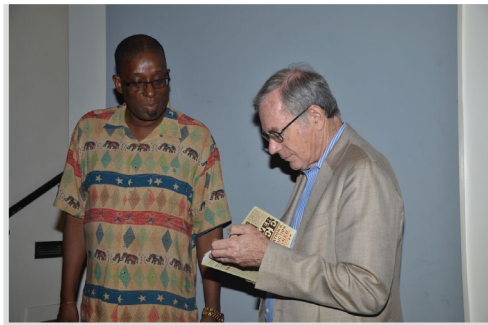


AMERICA'S RECONSTRUCTION: THE UNTOLD STORY

July 5-25, 2022



(Eric Foner and Institute Alumni Michael Axon, July 2015)

Introduction

This is a three-week summer institute for K-12 school teachers of history, art, languages, literatures, and other subjects to be selected from applicants from across the country. The institute, which will be held in Beaufort, South Carolina, at the University of South Carolina Beaufort (USCB) is designed for educators to learn more about one of the most neglected and misunderstood periods in our nation's history, the post-Civil War era of Reconstruction, and to demonstrate how that history began and was heavily influenced by people and events in the Sea Islands of South Carolina and developed there as a microcosm of greater America through the early twentieth century. USCB is especially pleased to propose hosting the 2022 Reconstruction Institute in conjunction with the establishment and development of the nation's newest national park, the four-site Reconstruction National Historic Park in Beaufort County. We are proud that participants in our 2017 and 2018 institutes were able to play a role in the development of NPS foundational documents, and the class of 2022 will continue to assist the park in developing its interpretive materials.

We will examine closely three broad themes over the course of the institute, including: (1) the Old South and wartime "prelude" to Reconstruction (2) the political, social, and economic facets of the Reconstruction era and its aftermath, and (3) American historical memory, the "Second Reconstruction" (the modern Civil Rights Movement), and the place of Reconstruction's memory in modern America. Each theme will

offer unique insight into the most significant issues, events, personalities, and watershed moments during the post-Civil War era.

The Reconstruction Era was quite literally a period of rebuilding—it entailed the reshaping of the ideologies of the defeated Old South and the physical re-construction of the region so desolated by the ravages of war, and, as a nation, developing policies that thoroughly remade and modernized America and laid the foundation for the Civil Rights Movements of the 1950s and 60s. The ending of slavery not only brought freedom to four million African Americans but also inaugurated a complex reshaping of fundamental American conventions ranging from the reach and power of the federal government, constructions of race, landownership, family structure, church organization, and the very definition of American citizenship itself. However, when politicians beat a hasty retreat in the late 1870s from the early idealism of Reconstruction, many of the political gains and advances in civil equality won by African Americans since the end of the Civil War fell by the wayside. Nonetheless, the Reconstruction Amendments to the US Constitution and an abiding commitment by a handful of progressive Americans to bring the nation in line with the egalitarian spirit of the Declaration of Independence and provided a durable foundation upon which the Civil Rights Movement of the next century rested.

This institute will thoughtfully guide teachers through nearly two centuries of American history—from the final years of the cotton kingdom in the South, through the tumult of the Civil War and struggles of Reconstruction, and to the modern civil rights era and even more recent American struggles to deal with the legacies of emancipation. Each day, we will pose a series of key questions to participants for consideration and discussion. With these in mind, participants will develop a lesson plan or learning unit over the course of the institute. Teachers will utilize a wide variety of the primary source documents that provide the framework of the Reconstruction narrative and inform their understandings of the hopes, fears, ideologies, and motivations of those contemporaries who shaped the era.

The intensive scope of our topic will be most thoroughly explored by devoting one week each to our central themes: prelude to Reconstruction, the Reconstruction era and its immediate aftermath, and its legacy leading to the Civil Rights Movement of the mid-20th century and contemporary developments. The importance of place is also central to our analysis, and each theme has also been carefully mapped out around key locations (in the Beaufort area and beyond) to help the teacher scholars gain a fuller understanding of the issues and to personalize the story, giving teachers a valuable tool for making a historically distant topic relevant to students' lives. The institute format will alternate through lecture, discussion seminars, and experience in the field. Much of our time will be spent on the USCB Historic Campus, in the heart of Beaufort's historic district and itself once the headquarters of the Freedman's Bureau. We will also be exploring some of the most historically important sites beyond Beaufort for understanding the complexity of the era: St. Helena Island, the birthplace of Reconstruction and home of Penn Center, the model for public education in America; Port Royal, the heart of the earliest experiments in free labor; Mitchelville, the nation's first independent freedman's community (on Hilton Head Island); Daufuskie Island, a central battleground over the issue of land redistribution in the postwar South; and Charleston, the cultural nexus of both black and white life in South Carolina. The 2022 institute will also benefit from the exciting virtual reality experiences developed for the online 2021 institute, allowing participants to "visit" even more Reconstruction historical sites in state of the art 360 degree virtual reality, and (through the spatial virtual reality meeting application) engage with visiting faculty *throughout* the institute rather than just on the days when they are physically present in Beaufort. Learning about the history of Reconstruction through the lenses of time, space, and place will provide teacher scholars with a real sense of the landscape and the physical environment in which this history occurred.

To assure the same exceptional results as our 2015, 2017, 2018, and 2021 institutes, we will rely on the support of the City of Beaufort, the Southern Historical Collection at UNC Chapel Hill, the National Park Service, the South Carolina Digital Collections (USC Special Collections), the SC Historical Society, the Beaufort Library District Collection, the Mitchelville Preservation Project, South Carolina Educational Television, and South Carolina Public Radio to combine their internal resources and expertise around four goals that:

1. Prepare teachers in grades K-12 to be highly qualified to teach key themes and content about the Reconstruction Era.
2. Prepare teachers to use engaging and innovative instructional strategies to motivate students to learn about Reconstruction and other periods of American history.
3. Prepare teachers to use the tools of historical investigation to deepen and extend their knowledge of Reconstruction and American history.
4. Develop a collaborative exchange of practice between teachers, historians, and teacher educators that improves their work and builds a repertoire of high-quality examples and resource materials.

To ensure that our model of faculty development transfers beyond the 2022 institute, this intensive experience will be enhanced by web-based follow-up and follow-on support that is designed to deepen teacher content knowledge and models effective strategies for historical investigation and increased student learning. This online information center will provide universal access and be used to foster a collaborative exchange of practice. The institute will generate high-quality lesson plans that will be peer reviewed and published in hard copy as well as hosted on our webpage. There will be hours of high-definition video of faculty/participant discussions and workshops, as well as virtual reality “experiences,” available for download and classroom use. There will be a broad degree of dissemination because such a dramatic history lends itself well to being told far and wide.

To facilitate greater integration of Reconstruction materials and research into lesson plans that will appeal to a variety of learners and bring greater depth and understanding into classrooms we will work closely with primary sources during this institute. It is our aim to explore sources, narrative perspective and voice, cultural heritage materials such as museum objects, music, architectural remains, photographs, archival manuscripts, folk art, film and physical setting. In the process of exploring this content, we will consider how state of the art technology can assist with research, teaching, and help us tease out the meanings of this untold history.

