

<b>Writing the History of Brown</b>	<b>History 1974P</b>	<b>Professor Jane Lancaster</b>
<b>Fall 2014</b>	<b>Class Time: Monday 3pm to 5:20</b>	
<b>Location: Bopp Seminar Room, 3<sup>rd</sup> floor, Hay Library</b>	<b>Sharpe House 302</b>	
<b>Office Hours: Friday 3pm to 4:30pm</b>		

**In this seminar you will learn about the history of Brown, and do some original research.**

Limited to 20 upper-class or MA students, the seminar traces the 250-year history of Brown and asks when, how and why it changed from a small, regional liberal arts college to a “hot school” and a noted research university.

It examines the organizational, curricular and social history of the college, its built environment, and the lives of its students from the 1760s to the present.

It studies the material evidence of Brown: its archives, its buildings, its sculptures, its art, and its museum collections.

It examines the impact of federal legislation, two World Wars, a Cold War, the Vietnam War, the New Curriculum, student unrest, and a growing multiculturalism.

It considers how the college’s history informs the present.

In place of a final exam, students will choose a topic in Brown’s history, guided by the instructor.

Using the University Archives in the Hay library, supplemented by materials in the John Carter Brown library, the Rhode Island Historical Society library, the Providence City Archives, the Rhode Island State Archives, the Rhode Island Judicial Archives (and other sources as needed) the students will write a research paper which may be included in a website on Brown’s history. They will present their findings to the class in the last week(s) of the semester.

**Students should keep a class notebook, and record reactions to the materials studied; also**

Read up to 200 pages a week, participate in class discussions, & complete 2 “Tasks” 20%

Complete three short assignments, 2-4 pages each 30%

Prepare and present a research paper 50%

10 % for initial outline and bibliography, 25% for the paper, 15% for the class presentation.

**The research** paper should be 20-25 pages (25-30 for graduate students) double-spaced, properly footnoted in Chicago style see <http://www.chicagomanualofstyle.org/home.html>

[note: if you find something totally engrossing and fascinating, it could be longer, by permission.]

**The presentation**, to explain your research to the rest of the class, should be a PowerPoint, or similar, should take no more than 10 minutes to deliver. Longer presentations will be penalized.

**Some suggested research topics. A twentieth-century focus is strongly preferred. Other topics should be discussed with the instructor.** Your topic must be chosen by mid-October

- A history of a student organization, or student government/ A study of fraternity life
- A biographical treatment of an individual in the college’s history/ A history of one building
- A study of (a) student protest(s)
- A study of the role of women at Brown/ The rise and fall of Pembroke
- A study of the GI Bill, and its impact on the college/ a study of the role of the federal government
- A study of academic freedom and free speech from Andrews, through the Cold War to Kelley
- A study of the role of philanthropy/ A study of financial aid/ Brown’s endowment
- A study of a department or a particular discipline/ the Brown Medical School
- A study of Brown’s impact on the East Side’s built environment
- A study of the Brown Curriculum
- A study of diversity at Brown
- A study of sport/ Title IX
- A study of the role of religion at Brown
- A study of “outsiders” at Brown
- A study of the impact of war on Brown

**Summary of course: (detailed reading list supplied in class)**

- week 1 Sept 8    **Introduction, early history, slavery, 1764-1800**  
What do we know?  
Lecture: Origins, Transit of Venus, the Slavery and Justice Report  
Introduction to the archives  
Task 1: Readings on slavery at Brown (due in class next week)
- week 2 Sept 15    **Student life, Wayland, 1800-1850**  
Students to report on Task 1  
Lecture on Messer, Wayland and the New System  
Task 2: analyze early curriculum materials (due in class next week)
- week 3 Sept 22    **Progress and Stagnation 1850-1900**  
Report on Task 2  
Lecture on Civil War, Land Grant, Free Speech, Graduate education  
Assignment 1: Transcribe and annotate a student letter or other document  
(send to Instructor by midnight September 28)
- week 4 Sept 29    **Becoming a University 1900-1965**  
Discuss Assignment 1  
Lecture: Inventing Tradition  
Introduction  
Assignment 2: Analysis of a museum object, and writing a caption  
(send to Instructor by midnight October 5)
- week 5 Oct 6    **Everything changed: 1965-71**  
Lecture on the Black Walkout, the New Curriculum, ROTC,  
visiting speaker  
Assignment 3: research and write a caption for an Image of Brown

