weeks 5-11

This assignment has weekly components:

- Statement of Interest Paper (5%), due 9/25

- 300 words (or less), due as a Word doc, on Canvas, by noon on 9/25
- Research Checklist and Bibliography (5%), due 10/2
 - c. 250 words (1-2 pages, double spaced) + bibliography, due as a Word doc, on Canvas, by noon on 10/2
- Individual Research Proposal (5%), due 10/9 (Grad students only: additional public humanities proposal due)
 - Undergraduates: 400-500 words (~2 pages, single-spaced)
 - Graduate students: 500-750 words (~3 pages, single-spaced)
 - Due as a Word or Google doc uploaded to the Google Drive Class Folder by 12pm noon on 10/9
- Proposal Presentation (5%), due by class time, 10/12
 - 5 minute presentation, 5 slides PPT
- Research Memo I (5%), due 10/16
 - c.500 words (2-3pp, single-spaced) + your notes in progress
- Research Memo II (5%), due 10/23
 - c.500 words (2-3pp, single-spaced) + your notes in progress
- Half-Draft of Research Report (5%), due 10/30
 - 1,500-2,000 words (6-7 pages, double-spaced, in a font like Times New Roman, Garamond, or Calibri at 12 pt.)
 - Due as a Word doc uploaded to Canvas by 12pm noon on Saturday, October 30, 2021
- Full Draft of Research Report (10%), due 11/6
 - 3,000-4,000 words (12-15 pages, double-spaced, in a font like Times New Roman, Garamond, or Calibri at 12 pt.)
 - Due as a Word doc uploaded to Canvas by 12pm on noon November 2, 2021

Symposium Participation (15% of final grade): Weeks 12-15

Participate in organizing and rehearsing the symposium, help design and compile the slideshows, and either present research OR play a facilitation role.

- Symposium Rehearsal Materials (5%), due 11/27
- Symposium Contribution (10%), 12/7

Final Research Report (20% of final grade): Due 12/14

3,000-4,000 words (12-15 pages, double-spaced, in a font like Times New Roman, Garamond, or Calibri at 12 pt.)
Due as a Word doc uploaded to Canvas by 12pm on noon December 14, 2021

Write a research report that makes an argument about the history of Delaware College (and its surrounding community) in the age of enslavement and emancipation. Your research report should focus on one specific question that falls under one of several categories: the College's ties to slavery; the lives of indentured, enslaved, and free people of color on or near campus; or the way that Delaware College-affiliated individuals engaged debates about race and slavery. Your research should make use of at least one of the types of sources introduced in the first month of the class.

Your final research report will summarize your research questions, your methodology and sources, your findings, and directions for future research on your topic. The report should be well researched, fully cited (Chicago style footnotes and bibliography), and carefully edited. This essay will be publicly presented, so it should reflect your highest level of work. *Note: If you are a graduate student, you should also discuss how your research fits into existing scholarship (or lack thereof) on your topic, and also include relevant citations to at least two secondary sources of scholarship.*

The report should describe your primary texts or objects in detail and connect it to the broader questions you want to ask. How do the documents you have studied draw out that theme? What story or analysis unfolds from it? What's complicated about it? The report should showcase your critical voice. What do you find most compelling about your findings?

Class Participation (10% of final grade)

Because this semester is likely to be unpredictable in many ways due to the ongoing challenges of COVID-19, there is no grade penalty for missed classes. However, it will be difficult to succeed in the class if you do not complete the readings, attend most classes, participate in peer reviews, and stay in communication with the professors. For example, if at some point in the semester you need to quarantine and cannot attend class in-person, please get in touch with us ahead of class to determine alternative ways to engage with the class. While we cannot make this class fully hybrid, we will attempt to accommodate students who must be remote on occasion for public health reasons. At the end of the semester, we will make an assessment of your efforts to meaningfully participate in the class. Please let us know of any challenges you are experiencing, and we will work with you to make accommodations.

6. Course Calendar

NB: Readings are due to be completed before class. All written assignments are due on Canvas by 12pm noon, the Saturday of the week assigned.

