

**Collin County Community College District
APPLICATION FOR SABBATICAL LEAVE**



Instructions

Please complete this application by responding to all items. Attach requested documentation (in the order requested) and secure the appropriate signatures prior to submitting the application to the chair of the Sabbatical Leave Committee. **Please submit the original and 10 copies.**

Name Chad Pearson CWID 100110344
Title Professor of History Division Academic Affairs

Have you ever been granted a sabbatical? ☐ If yes: Dates of Prior Sabbatical(s): _____
Please provide a brief description of your previous sabbatical project:

Sabbatical Leave Period Being Requested

Dates: Beginning Date Aug. 2020 Ending Date Dec. 2020
Length: ☒ One semester ☐ Two semesters ☐ Other _____

Applicant's Agreement

ABSTRACT

Please give a summary description of the project and its significance in improving teaching and learning at Collin College. Please use language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**

This project will deepen my understanding of the labor-related interests of former slave owners and their allies during the period immediately after the American Civil War. Focusing chiefly on the actions of the first Ku Klux Klan, this project explores the relationship between vigilantism and management. By consulting primary sources in a handful of archives in the South, I will gain a significantly better appreciation of how this important, though under-explored, organization related to plantation owners and the labor force. Uninterrupted time in the archives will answer important questions, including how did vigilante organizations recruit? How did the leadership relate to the rank-and-file? How did Klan and Klan-like organization respond to labor-related problems?

By obtaining this knowledge, I will become a better scholar and classroom educator. One of my principle goals is to share what I learn with students and colleagues. Primary sources, including letters, almost always generate dynamic classroom discussions. In my experience, exposure to primary sources, which I regularly post on PowerPoints during lectures, spark student interest. Many become critical thinkers, and ultimately better students.

In summary, I can identify three outcomes. First, and most important, this information will help me become a better classroom educator. Second, I will share this knowledge with colleagues. I intend to speak at a faculty development day conference. Third, I would like to publish this research. I believe my findings will constitute a departure from most scholarship about the Klan, which tends to downplay the organization's managerial interests while focusing mainly on race relations.

Former Slave Owners, Labor, and Vigilantes in the Reconstruction South

Students enjoy learning about the drama of the Civil War. They often gasp when they learn that roughly two percent of the population – the equivalent of 6.5 million people today – lost their lives during the war; that there were more casualties in three days during the battle of Gettysburg than Americans lost during the entire Vietnam War. They come to see, in the long run, how the Civil War dramatically changed the trajectory of our history. But more importantly, they quickly realize that old habits die hard and that many Southerners fought tooth-and-nail to retain their cultural beliefs, values, and attitudes.

It is natural, then, that each semester my students raise a question that has interested historians for decades: How did former slave owners respond to emancipation? Many scholars that examine the aftermath of the Civil War focus, with good reason, on the visceral animosity that former slave owners felt toward their one-time possessions and others of similar background, whom they believed to be, *by their very nature*, inferior. For these scholars, racism *alone* explains the actions of former slave owners. But there was much more than the shared subjective feelings and racist attitudes of the former slave owners at work here. They also confronted economic difficulties, acknowledging that there was a shortage of labor to pick their cotton, till their soil and, more generally, to work their land. Their livelihood and economic standing were at stake. Some received help from vigilante organizations, including the Ku Klux Klan. Indeed, Klansmen often helped former slave owners. For example, Klansmen kidnapped both domestic and agricultural laborers for leaving homes and plantations; they brought them back to their employers for labor purposes.

For this reason, I believe that the question of how former slave owners responded to emancipation needs to be re-framed and expanded to include a focus on political economy, an approach that highlights the relations between workers – that is to say, “labor” – and owners and/or “managers.” If we think about the first Ku Klux Klan and Klan-like organizations as employers’ associations, not simply as “hate groups,” we can generate new questions and develop fresh hypotheses. For example:

How did plantation owners respond to the labor question? Did they adopt tactics and strategies similar to those exhibited by employer's associations in later periods? To what extent did planters organize with one another, and did their organizational structure mirror those of other employer's associations? Did planters form vigilante organizations such as the Ku Klux Klan as a means to address their labor problem? Did various KKK organizations coordinate efforts to use the violent methods that were characteristic of the time? How have official political forces interacted and joined with vigilante organizations such as the Ku Klux Klan and the Knights of the White Camelia to “protect” these organization’s activities as well as to help them achieve their goals?