We will approach our goals in three ways. First, our three week schedule is purposefully organized to include faculty with expertise in the historical subject area as well as extensive experience with teacher education. Many of our visiting faculty are former K12 educators and world-renowned teacher educators, and their presentations are primarily intended to focus on pedagogy and classroom strategies. When faculty lead sessions primarily devoted to historical content, our support staff (including certified educators) will be onhand to work with participants on strategies for incorporating cutting edge historiography into their daily practice. These staff will include Thomas Thurston (Director of Education of Yale University’s Gilder-Lehrman Center for the Study of Slavery, Resistance, and Abolition), Dr. Lemuel Watson, (Dean of the

Indiana University College of Education), and D. Brian Day as Curriculum and Standards Coordinator (Brian is a 2015 alumnus of this institute, team leader on the writing committee for the revised South Carolina Social Studies standards, and certified SC teacher). Secondly, we have asked these presenting scholars to select a variety of primary sources that they think are engaging, connect to, and illuminate important themes, topics or stories, and then include those in the institute reading list. We intend to incorporate the recently released archive of Freedmen's bureau papers almost daily, and will utilize published collections of primary sources edited by Eric Foner, institute director J. Brent Morris, John W. Smith, as well as rich online collections curated by Penn Center, the Beaufort County Library, the South Carolina and the USC Carolinana Archival and Digital Libraries, the Georgia and South Carolina Historical Societies, the Gilder Lehrman Center, edsitement, and more that also have lesson plans using primary sources.

Beaufort County the place is an ideal resource for the study of Reconstruction. In Beaufort County, a remarkable history of Reconstruction is still evident through an abundance of surviving buildings from the nineteenth century. Beaufort has numerous houses once occupied by Union officers, early churches, and homes built by freed slaves, schools established by missionaries, and buildings that served as the headquarters for the Freedman's Bureau and the Freedman's Bank. Additionally historical markers denote the place beneath large live oak trees along the Beaufort River where the Emancipation Proclamation was read and the location on Hilton Head Island of the first self-governing freedmen's village. The survival of so many physical historical resources makes Beaufort County a strong location for telling, in an experiential way, the story of Reconstruction. The historical integrity of its buildings, the uniqueness of being the first area where blacks and whites worked together to initiate Reconstruction policies, and the fact that the area served as a stage for every aspect of the Reconstruction experience makes Beaufort County itself a powerful Reconstruction resource. (See **Appendix B** for list physical sources).

Expectations of NEH Summer Scholars

All NEH Summer Scholars will have as their goal a deepening of their knowledge of the Reconstruction Era. They will embrace our thematic approach and our resource inquiries. They will take advantage of having access to key scholars on Reconstruction History and work to advance their professional development. They will tap into the resources provided by the broader community and the scholarship presented by the institute and work to build new or improved curricular materials. The institute will integrate the study of Reconstruction with highly functioning reading circles which will be self-directed under the rotating leadership of members of the group.

All participants will be expected to create a lesson plan (or greatly enhance one or more existing lessons in their courses) by incorporating Reconstruction content and infusing the classroom experience with more of an inquiry approach. In order to maximize the potential for these curricular revisions, NEH Summer Scholars will be expected to attend all presentations, lectures, workshops, study trips and do the reading assignments (completing some of them prior to arrival in Beaufort), participate in discussions about the readings and lectures, complete the visual essay projects, contribute to the final evaluation of the institute, and respond to later communications as projects and lesson plans are made available for sharing within the larger group of NEH Summer Scholars and beyond.

Required Projects

Proposal (2 pages): Under the guidance of Dr. Lemuel Watson and Thomas Thurston, individuals will prepare a 2-page proposal for a new or revised lesson plan, a curricular resource that incorporates content learned during the institute into their visual essay project and due at the end of the 2nd week of the institute. This proposal will include a topic statement, explore concerns and learning objectives they hope to address, and tell how the material will be used in the classroom along with the visual essay. Included in the proposal will be a list of sample primary sources and readings of the kind the teacher hopes to incorporate.

Projects will involve the incorporation of materials made accessible through the institute and knowledge gained. It will take advantage of the assistance in the interpretation of the materials that representatives of resource institutions and guest speakers will provide. An improved version of the lesson plan will be expected to be delivered to institute staff by September 1, 2022 for publication on the institute webpage. If, after the unit is taught, teachers wish to submit a final, tweaked version, the institute will accept it and replace what we have put online with the final version. Visual Essays will be presented on the last Friday of the institute and teachers will have until September 15th to edit a final version and submit it for publication and website posting.

Early in the institute NEH Summer Scholars will have time in the computer lab to share technological expertise (editing images, preparing electronic slide presentations, making simple videos, etc). Select staff will be on hand to answer questions related to curriculum development. It is our hope that most NEH Summer Scholars will bring their own laptops and digital cameras, however we will have two computer labs available for their use and a staff photographer.

NEH Summer Scholars will be asked to share any multimedia curricular materials, photographs and writings they develop during the institute with other teachers, which we will curate via Google Docs and later place on the institute website. All NEH Summer Scholars will have access to the private social media page. This will be accessible only to the institute Summer Scholars faculty, and staff.



(2015 NEH Summer Scholars examining primary visual sources)

Credits

NEH Summer Scholars will be able to earn graduate credit for the institute through the USCB Department of Education (tuition expenses to be borne by participants themselves). The USCB Office of Continuing Education will provide CE/PD certificates for teachers to use back in their home schools.

Expected Engagement

- 55% = listening to presentations and taking notes, whether in the seminar classroom, or on buses, or on foot tours during excursions
 - 35% = active participation in discussions of lectures, readings, discussions about the application of content to teaching, and small-group activities.
 - 10% = watching film, work in the computer lab, attendance at special receptions and exhibits.
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- **Reading Preparation = 10 hours per week (minimum);** some of this can be done in advance of arriving in Beaufort.
 - **Project Development = 5 hours per week (minimum);**

Weekly Schedule of

Activities, Guiding Questions, and Core Readings:

Part 1, July 5-11: The Old South and Wartime Prelude to Reconstruction.

Guiding Question: *How was Reconstruction, both its success and failures, a referendum on the meaning of Civil War?*

●Day 1, Tuesday July 5, 8:00 am-2:00 pm

Daily question: *Why does Reconstruction matter?*

Teachers will arrive, register and check-into accommodations. An optional walking tour of the historic downtown campus will be provided.

2:00-4:00: Introductions to each other, to the staff, to the institute projects and to institution resources. Overview of institute and the university.

5:00-7:00: The institute opens with a welcome reception hosted by USCB and the Beaufort-Jasper Commission for Higher Education. Institute Director Dr. J. Brent Morris, the Mayor of Beaufort, and the Chancellor of the University of South Carolina Beaufort will welcome the teacher scholars to Beaufort and to the Institute. An opening address and group discussion will be facilitated by **Dr. David Blight**, Class of 1954 Professor of History at Yale University. USCB faculty and members of the Beaufort community will be invited to attend this event at the USCB Center for the Arts.

●Day 2, Wednesday July 6: Prelude to Reconstruction in Beaufort

Daily question: What was at stake for the South in the Civil War and Reconstruction?

