

Conflict, Trauma, and Healing

INTS 314 (002)/HIST 387 (008), Spring 2024, 6-CREDIT HYBRID COURSE

In-person Monday, Innovation Hall 215 G: 4:30-7:10 PM

Online Wednesday (see syllabus and Blackboard page for Zoom invites): 4:30 – 7:10 PM

Dr. Benedict Carton (bcarton1@gmu.edu), Associate Professor, Enterprise 407

In-person office hours: Mon. 1:15-2:45 PM. Appointment online: Wed-Thurs PM

COURSE DESCRIPTION

This multi-disciplinary course develops a critical understanding of human resilience, historical memory, and collective reconciliation. The dynamics of conflict, trauma, and healing are at the center of our semester-long inquiry. In a seminar setting, we investigate how people in the modern era face legacies of civil violence and systemic inequality after enduring human rights abuses and other major catastrophes created by tyrannical rulers. Case studies explore personal, national, and global perspectives, with a particular focus on South Africa and the United States. The class integrates discussion and debate, individual and group exercises, and lectures. INTS 314 (002)/HIST 387 (008) culminates with research presentations and final papers.

INTS 314 (002)/HIST 387 (008) fulfills a Mason Core Global Understanding requirement: <https://masoncore.gmu.edu/mason-core-course-categories/global-understanding/>.

LEARNING OUTCOMES AND GOALS

- Develop knowledge of the theoretical and everyday significance of studying conflict, trauma, and healing.
- Exhibit nuanced understandings of social, economic, political, and historical dimensions of conflict, trauma, and healing in multiple perspectives.
- Demonstrate awareness of relevant scholarly discourses and humanitarian practices and their local, national, and global applications.
- Consider strategies of civic engagement that engage with ways to examine and address—now and in the future—conflict, trauma, and healing on campus and in communities far beyond the university, particularly as “global citizens” in a “global society.”
- Enhance analytical abilities and writing and research skills.
- Improve facilitation of group discussions and (individual) public presentations of ideas.

REQUIRED READINGS AND COURSE RESOURCES

There is one required book to buy: Pumla Gobodo-Madikizela’s *A Human Being Died That Night: A South African Woman Confronts the Legacy of Apartheid*. An affordable used copy can be purchased online here: <https://www.amazon.com/Human-Being-Died-That-Night/dp/0618446591>. You will note that assigned articles, book chapters, and primary documents will be posted to the Blackboard course page. There are also required readings and key sources embedded in your syllabus such as Web pages, YouTube videos, and documentary films. It is crucial that we survey a range of opinions, evidence, and scholarship.

COURSE EVALUATIONS, REQUIREMENTS, AND EXPECTATIONS

Assignment Deadlines and Methods of Evaluation

In-class draft essay (2-3 pages) and peer-review writing assessment.	10%	<u>Feb. 14, 2024: in-class draft essay and peer-review writing assessment; emailed to prof.</u>
<u>Revised/expanded version (5-6 pages) of draft essay = the same essay developed in two stages. Citations and bibliography are required.</u>	25%	<u>Due Feb. 21, 2024, revised/expanded (take-home) version of draft essay due in class; emailed to prof.</u>
Mar. 13th in-class writing of “breaking news bulletin” as completed assignment.	10%	<u>Due Mar. 18, 2024, emailed to prof.</u>
<u>April</u> Ppt presentation, draft paper outline (1-2 pages) and draft annotated bibliography (1-2 pages), plus completed final research paper (8-10 pages) and annotated bibliography (2-3 pages). The Ppt, draft outline and draft bibliography are worth the 10% quotient of your total 35% of the course grade earned with the completion and timely submission of your final paper.	35%	<u>The final paper is due May 6, 2024, 9:00 PM, emailed to prof.</u>
Class participation will be evaluated. The evaluation will take into consideration my assessment of your 1-page “talking points” document(s), showing how you analyzed the ideas/evidence presented in an assigned text or resource, and how you planned to help classmates contextualize/discuss this resource.	20%	My class participation evaluation <u>will also consider your regular attendance and efforts to participate meaningfully during scheduled in-person and Zoom class sessions and exercises</u> throughout the semester.

Grading Percentages: **A+** 98 and higher; **A** 92.75 – 97.95; **A-** (minus) 89.75-92.7; **B+** 87-89.7; **B** 83-86; **B-** (minus) 80-82; **C+** 77-79; **C** 73-76; **C-** (minus) 70-72; **D+** 67-69; **D** 63-66; **F** 0-60.