To properly explore these questions, I intend to examine the papers and correspondence of various plantation owners, businessmen, and politicians that are located in various archives throughout the South. During the summer of 2019, I visited the University of North Carolina, Chapel Hill and the Mississippi State Archives, where I conducted some preliminary research and was encouraged to find that I was on the right track. I have, for example, already obtained much evidence to support my interpretation that the Klan functioned like a pre-industrial employers’ association, but my sample size is currently too small. As a result, should this sabbatical proposal be approved, I intend to visit at least four archives. Since Tennessee is the birthplace of the first Ku Klux Klan, I will examine the William G. Brownlow Family Papers housed at the Tennessee State Archives in Nashville. Brownlow was Governor of the state when the Klan was most active, and I expect to find materials that illustrate the relationship between him and the Klan. Next, I will visit the Alabama State Archives in Montgomery and collections at the University of Alabama. Both sources contain material from Klansmen and other vigilante organizations. I also intend to travel to North Carolina, where I will visit Duke University. Duke University’s archives house the papers of William Woods Holden, the governor of North Carolina when the Ku Klux Klan was active. Lastly, I will visit the archives at Louisiana State University. Here I will examine sources that will help me better understand the origins and characteristics of the Knights of the White Camelia, a white

supremacist organization founded by former plantation owners in Louisiana. I will examine the B. R. Inman and James Jones papers; each were plantation owners, and their respective papers will no doubt contain useful information about their relationships with vigilantism.

This sabbatical will yield clear benefits to myself and the Collin College community in important ways. My professional development, of course, will be greatly enhanced. Since previous scholars rarely mention – much less thoroughly analyze – an approach informed by political economy, this work will fill a void in the scholarship. I expect to present my findings at various disciplinary conferences and complete a chapter for a book project about the relationships between management and vigilantism from the 1830s to the era of World War I. But my students, the college, and the broader community will be the chief beneficiaries of this research.

The best way to deepen my knowledge of this subject is by reading and carefully examining primary sources, and this will no doubt help me become both a better historian and classroom instructor. I make it a point to grab my students' attention throughout the semester and I have found that when I use excerpts from private letters and historical documents already in hand, it makes the historical event "come alive" to them. And the documents take them "backstage" and, as a result, provide a fuller, richer, and more accurate rendition of how things turned out as they did. Then, after presenting these documents, I typically ask students how the letters support or challenge the information they read in the textbook. I look forward to applying this same practice using the materials I intend to collect when I discuss Reconstruction. Furthermore, I will develop new assignments based on the primary sources that I will present. Above all, I hope such sources will inspire students to conduct their own original research as they pursue their college careers.

Next, I will share my research with both colleagues and the broader Collin Community. I will present at one of the faculty development conferences, where I will discuss both the results of my findings and the ways I use primary sources in the classroom. Professors from Economics, English, History and Sociology will find such information useful. Finally, I hope to present what I have learned to the "Seniors Active in Learning" program as a participant in their Visiting Professor Series.

Timeline

As mentioned above, I intend to visit at least four archives. When not traveling, I will read published primary and secondary sources. Fortunately, some archives, including the special collections at the University of Alabama at Tuscaloosa, have placed manuscripts related to the Klan on-line.

Late August and early September: First, I will visit the Tennessee State Archives in Nashville to examine the William G. Brownlow Family Papers. Brownlow was governor of the state when the Klan was most active. Second, I will visit the Alabama State Archives in Montgomery and collections at the University of Alabama. Both sources contain material from Klansmen and other vigilante organizations.

September and October: I intend to visit Duke University's archives which house the William Woods Holden papers. Holden was the governor of North Carolina when the Ku Klux Klan was active.

November: I will travel to the archives at Louisiana State University. Here I will examine sources focused on the origins and characteristics of the Knights of the White Camelia, a white supremacist organization founded by former plantation owners in Louisiana. I will consult the B. R. Inman and James Jones papers. Both were plantation owners, and their respective papers contain useful information about their relationships with vigilantism.

December: Create new lectures and assignments for my HIST1301 and HIST1302 classes.

Secondary Sources:

Beckel, Deborah. *Radical Reform: Interracial Politics in Post-Emancipation North Carolina*. (Charlottesville: University of Virginia Press, 2011).