Week	Date	Topic	Readings/Assignments Due
Part I: Exploration			
1	Tue., Aug-31	Introductio ns	<p>UD</p> <ul style="list-style-type: none"> • “History,” University of Delaware, https://www.udel.edu/about/history/ • Ann Manser, “Celebrating 275 Years,” UDaily (blog), February 2, 2018, https://www.udel.edu/udaily/2018/february/275-anniversary-year-hoffecker/ • “275 Years at UD,” https://www.udel.edu/about/history/275/ <p>Rutgers</p> <ul style="list-style-type: none"> • “Our Revolutionary Roots,” Rutgers University, https://www.rutgers.edu/about/our-revolutionary-roots-history • “Scarlet and Black Project,” Rutgers University, https://scarletandblack.rutgers.edu/ <p>Princeton</p> <ul style="list-style-type: none"> • “Our History,” Princeton University, https://www.princeton.edu/meet-princeton/history • “Princeton and Slavery: Holding the Center,” https://slavery.princeton.edu/stories/princeton-and-slavery-holding-the-center <p>Clemson</p> <ul style="list-style-type: none"> • “The Clemson Story,” Clemson University, https://www.clemson.edu/about/history/ • “Clemson: The Complete Story,” https://www.clemson.edu/about/history/taskforce/index.html • Dr. Rhondra R. Thomas, “Call My Name: African Americans in Clemson University History,” https://spark.adobe.com/page/wQoPG/ <p>Georgetown</p> <ul style="list-style-type: none"> • “Our History,” Georgetown University, https://www.georgetown.edu/who-we-are/our-history/ • “Georgetown Reflects on Slavery, Memory, and Reconciliation,” Georgetown University, https://www.georgetown.edu/slavery/ <p>Brown</p> <ul style="list-style-type: none"> • “Brown’s History: A Timeline,” Brown University, https://www.brown.edu/about/history/timeline/ • “Steering Committee on Slavery and Justice,” Brown University, https://brown.edu/Research/Slavery_Justice/

	Sat., Sep-4		Journal Entry #1
2	Tue., Sep-7	Decoding Documents Guest speaker: Syl Woolford	<ul style="list-style-type: none"> Patience Essah, <i>A House Divided: Slavery and Emancipation in Delaware, 1638–1865</i> (Charlottesville, VA: University of Virginia Press, 2016), pp. 1-107 (PDF) Week 2 Primary Source Packet (Census documents, UD Catalogue)
	Sat., Sep-11		Journal Entry #2
			<p>Walking Tour 9/11, 10am-12pm: Weekend field trip with Syl Woolford, New London Avenue area Meet in front of Deer Park Tavern at 10am.</p> <p>Students who cannot attend should plan to do the self-guided tour: https://www.artcons.udel.edu/outreach/diversity-initiatives/new-london-road</p>
3	Tue., Sep-14	Reading for Black Lives	<ul style="list-style-type: none"> Patience Essah, <i>A House Divided</i>, pp. 108-190 Rebecca Koch et al., “Reconstructing Delaware’s Free Black Communities, 1800-1870,” September 27, 2010, pp.1-28, https://udspace.udel.edu/handle/19716/5647 David L. Ames et al., “Harriet Tubman Underground Railroad Byway,” Delaware Scenic and Historic Highway Nomination Application (Center for Historic Architecture and Design, June 2009), pp. 14-30, https://udspace.udel.edu/handle/19716/3411 Week 3 Primary Source Packet (Manumission Deeds, Petitions, Wills, & Newspaper Advertisements)
	Sat., Sep-18		Journal Entry #3
4	Tue., Sep-21	Archives and Institutions	<ul style="list-style-type: none"> John A. Munroe, The University of Delaware: A History (Newark, DE: The University of Delaware Press, 1983), 33-119 (PDF) <ul style="list-style-type: none"> also available as a website: https://sites.udel.edu/uarm/the-university-of-delaware/ Week 4 Primary Source Packet (Trustee Minute Books, Family Papers, Property Records) Resource Page
	Sat., Sep-25		Journal Entry #4
	Sat., Sep-25		Statement of Interest Paper

Part II: Project Development			
5	Tue., Sep-28	Planning for Research	
	Sat., Oct-2		Research checklist & bibliography
6	Tue., Oct-5	Small Group Meetings	
	Sat., Oct-9		Undergraduates: <ul style="list-style-type: none"> • Individual Research Proposal Graduate students: <ul style="list-style-type: none"> • Individual Research Proposal • Public Humanities Proposal
7	Tue., Oct-12	Proposal Workshop	Research Proposal Presentation (in class & on Canvas)
	Sat., Oct-16		Research Memo I
8	Tue., Oct-19	Small Group Meetings	
	Sat., Oct-23		Research Memo II
9	Tue., Oct-26	Small Group Meetings	
	Sat., Oct-30		Half-Draft of Research Report
10	Tue., Nov-2	Writing Workshop (Half-Drafts) ZOOM	Read your group's drafts before class (avail via Google Drive) Zoom info: https://udel.zoom.us/j/98952095439 / Password: 1833
	Sat., Nov-6		Full Draft of Research Report
11	Tue., Nov-9	Writing Workshop (Full Drafts) ZOOM	Read your group's drafts before class

Part III: Presentations			
12	Tue., Nov-16	Planning a Symposium	Revision Plan Post (due by classtime)
13	THANKSGIVING BREAK		
	Sat., Nov-27		Symposium Rehearsal Materials
14	Tue., Nov-30	Symposium Rehearsal & Discussion of Legacies	
15	Tue., Dec-7	Symposium! (and Reflections)	Symposium Contribution
Exam Week	Tue., Dec-14		Final Research Report, due on Canvas

7. Course Policies

Course Specific Policies

Attendance

As noted above, because this is such an uncertain time, there are no specific attendance requirements. However, it will be difficult to succeed in the class if you do not complete the readings, attend most classes, participate in peer reviews, and stay in communication with us. We will make an assessment of your effort to meaningfully participate in the class, taking into account individual circumstances. Please let us know of any challenges you are experiencing, and we will work with you to make accommodations.

