

Confederate Collapse

1. Military history 1863-64, Vicksburg to the wilderness
2. Politics in union, Lincoln re-election
3. Sherman's march and the fall of the planter class
4. Confederate politics and debate over enlistment
5. Last days: Grant outside Richmond

Women had also now had been enemy, idea of female innocence is destroyed: (element of hard war)

Vicksburg

- Strategic uphill looking down
- Fortified city on cliffs with canon positions
- After a Series of victories in north, Grant has plans to invade the city from the east
- Campaign: March 31- July 4 1863
- Try to take little waterways and make them bigger with hopes of entering city from the back
- Lives off the land, siege outside Vicksburg (nothing gets in or out)
- Conditions inside the city are very bad
- Not allowed to take slaves out

Aftermath of victory

- City is a huge refugee camp for blacks in Mississippi valley
- Everywhere Grant goes he disrupts planter economy
- **at every point now, union army is fighting for emancipation and actively enlisting black soldiers
- Black Women once liberated are supposed to be sent to plantations to work on behalf of union army, but a lot of them resist and go to these contraband/refugee camps instead

Gettysburg

- Campaign of invasion of Pennsylvania, confederate army hunting down and re-enslaving blacks
- Gettysburg: massive 3 day battle
- Pickett's charge- massive gamble, sends thousands against Union lines, heroic confederate attack
 - 50% deaths, high stake strategy fails
 - Drama, bravery of soldiers, epicenter of romantic mythology of confederacy

Example of Vicksburg

- Sherman in west, Grant in East
- Example of what war was at this point
- Confederacy- a matter of holding on
- No quick end to the war
- By 1864- one massive theater of war
- After Vicksburg- war is directed by Grant
- March 1864- Lincoln calls Grant east to direct entire war effort

- Sea islands- Nov. 1861 union occupied it, all the planters fled and left the slaves behind, missionaries come down from north and organize schools and relief, all along the coast of south carolina, georgia, florida
 - Happening under “ideal” conditions-- the planters are not there, military occupiers can decide how to go about things
 - Have to organize labor and production to support free people during the war

Mississippi Valley

- Union army moves in, planters are still there
- How to introduce free labor?

In both of these rehearsals:

- Seen as ways to prove that free labor is superior

1865:

- Things going on that make reconstruction after war more difficult
- The plans for post-war would have to correlate to conditions created/ or these experiments, during the war

“Sea-Island School”/Penn school

- Long tradition of black activism
- Interesting experiment
- **Laura Town** wants to prove that slaves can be educated and brought to citizenship
- A bunch of humanitarians down there

Capitalists:

- Want to prove that cotton can be produced and exported with free-labor

Sea Islands vs Miss. valley

- No planters around, more room for views of free black people
- Densely black
- Reflects more of sense of what blacks want out of freedom, under control of war department
- Mississippi Valley experiment is under control of treasury department
- Do not want whip, gang labor, their own way of doing things,

Miss. Valley

- Banks experiment
- Planters never kicked out, government has to respond to needs of newly free people
- Organize people in plantations that are under control by “loyal planters”
- If you were a loyal planter, you can keep your land
- Provide a school on plantation for black children, recognize family relations, pay minimum wage of 3-5\$ per month, planters can call on army to return runaways
 - Is this free labor? It is coerced because they are not allowed to leave plantation

- They can only sue other blacks; not whites
- Civil rights: freedom of assembly, mobility, employment
 - Constrain them; consign them to plantation labor

Black codes

- Vagrancy laws
- Free person of color, and you cannot prove you are employed as of Jan 1866, you were in violation of state law
 - If you are working for yourself, you can be charged
- If you cannot pay your fine, you can be auctioned off to work to pay the fine
 - (IRONY)
 - *****use criminal law to assert control over African Americans (Miss. law reading)**
- Fear: blacks would unite- strikes, political organizations, violence against old masters
- Using the law and political power to close off independence of blacks, limit their options, and force them back to plantation labor
 - Free people had no political rights→ but they still were collective/organized
- Presidential reconstruction= a mess, or a failure at this point
- All people are sent to write reports; reports of violence, murders going unpunished alarmed in north about condition of free people in the south