Late Assignments: Formal education, professional work, etc. occur in a world of schedules and deadlines. Our due dates, or deadlines for assignments, should be honored—and taken seriously. Yet life is unpredictable; a sudden convergence of happenings can disrupt the best intentions. Therefore, every student will be granted ONE 48-hour extension for any assignment (e.g., an assignment due on Monday at 4:30 PM can be submitted on Wednesday at 4:30 PM, with no penalty). **You must initiate** your extension by **emailing me and stating that you intend to use this extension.** Aside from the 48-hour extension, deadline rules apply to students in INTS 362. **YOUR PAPERS WILL BE PENALIZED ½ A GRADE POINT FOR EACH DAY LATE, including days on the weekend.** It is necessary (and fair) to treat students equitably, including students who submit their papers on time. To be considered for a good grade in this course, it is advisable that you finish assignments in a timely fashion and participate to the best of your ability.

If you average an A- on assignments and have limited class participation, your final course mark could be a B or lower. I am not able to re-teach a missed Zoom session in an exchange of emails or individualized Zoom conference. Upon request, you will have access to notes for a Zoom session that you missed. I am not able to customize this course to fit each student’s work or personal schedule. It is best that we **learn together** during our in-person and online classes.

Professor Policy: In-person Attendance and Online Participation: This discussion-based course meets twice a week and requires your regular class participation. There will be an attendance record (noted by the professor each session when you appear in person and on screen). **You may miss two classes for any reason, although I advise that you arrive on time and participate in every scheduled course session listed in the syllabus.** More than four or five absences will negatively affect your overall grade. Please remember that in this 6-credit course we cover one week of academic work during each class. Be prepared to ask questions and think critically—particularly after you have read the assigned resources. **I advise that you take notes.** These notes will improve your writing assignments and acquisition of relevant knowledge.

University Policy: Class Attendance/Participation: The University Catalog records clear rules. Academic Policy 1.6 states that students are expected to attend the class periods of a course for which they are registered. Participation is important not only to the individual student, but also to the overall class. Moreover, participation is often a significant factor in grading each student; instructors may use absence, tardiness, or early departure as evidence of nonparticipation. Students who miss an assignment without an acceptable excuse may be penalized according to the instructor's grading policy. Academic Policy 1.6.1 addresses the matter of students missing class for religious observations or participation in university activities. In these cases, the instructor will provide an alternative opportunity, consistent with attendance policies stipulated in the syllabus, to make up the missed work. It is **the obligation of students** to provide faculty, **in the first 2 weeks of the semester**, with dates of religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in university-sponsored activities scheduled before the semester. Students requesting absences for university-sponsored activities must provide their instructor with a letter from a university official stating the dates/times that participation in an activity would result in a missed class.

Electronic Communication: Course-related electronic correspondence and class announcements will be delivered to you through the **gmu.edu channel**—in accordance with university regulations. You are responsible for **monitoring your gmu.edu email**, hopefully several times a day. In fulfillment of official duties, the **professor is not able to answer messages from non-gmu.edu addresses.**

Summary of Class Expectations

- 1. Please be prepared to discuss assigned resources and arrive on time to all in-person and Zoom sessions.**
- 2. Students should have a functioning camera, microphone, and Internet connection.**
- 3. Please indicate whether your personal communication device (computer, tablet, etc.) can access online course content. It is essential that you have a good link to Zoom and Blackboard.**
- 4. You are asked not to surf the Web (for non-course information) and write personal emails.**
- 5. When emailing your professor, please include the subject heading, "INTS 314/HIST 387."**
- 6. You are required to follow university academic integrity policies and the GMU Honor Code.**

Online Class Engagement (Zoom Etiquette): You are required to turn on your video. Please treat your Zoom session as an in-person class. Use a suitable background. I ask that you minimize your extraneous activity and prevent (outside) interruptions from disrupting your and

our weekly online class. Please remain muted to minimize noise; raise your hand or unmute when you wish to speak. If you must deactivate your video for a long time, please let me know in a message sent only to me (specific details need not be disclosed). Otherwise, I will assume that you have left class. Please do not operate a motor vehicle during Zoom sessions.

Suggested Forms of Address and Communication: You can call me Professor Carton. To facilitate good communication, we will introduce ourselves in class. Please let me and our learning community know how you prefer to be addressed. Never worry about correcting me if I garble your name—always with apologies—or misunderstand how you wish to be addressed.

