

## ADDITIONAL RESOURCES

### Books – Non-Fiction

#### **History of Slavery/Slave Trade**

Ball, Edward. *Slaves in the Family*.

White descendant of plantation owners in South Carolina's search for African-American family connections that trace back to the 19<sup>th</sup> century.

Chan, Alexandra A. *Slavery in the Age of Reason: Archaeology at a New England Farm*.

The life of Isaac Royall, the largest slaveholder in Massachusetts in the mid-18<sup>th</sup> century, and the slaves at his home in Medford, based on archaeological excavations.

Coughtry, Jay. *The Notorious Triangle: Rhode Island and the African Slave Trade, 1700-1807*.

A detailed exploration of how Rhode Island dominated the U.S. slave trade.

Farrow, Anne, Joel Lang, and Jenifer Frank. *Complicity: How the North Promoted, Prolonged, and Profited from Slavery*.

An accessible account of New England's role in slavery and the slave trade, and the empires built from its profits until the outbreak of the Civil War.

Hochschild, Adam. *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves*.

The origins, tactics, and leaders of the anti-slavery movement in England.

Lemire, Elise. *Black Walden: Slavery and Its Aftermath in Concord, Massachusetts*.

Slaves freed after the Revolutionary War try, and fail, to survive in a town that marginalizes them.

Manegold, C.S. *Ten Hills Farm: The Forgotten History of Slavery in the North*.

How the slave trade helped build the wealth of the owners of this farm outside of Boston, including Massachusetts Bay Colony Governor John Winthrop.

Melish, Joanne Pope. *Disowning Slavery: Gradual Emancipation and "Race" in New England, 1780-1860*.

The region's anxiety and confusion about the role of slaves and emancipated blacks, and collective amnesia about it.

Rappleye, Charles. *Sons of Providence: The Brown Brothers, the Slave Trade, and the American Revolution*.

The fraught relationship between John, who profited from the slave trade, and Moses, who became an ardent abolitionist in 18<sup>th</sup> century Rhode Island.

Schwalm, Leslie A. *Emancipation's Diaspora: Race and Reconstruction in the Upper Midwest*.

The post Civil War migration of newly freed slaves from the South to the Midwest, where they faced racism.

#### **Teaching/Interpreting/Understanding Slavery and Race**

Blight, David W. *Beyond the Battlefield: Race, Memory, and the American Civil War*.

A collection of essays about how different groups (white, black, Northern, Southern) selectively remembered the war to serve their contemporary needs.

Blight, David W. *Race and Reunion: The Civil War in American Memory*.

In an effort to reconcile the nation, white Americans from North and South focused on military valor, leaving African-Americans out of the story.

Goodman, Diane J. *Promoting Diversity and Social Justice: Educating People from Privileged Groups*.

Designed for educators who facilitate groups with strategies for handling conflicts and motivating people to make changes.

Horton, James Oliver and Lois Horton, ed. *Slavery and Public History: The Tough Stuff of American Memory*.

A collection of essays about challenges faced by historic sites and other groups that interpret slavery.

Painter, Nell Irvin. *The History of White People*.

Who are white people and where did they come from? From notions of whiteness in Greek literature to the changing nature of white identity in direct response to Malcolm X and his black power successors, Painter's wide-ranging response is a who's who of racial thinkers and a synoptic guide to their work.

Sasanov, Catherine. *Had Slaves*.

Written out of the poet's discovery of slaveholding among her ancestors, and the fragmented evidence left behind of the 11 men, women, and children held in their bondage, *Had Slaves* pieces together lives endured from slavery to Jim Crow.

Tatum, Beverly Daniel. *Can We Talk about Race? And Other Conversations in an Era of School Resegregation*.

A look at the forces that continue to keep races separated in American schools, even after the Brown decision.

Warren, Robert Penn. *The Legacy of the Civil War*.

Originally written for the war's centennial in 1961, the book meditates on the psychological and social after-effects of the war in both North and South.

## **Legacy of Race/Slavery and Pursuing Repair**

Blackmon, Douglas A. *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*.

