

Black Lives Next Door

Spring Semester 2023

Black Lives Next Door:

George Mason & Northern Virginia
In an Age of Disparity & Opportunity



Instructors: Dr. Wendi Manuel-Scott and Dr. George Oberle

Office Location: School of Integrative Studies, 407 Enterprise Hall and Fenwick Library 4002

Class Meeting Location/Time: Thursday 3:00 pm-4:15 Horizon Hall 4001

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Office hours by appointment.

Course Description

In this course, students will learn critical methodologies that illuminate Black geographies and regional histories. Students will directly engage the lasting legacy of the Atlantic slave trade throughout the history of Virginia by producing original research in an online platform called Omeka. One essential question will guide us: How do the ongoing logics and structures of slavery continue to produce inequality in and around George Mason University? To answer the prompt, students will engage multiple modalities and interdisciplinary frameworks to make visible anti-black violence and dispossession, as well as the creative modes of Black resistance. In the end, students will directly explore silences of the past to expose long neglected histories in order to provide a rich understanding of Black lives next door.

The class, organized as a research seminar, will teach students how to uncover and center marginalized community records in local archival repositories. Students will complete fieldwork based on original research questions developed in the seminar. Following the collection, collation, and interpretation of their found sources, they will add materials to a new digital archive. Using appropriate metadata, they will create explanatory exhibitions on the Omeka platform. Students will present their original work in a symposium at the end of the end of the spring semester.

Student Learning Outcomes

Undergraduate Objectives:

1. Engage anti-racist research methodologies that decenter master narratives and geographies
2. Complete fieldwork based on original research questions developed in the seminar.
3. Create an online exhibit based on research (including images, approximately 2500 words, and brief bibliography)
4. Selected undergraduate researchers will have the option to present research at BLND spring symposium

Graduate Objectives:

1. Engage anti-racist research methodologies that decenter master narratives and geographies
2. Complete fieldwork based on original research questions developed in the seminar.
3. Draft a relevant literature review based on research topic.
4. Create an online exhibit based on research (including images, approximately 5,000 words, and bibliography)
5. Present research at BLND spring symposium

Lastly, students should know that we will experience an immersive virtual learning community through synchronous meetings, collaborative assignments, multiple movie and documentary screenings to demonstrate mastery of essential course concepts/theories. Together we will make this a deep and meaningful learning experience. Let's get to work!

Commitment to Creating an Inclusive Learning Environment

Given the sensitive and challenging nature of the course themes, it is imperative that we create an atmosphere of respect and safety in the classroom. To this end, we are committed to fostering an environment of deep understanding and mutual responsibility. And while we believe that racist, sexist, homophobic, and overall offensive language does not contribute to creating a safe space for learning, few of us have had enough time to recognize our implicit biases fully. We must, therefore, acknowledge that we are all works in progress. Regardless of our race, gender, sexual orientation, cultural background, or ethnicity, we are at various points along a lifelong anti-racist (anti-sexist) journey. Getting better – and doing better – requires daily commitment.

In this course, students are encouraged to look for opportunities to create community, understanding, and compassion. To assist in creating a positive inclusive learning community below are some useful practices:

1. Assume your classmates' viewpoints are important and listen to them – without judgement.
2. Begin comments with a sincere **affirmation** of colleagues' point. For example, "While Hassam made a good point, I argue that. . ." or "I liked how Manuela noticed that . . ."
3. **Avoid generalizations** about others (including gender identities, racial/ethnic groups, class status etc).
4. Use "**I**" rather than "**you**" language; you can only speak for yourself and your experiences.
5. Ask questions when you don't understand.
6. Be aware of your assumptions and **avoid essentialist** comments (ie. statements that assume certain experiences are universal).
7. Be willing to be intellectually uncomfortable.
8. If someone says an idea or question that helps your own learning, say "**thank you**" or give them **two snaps**.
9. If someone says something that hurts or offends you, do not attack the person. Say "**Ouch**" and explain why the comment—not the person—hurt your feelings.
10. Step up, then step back; share the talking time.
11. **Support your position** with reading annotations, class notes, and course texts. Avoid personal revelations and anecdotes unless they are relevant to course topics.

Our commitment to creating an inclusive learning community requires personal responsibility. We take that responsibility seriously in the classroom and in writing assignments. In line with this, when speaking and writing:

- Use **LGBTQ**, *lesbian*, *gay*, *bisexual*, *trans*, or *queer* instead of "homosexual"
- Use *woman* and *man* instead of "female" or "male"
- Use *black women*, *black men* instead of "the black man" or "the black woman"

- Do not use “**the N word**” unless quoting (even then, try to avoid it especially when speaking).
- Use **Black** or **African American** instead of “Negro” or “Colored.”
- Use **person first** language (person with a disability instead of disabled person).

Instructor Communication Policy

We are available to hear your concerns, to discuss course topics, and to provide strategies for your academic success. If you would like to schedule an appointment, please let me know and we can work out a time to virtually meet. We are available via a phone call, Google Voice, or a live ZOOM chat. If you would like to schedule a meeting with us, send an email with three date/time options that you are available.

We will respond to your email inquiries within 24 hours during the week (Monday through Friday). We will do our best to be responsive on the weekends, but we are human and need a bit of rest and relaxation with our families. Let’s make this a great semester!

Coronavirus Resources

Mason’s website on Coronavirus/COVID-19 (<https://www2.gmu.edu/coronavirus>) is the official source for university updates. It also provides information and resources regarding the university’s response for students, faculty and staff. Please check this webpage regularly for updates. If you have individual concerns about the university’s response, please contact safety@gmu.edu.