Academic Integrity: We have an Honor Code with principles of academic integrity. I highlight crucial obligations: (1) your academic work in INTS 362 should reflect your effort; and (2) when using the precise language of others, you should provide an accurate citation. **Plagiarism** entails the unattributed use of phrases and words and/or precise opinions expressed by writing software, another person's publication or disseminated speech without giving proper credit to this person or software through accepted citation forms. Direct quotations must be properly cited; paraphrased language should be cited as well. **See page 12 of this syllabus for the online link to a helpful citation style manual. Plagiarism is an infringement on the integrity of students, scholars, and people more generally.** If you have questions about plagiarism, please contact me. **In this course, do not use AI writing software such as ChatGPT.**

Another aspect of academic integrity is the free flow of ideas. Vigorous discussion is encouraged. We should embrace the expectation that our class will be conducted with civility and awareness of the extraordinary diversity around us. We should strive to respect different perspectives. Other student well-being resources are listed at the end of this syllabus.

One Online Invite for the Spring Semester and Required Zoom Classes

Topic: Conflict, Trauma & Healing: Wednesday Times:

Jan 17, 2024 4:30 PM Eastern Time (US)/ Jan 24, 2024 4:30 PM Eastern Time (US)
Jan 31, 2024 4:30 PM Eastern Time (US)/Feb 7, 2024 4:30 PM Eastern Time (US)
Feb 14, 2024 4:30 PM Eastern Time (US)/Feb 21, 2024 4:30 PM Eastern Time (US)
Feb 28, 2024 4:30 PM Eastern Time (US)/Mar 13, 2024 4:30 PM Eastern Time (US)
Mar 20, 2024 4:30 PM Eastern Time (US)/Mar 27, 2024 4:30 PM Eastern Time (US)
Apr 3, 2024 4:30 PM Eastern Time (US)/Apr 10, 2024 4:30 PM Eastern Time (US)
Apr 17, 2024 4:30 PM Eastern Time (US)/Apr 24, 2024 4:30 PM Eastern Time (US)

Please download and import the following iCalendar (.ics) files to your calendar system:

https://gmu.zoom.us/meeting/tJUkce-srjkuG9dzeirmRvvKYYSEG_fxlnk6/ics?icsToken=98tyKuCppz0sHtSXtBiERowcHY_oM-jziHpbjfpZhhrsES1hdBXdD9txF5VAFsDc

Join Zoom Class (Recurring Invite):

https://gmu.zoom.us/j/91966402413?pwd=Qm1SRzBpS3ZJRkVQR2k1MTICZF_EyZz09

Meeting ID: 919 6640 2413

Passcode: 041061

SPRING SEMESTER SCHEDULE

WEEK ONE January 17 – ONLINE Wednesday 17 January: First Introduction of Course Themes, Expectations, and Requirements.

Zoom Invite:

<https://gmu.zoom.us/j/91966402413?pwd=Qm1SRzBpS3ZJRkVQR2k1MTICZFExZz09>

Meeting ID: 919 6640 2413 Passcode: 041061

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+12678310333,,91966402413#,,, *041061# US (Philadelphia). Dial by your location +1 301 715 8592
US (Washington DC) +1 267 831 0333 US (Philadelphia). Find local number:
<https://gmu.zoom.us/j/91966402413?pwd=Qm1SRzBpS3ZJRkVQR2k1MTICZFExZz09>. Join by SIP 91966402413@zoomcrc.com

WEEK TWO January 22/24 – IN-PERSON Monday 22 January: Second Introduction of Course Themes, Expectations, and Requirements.

ONLINE Wednesday 24 January: Focusing the Lens on South Africa: We view and discuss the film, “Long Night’s Journey into Day,” a documentary about the conflicts, traumas and memories of Apartheid and healing efforts of “Truth and Reconciliation.

Zoom Invite:

<https://gmu.zoom.us/j/91966402413?pwd=Qm1SRzBpS3ZJRkVQR2k1MTICZFExZz09>

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At the start of the ONLINE 24 January class, please access your GMU University Libraries account, search for the film title, “Long Night’s Journey into Day,” and go to:

https://wrlcgm.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9947203228904105&context=L&vid=01_WRLC_GML:01WRLC_GML&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&isFrbr=true&tab=Everything&query=any,contains,LONG%20NIGHT%27S%20JOURNEY%20INTO%20DAY&sortby=date_d&facet=frbrgroupid,include,81006890173014883&offset=0

You should see this page: VIDEO [Long night's journey into day](#) Hoffmann, Deborah, director.; Reid, Frances, director, producer.; Symons, Johnny, producer.; Mirren, Helen, narrator.; California Newsreel (Firm), presenter. 2000 Long night's journey into day [Available Online](#)

Click on this viewing option: [Films On Demand Master Academic Video Package \(US\)](#)

- Please read for the **29 January in-person** class these assigned texts **posted to Blackboard:** Janet Herman, *Trauma and Recovery*, 36-47, 175-195; Susan Rubin Suleiman, “Judith Herman and Contemporary Trauma Theory,” *Women’s Studies Quarterly* (2008), 276-281; and Judith Herman, “Classic Revisited, Commentary,” *Women’s Studies Quarterly* (2008), 282-284.