Pulitzer Prize winning investigation of hidden ways that blacks were forced to work for free; inspiration for a PBS special in 2011.

Brooks, Roy L. *Atonement and Forgiveness: A New Model for Black Reparations*.

A suggestion for how the Federal government could address apology, reparation, and atonement.

Brophy, Alfred L. *Reparations: Pro and Con*.

Summarizes key arguments on both sides.

DeWolf, Thomas N. *Inheriting the Trade: A Northern Family Confronts Its Legacy as the Largest Slave-Trading Dynasty in U.S. History*.

Memoir of a DeWolf family member who participated in the trip documented in the film *Traces of the Trade*, and his struggle to come to terms with the role of race in his personal and family history.

Donaldson, Karen B. *Through Student's Eyes: Combating Racism in United States Schools*.

How students perceive racism and whether an anti-racism curriculum helps mitigate the situation.

Feagin, Joe and Karyn McKinney. *The Many Costs of Racism*.

The damaging effects of racism in the daily lives of contemporary African-Americans.

Hartman, Saidiya. *Lose Your Mother: A Journey Along the Atlantic Slave Route*.

The author personally retraces a slave route from Ghana to the U.S. and considers her own history as an African-American.

Ifill, Sherrilyn. *On the Courthouse Lawn: Confronting the Legacy of Lynching in the Twenty-First Century*.

Why remembering lynching and honoring the victims now can be a powerful tool of community healing.

Jackson, John L. Jr. *Racial Paranoia: The Unintended Consequences of Political Correctness*.

Racism has become more insidious because political correctness has forced it underground.

Johnson, Allan G. *Privilege, Power, and Difference*.

Designed to show readers how they fit into systems of privilege in society and the consequences.

Katznelson, Ira. *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America*.

How powerful government aid programs excluded black citizens, especially during the New Deal.

- Leary, Joy Degruy. *Post-Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*.  
One researcher's conclusions about how psychological damage from slavery and a racist society still affect today's African-Americans.
- Loewen, James. *Sundown Towns: A Hidden Dimension of American Racism*.  
The chilling stories of thousands of American communities that kept out African Americans (or sometimes Chinese Americans, Jewish Americans, etc.) by force, law, or custom.
- Morrison, Toni. *Playing in the Dark*.  
Examines the African American presence, largely ignored by critics, that has always permeated white American literature.
- Pollock, Mica, ed. *Everyday Antiracism: Getting Real About Race in Schools*.  
Educators deal with the most challenging questions about race in school, offering invaluable and effective advice.
- Price, George R. and James Brewer Stewart, ed. *To Heal the Scourge of Prejudice: The Life and Writings of Hosea Easton*.  
A black minister from New England, Easton joined in the struggle of free African Americans to resist southern slavery and secure racial equality, and developed a deep understanding of the problem of "race" in the United States, becoming a trenchant critic of white supremacy and its devastating consequences.
- Robinson, Randall. *The Debt: What America Owes to Blacks*.  
Makes a persuasive case for the restoration of the rich history that slavery and segregation severed, and reclaiming African American lost pasts and proud heritage, can African Americans lay the foundation for a viable future.
- Robinson, Randall. *The Reckoning: What Blacks Owe to Each Other*.  
Makes the compelling case that at the same time that African Americans push for reparations, they must simultaneously fight another equally important battle against the growing prison industrial system that is as ominous a development for black and brown Americans as the slave trade was for the people of Africa between the seventeenth and nineteenth centuries.
- Roediger, David, ed. *Black on White: Black Writers on What It Means to Be White*.  
Brought together some of the most important black writers throughout history to explore the question: What does it really mean to be white in America?
- Schwalm, Leslie. *Emancipation's Diaspora: Race and Reconstruction in the Upper Midwest*.  
Explores the hotly contested politics of enfranchising former enslaved people in overwhelmingly white communities in the northern mid-west, as well as collisions over segregation, civil rights, and the more informal politics of race—including how slavery and emancipation would be remembered and commemorated.
- Singleton, Glenn E. *Courageous Conversations about Race: A Strategy for Achieving Equity in Schools*.  
Examining the achievement gap through the prism of race, the authors explain how to use "courageous conversations" to create a learning community that promotes academic parity.
- Skinner, E. Benjamin. *A Crime So Monstrous: Face-to-Face with Modern-Day Slavery*.  
Today there are more slaves than at any time in history, according to journalist Skinner's report on current and former slaves and slave dealers. Focuses most sharply on Haiti, Sudan, Romania and India, and is interspersed with a detailed account of the work of John Miller, director of the State Department Office to Monitor and Combat Trafficking in Persons.
- West, Cornel. *Race Matters*.  
Thought-provoking essays that address a number of controversial issues of concern to African Americans; nihilism in black America, the crisis of black leadership, affirmative action, black-Jewish relations, sexuality, and the legacy of Malcolm X.