**Between October 7 and 19, see me on your research paper topic.**

**One-page outline of topic with one page annotated bibliography, due by midnight October 26**

No class Oct 13

- week 6 Oct 20    **Women, Blacks, Jews and other Outsiders**  
Lecture on beginning diversity  
How to do oral history  
Film of oral history of Pembroke Class of 1960
- week 7 Oct 27    **The Ivy League: Sport at Brown**  
update class on research paper  
Visit from Sport Archivist  
analyse sport memorabilia
- week 8 Nov 3    **The seventies**  
Lecture on the Pembroke Merger, Kent State, Lamphere Case  
Louise Lamphere documentary
- week 9 Nov 10    **The eighties**  
Lecture: Becoming a Hot School and increasing diversity

Visiting Speaker

- week 10 Nov 17 **the nineties**  
Lecture: financial aid, Title IX, Rape Lists  
Gregorian oral history film
- week 11 Nov 24 **the 2000s**  
Need Blind, Sex Power God, financial crisis
- week 12 Dec 1 Reading period

**Research papers due 3 days before presentation**

- week 13 Dec 8 Presentations

**Reading:** students should purchase those books marked \*; others are available online or on OCRA

\*John R. Thelin, *A History of American Higher Education* (Johns Hopkins: 2011): **General background on history of higher education\***

\*John R. Thelin, *Essential Documents in the History of American Higher Education* (Johns Hopkins, 2014) **primary sources on higher education**

\*Helen Lefkowitz Horowitz, *Campus Life: Undergraduate Cultures from the End of the Eighteenth Century to the Present* (Chicago: 1987) **Analysis of student life through the 1980s**

\*Janet M. Philips, *Brown University, A Short History* (Brown: 2000) (this is also online)  
<http://www.brown.edu/web/documents/short-history-of-brown.pdf>

\*Judy Sternlight, ed., *The Brown Reader* (Simon and Schuster, 2014)

Polly Welts Kaufman, ed., *The Search for Equity: Women at Brown University 1891-1991* (Brown: 1991)  
**(I have free copies for you)**

Brown Political Review *250 Years of Student Activism* **(supplied)**

Robert Perkins Brown et al., *Memories of Brown* (1909: recent reprint by Kessinger Publishing) also online at <http://www.archive.org/details/memoriesbrowntr00briggooog> **anecdotal history of students and faculty at Brown**

*Report of the Brown University Slavery and Justice Committee*  
[http://www.brown.edu/Research/Slavery\\_Justice/documents/SlaveryAndJustice.pdf](http://www.brown.edu/Research/Slavery_Justice/documents/SlaveryAndJustice.pdf) **a hard copy is available in the bookstore**

Walter Cochrane Bronson, *A History of Brown University 1764-1914* (1914) (online or reprint)  
<http://books.google.com/books?id=rINGAAAAYAAJ&printsec=frontcover&dq=inauthor:%22Walter+Cochrane+Bronson%22&hl=en&sa=X&ei=UFUDVMCfJI-RgwT8pIDYBQ&ved=0CCUQ6AEwAQ#v=onepage&q&f=false> **a good earlier history**

Martha Mitchell, *Encyclopedia Brunoniana* (online or hard copy)  
[http://www.brown.edu/Administration/News\\_Bureau/Databases/Encyclopedia/](http://www.brown.edu/Administration/News_Bureau/Databases/Encyclopedia/) **exceptionally useful, though without footnotes**

Raymond Rhinehart, *Brown University: The Campus Guide: An Architectural Tour* (New York: Princeton Architectural Press, 2014).

Maxwell/Magaziner report online

<http://library.brown.edu/libweb/papers/BrownCurriculum.pdf>

*The Pembroke Record* (online <http://dl.lib.brown.edu/pebr/> ) 1922-1970. Easy to search and use

*The Brown Daily Herald* (partly online <http://dl.lib.brown.edu/dbdh/> ) and fully online since 2004

*Brown Alumni Monthly* (online) difficult to search prior to 1990, but available at

<http://archive.org/search.php?query=brown%20alumni%20monthly>

and earlier copies of BAM at <https://archive.org/search.php?query=brown%20alumni%20monthly>

for images of Brown, see

<http://library.brown.edu/cds/catalog/catalog.php?id=6&database=col12&collectionid=&verb=coldrill&task=retrieve>

