

**Colonnade General Education Committee
Western Kentucky University**

Report to the University Senate Executive Committee

Date: March 13, 2017

From: Dr. Marko Dumančić, Chair

The Colonnade General Education Committee submits the following report for consideration to the University Senate:

Policy

- **Policy Change: World Language for Returning Students**

Curriculum

Connections Courses

- **HIST 325: Blacks in the Civil War and Reconstruction (Social & Cultural)**

**Proposal to Create a New Academic Policy
(Action Item)**

- 1. Identification of proposed policy: World Language for Returning Students**
- 2. Catalog statement of proposed policy:**
 - 2.1 Proposed catalog policy: Students who begin their college career as degree-seeking students during the 2004 summer term and thereafter will be required to take the second semester level or higher foreign language course.
 - 2.2 Proposed catalog section: with the World Language Proficiency information currently on page 44-45 of the WKU Undergraduate Catalog.
- 3. Rationale for proposed policy:** This is actually not a new policy but a re-introduction of a policy that was in effect before Colonnade. It benefits returning students [particularly military] who have been working on a degree for many years.
- 4. Impact of proposed policy on existing academic or non-academic policies:**
 - 4.1 Impact on policies: Student who began their academic career before the summer of 2004, and allow them to graduate with one semester (101 level) of a foreign language.
 - 4.2 Impact on populations that may be affected: Military and returning students.
- 5. Proposed term for implementation:** Immediately
- 6. Dates of prior committee approvals:**

Colonnade Curriculum Committee	<u>3/1/2017</u>
Senate Executive Committee	_____
University Senate	_____

Colonnade Connections Course Proposal Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone: Selena Sanderfer, selena.sanderfer@wku.edu, 745-4739
College and Department: Potter College of Arts and Letters/History Proposal Date: 2/22/2017

1. Course Details:

- 1.1 Course prefix (subject area), number and title: HIST 325: Blacks in the Civil War and Reconstruction
- 1.2 Credit hours: 3.0
- 1.3 Prerequisites: 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course
- 1.4 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.5 Expected number of sections offered each semester/year: Once every four semesters or two years
- 1.6 Is this an existing course or a new course? Existing course
- 1.7 Proposed implementation term? Fall 2017
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus, regional campuses, distance learning and IVS

2. Provide a brief course description (100-200 words).

This course examines African American experiences during the Civil War and Reconstruction era. It attempts to understand the meaning of these events in regard to both national and African American history. Instead of focusing on white northern and southern actors, this course will focus on the central role that African Americans played in the conflict and its aftermath. This course will focus on five main subject areas: the causes of the Civil War, the contribution of blacks to both the Union and Confederate war efforts, the dynamics of Emancipation, the policies of Reconstruction and its legacy. Topics such as anti-slavery, African American soldiers, emancipation, postwar labor struggles, political reform, and the experiences of women will be explored.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).

HIST325 will provide a capstone learning experience by allowing students to connect historic events with contemporary issues. The Civil War and Reconstruction were critical moments in the nation's history with ramifications that can still be felt in the present-day. Drawing upon the disciplines of political science and sociology, students will be able to connect historic issues such as contentious politics, minority political participation, definitions and rights of citizenship, and racial discrimination and disparity with their recent day manifestations.

HIST 325 will familiarize students with the contribution of minority groups to key events in the nation's history. Ultimately, it seeks to change the way the Civil War is traditionally taught, from an exclusive perspective to one including a more diverse learning experience including the views of blacks and women. This emphasis will facilitate student learning by having them question their own preconceived notions about the rights and duties of citizens, while forming new opinions about the role of the individual and the collective in promoting societal change.

Placing black Americans at the forefront of Civil War history and Reconstruction offers a broader understanding of these events. Although instigating secession by the southern states, inciting the creation

of new protections under the law, and changing the economic character of this country, race and slavery are often neglected issues in the analysis of this period. A new interpretation of these events is crucial to creating informed students who are cognizant of the complex political, cultural, social, and economic norms influencing their own lived experiences.