Wise, Tim. *White Like Me: Reflections on Race from a Privileged Son*.

Wise works from anecdote rather than academic argument to recount his path to greater cultural awareness in a colloquial, matter-of-fact quasi-memoir that urges white people to fight racism "for *our own sake*."

## **Theology of Repair and Reconciliation**

Muller-Fahrenholz, Geiko. *The Art of Forgiveness: Theological Reflections on Healing and Reconciliation*.

Shows how the idea of forgiveness has been distorted, abused and largely lost, and why it is so important to reclaim this healing art, not only in personal relations but especially in the relations between nations and peoples.

Shriver Jr., Donald W. *An Ethic for Enemies: Forgiveness in Politics*.

Examines the urgent and practical question: How can nations--or ethnic groups, or races--after long, bitter struggles, learn to live side by side in peace?

Tutu, Desmond. *No Future Without Forgiveness*.

Tutu argues that true reconciliation cannot be achieved by denying the past - nor is it easy to reconcile when a nation "looks the beast in the eye." He presents a bold spirituality that recognizes the horrors people can inflict upon one another, and yet retains a sense of idealism about reconciliation.

Braver, Barbara, ed. *I Have Called You Friends: Reflections on Reconciliation*.

Each of the contributors focuses in his or her own way on reconciliation, grounded in Jesus' meeting us in all our particularities and isolation and calling us into the greater friendship of the Holy Spirit.

## **Books – Children’s Fiction**

Brennan, Linda Crotta and Cheryl Kirk Noll. *The Black Regiment of the American Revolution*.

Story of the black slaves who fought in the Battle of Rhode Island during the American Revolution. Relevant information about the history of slavery is also presented.

Lester, Julius. *To Be a Slave*.

Personal stories of slaves and emancipated African-Americans.

Wall, Patricia Q. *Child Out of Place*.

Crafted historical detail, this story of an enslaved girl in early 19<sup>th</sup> century New Hampshire unfolds a painful era in American history and its repercussions for today.

Wall, Patricia Q. *Beyond Freedom*.

Sequel novel to *Child Out of Place*, it reveals not only the struggle of free blacks living on the north slope of Boston's Beacon Hill in 1812 to survive in a climate of growing racism, but their courage and perseverance as they seek to overcome that and claim their rightful place in American life.

## **Journal Articles**

### **Teaching/Interpreting/Understanding Slavery and Race**

Horton, James Oliver. "Presenting Slavery: The Perils of Telling America's Racial Story." *The Public Historian* (Fall 1999).

Horton raises and answers the question, "Why confront this history at all?"

"Interpreting Slavery" issue, *History News*, vol. 54, no. 2 (Spring 1999).

A collection of articles covering multiple perspectives on the state of interpreting slavery at American museums and historic sites.

"Interpreting Slavery" issue, *Legacy*, vol. 17, no. 1 (January/February 2006).

Historic sites and interpreters emphasize the importance of making personal connections to the issue of slavery and give reasons why we should think about our past.

“Museums and the Bicentenary of the Abolition of the British Slave Trade” issue, *Museums and Society*, vol. 8, no. 3 (November 2010).

This issue reports on some of the findings of the *1807 Commemorated Project*, the purpose of which aimed to analyze exhibitions dealing with slavery, abolition and related themes that opened in the Bicentenary year, and to examine their impact on visitors and their contribution towards shaping public awareness of the histories and contemporary legacies of slavery and abolition.