Communication

Check the course Canvas site and your UD email account on a regular basis, as this is how we will communicate about assignments and schedule changes. Every Monday we will send out a “Weekly Overview” with reminders about readings and assignments. We welcome you to come to the office hours of either Prof. Norwood or Prof. Helton (or make an appointment) to discuss the class, questions, or any other concerns or ideas. If you need to reach us quickly, email is best, but note that messages sent late at night or on the weekend may have to wait for a reply.

Sensitive material and difficult conversations

A number of the texts assigned for this class depict acts of violence relating to race, gender, and sexuality. Some primary sources may also use derogatory racial slurs in a historical context. The texts will raise complex, often uncomfortable questions about the history and ongoing legacy of racism in the United States. This class is meant to grapple directly with these difficult questions. We ask everyone to join us in creating a supportive environment for these discussions, to listen carefully to one another, and to be open to new perspectives and ideas. We recognize that the material we read will affect each student differently—and, in some cases, perhaps painfully. If at any point in the semester you have concerns about our engagement with course materials, we strongly encourage you to talk with us.

Citations

All of your work should be fully cited using Chicago style, including page numbers when you are mentioning a specific passage of a text. (Good online guides to Chicago style include “Chicago Style,” owl.purdue.edu and the “Chicago-style Quick Citation Guide,” https://www.chicagomanualofstyle.org/tools_citationguide.html) If you have *any* questions about citations, please let us know. We are always available to answer questions before assignments are due.

Crediting others' work

Any ideas (**whether directly quoted or not!**) that you rely on in your written work must be cited. Plagiarism is usually **not** the result of deliberate dishonesty. Often it is caused by careless note-taking and/or web browsing. Make sure that you carefully distinguish between your own thoughts and the ideas or words you have found elsewhere. Whether intentional or unintentional, plagiarism results in failure on that assignment, and in some cases requires administrative action.

UD Policies

The Safety of Our Learning Environment

Student learning can only occur when students and their instructors feel safe, respected, and supported by each other. To ensure that our learning environment is as safe as possible, and In keeping with CDC guidelines to slow the transmission of COVID-19 and the University of Delaware's Return to Campus Guidelines (Health and Safety Section), we will adhere to the practice of wearing face masks and cleaning your seat and desk area at the beginning of class.

This means that you:

- Must wear a cloth mask that covers your nose and mouth
- Must not eat or drink in class
- Upon entering the classroom, wipe down your seat and desk area

As necessary, the University may announce modifications to these practices. In that event, these guidelines will be updated to reflect those modifications.

Inclusion of Diverse Learning Needs

Any student who thinks he/she/they may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. Students who have documentation of their need for accommodation should register via the SAM platform: andes.accessiblelearning.com/UDEL/. Reach DSS in the following ways: Phone: 302-831-4643, fax: 302-831-3261, [DSS website](#). Email: dssoffice@udel.edu or visit at 240 Academy Street, Alison Hall Suite 130. Note: During Covid-19 response call ahead to schedule an appointment to come to office.

Academic Honesty

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at sites.udel.edu/studentconduct/sgup/ Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei. You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, one or more of your professors happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), they are obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to one of your faculty members in class, in a paper assignment, or in office hours, we promise to protect your privacy--we will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Office of Equity & Inclusion- oei@udel.edu, 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Office of Disability Support Services, dssoffice@udel.edu, Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights](http://www.ed.gov/office-civil-rights)

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of the Dean of Students (302-831-8939) for support and direction to accessible resources. The campus food pantry, Blue Hen Bounty, is open for walk-ins throughout the semester at 276 South College Ave, M-Th 9am-1:30pm, and W 4-5pm. You can also reach out via e-mail (bluehenbounty@gmail.com).

8. Acknowledgments

We gratefully acknowledge that this syllabus has been improved through the advice of and/or materials created by Syl Woolford (co-founder, Delaware chapter of the Afro-American Historical and Genealogical Society), Lu Ann De Cunzo (University of Delaware), Jonathan Russ (University of Delaware), Anne Boylan (University of Delaware), Alison Parker (University of Delaware), Lynette Overby (University of Delaware), KC Morrison (University of Delaware), Kathryn Benjamin Golden (University of Delaware), Theresa Hessey (University of Delaware), Kaitlyn Tanis (University of Delaware), Rhondra Thomas (Clemson University), Hilary N. Greene (University of Alabama), and the Universities Studying Slavery consortium.

This course would not have been possible without the materials collected, organized, created and maintained by the staff members of the University of Delaware's Morris Library, Special Collections, Center for Historic Architecture & Design, and University Archives, as well as the digitization efforts of the 2021 UDARI Summer Research Team.

Any errors or limitations remain solely the responsibility of the instructors.

9. Copyright

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