4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the **Connections student learning outcomes. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Social and Cultural subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.**

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze the development of self in relation to others and society.	By studying the experiences of blacks during the Civil War and Reconstruction, students will be able to explain how racial inequality and American political and economic values shaped black protest and progress. During both periods students will learn how black Americans faced de facto and de juri discrimination, while largely ascribing to American values of economic and political self-determination. For example, during Reconstruction blacks strove to become landowners in order to achieve wealth as well as self-reliance, however discriminatory land sale policies and the refusal of the federal government to assist in establishing freedmen’s homesteads, forced many to attempt to secure a livelihood by signing unequal sharecropping or land tenancy agreements, which ultimately created generations of impoverished blacks.
2. Examine diverse values that form civically engaged and informed members of society.	The Civil War Era was a dynamic period in the political history of the United States as black Americans, for the first time, could participate as equal citizens in the political life of the country. While being informed by American civic culture, they also influenced the political climate through the promulgation of free labor, civic engagement, reciprocity and self-reliance. Students will discuss how civic engagement occurs through mutual exchange between parties and how the cultural capital that minority groups possess can contribute to political progress.
3. Evaluate solutions to real-world social and cultural problems.	Students in HIST325 will compare how the political and economic changes that occurred during the Civil War and Reconstruction periods are relevant to the current civic, economic, and social issues affecting United States. For example, legislation on voting rights, citizenship, and government welfare were all initiated during this period and are currently being debated, enacted, or overturned in contemporary political forums. By examining the historic origins of such debates, students will have a more comprehensive view of current issues and a repertoire of possible responses when considering solutions.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

4. Identify the main arguments, trends, and issues in the study of African American, Civil War, and Reconstruction histories	Students will identify major tenets in the historiography of blacks in Civil War and Reconstruction history. They will note how theories change over time in response to societal changes and social movements. For example, in regard to Reconstruction, students will discuss scholarship emerging during the early 20 th century from Columbia University and “Dunning” school which viewed the era as being characterized by extensive corruption. They will then compare these ideas to revisionist theories put forth after World War II by scholars such as W.E. B. DuBois, who viewed Reconstruction as a progressive era of social reform.
5. Compare individual and collective black agency during the Civil War and Reconstruction	Students will evaluate whether blacks were bystanders or agents of change during both the Civil War and Reconstruction periods. For example, students will evaluate if the Emancipation Proclamation freed blacks enslaved in the South or if southern blacks displayed agency before its issuance and freed themselves by running away, joining the military, or ceasing to comply with work demands.
6. Develop a historical perspective with increased awareness of how personal bias and opinion shape historical analysis	Students will develop a historical perspective of how personal bias has been used to shape the study of the Civil War and Reconstruction eras. For example, students will examine the issue of reparations. While reparations is a controversial issue today, students will learn about its historic origins, reparation movements by other marginalized groups, and how American financial, business, and even collegiate institutions profited from the slave trade. They will reflect on their assumptions about reparations and discuss any new revelations or understandings of the movement.
7. Use effectively the skills of critical thinking, oral communication and analytical writing	Students will articulate their arguments in written and oral formats

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
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	learning for each Connections SLO.	
1. Analyze the development of self in relation to others and society.	A final research paper will be used as an artifact for assessment. See attached syllabus for details.	Because this course is offered every four semesters at the Bowling Green campus, a random 50% sample of the final reading response will be taken from the entire class. A faculty member will then evaluate the research paper using the rubric attached to this proposal. The goal is to have 75% of students meet the level 2 “good” rating. These assessments will then be compared with IVS, regional campuses and/or distance learning courses being offered on a compatible schedule.
2. Examine diverse values that form civically engaged and informed members of society.	A final research paper will be used as an artifact for assessment. See attached syllabus for details.	Because this course is offered every four semesters, a random 50% sample of the final book review will be taken from the entire class. A faculty member will then evaluate the research paper using a rubric attached to this proposal. The goal is to have 75% of students meet the level 2 “good” rating. These assessments will then be compared with IVS, regional campuses and/or distance learning courses being offered on a compatible schedule.
3. Evaluate solutions to real-world social and cultural problems.	A final research paper will be used as an artifact for assessment. See attached syllabus for details.	Because this course is offered every four semesters, a random 50% sample of the final research paper will be taken from the entire class. A faculty member will then evaluate the research paper using a rubric attached to this proposal. The goal is to have 75% of students meet the level 2 “good” rating. These assessments will then be compared with IVS, regional campuses and/or distance learning courses being offered on a compatible schedule.