Joint Committee on Reconstruction

- Investigate political conditions
- Investigate circumstances so we can know if we can seat these representatives in congress
- Thaddeus Stevens authorizes this committee; support even from moderates
- This committee will eventually write up 14th amendment

Radical Republicans

- Radicals
- By the end of the war, they want black suffrage, redistribute land, destroy planter class
- Speech about black vote, right after war ends
 - Its rights; justice demands it
 - Keeps rebels in check
 - It is a partisan issue; real security for republican party is to build republican party in south, and we need black voters do to that
 - (very blunt)
 - Democrats are traitors; republicans are what is good in this country, I do not trust the democrats
 - Without black suffrage, we cannot construct union
 - 1865- we have just freed 4 million, and now make them all voters?
 - Moderate republicans and northerners opposed to it
- ****Referendum for state constitutions to allow blacks to vote; voted down in most places**

- Revolution in government- social revolution that government should serve interests of people, included the poor and laboring, govern in public interest with new view of what the public it
 - We will see that backlash of this is server
- Du Bois: "Domination of property"
 - Try to eliminate and redefine property qualifications
 - Tax land at full value, planters had never allowed this before
 - New tax codes that hit planters exactly where they live
 - Want to raise taxes in order to be able to offer public services they believe to be necessary to democracy
 - ****money for **public education**
 - **Free public education for the first time (north had this, but south never had it before(
 - Get it at hand of blacks who insist equal access to these schools
 - Planters do not like having to pay for poor people services

Black reconstruction

- Labor government
- What it would look like in serving needs of working people
- Conditions in the south terrible
- Capital is destroyed, other sources of capital destroyed
- Crop failure and famine 1866-67
- State treasuries are empty
- South caroline- 55\$ million debt
- **tax is huge issue
- Schools, railroad, public service
- Opened door to Northern business and investment
- Challenge to their legitimacy

4/17/18

The KKK and Violent Resistance

1. Intro
2. The KKK in American History
3. state government's failure to respond
4. federal government response- Enforcement Acts 1870-71
5. The overthrow of Reconstruction: the "Redemption of south and the national political deal

KKK- most violent domestic terrorism/ white supremacy

- Northern states- not all blacks have right to vote, no blacks in state legislatures
- Blacks in southern state legislatures
 - Took opportunity to do something different, governments by the people (included former slaves

What is the most consistent pattern in American history?

White theft-

- Earliest example- farmers in Virginia deciding to use African slaves as opposed to Englishmen (1600s, 20ish years after Virginia first settled)
- Questions of real-estate and theft in all parts of history/different places too
- He wants reparations; he is not concerned with white people
- White theft: slavery is a theft of lives and wealth, freedom, etc
- Clyde Ross example:
- Most recent example: economic crash, target black communities for subprime mortgages
- **Lectures about respectability never protected anyone; blacks cannot live up to family responsibilities because of the oppression in past and present**
 - **It is not the black families fault**
- New Deal, post 1950s, post back loans- government can discriminate if they do not want to back your mortgage (redlining)
- FHA- federal housing administration- lower interests rates, lower insurance rates, opportunities for people in “Stable” communities
 - “stable”= white
 - Blacks in state of destitution, because they cannot buy a home
 - Long term consequences: house rates in communities
- GI Bill- government gave white men veterans mortgages for college after WW2
- Another GI Bill after Vietnam war
- Affirmative Action- all poor people, it is now a class problem, not a race thing
 - Obama cannot address racial inequity directly
 - Add first generation students instead of blacks or under represented minorities
 - Deal with it in terms of class and equality rather than race
 - His argument:
 - Black students after college graduation: You family members are still in poverty, you have to help your family rather than build your own wealth

This is the case for reparations/ why not a “plan”

- Too many logistics, not a lot of actually action
- We cannot get to how to works until we decide if we want it to work

What is he trying to foreclose? What do white people say when blacks say they ought to have reparations?

- Whites: “we are not responsible for slavery” , “we are italian or irish”-- we had nothing to do with it
 - He argue back:
 - that you benefited from it, and the country is build on it
 - You cannot claim to be American and then disregard certain parts; reparations would force americans confront an end of innocence of US history
 - We are a country built on theft of black lives, wealth, etc

***You cannot have democracy and disown the slavery aspect