**For a history of women at Brown, see** <http://pembrokecenter.org/associates/history.html>

**for Chronicles of Brunonia** (from a creative non fiction class, though sometimes more creative than accurate) [https://repository.library.brown.edu/studio/collections/id\\_590/?page=3](https://repository.library.brown.edu/studio/collections/id_590/?page=3)

**[note: for Rhode Island Historical Society publications go to RIHS website, <http://www.rihs.org/> then to publications link, for articles more than 5 years old.]**

**Brown 250+ website** <http://250.brown.edu/browns-history>

which has links to Philip's History of Brown, the Slavery and Justice Report, the Charter

**there is also a useful timeline** <http://250.brown.edu/timeline>

### **BDH documents**

if you are doing any oral history transcriptions, here is a style guide

<http://millercenter.org/oralhistory/styleguide>

Note:   Brown Library Prize       \$750  
          Stillwell Prize           \$750  
          Publication in Rhode Island History  
          Publication on Brown 250+ website

**Week 1 September 8 Introduction to the course**

**The origins and early history of the college, and its connections with slaves, slave owners and the slave trade**

Overview of Brown's history; what do we already know; what would we like to know; discussion of expectations; sources, readings

**Lecture** on The Origins of Brown and the Transit of Venus

**Reading**

Thelin (*Documents*) 1-39 (you can also see Nicholas Brown Jr.'s copy of the college rules in the John Carter Brown library)

Thelin (*History*) 1-40 read carefully

Philips 1-31 read carefully

Slavery and Justice Report 7-31 (and 83-87)

[http://www.brown.edu/Research/Slavery\\_Justice/documents/SlaveryAndJustice.pdf](http://www.brown.edu/Research/Slavery_Justice/documents/SlaveryAndJustice.pdf)

Emlen, Robert P., "Slave Labor at the College Edifice: Building Brown University's University Hall in 1770," *Rhode Island History* Vol. 66 no. 2, (Summer 2008), pp 36-46.

[http://www.rihs.org/assets/files/publications/2008\\_Sum.pdf](http://www.rihs.org/assets/files/publications/2008_Sum.pdf)

Manning manumission materials

Lemons, J. Stanley, "Rhode Island and the Slave Trade," *Rhode Island History* Vol. 60, no. 4, (Fall 2002), pp 95-104. [http://www.rihs.org/assets/files/publications/2002\\_Fall.pdf](http://www.rihs.org/assets/files/publications/2002_Fall.pdf)

*Memories of Brown* 9-42.

**SKIM** Bronson 1-75

**Extra Reading:** Craig Steven Wilder, *Ebony and Ivy: Race, Slavery and the Troubled History of America's Universities* (Bloomsbury, 2014)

[http://www.nytimes.com/2013/10/19/books/ebony-and-ivy-about-how-slavery-helped-universities-grow.html?\\_r=0](http://www.nytimes.com/2013/10/19/books/ebony-and-ivy-about-how-slavery-helped-universities-grow.html?_r=0)

Lin, Rachel Chernos, "The Rhode Island Slave-Traders: Butchers, Bakers and Candlestick Makers, *Slavery & Abolition* Vol. 23 no. 3 (2002) pp 21-38. OCRA

**Task 1 post on Canvas at least THREE of the following by midnight Sunday, and be ready to discuss in class next week:**

- a) the ideas, aims and beliefs of the founders
- b) the role of slaves, slave owners and slave traders
- c) the impact/relevance of the Lewis Manning manumission documents
- d) <http://www.newhorizongenealogicalservices.com/1774-ri-colonial-census.htm> using this website discover how many of the founders, trustees and fellows owned slaves in 1774.
- e) how the college rules are different from current ones  
[http://www.brown.edu/Administration/Dean\\_of\\_the\\_College/curriculum/documents/principles.pdf](http://www.brown.edu/Administration/Dean_of_the_College/curriculum/documents/principles.pdf)
- f) what *Memories of Brown* tells us about college life (and why)

**Week 2 September 15 1800-1850**

**Student Life, Francis Wayland, the Curriculum and Slavery**

Discussion of the questions outlined in task 1, above, and Brown's activities regarding slavery and justice.

**Lecture/discussion** on Francis Wayland and the New System  
**and** on Brown and Slavery and Justice

visit by the University Archivists; primer on how to use the archives.