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). See Attachment #1

Student Learning Outcomes	Benchmarks

<p>1. Analyze the development of self in relation to others and society.</p>	<p>Students will describe in reading responses how an individual's social status/attainment can predicted by the collective's social status/attainment in regard to black Americans</p>
<p>2. Examine diverse values that form civically engaged and informed members of society.</p>	<p>Students will describe in book reviews why historic issues from the Civil War and Reconstruction are still relevant today</p>
<p>3. Evaluate solutions to real-world social and cultural problems.</p>	<p>Students will describe in the research paper the social problems and cultural development occurring during the Civil War and Reconstruction periods</p>
<p>4. Identify the main arguments, trends, and issues in the study of African American, Civil War, and Reconstruction histories</p>	<p>Students will include a literature review outlining major schools of thought in the research paper</p>
<p>5. Evaluate individual and collective black agency during the Civil War and Reconstruction</p>	<p>Students will be able to debate during in class discussion whether black Americans were primarily victims, bystanders, or agents of social change during the Civil War and Reconstruction periods</p>
<p>6. Develop a historical perspective with increased awareness of how personal bias and opinion shape historical analysis</p>	<p>In the midterm essay, students will discuss in class personal bias or preconceived understandings of black uplift including issues of accommodation, self-defense, voting rights, and civil rights</p>
<p>7. Use effectively the skills of critical thinking, oral</p>	<p>Students will demonstrate critical thinking by formulating</p>

communication and analytical writing	original arguments and effective use of grammar, structure and organization, in book reviews, readings responses, research papers, and research presentations
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7. Evidence & Argument Artifact.

In place of a final exam, students will be required to submit a research paper that will be used as an artifact in the course. Research papers will include a review of the literature and make an original contribution to the field. They should be over a topic related to the Civil War and Reconstruction era, but should also discuss how this particular issue is still relevant in the present day. All topics must have prior approval by the instructor. See syllabus for details.

8. Attach a sample course syllabus.

See Attachment #2

Connections Assessment Rubric for HISTORY Research Paper

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
A. THESIS	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the essay.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the essay prompt.
B. STRUCTURE	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
C. USE OF EVIDENCE	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Specific, explicit references to assigned readings are incorporated. Factual information is incorporated.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated.	Author uses examples to support some points. References to assigned readings unclear or incorrect. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples. Essay is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized.
D. LOGIC AND ARGUMENTATION	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to determine.

Blacks in the Civil War and Reconstruction

HIST 325

Dr. Selena Sanderfer

Course Description:

This course examines African American experiences during the Civil War and Reconstruction era. It attempts to understand the meaning of these events in regard to both national and African American history. Topics such as anti-slavery, African American soldiers, emancipation, postwar labor struggles, political challenges, and the experiences of women will be explored.

Course Objectives:

- Identify with the main arguments, trends, and issues in the study of African Americans, the Civil War, and Reconstruction history
- Develop skills of critical thinking and analytical writing
- Comprehend the impact of African Americans in the causes for and course of Civil War and Reconstruction as well as their individual and collective agency
- Analyze the development of self in relation to others and society
- Examine diverse values that form civically engaged and informed members of society
- Evaluate solutions to real-world social and cultural problems

Required Texts:

Dudley Cornish, *The Sable Arm: Black Troops in the Union Army, 1861-1865* (Lawrence: University of Kansas Press, 1990)

James McPherson, *The Negro's Civil War: How American Blacks Felt and Acted during the War for the Union* (New York: Vintage, 2003)

Eric Foner, *A Short History of Reconstruction* (New York: Harpers and Row Publishing, 1990)

Steven Hahn, *A Nation under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (Cambridge: Belknap Press of Harvard University, 2005)

Tera Hunter, *To 'Joy My Freedom: Southern Women's Lives and Labors after the Civil War* (Cambridge: Harvard University Press, 1998)

[Other readings and articles as announced]

Time Management: This course is both reading and writing intensive. Students should expect to spend approximately 8 hours per week reading, writing, and researching assignments. Students who do not have a disciplined study regiment or who cannot manage time efficiently will have a difficult time successfully completing this course.

Technological Requirements:

This course requires students to have regular access to the internet. The course site and email should be checked multiple times per week, if not every day. For printing reading assignments, a printer is necessary as is a word processing program that allows users to create complex formatting such as footnotes and italic style for documents.

Academic Honesty:

All work must be your own. When referencing the work of others in papers, the standard citation accepted by professional historians must be applied. Instances of plagiarism in papers and cheating on quizzes or tests will result in a zero grade for the assignment. No exceptions. Papers must use the Chicago Manual of Style citation for formatting footnotes and bibliographies. For a handy reference to this latter style sheet, use the following link: http://www.chicagomanualofstyle.org/tools_citationguide.html

Grading and Requirements:

Book Review (2)	10%
Midterm Essay	15%
Final Research Term Paper	25%
Discussion Participation	25%
Reading Responses (3)	15%
Research Presentation	10%

90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D), 0-59 (F)

Book Reviews:

Two book reviews must be submitted during the semester. One must be submitted sometime during Week 1-8 and another review submitted sometime during the weeks 9-15. You can choose to review any two of the five monographs that are assigned for this course. If you choose to submit a review for a particular book, it must be turned in during a week that the book is assigned for the class. For example is a student wanted to submit a review for Dudley Cornish, *The Black Sable Arm: Black Troops in the Union Army, 1861-1865*, it would have to be turned in by Week Three - Friday. (The book will be discussed for three weeks, so turning in the assignment anytime during those weeks is acceptable) Although in most cases we will only read chapters of a book for discussion, the book review must analyze the book in its entirety. Book reviews and reading responses cannot be submitted during the same week. Submission of book reviews also cannot coincide with the week that a student is a discussion leader. Book reviews should be 3-4 pages in length, double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. It should provide a brief overview of the author's main arguments, a critical critique of the author's use of primary resources, its merits as well as shortcomings, and the validity of the author's argument. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Midterm Essay:

In place of a midterm exam, students will be required to compare and contrast the strategies of Booker T. Washington and W. E. B. DuBois towards black civil rights using the works *Up from Slavery* and *The Souls of Black Folks*. Papers should be 5-6 pages in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Research Paper:

In place of a final exam, students will be required to submit a research paper. All topics must have prior approval by the instructor. Research papers should make an original contribution to the body of literature on a subject. They must utilize both primary and secondary sources. Research papers should be 10-12 pages in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue. Possible research topics include:

- Black soldiers' experiences during the Civil War
- Black women's experiences during the Civil War
- Memories of Emancipation
- Black towns/communities started after the Civil War

- Land ownership and tenancy
- The establishment of black schools
- The establishment of black churches

Reading Responses

Three reading responses must be submitted during the semester. Students can choose which weeks they want to submit responses. For example if a student wanted to submit a response for Week one on the Downs readings, then it would have to be turned in on Friday. Reading responses should not be written the same week that book reviews are submitted or that a student is serving as a discussion leader.

Responses should provide a brief summary of the week's readings. They should succinctly state the author's main argument, its validity and an evaluation of sources. If more than one reading is assigned for that week, responses should compare and contrast the readings. They should be no one page in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Discussion Participation:

Each week there will be a class discussion. You will be expected to make meaningful comments that use quotations from the readings and/or direct references. This course is reading and writing intensive. While you may not be able to read every word of an assigned monograph or series of articles, you are expected to spend time with each reading in order to familiarize yourself with the main arguments and participate meaningfully in discussion. It will be expected that *your* comments reflect *your* work. It will be expected that you will read the assigned text and make every effort to make statements that reflect your understanding of the topic. Do not be afraid to ask questions. Questions can be for clarification, but should also stimulate more discussion. Students should attempt to answer other students' questions. I will participate in discussions in order to give direction and input. The more you interact, the better your grade.

Examples of comments are below:

Poor comment – I agree with J. Doe.

Fair comment – I agree with J. Doe because American slaves did practice Christianity.

Good comment – Although J. Doe is correct that many slaves were Christian, J. Doe is incorrect in assuming that all American slaves accepted the religion.

Great comment - Although J. Doe is correct that many slaves were Christian, J. Doe is incorrect in assuming that all American slaves accepted the religion. According to our article, "Citation." (Author, page number). Therefore, Christianity was not always accepted by slaves. Wouldn't you agree, J. Doe?

Presentation

Each student will also give a presentation on his/her final research paper. Power point presentations should be between 7-10 minutes and should include visual aids. Students should not read their research paper, but instead present the topic/question that was investigated, what research methods and materials were used, and what were the findings.

Technical Support

WKU Students can call 270-745-7000 for technical support with Blackboard or computer problems. Other information can be found at <http://www.wku.edu/it/>. A number of short videos on common questions about software and technology are available at <https://asaweb2.wku.edu/atech/trainingsite/>.

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments, and /or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.

Contact Information:

Office: Cherry Hall Room 230B

Office Hours: M, 12:00 – 2:00, T 10:00-12:00 and by appointment

Telephone: 745-4739

Email: selena.sanderfer@wku.edu

Schedule

Week 1

Arming Blacks

Bruce Levine, Introduction, *Confederate Emancipation: Southern Plans to Free and Arm Slaves during the Civil War*, 1-15.

Dudley Cornish, Chapters 1-6, *The Black Sable Arm: Black Troops in the Union Army, 1861-1865*.

James M. McPherson, Chapters 2, 10-11, *The Negro's Civil War: How American Blacks Felt and Acted during the War for the Union*.