****I am seeking three brave student volunteers to lead next week's class discussion of assigned readings (one student for each text). Volunteers should produce a one-page "talking points" MSWORD document, showing how they intend to analyze ideas and evidence presented in a required text or resource and explain how they plan to help classmates examine/contextualize this reading or resource. "Talking points" should reference key pages and ideas in the assigned resource. Right before class begins, please email the "talking points" to bcarton1@gmu.edu.**

WEEK THREE January 29/31 – IN-PERSON Monday 29 January: Frames of Analysis, Discussion, and Debate: Trauma, Memory, and Recovery (Healing): We analyze these assigned readings, with students leading discussion: Janet Herman, *Trauma and Recovery*, 36-47, 175-195; Susan Rubin Suleiman, "Judith Herman and Contemporary Trauma Theory," *Women's Studies Quarterly* (2008), 276-281; and Judith Herman, "Classic Revisited, Commentary," *Women's Studies Quarterly* (2008), 282-284.

- Please read for the **31 January online** class your assigned text, Pumla Gobodo-Madikizela, "A Short History of Apartheid," *A Human Being Died That Night: A South African Woman Confronts the Legacy of Apartheid* (2003), 143-148; Leslie Rubin, *This Is Apartheid* (1959) (primary source **posted to Blackboard**); <https://www.sahistory.org.za/article/history-apartheid-south-africa>; and view this YouTube video: <https://www.youtube.com/watch?v=kJOU9YYMzpw>

ONLINE Wednesday 31 January: Returning to Apartheid in South Africa: Contexts of Tyranny, Trauma, Conflict, and Resistance: At the start of class, we conduct a social media exercise called "Searching for Apartheid, Then and Now" and discuss our findings; we then discuss the YouTube video and required sources, <https://www.sahistory.org.za/article/history-apartheid-south-africa>; Pumla Gobodo-Madikizela, "A Short History of Apartheid," *A Human Being Died That Night: A South African Woman Confronts the Legacy of Apartheid* (2003), 143-148; Leslie Rubin, *This Is Apartheid* (1959).

Zoom Invite:

<https://gmu.zoom.us/j/91966402413?pwd=Qm1SRzBpS3ZJRkVQR2k1MTlCZFExZz09>

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- Please read for the **5 February in-person** class these assigned sources **posted to Blackboard**: Annie Coombes, "Witnessing History/Embodying Memory: Gender and Memory in Post-Apartheid South Africa," *Journal of the Royal Anthropological Institute* (2011), 92-112; Judy Barsalou, "Trauma and Transitional Justice in Divided Societies," *Special Report: United States Institute of Peace* (2004), 1-12; Njabulo Ndebele, "Of Lions and Rabbits: Thoughts on Democracy and Reconciliation," in W. James, et al. eds. *Reflections on Truth and Reconciliation in South Africa* (2000); 143-156; Tinyoko S. Maluleke, "Can Lions and Rabbits Reconcile? The South African TRC as an Instrument for Peace-Building," *Ecumenical Review* (2001), 190-198.

****I am seeking one student to lead next the class discussion of Coombes's article with a "talking points" document (emailed to bcarton1@gmu.edu right before class begins).**

WEEK FOUR: February 5/7– IN-PERSON Monday 5 February: Reckoning with Apartheid-era Memories of Conflict and Trauma: Possibilities of Truth, Reconciliation (Peacebuilding), and Healing (Recovery) in Democratic South Africa, New Nation of “Transitional Justice”:

Our student discussion leader will suggest ways to analyze Coombes’s article and then we view segments of the film, “Long Night’s Journey into Day.” We then discuss the film in relation to other assigned readings for this in-person class, Judy Barsalou, “Trauma and Transitional Justice in Divided Societies,” *Special Report: United States Institute of Peace* (2004), 1-12; Njabulo Ndebele, “Of Lions and Rabbits: Thoughts on Democracy and Reconciliation,” in W. James, et al. eds. *Reflections on Truth and Reconciliation in South Africa* (2000); 143-156; Tinyoko S. Maluleke, “Can Lions and Rabbits Reconcile? The South African TRC as an Instrument for Peace-Building,” *Ecumenical Review* (2001), 190-198.

- Please read for the **7 February online** class discussion Pumla Gobodo-Madikizela, *A Human Being Died That Night: A South African Woman Confronts the Legacy of Apartheid* (2003), 1-36.