9:00-12:00: **Lawrence S. Rowland**, PhD (USCB, *distinguished professor emeritus*) will lead a session on the history of Beaufort County through the Civil 10:30: 15 minute Break

12:00: Lunch

1:00-4:00: **Stephen Wise** (Parris Island Museum) will lead a session on the “Rehearsal for Reconstruction”: the early wartime first efforts to reconstruct the South in Beaufort

(2:30 15 Minute Break)

Reading: selections from Wise and Rowland, *A History of Beaufort County Vol. II: Rebellion, Reconstruction, and Redemption* (distributed pre-institute)

Primary Source: selections from Morris, *Yes, Lord, I Know the Road: A Documentary History of African Americans in South Carolina 1526-2008* (distributed pre-institute)

● **Day 3, Thursday July 7:** Reconstruction Tour

Daily question: *How did the meaning of “Freedom” become a point of conflict in the South?*

8:30-4:00 All day tour of Reconstruction sites guided by **Stephen Wise**, PhD, supplemented by virtual reality “tours” of Reconstruction sites (developed for 2021 summer institute and hosted on USCB ISRE website)

Reading: selections from Wise and Rowland, *A History of Beaufort County Vol. II: Rebellion, Reconstruction, and Redemption* (distributed pre-institute)

Primary Sources: List and visits to of physical locations in Beaufort County, virtual reality “tours” of Reconstruction sites (USCB ISRE website)



(Freedman's Cottage, Beaufort)

● **Day 4, Friday, July 8:** Primary Sources

Daily Question: *How can primary sources help with the challenges of understanding the Reconstruction era?*

Readings: Selections from Wineburg, Martin and Monte-Sano: *Reading Like a Historian*; selections from Morris, *Yes, Lord, I Know the Road: A Documentary History of African Americans in South Carolina*; selections from John David Smith, *A Just and Lasting Peace: A Documentary History of Reconstruction*

8:30-12:00: **Daisy Martin**, PhD (UC-Santa Cruz) will lead a session on reading and interrogating primary sources and methods for exploring Reconstruction through these documents

12:00-1:00: lunch break

1:00-3:00: **Daisy Martin** will lead a session on teaching with primary resources, contextualizing sources, evaluating sources and how to synthesize multiple accounts. She will use the recently released archive of Freedmen's bureau papers and also take a close look at Eric Foner's collection of primary sources included in the latest edition of Howard Fast, *Freedom Road*. The teachers will utilize sites like Gilder Lehrman, ed-itement and more that have lesson plans using primary sources.

● **Day 5, Saturday, July 9:** Penn School and Reconstruction National Monument

Daily Question: *What far-reaching changes did Reconstruction have on the South?*

9:00-11:00: Dr. Emory Campbell (Director *emeritus*, Penn Center) will lead the teachers on a tour of Penn Center and the York W. Bailey Museum.

11:00-12:00: Dr. Campbell will provide a cultural view of the Sea Islands.

12:00-1:00: The institute will cover museum admission fees and provide a working lunch on site at Penn Center

1:00-3:00: **Michael Allen** (National Park Service, retired) will lead a session on the two-decade long process and experience of establishing the Reconstruction Era National Monument in Beaufort County.



(2017 NEH Summer Scholars at National Park Service public planning meeting for Reconstruction National Monument)

Readings: Vernon Burton: *Penn Center: A History Preserved*; *The Reconstruction Era: Official National Park Service Handbook*

Primary Sources: *Laura Townes' Diary* (full-text available on institute webpage)

● **Day 6, Sunday July 10:** Day of rest and relaxation.

Participants can choose self-guided walking tours, visits to local church services, or excursions to Charleston, Hilton Head or Savannah. The institute staff will arrange for optional kayaking, crabbing, fishing, visits to Hunting Island Beach, and biking.

● **Day 7, Monday July 11:** Teaching with Primary Sources

Daily Question: *Why did Union victory not result in large-scale revolutionary changes in the South?*

9:00-12:00: Lesson Plan Projects with **Thomas Thurston** (Gilder Lehrman Center) and Lemuel Watson (Indiana University)

12:00-1:00: Break for lunch

1:00- 3:00: **Peter H. Wood**, PhD (Duke University) will lead teachers in an exploration of Reconstruction visual culture through an analysis of the period paintings of Winslow Homer.

Reading: Howard Fast, *Freedom Road: A New Edition*.

Primary Source: Smith, *A Just and Lasting Peace*, Part II



(2015 NEH Summer Scholars examining primary visual sources)

Part 2, July 12-18: *Reconstruction and its Aftermath*

Guiding Question: *Why has Reconstruction history undergone such fundamental reinterpretations?*

● **Day 8, Tuesday July 12:** The Politics of Reconstruction / Reconstruction for Unexpected Audiences

Daily Question: *How could the nation have dealt differently with the social, economic, and political evolution of Reconstruction?*

9:00-12:00: **Heather Cox Richardson**, PhD (Boston College) will lead a session on the Politics of Reconstruction.

12:00: Lunch

1:00-4:00: Group discussion with **Heather Cox Richardson** of key points of morning session and group activity centered around the incorporation of graphic novels and visual sources into the curriculum of Reconstruction.

Reading: Richardson, *How the South Won the Civil War* (excerpts)

● **Day 9, Wednesday July 13:** Daufuskie Island, Freedman Land Ownership, and Historic Preservation

8:30- 9:45: **Billy Keyserling** (former Mayor of Beaufort) will lead a session on the challenge of historic preservation of Reconstruction Era sites and efforts to preserve freedman cottages and maintain native ownership on rapidly-developing Daufuskie Island, SC

10:00: Board vans for site visit to Daufuskie Island

11:00: Board Buckingham Landing Ferry to Daufuskie

11:30-5:30: Gullah Cultural and Historic Tour of Daufuskie with **Sallie Anne Robinson** (6th generation Gullah native islander)

Evening ferry back to landing; return to Beaufort

Primary Sources: Daufuskie letters of Pat Conroy (distributed digitally, courtesy of the Pat Conroy Literary Center); Daufuskie Photography Collection of Beaufort Mayor Billy Keyserling



(2015 NEH Summer Scholars on "Reconstruction Kayak Tour")

PART 2: Reconstruction and its Aftermath.

Guiding Question: *Why has Reconstruction history undergone such fundamental reinterpretations?*

●Day 10, Thursday July 14: Mitchelville Freedom Park

Daily question: *How did the Port Royal Experiment contribute to the Freedman's concept of self-governing at Mitchelville (nation's first self-governing settlement for freedmen)?*

9:00-10:00: Institute Director **Brent Morris** (who also serves on the Mitchelville Preservation Project Advisory Board) will guide the field study with background information on Mitchelville, the Port Royal Experiment, and the development of Mitchelville Freedom Park

10:00-11:00: **Topher Maraffi** (Florida Atlantic University) will discuss his NEH-funded augmented reality tour of Historic Mitchelville Freedom Park "Exploring the Roots of Freedom: Augmented Reality Tour for Mitchelville South Carolina GullahGeechee Heritage Site."