<http://library.brown.edu/collections/archives/index.php>

<http://library.brown.edu/collections/archives/collections.php>

**Reading**

Lancaster "The Smart Students do Something Else Besides"

Thelin (*History*) pp.41-73

Thelin (*Documents*) 47-74 (skim)

Bronson 76-203 (skim this) and 508-519 (read this carefully)

Horowitz *Campus Life* 3-55

*Memories of Brown* 72-82, 106-164, 309-333, 341-347. (skim)

**Task 2 for next week:**

a) Find ONE book mentioned as a text in Bronson on page 102-3, or 167, or 216-7; check if it is in Josiah or GoogleBooks (or other online site) and look at it/ bring to class if possible.

Write a 1-2 page commentary on the book, when it was used, and what it tells us about the curriculum or entrance requirements at that time. Share this in class next week.

**one-two pages on question b) to be posted on Canvas by midnight Sunday**

b) What can be learned about early nineteenth century education and student life from Bronson or Horowitz—how is the impression gained from *Memories of Brown* different? What does that tell us about historic sources and memoirs?

**Week 3 September 22 Progress and Stagnation 1850-1900: Civil War; Morrill Land-Grant; Andrews and Free Speech**

**Discussion** on Task 2, the books, the curriculum, and student life

**Lecture** on developments 1850-1900

**Start work** with a 19<sup>th</sup> century document which can include student letters written by (for example) Edward Lillie Pierce, Class of 1850; Samuel Brooks, Class of 1852; Robert Pliny Hayes, Class of 1851; James Henry Foss Class of 1863; or diaries written by Elbridge Gerry Howe (1821) Reuben Aldridge Guild (1857) Henry Sweetser Burrage (1861) Everett Anthony Bowen (1892) and Jessie May Barbour (1903) and others

Thelin, *History* 74-154.

Thelin *Documents* xvii –xxii, and think about the relevant questions on p. xxi, that is no's 1,3, 4,5,6,8, 9, 11, 12, 13, 14, for guidelines for analyzing historical documents

Thelin *Documents* 157-192

**Assignment 1 to be posted on Canvas by midnight September 28**

Transcribe the chosen letters/ diary extracts and annotate them. For your annotations: try to identify what and who the writer is talking about, and add as a footnote. 3-4 pages

You may find the following guidelines useful.

[http://books.google.co.uk/books?id=z3n3q\\_Bo9QC&pg=PA94&lpg=PA94&dq=conventions+of++editing+transcribed+documents&source=bl&ots=TFLk3HalA&sig=8L0jsDIPvEr-](http://books.google.co.uk/books?id=z3n3q_Bo9QC&pg=PA94&lpg=PA94&dq=conventions+of++editing+transcribed+documents&source=bl&ots=TFLk3HalA&sig=8L0jsDIPvEr-)

[qvnZDroWLR0L3yI&hl=en&sa=X&ei=KAriU7jRKdCA7QaJiYHQCA&ved=0CFgQ6AEwCQ#v=onepage&q=conventions%20of%20%20editing%20transcribed%20documents&f=false](http://qvnZDroWLR0L3yI&hl=en&sa=X&ei=KAriU7jRKdCA7QaJiYHQCA&ved=0CFgQ6AEwCQ#v=onepage&q=conventions%20of%20%20editing%20transcribed%20documents&f=false)

**Week 4 September 29 Becoming a University College 1900-1965: World Wars I and II; the Twenties; the Depression; the Cold War, Student Life**

Discuss student letters and what we have learned about life at Brown

**Lecture:** Inventing Tradition

Viewing of museum objects: what can they tell us about Brown?

**Assignment 2** historical analysis and description of a museum object, and writing a caption to be posted on Canvas by Midnight, October 4. Maximum 50 words  
also, after reading Thelin, *Documents*, 107-128, write one paragraph on how far Brown fitted the criteria of a “great American University” in 1910?