****I am seeking one student to lead the next class discussion of Pumla G-M’s book (1-36) with a “talking points” document (emailed to bcarton1@gmu.edu right before class begins).**

ONLINE Wednesday 7 February: From National to Personal: Changing “Internal” Conflict, Trauma Memories, and Elusive Healing in South Africa (and beyond): At the start of class, we conduct a social media exercise: “Is Truth and Reconciliation Possible in America?” (United States) and discuss our findings; we then discuss Pumla Gobodo-Madikizela, *A Human Being Died That Night: A South African Woman Confronts the Legacy of Apartheid* (2003), 1-36.

Zoom Invite:

<https://gmu.zoom.us/j/91966402413?pwd=Qm1SRzBpS3ZJRkVQR2k1MTlCZFZlZz09>

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- Please read for the **12 February in-person** class Pumla Gobodo-Madikizela, *A Human Being Died That Night: A South African Woman Confronts the Legacy of Apartheid* (2003), 37-139.

WEEK FIVE: February 12/14 – IN-PERSON: Monday 12 February: From National to Personal: Changing “Internal” Conflict, Trauma Memories, and Elusive Healing in South Africa (and beyond): We discuss Pumla Gobodo-Madikizela, *A Human Being Died That Night: A South African Woman Confronts the Legacy of Apartheid* (2003), 37-139, in relation to two possible in-class essay questions about this required text.

**** REMINDER: YOU HAVE AN IN-CLASS ESSAY TO COMPLETE AND PEER-REVIEW WRITING ASSESSMENT DURING YOUR 14 FEBRUARY ONLINE CLASS.**

ONLINE Wednesday 14 February: **In this Zoom session, students will spend 1 hour and 20 minutes writing a 2-3-page double-spaced draft essay as an MSWORD document (using their computer). At the start of this exercise, I will present one of the two questions relating to Pumla Gobodo-Madikizela's *A Human Being Died That Night*. Please answer this chosen question with *A Human Being Died That Night* on hand to assist you (consider quoting from the book). When the essay exercise ends, we will break for 5 minutes and reconvene. Students will then engage in a 30-minute peer-review writing assessment of their selected classmate's draft essay and present feedback to this classmate in the classmate's draft essay (MSWORD comment bubbles). The peer-reviewed draft essay (10% of your overall grade) must then be emailed to its original author and the professor at the close of this class. This MSWORD document must have the author's name in the file title. The revised/expanded version of this essay (5-6 pages), with proper citations and bibliography, is due at the start of the 21 February online class. Instructions for the revised/expanded essay will be presented to students.

Zoom Invite:

<https://gmu.zoom.us/j/91966402413?pwd=Qm1SRzBpS3ZJRkVQR2k1MTlCZFExZz09>

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WEEK SIX: February 19/21 – IN-PERSON Monday 19 February: Learning Databases, Libraries, Archives/ Developing Your Final Research Paper for Relevant “South Africa” Topics: Key subjects covered: 1) devising a question to answer; 2) searching for relevant sources (primary and secondary); 3) creating a basic outline; and 4) constructing an annotated bibliography.

ONLINE Wednesday 21 February: **YOUR REVISED/EXPANDED 5-6 PAGE ESSAY IN MSWORD FILE, WITH CITATIONS AND BIBLIOGRAPHY, IS DUE AT THE BEGINNING OF THIS CLASS (emailed to bcarton1@gmu.edu). This essay is worth 25% of your overall grade.

In this Zoom session, students will complete and submit by email a “Lost and Found” assignment based on in-class database and library searches. These searches will relate to proposed (final paper) ideas exploring aspects of conflict, trauma and healing in post-Apartheid South Africa during and after the Truth and Reconciliation Commission.

- Please read for the **26 February in-person** class these assigned sources **posted to Blackboard**: Robert Vinson, “Up from Slavery and Down with Apartheid! African Americans and Black South Africans against the Global Color Line,” *Journal of American Studies* (2018), 297-329; Benedict Carton and Robert Vinson, “‘Ethiopia Shall Stretch from America to Africa’: The Pan-African Crusade of Charles Morris,” in D. Hodgson, et al. *Global Africa* (2017), 59-70; John Cell, “End Games of Segregation and Apartheid: South Africa and the American South,” in Ran Greenstein et al. eds. *Comparative Perspectives on South Africa* (1998), 217-218; also view Trevor

Noah's deadly serious, whimsically comic, brilliant, and concise analysis:

<https://www.youtube.com/watch?app=desktop&v=XUuLDkDSJKg>



South African Racism vs. American Racism - The Daily Show

What's the difference between racism in South Africa and racism in America? It comes down to directness.

www.youtube.com

****I am seeking two students to lead the next class discussion with “talking points” (emailed to bcarton1@gmu.edu right before class begins). I ask for one volunteer to discuss Noah's “Racism in South Africa vs. America” and one volunteer to discuss Vinson's “Up from Slavery and Down with Apartheid!”**

WEEK SEVEN: February 26/28 – IN-PERSON Monday 26 February: Two Trains Running Parallel, South Africa and United States: Cousins in Arms: Jim Crow and Afrikaner Apartheid:

At the start of this in-person class, we conduct a social media exercise, “Searching for Jim Crow, Segregation and Apartheid” and discuss our findings. We then have a student-led discussion of Robert Vinson, “Up from Slavery and Down with Apartheid!” and Trevor Noah's “Racism in South Africa vs. America.” In addition, we briefly discuss Cell, “End Games of Segregation and Apartheid: South Africa and the American South” and Carton and Vinson, “Ethiopia Shall Stretch from America to Africa.”