Behrend, Justin. *Reconstructing Democracy: Grassroots Black Politics in the Deep South after the Civil War* (Athens: University of Georgia Press, 2015).

Bonnett, Clarence. *Employers' Associations in the United States: A Study of Typical Associations* (New York: Macmillan Company, 1922).

Chandler, Alfred Jr., *The Visible Hand: The Managerial Revolution in American Business* (Cambridge: Harvard University Press, 1977).

Edwards, Laura. *A Legal History of the Civil War and Reconstruction: A Nation of Rights* (Cambridge: Cambridge University Press, 2015).

Egerton, Douglas. *The Wars of Reconstruction: The Brief, Violent History of America's Most Progressive Era* (New York: Bloomsbury Press, 2014).

Escott, Paul D. *Many Excellent People: Power and Privilege in North Carolina, 1865-1900* (Baton Rouge: Louisiana State University Press, 1985).

Kaufman, Bruce E. *Managing the Human Factor: The Early Years of Human Resource Management in American Industry* (Ithaca: Cornell University Press, 2008).

Foner, Eric. *Reconstruction: America's Unfinished Revolution* (New York: Harper and Row, 1988).

Hahn, Steven. *A Nation under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (Cambridge: Harvard University Press, 2003).

Hurst, Jack. *Nathan Bedford Forrest: A Biography* (New York: Knopf, 1993).

Hutton, T. R. C. *Bloody Breathitt: Politics and Violence in the Appalachian South* (Lexington: University of Kentucky Press, 2013).

Nelson, Daniel. *Managers and Workers: Origins of the Twentieth-Century Factory System in the United States, 1880-1920* (Madison: University of Wisconsin Press, 1995).

O' Donovan, Susan. *Becoming Free in the Cotton South* (Cambridge: Harvard University Press, 2007).

Perman, Michael. *The Road to Redemption: Southern Politics, 1869-1879* (Chapel Hill: University of North Carolina Press, 1984).

Rable, George. *But There was No Peace: The Role of Violence in the Politics of Reconstruction* (Athens: University of Georgia Press, 1984).

Rachleff, Peter. *Black Labor in the South: Richmond, Virginia, 1865-1890* (Philadelphia: Temple University Press, 1984).

Redding, Kent. *Making Race, Making Power: North Carolina's Road to Disfranchisement*. (Urbana: University of Illinois Press, 2003).

Rodrigue, John C. *Reconstruction in the Cane Fields: From Slavery to Free Labor in Louisiana's Sugar Parishes, 1862-1880* (Baton Rouge: Louisiana State University Press, 2001).

Rosen, Hannah. *Terror in the Heart of Freedom: Citizenship, Sexual Violence, and the Meaning of Race in the Postemancipation South* (Chapel Hill: University of North Carolina Press, 2009).

Saville, Julie. *The Work of Reconstruction: From Slave to Wage Laborer in South Carolina, 1860-1870* (Cambridge: Cambridge University Press, 1995).

Steinfeld, Robert. *Coercion, Contract, and Free Labor in the Nineteenth Century* (Cambridge: Cambridge University Press, 2001).

Summers, Mark Wahlgren. *A Dangerous Stir: Fear, Paranoia, and the Making of Reconstruction* (University of North Carolina Press, 2009).

Trelease, Allen W. *White Terror: The Ku Klux Klan Conspiracy and Southern Reconstruction* (Baton Rouge: Louisiana State University Press, 1971).

White, Richard. *The Republic for Which it Stands: The United States during Reconstruction and the Gilded Age, 1865-1896* (Oxford: Oxford University Press, 2017).

Woodman, Harold. *New South, New Law: The Legal Foundations of Credit and Labor Relations in the Postbellum Agricultural South* (Baton Rouge: Louisiana State University Press, 1995).

Wright, George. *Racial Violence in Kentucky, 1865-1940: Lynchings, Mob Rule, and 'Legal Lynchings'* (Baton Rouge: Louisiana State University Press, 1990).

Appendix

Possible Financial Resources

I will apply to university-based libraries for financial support. Duke University, for example, offers Franklin Research Center Travel Grants of up to \$1500 for those interested in researching post-Civil War African American history. Louisiana State University's library provides grants of up to \$1000 for research in its collections.

I hope to secure these grants, but I plan to visit these libraries even if I do not receive funding.