11:00-12:00: Lunch

12:15: Board bus for excursion to Hilton Head Island for field study trip to the Mitchelville site. Teachers will visit the site, meet with leaders of the Mitchelville Preservation Project, and survey the progress of archaeological excavation underway on site.

Evening working meal of traditional Lowcountry Boil prepared and served on the Mitchelville Beach, site of the Battle of Port Royal Sound and ground zero for Reconstruction in America.

Reading: Willie Lee Rose: *Rehearsal for Reconstruction: The Port Royal Experiment*

Primary Source: Selections from *The Manuscripts of the American Missionary Society* (available on institute webpage); Archaeological Data Recovery at Mitchelville (38BU2301), compiled by Brockington and Associates (link to full text on institute webpage)

●Day 11, Friday July 15: Personal Stories of Reconstruction

Daily Question: *What were the limits of Black Freedom?*

9:00-11:30: **Melissa Cooper**, PhD (Rutgers University-Newark) will lead a session that explores "The untold stories of Reconstruction" through the narrative primary source accounts of former slaves recorded by the Works Progress Administration in the 1930s.

11:30: Lunch

1:00-3:00: **Dr Cooper** will lead an afternoon session on Gullah culture, the construction of race in America, and the legacies of Reconstruction.

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

Primary Sources: selected WPA slave narratives (pdf copies of originals available on institute webpage).

● **Day 12, Saturday July 16:** Reconstruction Memory and Race Relations

Daily Question: *How did differing ways of remembering Reconstruction affect race relations in America through the present?*

8:00: Board bus for visit to Charleston

10:00-12:00: **Bernard Powers**, PhD (*emeritus*, College of Charleston and CEO of the International African American Museum) will lead a session on the legacy of Reconstruction in the Jim Crow era through recent events, including the 2015 Emanuel AME Church massacre and central place of Reconstruction in the development of the new International African American Museum

12:00: Lunch

1:30: Visit new International African American Museum on Gadsden's Wharf

4:00: Return to Beaufort

Reading: Powers, *We Are Charleston: Tragedy and Triumph at Mother Emanuel*

Primary Sources: Selections from *Charleston Syllabus: Readings on Race, Racism, and Racial Violence* (link to full text on institute webpage)



(2017 NEH Summer Scholars at Mitchelville Freedom Park)

● **Day 13, Sunday, July 17:** Day of rest and relaxation

● **Day 14, Monday July 18:** Reconstruction Past Meets the Future

Daily Question: *How has Reconstruction “Memory” and “History” transformed America?*

8:00: Board bus for Freewoods Farm and Hobcaw Barony

11:30: **Betsy Newman** (SC Educational Television Foundation) will lead a session/tour of Freewoods Farm, a 40-acre living farm museum replicating life on small freedman owned farm between 1865-1900.

Newman will also introduce participants to the NEH-funded project “Reconstruction360,” a multi-module web and mobile application that, for the first time, brings contemporary scholarship about Reconstruction to a project designed for mobile devices.

Primary Sources: Selections from Freedman’s Bureau Records (link to National Archives database on institute webpage)

PART THREE: Historical Memory, the Modern Civil Rights Movement, and the Third Reconstruction

Guiding Question: *Why did it take a century for the promises made by Reconstruction and the 13, 14, and 15 Amendments to be kept?*

● **Day 15, Tuesday July 19:** Reconstruction and the Promise of Democracy

Daily Question: *What is the legacy of Radical Reconstruction?*

9:00-11:45: **Patricia Sullivan**, PhD (University of South Carolina) will lead a session on the leadership during the Civil Rights Movement and their understanding of the promise of democracy made during Reconstruction.

12:00 Lunch

1:00-2:30: “Lowcountry Landscapes”: Session on Art Education, creativity, and Reconstruction Era by **Minnette Floyd**, PhD (University of South Carolina)

Afternoon: Scheduled process, project, and lesson plan meetings with **Thomas Thurston**

Reading: Patricia Sullivan: *Lift Every Voice: The NAACP and the Making of the Civil Rights Movement* (excerpts)

Primary Sources: Selected papers of Joseph Delaine, and Modjeska Simkins, and I.DeQuincy Newman (SC Digital Collections)

●Day 16, Wednesday July 20: “Reconstructing Reconstruction”

Daily Question: *How has the shifting memory of Reconstruction left important parts of the story untold?*

9:00-11:30: Institute Director **Brent Morris** leads a session on the historical memory of Reconstruction and changing interpretations of the period by historians since 1865, “The Construction of Reconstruction”

11:30: Lunch

1:00-3:00: **Orville Vernon Burton**, PhD (Clemson University) leads a session on the legal ramifications of the Reconstruction Era in today’s judicial system, focusing on his experiences as an expert witness in federal and state minority rights and voting rights cases.

Reading: Morris, “Constructing Reconstruction: Race, Memory, and Issues that Divide”

Primary Sources: Dissenting opinions in *Elmore v Rice* (1947) and *Briggs v Elliott* (1952) in Morris, *Yes Lord, I Know the Road: A Documentary History of African Americans in South Carolina 1526-2008*

***Deadline for proposal for new or revised lesson plan/curricular resource**

●Day 17, Thursday July 21: he “Second Reconstruction”

Daily Question: *Was the modern Civil Rights Movement an extension of the post-Civil War Reconstruction Era?*

8:30: Board bus and travel to Charleston

10:00-12:00: **Mari Crabtree**, PhD (College of Charleston) leads a session connecting the legacies of Reconstruction to twentieth century school desegregation

12:00: Lunch

2:00-4:00: Forum on the legacies of Reconstruction in American Education (panelists will include some of the first students to integrate Charleston’s public schools in 1963, scholars of education, and local historians)

Reading: Patricia Sullivan, *Lift Every Voice* (excerpts); Blight, *American Oracle: The Civil War in the Civil Rights Era*.

Primary Sources: Selected papers of Joseph Delaine (SC Digital Collections link on institute webpage)

● **Day 18, Friday July 22:** Work day

9:00-3:00: Scheduled lesson plan work meetings with **Thomas Thurston** and **Lemuel Watson**

● **Day 19, Saturday July 23:** Telling the Untold Stories

Daily Question: *How can educators best reach a new generation of students interested in the Reconstruction era?*

9:00-12:00: Lesson plan project presentations

12:00: Lunch

1:00-3:30: Lesson plan project presentations, continued

3:30: Institute wrap-up, reflection, evaluation, and final input and suggestions for the website. Boxing of books and materials for mailing.

● **Day 20, Sunday July 24:** Day of rest and relaxation

6:00: Closing Reception (Port Royal Sound Foundation)

● **Day 21, Monday, July 25:** Why Reconstruction Matters Today

Guiding Question: *Is an accurate understanding of Reconstruction necessary to achieve citizenship, rights, and democracy?*

Institute concludes with a roundtable discussion moderated by **Walter Edgar** (*distinguished professor emeritus*, University of South Carolina) featuring visiting faculty from the previous three weeks (**Brent Morris, Thomas Thurston, Vernon Burton, Stephen Wise, Larry Rowland, and others remotely**).

Roundtable will include extensive Q and A session with participants and be recorded for rebroadcast on Walter Edgar's Journal, the most popular weekly radio show on SC Public Radio.