- Please read for the **28 February online** class this assigned article **posted to Blackboard:** Equal Justice Initiative, “Trauma and the Legacy of Lynching: Confronting the Legacy of Racial Terror” (2017) and this online essay: Taasogie Rowe and Kamilah Woodson, “How to Heal African-Americans' Traumatic History” <https://theconversation.com/how-to-heal-african-americans-traumatic-history-98298>. In addition, please view The National Memorial for Peace and Justice in Montgomery, Alabama: <https://legacysites.eji.org/about/memorial/>

****I am seeking three students to lead the next class discussion with “talking points” (emailed to bcarton1@gmu.edu right before class begins). I ask for one volunteer to discuss the Equal Justice Initiative article, one volunteer to discuss the online article by Rowe and Woodson, and one volunteer to discuss The National Memorial for Peace and Justice in Montgomery, Alabama.**

ONLINE Wednesday 28 February: Apartheid Mirror, Segregationist (Slavocracy) America: Deeper Historical and Cultural Contexts of the Wilmington (North Carolina) 1898 Coup d'état:

We engage in a student-led discussion of the Equal Justice Initiative article, the online essay by Rowe and Woodson, and The National Memorial for Peace and Justice in Montgomery, Alabama.

Zoom Invite:

<https://gmu.zoom.us/j/91966402413?pwd=Qm1SRzBpS3ZJRkVQR2k1MTlCZFZlZz09>

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WEEK EIGHT: March 4/6 – SPRING BREAK: NO CLASSES

- Please read for the **11 March in-person** class these assigned sources **posted to Blackboard**: Stephen Kantrowitz, “The Two Faces of Domination in North Carolina, 1800-1898” and LeeAnn Whites, “Love, Hate, Rape, Lynching: Rebecca Latimer Felton and the Gender Politics of Racial Violence”; in D. Celeski, et al. eds. *Democracy Betrayed: The Wilmington Race Riot of 1898 and Its Legacy* (1998); please view the recent short documentary film by Ranjani Chakraborty, “When White Supremacists Overthrew A Government: The Hidden History of a North Carolina Coup”: <https://www.vox.com/2019/6/20/18693018/white-supremacists-overthrew-government-north-carolina>. Also consider (optional) online viewing: <https://ejl.org/news/wilmington-massacre-of-1898> and <https://www.youtube.com/watch?v=GkdaYXKe4Sg>.

****I am seeking two students to lead the next class discussion with “talking points” (emailed to bcarton1@gmu.edu right before class begins). I ask for one volunteer to discuss Kantrowitz’s “The Two Faces of Domination” and one volunteer to discuss Whites’s “Love, Hate.”**

WEEK Nine: March 11/13 – IN-PERSON Monday 11 March: What Led to the Conflict Fueling America’s Forgotten Coup? The Traumatic Roots of the 1898

Wilmington “Race Massacre” and Overthrow of Elected Government: We view and discuss Ranjani Chakraborty’s “When White Supremacists Overthrew A Government: The Hidden History of a North Carolina Coup” (<https://www.vox.com/2019/6/20/18693018/white-supremacists-overthrew-government-north-carolina>). Then we engage in a student-led discussion of Kantrowitz’s “The Two Faces of Domination” and Whites’s “Love, Hate.”

ONLINE Wednesday 13 March: Reporting/Broadcasting the Wilmington Coup and

****In-class Writing Exercise****: We take the time at the start of class to read Timothy Tyson’s “The Ghosts of 1898: Wilmington’s Race Riot and the Rise of White Supremacy,”” *The News & Observer*, 17 November 2006 (**posted to Blackboard**); and then view and discuss an official centennial Ppt presentation of the Wilmington 1898 Coup. This Ppt will be shown on a shared screen by the professor. **Using Tyson’s essay and the Ppt presentation as your sources, students will draft an in-class 2-page MSWORD document.** This document will present an historically accurate (believable for its time) breaking news bulletin (or proto-radio broadcast), describing the origins and events of “Wilmington 1898” from a particular perspective chosen by the student-author. Your “news bulletin” (**10% of your overall grade**) **is due as a polished/ finished work of writing at the start of the 18 March** (emailed to bcarton1@gmu.edu).