Week 2

Black Experiences in the North

Leslie M. Harris, "The Failures of a City," in *In the Shadow of Slavery: African Americans in New York City, 1616-1863*, 263-287.

John P. Reidy, "The African American Struggle for Citizenship Rights in the Northern United States during the Civil War," in *Civil War Citizens*, 213-237.

Week 3

Contraband

Jim Downs, Chapters 1, 3-4, *Sick from Freedom: African American Illness and Suffering during the Civil War and Reconstruction*.

Week 4

Soldiers Experiences

James M. McPherson, Chapters 12-16, *The Negro's Civil War: How American Blacks Felt and Acted during the War for the Union*.

Dudley Cornish, Chapters 9-12, *The Black Sable Arm: Black Troops in the Union Army, 1861-1865*.

Week 5
Emancipation

Ira Berlin, "Who Freed the Slaves? Emancipation and Its Meaning," in *Major Problems in the Civil War and Reconstruction*.

James M. McPherson, "Who Freed the Slaves?" *Proceedings of the American Philosophical Society* 139 no. 1 (March 1995): 1-10.

Vincent Harding, Chapter 11 The Blood Red Ironies of God, *There is a River: The Black Struggle for Freedom in America*, 219-242.

Week 6
Abraham Lincoln

Lerone Bennett, Jr., Chapter 12 "A Politician Divided Against Himself," *Forced into Glory: Abraham Lincoln's White Dream*, 246-270.

Manisha Sinha, "Allies for Emancipation? Lincoln and Black Abolitionists," in *Our Lincoln: New Perspectives on Lincoln and His Word*, 167-197.

Week 7
Perspectives on Reconstruction

W. E. B. DuBois, "The Propaganda of History," from *Black Reconstruction in America*, 1860-1880.

William H. Dunning, "Political and Social Demoralization in the South," in *Reconstruction: Political and Economic, 1865-1877*.

Eric Foner, *A Short History of Reconstruction*, Chapter 8

Midterm Essay Due

Week 8
Politicians

Eric Foner, "'The Tocsin of Freedom': The Black Leadership of Radical Reconstruction," in *Slavery, Resistance and Freedom*, 118-140.

Eric Foner, *A Short History of Reconstruction*, Chapter 6

William C. Hine, "Black Politicians in Reconstruction Charleston, South Carolina: A Collective Study," *Journal of Southern History* 49 no. 4 (November 1983): 555-584.

Week 9
Education

David Tyack and Robert Lowe, "The Constitutional Moment: Reconstruction and Black Education in the South," *American Journal of Education* 94 no. 2 (February 1986): 236-256.

Keith Wilson, "Education as a Vehicle of Racial Control: Major General N. P. Banks in Louisiana, 1863-1864," *Journal of Negro Education* 50 no. 2 (Spring 1981): 156-170.

Herbert Gutman, "Schools for Freedom: The Post-Emancipation Origins of Afro American Education" in *Power and Culture: Essays on the American Working Class*, 260-298.

Week 10
Land

John David Smiths, "The Enduring Myth of 'Forty Acres and a Mule,'" *Chronicle of Higher Education* (February, 2003).

Claude F. Oubre, Chapters 1 and 2, *Forty acres and a mule: the Freedmen's Bureau and Black land ownership*, 1-45.

Robert Tracy McKenzie, "Freedmen and the Soil in the Upper South: The Reorganization of Tennessee Agriculture, 1865-1880" *The Journal of Southern History* 59 no. 1 (February 1993): 63-84.

Week 11
Labor

Leon Litwack, "Back to Work: The Old Compulsion" and "Back to Work: The New Dependency" in *Been in the Storm so Long*, 336-449.

Eric Foner, *A Short History of Reconstruction*, Chapter 4.

Week 12
Freedmen's Bureau

W. E. B. DuBois, "The Freedmen's Bureau" *Atlantic Monthly* 87 no. 519 (March 1901): 354-365.

Robert Harrison, "Welfare and Employment Policies of the Freedmen's Bureau in the District of Columbia" *Journal of Southern History* 72 no. 1 (February 2006): 75-110

William McFeely, Chapter 13 Civil Rights and Riots, *Yankee Stepfather: General O. O. Howard and the Freedmen*, 267-287.

Week 13
Women

Tera Hunter, *To 'Joy My Freedom: Southern Women's Lives and Labors after the Civil War*

Week 14
Reparations

Eric Foner, *A Short History of Reconstruction*, Chapter 9 and 12; Lynda J. Morgan, *Known for My Work*, 94-130

Week 15

Presentations

Research Papers Due