Staff

J. Brent Morris will serve as Project Director for the Summer Institute. Dr. Morris is Chair of the Humanities Department, Associate Professor of History, and Director of the Institute for the Study of the Reconstruction Era at the University of South Carolina Beaufort. He received his Ph.D. from Cornell University, and has been awarded recent grants or fellowships from the NEH, Association for Documentary Editing, the USC Institute for Southern Studies, the USC Institute for African American Research, Cornell University, Oberlin College, the Sea Islands Institute, and the New York Humanities Council. His book *Oberlin, Hotbed of Abolitionism: College, Community, and the Fight for Freedom and Equality in Antebellum America* was published by the University of North Carolina Press in 2014. He is also the author of *Yes Lord I Know the Road: A Documentary History of African Americans in South Carolina, 1526-2008*, forthcoming from the University of South Carolina Press, and coeditor of *The Untold Story: Visual Essays on America's Reconstruction* (Lowcountry Scholars' Press, 2015). Brent was the 2010 recipient of the South Carolina Historical Society's Malcolm C. Clark Award, and is the recipient of the 2015-2016 University of South Carolina Breakthrough Star for Research and Scholarship award.

Bonnie Hargrove and Deon Furman will serve as Institute Coordinators. Bonnie is Director, and Deon Assistant Director, of the USCB Center for the Arts and have over 40 combined years of arts administration and event management experience. Bonnie manages the bi-annual South Carolina Arts Educator Conference, is co-founder of the Pat Conroy Literary Festival, and was coordinator of the 2016 South Carolina Humanities Festival.

Thomas Thurston will serve as Project Advisor/Teacher Liaison. He is the Director of Education at the Yale Gilder Lehrman Center, holds a B.A. in American Studies from the University of California at Santa Cruz and an MPhI in American Studies from Yale University. Prior to coming to the Gilder Lehrman Center he served as the Project Director of the New Deal Network, an educational website developed by the Franklin and Eleanor Roosevelt Institute and the Institute for Learning Technologies at Teachers College, Columbia University. For his work developing the New Deal Network he received the first annual award for "Best Multimedia Resource" from the American Association for History and Computing and a "Best of the Humanities on the Web" citation from the National Endowment for the Humanities. Tom has led week-long NEH workshops for K-12 teachers, has acted as a consulting historian for several Teaching American History programs, and has served as a curriculum developer for WNET's Educational Technologies Department, including the documentary series "The Rise and Fall of Jim Crow" and "Slavery and the Making of America." In his role for the summer institute he will guide the teachers through their visual essay projects and lesson plans, and provide content support and links to resources.

Lemuel Watson. Dr. Watson will serve as Institute Curator of Professional Development. He is Vice President for Diversity, Equity, and Multicultural Affairs, Provost Professor of School of Education and African American and African Diaspora Studies, Co-Director of the Rural Center for AIDS/STD Prevention, and Senior Scientist at the Kinsey Institute at Indiana University. He is also a Senior Scholar Fellow at the Antioch Graduate School of Leadership and Change. Dr. Watson is the immediate past Dean at the IU College of Education as well as the USC College of Education, former Executive Director of the Center for P-20 Engagement and Dean of the College of Education at Northern Illinois University; he is also the former Dean for the division of Academic Support at Heartland College. His career spans across various divisions in educational organizations where he has been a teacher, faculty, policy analyst, and administrator.

D. Brian Day will serve as institute curriculum and standards coordinator. Brian is an alumni of the 2015 NEH summer institute at USCB, and has taught in the South Carolina public school system since 2007 in grades three through six and annually assessed on students' mastery of the South Carolina Department of Education Standards. During this time, he has served as Calhoun County's District Representative for Social Studies, which entails gathering and disseminating relevant educational resources to Social Studies teachers, presenting and coordinating best practices on Social Studies, creating a pacing guide, and attending conferences and workshops that will directly benefit the teachers of his district. He recently served as a team leader on the writing committee for the upcoming 2020 South Carolina Social Studies standards. He works with many educators throughout South Carolina to create educational standards that are authentic and age-appropriate.

Faculty

Michael Allen is National Park Service Gullah/Geechee Cultural Heritage Corridor Coordinator. Michael Allen began his public career as a Cooperative Education Student with the National Park Service in 1980. Mr. Allen has served as a Park Ranger and is now the Community Partnership Specialist for Fort Sumter National Monument and Charles Pinckney National Historic Site. He played a major role in the National Park Service's Gullah-Geechee Special Resource Study, which examined the feasibility and suitability of establishing educational centers along the southeast coast as well as determining ways to increase interpretation and preservation of the Gullah/Geechee culture and history.

In October 2007, Mr. Allen was instrumental in the establishment of the Gullah Geechee Heritage Commission. He provided inspiration and guidance to ensure that the nine year journey became a reality. He continues to provide hope, opportunity and support to grass root organizations in the wider Gullah Geechee Community. Finally Michael's motto is, "to understand the present and move toward the future, you must first know and accept your past."

David W Blight is a teacher, scholar and public historian. At Yale University he is Class of 1954 Professor of American History and Director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition.

Blight works in many capacities in the world of public history, including on boards of museums and historical societies, and as a member of a small team of advisors to the 9/11 Memorial and Museum team of curators. For that institution he wrote the recently published essay, "Will It Rise: September 11 in American Memory." In 2012, Blight was elected to the American Academy of Arts and Sciences and delivered an induction address, "The Pleasure and Pain of History."

Blight's newest books include the Pulitzer Prize-winning *Frederick Douglass: Prophet of Freedom*, annotated editions, with introductory essay, of Frederick Douglass's second autobiography, *My Bondage and My Freedom* (Yale Univ. Press, 2013), Robert Penn Warren's *Who Speaks for the Negro*, (Yale Univ. Press, 2014), and the monograph, *American Oracle: The Civil War in the Civil Rights Era* (Harvard University Press, published August 2011), which received the 2012 Anisfield-Wolf Award for best book in non-fiction on racism and human diversity. *American Oracle* is an intellectual history of Civil War memory, rooted in the work of Robert Penn Warren, Bruce Catton, Edmund Wilson, and James Baldwin. Blight is also the author of *A Slave No More: Two Men Who Escaped to Freedom, Including their Narratives of Emancipation*, (Harcourt, 2007), paperback in 2009. Blight is also the author of *Race and Reunion: The Civil War in*

American Memory (Harvard University Press, 2001), which received eight book awards, including the Bancroft Prize, the Abraham Lincoln Prize, and the Frederick Douglass Prize as well as four awards from the Organization of American Historians, including the Merle Curti prizes for both intellectual and social history.

Blight is also a frequent book reviewer for the *New York Times*, *Washington Post Book World*, the *Chicago Tribune*, the *Los Angeles Times*, the *San Francisco Chronicle*, the *Boston Globe*, *Slate.com* and other newspapers, and has written many articles on abolitionism, American historical memory, and African American intellectual and cultural history. He is one of the authors of the bestselling American history textbook for the college level, *A People and a Nation* (Cengage). He is also series advisor and editor for the Bedford Books series in American History and Culture, a popular series of teaching books for the college level. Blight lectures widely in the US and around the world on the Civil War and Reconstruction, race relations, Douglass, Du Bois, and problems in public history and American historical memory. He teaches summer institutes for secondary teachers and for park rangers and historians in the National Park Service, devoting a good deal of time to these and many other public history initiatives.