Zoom Invite:

<https://gmu.zoom.us/j/91966402413?pwd=Qm1SRzBpS3ZJRkVQR2k1MTlCZFZlZz09>

Meeting ID: 919 6640 2413

Passcode: 041061

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- Please read for **the 18 March in-person** class these assigned sources **posted to Blackboard**: Laura Edwards, “Captives of Wilmington: The Riot and Historical Memories of Political Conflict, 1865-1898,” in D. Celeski, eds. *Democracy Betrayed: The Wilmington Race Riot of 1898 and Legacy* (1998), and Melton McLaurin, “Commemorating Wilmington’s Racial Violence of 1898: From Individual to Collective Memory,” *Southern Cultures* (2000), 35-57.

****I am seeking two students** to lead the next class discussion with “talking points” (emailed to bcarton1@gmu.edu right before class begins). I ask for one volunteer to discuss Edwards’s “Captives of Wilmington” and McLaurin’s Commemorating Wilmington’s Violence.”

WEEK Ten: March 18/20 – IN-PERSON Monday 18 March: ****YOUR POLISHED/COMPLETED 2-PAGE “BREAKING NEWS BULLETIN” IN A MSWORD DOCUMENT FILE, IS DUE AT THE BEGINNING OF THIS CLASS (emailed to bcarton1@gmu.edu).** **This essay is worth 10% of your overall grade.**
Remembering and Healing? The Wilmington Conflict and Trauma in Long Perspective: We engage in a student-led discussion of Edwards’s “Captives of Wilmington” and McLaurin’s Commemorating Wilmington’s Violence.”

- Please view, browse, and read for **the 20 March online** class these assigned sources: <https://belovedcommunitycenter.org/> and <https://digital.ncdcr.gov/Documents/Detail/1898-wilmington-race-riot-report/2257408?item=2277669> and <https://ncchurches.org/2022/01/truth-justice-and-reconciliation/>

****I am seeking three students** to lead the next class discussion with “talking points” (emailed to bcarton1@gmu.edu right before class begins). Each student will discuss one chosen online source.

ONLINE Wednesday 20 March: Reckoning with “1898 Coup” Memories of Conflict and Trauma: Possibilities of Healing Wilmington, North Carolina (and beyond, meaning America’s systemic racial/violent racist pasts): Why No Truth and Reconciliation Commission or Process in Wilmington? In a student-led discussion, we consider and debate this crucial question with the assigned sources in mind and with these sources in mind, as well, accessed during our online session:

<https://www.justice.gov.za/trc/report/> and <https://www.justice.gov.za/trc/report/execsum.htm>

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WEEK Eleven: March 25/27 – IN-PERSON: Monday 25 March: Learning Databases, Libraries, Archives/ Developing Your Final Research Paper for Relevant “America Topics”: Key subjects covered: 1) devising a question to answer; 2) searching for relevant sources; 3) creating a basic outline; and 4) constructing an annotated bibliography.

ONLINE Wednesday 3 April: Organizing and Analyzing Sources: We facilitate in-class exercises to hone source-organizing and -analyzing skills, with (additional) attention paid to creating an annotated bibliography, uniform citation style, and paper outline.

WEEK Twelve: April 1/3 – IN-PERSON: Monday 1 April: Honing your topic and research session.

ONLINE Wednesday 3 April: Open discussions about final topics and paper research, and then scheduled [Student-professor research conferences](#). If you are not scheduled for a student-professor research conference, please use the remainder of the class time to develop your specific topic and find relevant sources.

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WEEK Thirteen: April 8/10 – IN-PERSON Monday 8 April: Open discussions about topics and research, and then scheduled [Student-professor research conferences](#). If you are not scheduled for a student-professor research conference, please use the remainder of the class time to develop your specific topic and find relevant sources.

ONLINE Wednesday 10 April: Scheduled student-professor research conferences. If you are not scheduled for a student-professor research conference, please use class time to develop your topic and find relevant sources.

Zoom Invite:

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WEEK Fourteen: April 15/17 – IN-PERSON: Monday 15 April: Student research (Ppt-based) presentations: peer- and professor-review (4). Entire class attends. ***At the start of this session, each presenter must email to bcarton1@gmu.edu a draft paper outline (1-2 pages) and draft annotated bibliography (1-2 pages), typed into the same MSWORD document (with your name in the title of the file). The Ppt presentation, draft outline, and draft annotated bibliography are worth the 10% quotient of your total 35% of the course grade earned with the completion and timely submission of your final paper. You will receive prompt feedback on your Ppt presentation, draft outline, and draft annotated bibliography.