**Reading**

Phillips 33-83

Thelin *History* 155- 260

Bronson 317-489 (skim)

**Week 5 October 6 Everything Changed: 1965-71**

Lecture on the late 60s: Black Walkout, the New Curriculum, the ROTC, the aftermath of Kent State visit from student film-makers and discussion of Time for Change video,  
<https://docs.google.com/file/d/0B9ANa5uWhHpGa25rR0JmX1F2NEU/edit>

**Reading**

Horowitz *Campus Life* 220-244

Phillips 85-98

Thelin *History* 261-316

Thelin *Documents* 249-264

Magaziner Report online <http://library.brown.edu/libweb/papers/BrownCurriculum.pdf>

BDH and Pembroke Record online

<http://cds.library.brown.edu/projects/FreedomNow/> Tougaloo documents

Ira Magaziner “Talking ‘Bout My Generation” in *Brown Reader* 214-233

Spencer Crew “Creating Change: Black at Brown in the 1960s” *Brown Reader* 234-240

**You should see me in my office hours (or by appointment) this week to discuss your research topic.**

no class October 13

**Week 6 October 20 Women at Brown**

Lecture The rise and fall of Pembroke

Pembroke Oral history film

**Reading**

Bronson *Brown* 449-58; 484-88

Horowitz *Campus Life* 193-219

Kaufman *Search for Equity* 11-87

Phillips 59-65

*Pembroke Record* online  
*Brown Reader* 56-60, 137-182

**A one-page summary of what you hope to study/discover in your research paper, and where you are looking for/finding the material, should be posted on Canvas by midnight on October 26.**

**Week 7 October 27 The Ivy League: Sport and student organizations**

Football, baseball, crew, fraternities, social and literary organizations. women's sport, Title IX.

Reading

Horowitz *Campus Life* 56-192  
Bronson *Brown* 343-350; 373-380; 415-418; 458-9; 483-4  
*Memories of Brown* 272-84, 360-84, 437-443  
Kaufman *Search for Equity* 121-154  
Thelin *Documents* 193-197, 245-249, 313-316, 344-348

extra reading

*Forever True* (both football and crew: dip into these) On Reserve  
Brown baseball book

Visit of Mr Peter Mackie, Brown sports archivist

**Assignment 3 Due on Canvas midnight November 2**

choose one student organization/sport, perhaps one you are involved in, and write a brief history. If it is very new, talk to the founders, or investigate what earlier organizations may have fulfilled a similar function. 4-5 pages.

**Week 8 November 3 The seventies**

**The 70's: Pembroke merger; Lamphere case, Swearer years; "new" students**

Louise Lamphere documentary,  
other topics include: Kent State, Student strike, Takeover of University Hall, semiotics, the Medical School  
Reading

Horowitz *Campus Life* 245-294  
Thelin *History* 317-62  
Thelin *Documents* 265-280  
*Pembroke Record*  
Phillips 85-115  
BDH  
Oral histories of black experience  
Kaufman *Search for Equity* 87- 120, 183-218.

**Week 9 November 10**

**The 80s: becoming a "hot" school, increasing diversity; student disturbances**

topics include: the Third World Center, LBGT, racist and homophobic incidents, anti-rape policies, South African disinvestment

BDH  
Kaufman *Search for Equity* 243-278  
Thelin *Documents* 289-293  
Visiting speaker

**In Class:** describe and explain your findings about your sport or organization

**Week 10 November 17**



**the 90s the Gregorian years, Title IX, Rape lists, Gee comes and goes**

topics include financial aid/need blind policies, 253 arrested after takeover of University Hall; Title IX; Adam Lack case, arrival of Gee, Gregorian oral history film

Reading

Thelin *Documents* 317-343, 348-352

Thelin *History* 316-398

Ron Suskind *A Hope in the Unseen*

Daniel Golden, *The Price of Admission*, particularly “Celebrity Children at Brown” 83-114

BDH documents

**Week 11: November 24 2000-present**

topics include : need blind admissions; the Plan for Academic Enrichment, Sex, Power, God; gender neutral housing; financial crisis; “the Knowledge District”: Goldman Sachs; McCormick case; ROTC

Reading

Frances Fitzgerald on the slavery and justice report

<http://www.newyorker.com/magazine/2005/09/12/peculiar-institutions>

BDH extracts

**Week 12 and 13 December 1 and 8                      Reading Period/ Presentations**

Your research paper should be about 15-20 pages (20-25 for graduate students) double spaced, properly footnoted Chicago style see [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

The paper MUST be sent to me electronically by 6am Saturday November 29/ Saturday December 8 (depending on when you are giving your presentation). Lateness will be penalized.

Your presentation must take no more than 10 minutes to deliver.