Orville Vernon Burton is Judge Matthew Perry Distinguished Professor of History, Humanities, Sociology, and Computer Science at Clemson University, and the Director of the Clemson CyberInstitute. From 2008-2010, he was the Burroughs Distinguished Professor of Southern History and Culture at Coastal Carolina University. He was the founding Director of the Institute for Computing in Humanities, Arts, and Social Science (I CHASS) at the University of Illinois, where he is emeritus University Distinguished Teacher/Scholar, University Scholar, and Professor of History, African American Studies, and Sociology. At the University of Illinois, he continues to chair the I-CHASS advisory board and is also a Senior Research Scientist at the National Center for Supercomputing Applications (NCSA) where he served as Associate Director for Humanities and Social Sciences from 2002-2010. Burton serves as vice-chair of the Board of Directors of the Congressional National Abraham Lincoln Bicentennial Foundation. In 2007 the Illinois State legislature honored him with a special resolution for his contributions as a scholar, teacher, and citizen of Illinois. A recognized expert on race relations and the American South, and a leader in Digital Humanities, Burton is often invited to present lectures, conduct workshops, and consult with colleges, universities, and granting agencies.

Burton is a prolific author and scholar (twenty authored or edited books and more than two hundred articles); and author or director of numerous digital humanities projects. *The Age of Lincoln* (2007) won the Chicago Tribune Heartland Literary Award for Nonfiction and was selected for Book of the Month Club, History Book Club, and Military Book Club. One reviewer proclaimed, "If the Civil War era was America's 'Iliad,' then historian Orville Vernon Burton is our latest Homer." The book was featured at sessions of the annual meetings of African American History and Life Association, the Social Science History Association, the Southern Intellectual History Circle, and the latter was the basis for a forum published in *The Journal of the Historical Society*. His *In My Father's House Are Many Mansions: Family and Community in Edgefield, South Carolina* (1985) was featured at sessions of the Southern Historical Association and the Social Science History Association annual meetings. *The Age of Lincoln* and *In My Fathers' House* were nominated for Pulitzers. His most recent book, is *Penn Center: A History Preserved* (2014)

Recognized for his teaching, Burton was selected nationwide as the 1999 U.S. Research and Doctoral University Professor of the Year (presented by the Carnegie Foundation for the Advancement of Teaching and by the Council for Advancement and Support of Education). In 2004 he received the American Historical Association's Eugene Asher Distinguished Teaching Prize. At the University of Illinois he won teaching

awards at the department, school, college, and campus levels. He was the recipient of the 2001-2002 Graduate College Outstanding Mentor Award and received the 2006 Campus Award for Excellence in Public Engagement from the University of Illinois. He was appointed an Organization of American Historians Distinguished Lecturer for 2004-16.

Burton's research and teaching interests include the American South, especially race relations and community, and the intersection of humanities and social sciences. He has served as president of the Southern Historical Association and of the Agricultural History Society. He was elected to honorary life membership in BrANCH (British American Nineteenth-Century Historians). Among his honors are fellowships and grants from the Rockefeller Foundation, the National Endowment for the Humanities, the Pew Foundation, the National Science Foundation, the American Council of Learned Societies, the Woodrow Wilson International Center for Scholars, the National Humanities Center, the U.S. Department of Education, National Park Service, and the Carnegie Foundation. He was a Pew National Fellow Carnegie Scholar for 2000-2001. He was elected to the Society of American Historians and was one of ten historians selected to contribute to the Presidential Inaugural Portfolio (January 21, 2013) by the Joint Congressional Committee on Inaugural Ceremonies.

Emory Campbell is a renowned community leader among the Gullah people of the Lowcountry. Campbell was born and raised on Hilton Head Island, South Carolina before that island — now an internationally famous resort area — was connected to the mainland by a bridge. Campbell would later earn a master's degree in environmental engineering from Tufts University in Boston.

Campbell began his career in the 1970s as a community development activist, working to implement public health measures in impoverished rural areas and to preserve traditional Gullah communities threatened by out-of-control resort development on the Sea Islands. Later, as the Executive Director of Penn Center, Inc. on St. Helena Island, South Carolina Campbell helped lead the movement to preserve Gullah culture and make Gullah people in the rural areas more aware of the importance of their uniquely rich African cultural heritage. Campbell was a member of the committee that translated the New Testament into the Gullah language.

Beginning in the 1980s, Campbell helped spearhead the efforts to reestablish the family connection between the Gullah people and the West African nation of Sierra Leone. Campbell hosted Sierra Leone's President Joseph Saidu Momoh for the "Gullah Reunion" at Penn Center in 1988, and led the historic "Gullah Homecoming" to Sierra Leone in 1989. The Sierra Leoneans made Campbell an honorary paramount chief with the royal title of Kpaa Kori I. These events are chronicled in the SCETV documentary video "Family Across the Sea" (1990).

In 2005, Campbell received the Carter G. Woodson Memorial Award from the National Education Association for his lifelong work preserving Gullah heritage, the environment, and improving the Gullah community's living conditions. In 2008 Mr. Campbell was elected Chairman of the Gullah-Geechee Cultural Heritage Corridor Commission, an organization empowered by the U.S. Congress to develop a program to commemorate Gullah culture in the low country region from Wilmington, North Carolina to Jacksonville, Florida. Campbell is author of *Gullah Cultural Legacies* (2008), and the director of Gullah Heritage Consulting Services based on Hilton Head Island, South Carolina.

Melissa Cooper is Associate Professor of History at Rutgers University-Newark and specializes in African American cultural and intellectual history, and the history of the African Diaspora. Cooper's book, *Making Gullah: A History of Sapelo Islanders, Race, and the American Imagination* (University of North Carolina Press, 2017) is an intellectual and cultural history that examines the emergence of "the Gullah" in scholarly and popular works during the 1920s and the 1930s. Using Sapelo Island, Georgia as a case study, Cooper's manuscript explores the forces that inspired interest in black southerners' African heritage during the period, and also looks at the late twentieth, and twenty-first century legacies of the works that first made Sapelo Islanders famous. She is the author of *Instructor's Resource Manual--Freedom on My Mind: A History of African Americans with Documents* (Bedford/St. Martin's Press, 2013) and a contributor to *Race and Retail: Consumption Across the Color Line* (Rutgers University Press, 2015).