ONLINE Wednesday 17 April: Student research (Ppt-based) presentations: peer- and professor-review (4). Entire class attends. ***At the start of this session, each presenter must email to bcarton1@gmu.edu a draft paper outline (1-2 pages) and draft annotated bibliography (1-2 pages), typed into the same MSWORD document (with your name in the title of the file). The Ppt presentation, draft outline, and draft annotated bibliography are worth the 10% quotient of your total 35% of the course grade earned with the completion and timely submission of your final paper. You will receive prompt feedback on your Ppt presentation, draft outline, and draft annotated bibliography.

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WEEK Fifteen: April 22/24 – IN-PERSON Monday 22 April: Student research (Ppt-based) presentations: peer- and professor-review (4). Entire class attends.

***At the start of this session, each presenter must email to bcarton1@gmu.edu a draft paper outline (1-2 pages) and draft annotated bibliography (1-2 pages), typed into the same MSWORD document (with your name in the title of the file). The Ppt presentation, draft outline, and draft annotated bibliography are worth the 10% quotient of your total 35% of the course grade earned with the completion and timely submission of your final paper. You will receive prompt feedback on your Ppt presentation, draft outline, and draft annotated bibliography.

ONLINE Wednesday 24 April: Student research (Ppt-based) presentations: peer- and professor-review (4). Entire class attends. ***At the start of this session, each presenter must email to bcarton1@gmu.edu a draft paper outline (1-2 pages) and draft annotated bibliography (1-2 pages), typed into the same MSWORD document (with your name in the title of the file). The Ppt presentation, draft outline, and draft annotated bibliography are worth the 10% quotient of your total 35% of the course grade earned with the completion and timely submission of your final paper. You will receive prompt feedback on your Ppt presentation, draft outline, and draft annotated bibliography.

Zoom Invite:

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WEEK Sixteen: April 29 (one university-scheduled class) – IN-PERSON
Monday 29 April: Course and final research wrap-up. Entire class attends.

*****The final research paper (8-10 pages) and annotated bibliography (2-3 pages), typed in the same double-spaced MSWORD document with your name in the file title, are due May 6, 2024 by 9:00 P.M. EST. Combined with your Ppt presentation, draft outline and draft annotated bibliography, this final paper assignment is worth 35% of your overall grade. Please email this MSWORD document to bcarton1@gmu.edu. Thank you and have a good summer!**

Course Privacy

The video recording of Zoom sessions requires the instructor's consent and permission. It is important to state this point to students officially enrolled in a class that is protected by FERPA rules. "University Policies: Privacy" elaborates on relevant qualifications and key recommendations.

All course materials posted to Blackboard are considered private content for the use of students in INTS 362 DL 2. According to federal law, any materials identifying students by name, voice, or image must not be shared with anyone who is not in our class. Video recordings made by the instructor or enrolled students of INTS 362 Zoom sessions, which reveal visual, audio, or textual information of any member of our class, are considered private and must not be shared outside the class, including in a student's residence or household.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

George Mason University is committed to providing a living, learning, and working environment free of discrimination and a campus free of sexual misconduct and other acts of interpersonal violence that profoundly injure community and individual well-being. We encourage students who believe that they have been sexually harassed, assaulted, or subjected to sexual misconduct to seek assistance and support. "University Policy 1202: Sexual Harassment and Misconduct" explains the available processes, resources, and options. If you wish to speak confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu) may also assist you.

STUDENT (LEARNING AND WELLBEING) RESOURCES

Citation style manual: You will need to provide a bibliography (or Works Cited) page at the end of finalized written/typed assignments, listing full bibliographic information for each article, book, and/or other referenced source. In INTS 362 DL2, I ask that you use the following simplified parenthetical style— (author, page) —for in-text citations (particularly for quotations) and paraphrased language. Please consult this very helpful online guide:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html.

The Writing Center provides free tutors who help you develop ideas and revise papers:

<http://writingcenter.gmu.edu>.

Student Technology Assistance and Resource (STAR) Lab (Johnson Center 229; 703-993-8990) offers resources for the Digital Age: <https://its.gmu.edu/service/student-technology-assistance-and-resource-star-lab/>

Counseling Services provides individual and group sessions. In addition, the Learning Services Program (703-993-2380) offers tutor referrals and academic skill-building workshops.

Disability Services is committed to upholding the letter and spirit of laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates accommodations and disability-related services that afford equal access to university programs and activities. Enrolled students can begin the registration process with Disability Services at any time. If you are seeking accommodations, please visit <http://ds.gmu.edu/>, email ods@gmu.edu, or phone (703) 993-2474.