Ruffins, Paul. “The Peculiar Institution: New Trends and Controversies in Researching and Teaching Slavery” *Black Issues* (May 2001) reprinted at [www.diverseeducation.com](http://www.diverseeducation.com) (2005).

Newly discovered documents and reinterpretation of older sources accelerates the study of slavery and produces new theories.

Williams, Wayne E. and Edward N. Schultz. “Dealing with the Disturbing: Interpreting Pain and Suffering.” *Legacy* (March/April 1996).

The public demands inclusive historical interpretation from museums/sites, so it’s important to carefully prepare your interpretation, and your audience, for the story.

## Web Resources

### **History of Slavery/Slave Trade**

*Voyages: The Trans-Atlantic Slave Trade Database*, [www.slavevoyages.org](http://www.slavevoyages.org)

Comprises nearly 35,000 individual slaving expeditions between 1514 and 1866. Provides information about vessels, enslaved peoples, slave traders and owners, and trading routes

*Brown University Repository of History Documents*, <http://dl.lib.brown.edu/slaveryandjustice>

Contains high resolution images of over one hundred and fifty historical documents, some six hundred manuscript pages in all, as well as introductory headnotes, bibliographic information, and technical data related to slavery/slave trade in Rhode Island.

*New England’s Hidden History*, [www.boston.com/bostonglobe/ideas/articles/2010/09/26/new\\_englands\\_hidden\\_history](http://www.boston.com/bostonglobe/ideas/articles/2010/09/26/new_englands_hidden_history)

Boston Globe article that gives a succinct, powerful overview of northern complicity in slavery.

*Slavery in New York*, [www.slaveryinnewyork.org](http://www.slaveryinnewyork.org)

Online exhibit of The New York Historical Society. Explains New York’s complex and historic engagement with slavery over 200 years, includes image and primary documents from the exhibit.

*Slavery in the North*, [www.slavenorth.com](http://www.slavenorth.com)

A good introduction to the history of slave trade/slavery in the north, colony by colony.

“*The Unrighteous Traffick*,” [www.projo.com/extra/2006/slavery](http://www.projo.com/extra/2006/slavery)

Providence Journal’s ground-breaking series on Rhode Island’s involvement in slavery and the slave trade. Includes interviews with historians and others.

*UNESCO’s Slave Trade Archives*,

[http://portal.unesco.org/culture/en/ev.php-URL\\_ID=31800&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/culture/en/ev.php-URL_ID=31800&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Outlines the history of the Transatlantic Slave Trade; presents various archival funds and the document typology according to places where they are preserved; and provides access to a database of digital archives relating to the transatlantic slave trade.

*Voyage of the Slave Ship SALLY*, [www.stg.brown.edu/projects/sally](http://www.stg.brown.edu/projects/sally)

Documents related to the tragic 1764 voyage of the Rhode Island owned slave ship.

### **Teaching/Interpreting/Understanding Slavery and Race**

*A Forgotten History: The Slave Trade and Slavery in New England*, [www.choices.edu/resources/detail.php?id=47](http://www.choices.edu/resources/detail.php?id=47)

Engaging classroom lessons on the history of slavery and slave trade in New England

*Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition*, [www.yale.edu/glc/index.htm](http://www.yale.edu/glc/index.htm)

Resources and information about the slavery, resistance and abolition.

P.O.V. – *Traces of the Trade: A Story from the Deep North*, [www.pbs.org/pov/pov2008/tracesofthetrade/](http://www.pbs.org/pov/pov2008/tracesofthetrade/)  
Resources related to the film, including an interview with the filmmaker.

*Slavery, Citizenship and Civil Rights: Documenting Rhode Island's People of Color*,  
[www.rihs.org/edu\\_slavery\\_civil\\_rights\\_plans.html](http://www.rihs.org/edu_slavery_civil_rights_plans.html)  
Lesson plans for teaching about the history of slavery and emancipation in Rhode Island.