Mari N. Crabtree is an associate professor of African American Studies at the College of Charleston and has previously been a visiting research scholar with Princeton University's Department of African American Studies. She specializes in African American culture and history, in particular how African American cultural sensibilities like the blues or deception inform the construction of collective narratives and a bulwark against white supremacy. Her book, *My Soul is a Witness: The Traumatic Afterlife of Lynching, 1940–1970*, will be published by Yale University Press for the New Directions in Narrative History series in 2021. This monograph unearths the long afterlife of traumatic lynching memories for African American southerners and theorizes African American trauma using the sensibility of the blues as its central metaphor. She also has published articles in *Raritan and Rethinking History*, and her essay on reimagining the temporal and geographic boundaries of lynching will appear in an edited volume, *Reconstruction at 150*. Her next book project will explore the pleasures, ingenuity, and political utility of guile and subterfuge in the African American cultural tradition and is tentatively titled « Shuffling Like Uncle Tom, Thinking Like Nat Turner: Humor, Deception, and Irony in the African American Cultural Tradition. »

Walter B. Edgar received his undergraduate education from Davidson College in 1965 and his M.A. and Ph.D. in History from the University of South Carolina in 1967 and 1969, respectively. Dr. Edgar served in the U.S. Army 1969-71, including a year as an advisor in Vietnam. He was a professor of history at the University of South Carolina from 1972-2012. Dr. Edgar was the founder and first director of the Applied History Program (now the Public History Program), offering graduate training in historic preservation, museum studies, and archival theory. He was also the director of the Institute of Southern Studies since 1990, and was the Claude Henry Neuffer Professor of Southern Studies from 1995-2012. Chief among Dr. Edgar's many publications is his acclaimed *South Carolina: A History*, the first comprehensive history of the state published in the last fifty years, described as "a bold and sweeping reassessment" and "the history of South Carolina for this generation." He is also the editor of several books, such as *A Southern Renaissance Man: Views of Robert Penn Warren* and *South Carolina: The WPA Guide to the Palmetto State*. Dr. Edgar's most recent major work was a multi-year project planning, supervising, and editing *The South Carolina Encyclopedia*, with articles by almost 600 contributors, published by the University of South Carolina Press in 2006. An enthusiastic interpreter of South Carolina and Southern history, culture, and life, he does so in a public forum in his two weekly radio series on South Carolina Public Radio: *Walter Edgar's Journal* and *South Carolina A to Z*, and as a frequent speaker to many historical, civic, and other organizations in South Carolina, across the United States, and abroad.

Minuette Floyd is an art educator at USC who will serve as curator of exhibits and lead a session on history and landscape. Floyd is Professor of art education and Director of the Young Artist's Workshop at the University of South Carolina School of Visual Art and Design. She teaches both graduate and undergraduate courses which assist in the preparation of art education majors to become teachers in Pre-Kindergarten

through Twelfth grade. Her research interests focus on multicultural art education, interdisciplinary art instruction, and documentation of folk traditions.

She is a graduate of the Riley Diversity Leadership Institute (Midlands Class V, 2012) sponsored by Furman University in Greenville, South Carolina. Awards include the Dr. Deborah Smith Hoffman Mentor Award (2012), the J. Eugene Grigsby Award (2010), the Mac Arthur Goodwin Award (2009), Living the Legacy Award given by the National Council of Negro Women, (2009), National Outstanding Performance in Higher Education Award (2003), the Mary J. Rouse Award for Art Education (2002), and the South Carolina Art Education Association Award for Art Education (2001). She is the past chair of the Committee on Multi-ethnic Concerns, an affiliate of the National Art Education Association. She serves on the steering committee of the Arts in the Basic Curriculum Project, the board of the South Carolina Alliance for Art Education, and the Education Advisory Committee at the Columbia Museum of Art.

She received two Fulbright Hays Awards to travel and study in both Senegal (2009) and South Africa (2002). Additionally, grants from the National Endowment for the Arts, the South Carolina Humanities Council, and the South Carolina Arts Commission enabled her to compile a photographic documentary based on African-American Camp Meeting Traditions.

This interactive exhibition, consists of 42 large black and white photographs, is scheduled to be shown at the Avery Center in Charleston, SC, the Ritz Museum and Theatre in Jacksonville, Florida, and the Martha's Vineyard History Museum in 2015-2016. The exhibit was displayed at the Charlotte Museum of History in North Carolina and the Moore Methodist Center at St. Simon's Island, Georgia in 2010, and the McKissick Museum at the University of South Carolina in 2008.

Her book entitled *A Place to Worship: Carolina Camp Meetings, An African-American Tradition* will be published through the University of South Carolina Press.

Billy Keyserling is former mayor of Beaufort and founder of The Second Founding of America: Reconstruction Beaufort. He is a native Beaufortonian who graduated from Brandeis University (BS, Magna Cum Laude) and Boston University (MS). Prior to returning to Beaufort in 1989, Billy spent almost sixteen years working on and around Capitol Hill in Washington, DC: with administrative and legislative duties for members of the U.S. Congress, coordinating an international Human Rights initiative and as a public affairs consultant. Keyserling served two terms in the S.C. House of Representatives where he was Vice Chair of the Joint Legislative Committee on Energy and Chairman of the Beaufort County Legislative Delegation. After deciding to not seek a third term, Keyserling was elected to City Council in 2000 and served one term. Billy Keyserling was first elected Mayor in November of 2008 and served until 2020.

Topher Maraffi is Assistant Professor of Multimedia Production at Florida Atlantic University (FAU), where I teach game design, 3D animation, and extended reality (XR) courses in the Media, Technology, and Entertainment MFA degree program. He has an MFA in Digital Arts & New Media and MSc in Computer Science from the UC Santa Cruz. Working as a broadcast designer and animator in New York City throughout the 1990s, he designed shows and motion graphics for NBC, as well as titles and special FX for independent films, such as *The First Wives Club* and Woody Allen's *Everyone Says I Love You*. He started teaching animation at NYU and School of Visual Arts in 1995, and became a certified trainer in New York and San Francisco, authoring three technical books that were on Disney's recommended reading list. Before teaching at FAU, Maraffi developed the Media Arts concentration at University of South Carolina

Beaufort, and was the Course Director of the technical animation courses at Full Sail University in Orlando. His research interests are in virtual cinematic production using motion capture and games technology, and in XR design for interactive edutainment applications. An advocate of the STEAM (Art+STEM) approach to interdisciplinary learning, his research is at the intersection of art and science, where technical artists leverage the latest digital tools to create the popular arts of our times.

Daisy Martin. Professor Daisy Martin directs The History & Civics Project at the University of California at Santa Cruz [UCSC] and teaches in the UCSC Master of Arts/Credential Program. She is an Organization of American Historians Distinguished Lecturer and works with NEH projects focused on teaching the Reconstruction Era and connected to the Reconstruction Era National Historical Park in South Carolina. Dr. Martin previously was a Senior Researcher at Stanford University where she directed the History/Social Studies work and online education courses at the Stanford Center for Assessment, Learning and Equity. She also served as the Director of History Education at the National Clearinghouse for History Education (teachinghistory.org), and cofounded the Stanford History Education Group. She coauthored the award-winning book, *Reading Like a Historian: Teaching Literacy in Middle and High School Classrooms* and website “Historical Thinking Matters,” and recently served as a Core Author for Public History Weekly – The International BlogJournal.

Betsy Newman is a documentary producer and web content developer specializing in making programs on the history and culture of South Carolina. To date she has produced twelve documentaries about the Palmetto State. A South Carolina native, she worked for many years in New York City as an independent producer, video artist and media educator. In New York she created video installations on feminist themes in a laundromat and a beauty parlor. Betsy has been nominated for two Emmy Awards and is the recipient of a CINE Golden Eagle and a Webby Award. Her interactive multimedia website *Between the Waters* received an Award of Merit from the American Association for State and Local History in 2017. She is a 2016 recipient of the South Carolina Governor’s Award in the Humanities.

