

IDH 4000-602
Honors Seminar:
Racial Violence, Healing, and Memory
W 2:00-4:55pm
PRW 110

Instructor: Dr. Julie Buckner Armstrong
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Hours: Tuesdays 2:00-5:00 and by appointment

Description:

IDH 4000 will consider questions of healing and memory via the history of racial violence in the twentieth century's first half. How do we talk about the complicated relationship between memory and forgetting in ways that are honest and ethical? How do historical circumstances, rhetorical situations, and artistic practices determine what and how we remember? The course will involve interdisciplinary reading, archival and digital work, and exposure to material that is both intellectually and emotionally difficult. Be prepared. The rewards include being on the forefront of digital humanities scholarship and racial reconciliation activism.

Student Learning Outcomes:

1. Demonstrate the knowledge of the impact of one or more of the following on the major issues of a particular discipline: culture, environment, race, gender, and/or values and ethics.
2. Demonstrate the ability to critically analyze the primary texts and major documents or works (including visual and musical) of a particular discipline within appropriate context.

Texts to Purchase:

Metress, Christopher, ed. *The Lynching of Emmett Till: A Documentary Narrative*. Charlottesville: U of Virginia P, 2007.
Armstrong, Julie Buckner. *Mary Turner and the Memory of Lynching*. Athens: U of Georgia P, 2011.
Rushdy, Ashraf H.A. *The End of American Lynching*. New Brunswick: Rutgers UP, 2013.

Supplementary material available via Canvas or PDF links below:

Jacqueline Goldsby, "A Sign of the Times," [Spectacular Secret](#) (Canvas)
Grace Hale, "Deadly Amusements," [Making Whiteness](#) (Canvas)
Amy Louise Wood, "We Wanted to Be Boosters and Not Knockers," [Lynching and Spectacle](#) (Canvas)
Jeffrey Alexander, "Cultural Trauma: A Social Theory," [Trauma: A Social Theory](#) (Canvas)
Susan Sontag, "Regarding the Pain of Others" (Canvas)
Koritha Mitchell, ["Love in Action"](#) (linked article, see "Download" button on upper right)
Mark Auslander, ["Holding on to Those Who Can't be Held"](#) (linked article)
A. Susan Owen and Peter Ehrenhaus, "The Moore's Ford Lynching Reenactment" (Canvas)

Assignments:

Reading Responses. 40%. Students will write 2-3 pp. responses to assigned course readings. Responses should summarize the author's (or multiple authors' if more than one is assigned) key ideas and discuss the student's perspective on those ideas. There are no right or wrong perspectives: they can be critical, personal, connected to other courses or texts. Possibilities are open, and the goal is to provide openings for intellectual engagement. For specific grading information, see the grading rubric attached to the assignment on Canvas.

Group Project. 40%. Students will gather documentary and creative responses (or links to them) for a group web-based project on Trayvon Martin, a recent case that many have linked to the history of racial violence, especially to the 1955 death of Emmett Till. (Our goal will be to present controversial material as objectively and fairly as possible.) This project will involve significant research and writing as well as visual and digital literacy. Course readings and discussions will help to frame ways of understanding the material and situating it rhetorically. Students will contract for individual and collaborative tasks, and will be assigned individual and collaborative grades according to whether or not they meet contractual obligations. For specific grading information, see the grading guidelines attached to the assignment on Canvas.

Final Essay. 20%. Students will write a final essay of 8-10 pages that reflects upon what they have learned throughout the semester. What are the most compelling stories, ideas, and/or questions they will take away from course readings, discussions, and projects? Students may draw upon and revise Reading Responses for this essay. It should demonstrate knowledge of relevant contexts, key concepts, and major works in the field, which students will gain exposure to via readings and project research. For specific grading information, see the grading guidelines attached to the assignment on Canvas.

Policies and Procedures:

Contacting Your Instructor. The most appropriate way to contact me outside of class or office hours is via email: jba@mail.usf.edu. I will try my best to respond within 24-48 hours, not including evenings and weekends.

Academic Integrity. The university's policy on academic integrity will be fully enforced. Cheating or plagiarism of any kind will not be tolerated. Please read the university's [policies on academic dishonesty](#) (PDF). For more information and a full list of the university policies visit this link: [Undergraduate Catalog](#).

Grading. Plus/minus and S/U grades are not given in this class. Incompletes are given only in the case of extreme emergency at the semester's end and when the student has completed at least 75% of the course work at a C or above. The grading scale is as follows: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59.

Attendance, Participation, and Manners. This is an active-learning classroom. Points will be deducted from your final grade for a pattern (more than two instances) of missing class, coming in late, leaving early, being unprepared, or behaving in ways (in class or on line) that disrupt the instructor or other students. You do not need to let me know if you will miss class, be late, or discreetly leave early unless there is an issue about which you need to make me aware, such as your participation in a religious observance.

Laptops, Cellphones, and Other Electronic Devices. Laptops, iPods, and similar electronic devices can be useful educational tools. When used for non-class related reasons, they can distract from the learning environment. This class will employ laptops, I-Pads, and other such electronic devices for pedagogical purposes only. Using them for other purposes counts as a class disruption and can lead to point deductions on the final grade.

Student Disability Services. Students in need of academic accommodations for a disability may arrange appropriate accommodations with [Student Disability Services](#). Students are required to give reasonable notice prior to requesting an accommodation.

Tutoring Resources. Students needing help with writing or other academic skills should contact the [Academic Success Center](#) in DAV 107.

Recommendations. Students frequently ask me about letters of reference and other such recommendations. I am happy to provide them if you have taken at least two classes with me, if you have performed well in those classes, and if I can honestly say that I know/remember you and your work.

Schedule:

1. W 1.8	Course introduction
2. W 1.15	Case Study #1 Read: Metress, pp. 1-224: selected readings on the event and trial Due: Response 1
3. W 1.22	Case Study #1 Read: Metress, pp. 226-349: selected creative and documentary responses Due: Response 2
4. W 1.29	What makes lynching "modern"? Read: Goldsby and Hale Due: Response 3
5. W 2.5	Case Study #2 Read: Armstrong, pp. 1-69: event and investigation Due: Response 4
6. W 2.12	Case Study #2 Read: Armstrong, pp. 70-204: creative and documentary responses Due: Response 5
7. W 2.19	Researching with archives and databases Class guest: James Schnur, Special Collections and University Archives
8. W 2.26	How did activists employ discourses of trauma and modernism against lynching? Read: Alexander, Wood Due: Response 6
9. W 3.5	Project work: class meets in Poynter Library (first floor)
W 3.12	Spring Break: class does not meet
10. W 3.19	Who is responsible for racial violence? Read: Rushdy, pp. 1-94 Due: Response 7
11. W 3.26	What does responsibility mean and where does it end? Read: Sontag Due: Response 8
12. W 4.2	When/how/did lynching end? Read: Rushdy, pp. 95-175 Due: Response 9
13. W 4.9	What does "lynching" mean and when does participation end? Read: Mitchell, Auslander, Owen and Ehrenhaus Due: Response 10
14. W 4.16	Project work: bring laptop if you have one
15. W 4.23	Last class meeting: we will preview our site (whether in draft or finished form) for peers and invited guests -- location and time tba if different from classroom
16. W 4.30	Scheduled final exam day: turn in Final Essay via Canvas, complete all remaining project work