

Collin County Community College District
APPLICATION FOR SABBATICAL LEAVE



Instructions

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

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

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

Sabbatical Leave Period Being Requested

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

Applicant's Agreement

ABSTRACT

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

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

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

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