Bernard Powers has served as Department Chair, Associate Chair and as Director of the M.A. History Program at the College of Charleston. He has published numerous works on African American social and cultural evolution. His major work is *Black Charlestonians: A Social History 1822-1885*, (University of Arkansas Press, 1994), which won a Choice Award for Best Academic Books. He was associate editor for the *The South Carolina Encyclopedia* (Columbia, SC: University of South Carolina, 2006). He serves as chief historian on the strategic plan for the International African American Museum (Charleston) and as evaluator for the African American Focus Tours at Drayton Hall Plantation for the National Trust for Historic Preservation. His article "Community Evolution and Race Relations in Reconstruction Charleston, S.C." was selected as one of the "Three Articles From A Century of Excellence" Centennial Volume 1900-2000 of *The South Carolina Historical Magazine*. He currently serves as interim CEO of the International African American Museum.

Heather Cox Richardson is professor of history at Boston College. Previously professor of history at the University of Massachusetts, she received her Ph.D. in 1992 from Harvard’s Program in the History of American Civilization. Heather Richardson is committed to bridging the gap between professional historians and the public. She has appeared on a Bill Moyers documentary, “The Chinese in America” and works with two educational consulting firms to train secondary school teachers and conduct public historical seminars. She reviews books for popular media like the Chicago Tribune as well as a wide range of scholarly journals.

Her most recent book is *How the South Won the Civil War: Oligarchy, Democracy, and the Continuing Fight for the Soul of America* (Oxford U Press). Previously, *Wounded Knee: Party Politics and the Road to an American Massacre* was published by Basic Books. She also is the author of *West from Appomattox: The Reconstruction of America after the Civil War*, which was published by Yale University Press and explores the ways in which a popular conflict over race and labor combined in the postwar years with Westward expansion and a novel kind of women's activism. Her earlier books include *The Greatest Nation of the Earth: Republican Economic Policies During the Civil War* and *The Death of Reconstruction: Race, Labor, and Politics in the Post-Civil War North, 1865-1901*, both published by Harvard University Press.

Lawrence Rowland is Distinguished Professor Emeritus of History for the University of South Carolina Beaufort and previously held roles with the University as Professor of History and Associate Dean for Academic Affairs, and is a past president of the South Carolina Historical Society. He holds a bachelors of arts from Hamilton College (New York), and both a masters and doctorate from the University of South Carolina. Professor Rowland is author of numerous articles and book reviews on South Carolina and Sea Island history. He is the author of *The History of Beaufort County, South Carolina, Vol. I, 1514-1861*, with Alexander Moore and George C. Rogers, Jr., 1996. (1996), *Window on the Atlantic: The Rise and Fall of Santa Elena, South Carolina Spanish City* (1990), *The Civil War in South Carolina: Selections from the South Carolina Historical Magazine*, Co-editor with Stephen G. Hoffius, (2011), and *The History of Beaufort County, South Carolina, Vol. II and Vol. III, 1861-1990*, with Stephen R. Wise and Gerhard Spieler (2015).

Patricia Sullivan is Professor of History at the University of South Carolina. She specializes in modern United States history, with an emphasis on African American history, race relations, and the history of the Civil Rights Movement. Professor Sullivan teaches courses in twentieth century U.S. history. Areas of interest include African American history; the South since the Civil War; race, reform and politics in the United States; and the history of the Civil Rights Movement. She teaches graduate courses on modern American history, African American history and on civil rights struggles in the twentieth century. Her most recent book, *Lift Every Voice: The NAACP and the Making of the Civil Rights Movement*, is the first history of the formative decades of the nation's oldest civil rights organization. Henry Louis Gates Jr. described the book as "a major contribution to our understanding of the political and cultural history of African Americans-indeed of America itself." Other books include: *Days of Hope: Race and Democracy in the New Deal Era*; *Freedom Writer: Virginia Foster Durr, Letters from the Civil Rights Years*; *New Directions in Civil Rights Studies*, co-edited with Armstead L. Robinson, and *Civil Rights in the United States*, a 2-volume encyclopedia, coedited with Waldo E. Martin Jr. She and Waldo Martin are editors of the John Hope Franklin Series in African American History and Culture, published by the University of North Carolina Press. Since 1997, Professor Sullivan has codirected an NEH Summer Institute at Harvard's W.E.B. Du Bois Institute with Waldo Martin on "Teaching the History of the Civil Rights Movement."

Stephen Wise Dr. Wise is the director of the Parris Island Museum and the Cultural Resources Manager for the Marine Corps Recruit Depot, Parris Island. A native of Toledo, Ohio, Dr. Wise received his bachelor degree from Wittenberg University and a master's degree from Bowling Green State University. He received his doctorate at the University of South Carolina. He has written a number of works including *Lifeline of the Confederacy: Blockade Running During the Civil War* and *Gate of Hell: The Campaign for Charleston Harbor 1863*. Since 1984 he has taught for the University of South Carolina Beaufort's military program as an adjunct professor. He has appeared on the Arts and Entertainment Channel, the History Channel and the Discovery Channel as well as appearing in various British Broadcasting Company and South Carolina Education Television and Radio productions. He wrote the screen narrative for the Gilded Age Productions film *American Iliad: The Siege of Charleston*, a docufilm on the Civil War in the Charleston area. Dr. Wise

served on the faculty for Penn Center's Gullah Institute and is an advisor to the South Carolina Battle-ground Preservation Trust. He is currently serving on the editorial board for the South Carolina Historical Magazine. His most recent work written in conjunction with Dr. Lawrence Rowland is *Rebellion, Reconstruction and Redemption: The History of Beaufort Count 1861-1893* which will be published in the summer of 2015 by the University of South Carolina Press.

Peter H. Wood. Near the end of the Civil War, the great American artist Winslow Homer created a striking painting that linked Civil War military experiences with the African-American struggle for freedom. The painting vanished for almost a century after its completion, being rediscovered during the Civil Rights movement of the 1960s. As the first scholar to explore it closely, Wood suggests that Homer's image provides a new way for Americans to view slavery, the Civil War, Civil Rights and American culture's lingering reluctance to confront its own painful past.

Wood is professor *emeritus* of history at Duke University, where he taught for more than 30 years. He earned his Ph.D. from Harvard University and is a Rhodes Scholar. Wood is widely recognized as a leading scholar of American race and slavery, with his landmark book "Black Majority" (1974) recognized as a classic in the field. He is the author of numerous other books, including "Strange New Land: Africans in Colonial America" (2003), "Weathering the Storm: Inside Winslow Homer's 'Gulf Stream'" (2004), and "Winslow Homer's Images of Blacks: The Civil War and Reconstruction Years" (with Karen Dalton, 1988). He has appeared in several PBS programs including "Africans in America" (1998) and "Free to Dance" (2001). In 2011, he received the Eugene Asher Distinguished Teaching Award from the American Historical Association for outstanding teaching and advocacy for history teaching.