*Traces of the Trade: A Story from the Deep North*, [www.tracesofthetrade.org](http://www.tracesofthetrade.org), [www.tracingcenter.org](http://www.tracingcenter.org),  
<http://living.jdewperry.com/>  
Many resources including discussion materials for various audiences, resources for educators, for faith-based groups, as well as links to advocacy groups, and a blog.

*UNESCO's Breaking the Silence: Learning about the Trans-Atlantic Slave Trade*,  
<http://old.antislavery.org/breakingthesilence/>  
Helps teachers and educators to 'Break the Silence' that continues to surround the story of the enslavement of Africa that began over 500 years ago. It is designed to provide teachers with a variety of resources and ideas about how to teach the subject holistically, accurately and truthfully.

*UNESCO's The Slave Route Project*,  
[http://portal.unesco.org/culture/en/ev.php-URL\\_ID=25659&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/culture/en/ev.php-URL_ID=25659&URL_DO=DO_TOPIC&URL_SECTION=201.html)  
The Slave Route Project has three objectives, namely to: contribute to a better understanding of the causes, forms of operation, issues and consequences of slavery in the world (Africa, Europe, the Americas, the Caribbean, the Indian Ocean, Middle East and Asia); highlight the global transformations and cultural interactions that have resulted from this history; and contribute to a culture of peace by promoting reflection on cultural pluralism, intercultural dialogue and the construction of new identities and citizenships.

## **Legacy of Race/Slavery and Pursuing Repair**

*Barack Obama on Race - "A More Perfect Union,"* [www.npr.org/templates/story/story.php?storyId=88478467](http://www.npr.org/templates/story/story.php?storyId=88478467)  
Then-Senator Barack Obama's speech delivered March 18, 2008, in Philadelphia, addressing the role of race in the presidential election.

*Brown University Steering Committee on Slavery and Justice*, [www.brown.edu/Research/Slavery\\_Justice/](http://www.brown.edu/Research/Slavery_Justice/)  
Brown University investigated its historical relationship to enslavement. Study helps the nation to reflect on the complex historical, political, legal, and moral questions posed by any present-day confrontation with past injustice.

*Coming to the Table*, [www.comingtothetable.org](http://www.comingtothetable.org)  
The Coming to the Table initiative brings together descendants slaves and slave owners, to develop a model of healing from the legacy of slavery on a personal and societal level.

*Inheriting the Trade*, [www.inheritingthetrade.com](http://www.inheritingthetrade.com), <http://inheritingthetrade.com/blog/>  
Many resources including discussion questions for reading groups, additional reading, and links to organizations dedicated to undoing racism.

*Race: Are we so different?*, [www.understandingrace.org](http://www.understandingrace.org)  
Looking through the eyes of history, science and lived experience, the RACE Project explains differences among people and reveals the reality – and unreality – of race. The story of race is complex and may challenge how we think about race and human variation, about the differences and similarities among people.

*"White Privilege: Unpacking the Invisible Knapsack,"* <http://www.nymbp.org/reference/WhitePrivilege.pdf>  
Peggy McIntosh's classic article - While people of color have described for years how whites benefit from unearned privileges, this is one of the first articles written by a white person on the topic.

## Documentary Films

*Africans in America* (PBS)

*Banished* (PBS)

*Eyes on the Prize* (PBS)

*Family Name* (P.O.V./PBS)

*Herskovits At the Heart of Blackness* (PBS)

*Mirrors of Privilege: Making Whiteness Visible*

*Race: The Power of an Illusion* (PBS)

*Shared History* (PBS)

*Slavery and the Making of America* (PBS)

*The Healing Passage: Voices from the Water*

*Traces of the Trade: A Story from the Deep North,*  
including DVD extras of scholars (P.O.V./PBS)

*Two Towns of Jasper* (P.O.V./PBS)

*No Simple Truth: Reverend MacSparran's Slaves,*  
*Farm and Church in 18th-century Rhode Island* and  
*Stories from Stone: Africans in Colonial Rhode Island*  
(Short films by Elizabeth Delude-Dix. Available at  
edeludedix@gmail.com)