

## ACWM Emerging Scholars Lineup

<p><b>12:00</b></p>	<p><b>Memories in Stone: The Confederate Catawba Monument</b>  <i>Samuel Florer, military interpreter, Colonial Williamsburg Foundation</i></p> <p>In 1900, Fort Mill, S.C. unveiled a monument to Catawba Indians who fought for the Confederacy, a unique example of Civil War memory. How did the monument's Native American imagery bolster Lost Cause ideology at the turn of the century?</p>
<p><b>12:30</b></p>	<p><b>African Americans and the Creation of National Cemeteries in the South</b>  <i>Ashley Towle, lecturer, University of Southern Maine</i></p> <p>Uncover the significant role African American soldiers played in creating National Cemeteries in the South after the Civil War. How were these sites of rest and repose then used on Decoration Days to commemorate the war?</p>
<p><b>1:00</b></p>	<p><b>Civil War Photo Sleuth</b>  <i>Kurt Luther, assistant professor, Virginia Tech</i></p> <p>Civil War Photo Sleuth is a free website that uses face recognition technology and crowdsourcing to identify unknown portraits of Civil War-era soldiers and civilians. Delve into the history of Civil War photography, and how this technology can help us learn more about the past.</p>
<p><b>1:30</b></p>	<p><b>African American Civil War Memory, 1915-1965</b>  <i>Ashleigh Lawrence-Sanders, graduate student, Rutgers University</i></p> <p>While some have argued that Civil War memory and commemoration became less important after 1915, discover how the opposite was true for African Americans. How and why was it essential to African Americans to engage the legacy of the Civil War in the first half of the 20th century?</p>
<p><b>2:00</b></p>	<p><b>The Legacy of William Mahone and the Readjuster Party</b>  <i>Heath Anderson, graduate student, Virginia Commonwealth University</i></p> <p>After the war, former Confederate General William Mahone led the Readjuster Party, a political party in Virginia. Discover the third-party movement of both white and black Virginians, its origin, and its legacies.</p>
<p><b>2:30</b></p>	<p><b>When This You See, Remember Me</b>  <i>Katelyn Brown, program coordinator, Virginia Center for Civil War Studies</i></p> <p>During the Civil War, soldiers constantly facing their death frequently used visual culture (photography, graffiti, and drawings) to come to terms with mortality and as a way of establishing permanence. What can we learn about the people who fought and the larger experience of war through the items they created?</p>
<p><b>3:00</b></p>	<p><b>Let Them Eat Grass: Merging The Dakota War with a Total War Narrative</b>  <i>John R. Legg, graduate student, Virginia Tech</i></p> <p>Throughout the Minnesota River Valley, the U.S.-Dakota War of 1862 brought death, destruction, and eradication of Dakota from Minnesota. Examine how this story fits with the Civil War narrative, and decide if the Civil War is a "total war" based on violence against Native people.</p>
<p><b>3:30</b></p>	<p><b>Freedom's Generation: Coming of Age in the Era of Emancipation</b>  <i>Ben Davidson, James Smithson Postdoctoral Fellow, Smithsonian Institution</i></p> <p>While adults (and sometimes children) fought the Civil War on the battlefield, there was a generation of children coming of age during that same era. How did their experiences during their childhood impact the decisions they made as adults, especially when it came to shaping the meaning of emancipation?</p>