Campus Closure

If the campus closes or class is canceled due to weather or other concern, students should check Blackboard [or other instruction as appropriate] for updates on how to continue learning and information about any changes to events or assignments.

Student Privacy and Video Recordings:

All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- Our asynchronous class meetings will be recorded via web-conferencing software.
- Video recordings of class meetings that include audio or visual information from other students are private, must be viewed privately, and not shared with others.

Email Communication:

Electronic mail is a valuable tool. We will, from time to time, send emails to the class, and we are happy to respond to your email messages provided you bear in mind the following points. Emailing a faculty member is not the same as texting a friend or family member. In academic and professional settings, all emails should have a descriptive subject line (“Question about assignment”), begin with a respectful salutation (Prof. Manuel-Scott or Prof. Oberle), and conform to standard English with proper punctuation and capitalization. Your email message must appropriately address us, include your name, and maintain a polite tone even if you are frustrated or upset. Do not use instant message abbreviations. All correspondence should take place via your Mason email account. If you have not activated you Mason email account, go to <https://mail.gmu.edu/>, and select “activate account.”

Please allow 24-48 for an email response from me. If we do not respond within 48 hours, you may send a polite reminder. Please note that we may not answer email sent after 8pm on weekdays and not at all on weekends. You

are also encouraged to arrange virtual one-on-one meetings with me if you want to discuss a grade, need assistance, or just want to chat.

University Policies

Honor Code, Plagiarism, Collaboration

It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. When you enrolled in this course you agreed to abide by the university's Honor Code and it reads as follows:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set for this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

The Honor Code does not preclude collaborative work, such as informal discussions and studying in communities. Nor does it preclude assigned group work. The Honor Code does require that the work that a student, as an individual, turns in is ultimately the product of his/her own individual synthesis or integration of ideas, and that the work a group turns in is ultimately the product of the group's collective ideas. If you are uncertain of the line between collaboration and cheating, you should see me before turning in an assignment.

You must **always** cite your sources - if you do not, it is plagiarism. Plagiarism means taking someone else's ideas or words and presenting them as your own without proper attribution of the source. You must correctly and consistently use APA, Chicago, or MLA citation style. This includes copying materials directly from the Internet. If you feel uncertain about any aspect of the Honor Code, you should discuss your concerns with me proactively (i.e., before turning in a piece of work).

More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at <https://oai.gmu.edu>

Please remember that no grade is important enough to justify academic misconduct. Should you experience extreme academic anxiety there are resources on campus to assist you during stressful moments. Please reach out to me or one of the University offices offering writing assistance, study skills, or counseling.

Gender Inclusive Language:

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students may share their pronouns and names, and these gender identities and gender expressions should be honored.

Mason allows students and employees to use a chosen or preferred first name and indicate their pronouns where possible (i.e.: class rosters, Blackboard, and PatriotWeb). See here for additional information: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a learning, living and working environment that is free from discrimination, and we are committed to a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. 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](http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/) (<http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/>) speaks to the specifics of our process, our resources, and the options available to you.

Confidential student resources are available on campus at the Student Support and Advocacy Center (<http://ssac.gmu.edu/>), Counseling and Psychological Services (<http://caps.gmu.edu/>), and Student Health Services (<http://shs.gmu.edu/>).

All other members of the University community (including faculty, except those noted above) are **not** considered confidential resources and are **required** to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact the Title IX Coordinator, at <http://diversity.gmu.edu/title-ix>, at 703-993-8730, or in the Compliance, Diversity, and Ethics office in the Aquia Building, Suite 373.

Disabilities and Academic Accommodations

We believe we all learn differently and your success in this class is important to us. This class seeks to become an *always improving* model of inclusion and it assumes that we will all need accommodations in this class during the semester.

If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Services (SUB I, Rm. 4205; 993-2474; <http://ods.gmu.edu>) to determine the accommodations you need; and 2) talk with us to discuss your accommodation needs.

If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell us so that we can work with you in the interim. When you qualify for accommodations, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing us with the appropriate form, please take the initiative to discuss required accommodations at the beginning of the semester and as needed during the term. We are eager to do whatever we can to learn more about the different ways that we can support every student in our classroom. We will work together to provide the resources needed for your success.

Statement of Collegiate Compassion

We believe we learn best when we can show up as whole and healthy people. To learn effectively we need to have basic security: a roof over our head, a safe place to sleep, a stable place to live, and enough food to eat. If you are struggling to meet any of these basic needs please talk to me, visit our campus food pantry (<https://ssac.gmu.edu/patriot-pantry/>), or reach out to other Mason resources. Remember, asking for assistance and advocating for yourself is an important part of your collegiate experience. We are here to help, and YOU are not alone.

Mental Health and Wellness

Audre Lorde once said, “Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.” Sit with Lorde’s wisdom and understand that your wellness (physical and mental)is an act of

power and perseverance. As such, we plan to model wholeness and wellness in our class this semester. We will remind us to breathe, find silence, seek pockets of peace, and generate joy. Together we will have fun, laugh, work hard, challenge ourselves, hold silence, and inspire each other.

If you are experiencing feelings of anxiety, panic, depression, sadness during the semester Student Health Services and Counseling and Psychological Services Offices (703-993-2380) provides a range of resources to assist and support you. Students can call (703-993-2831) or walk-in during open hours to schedule an appointment to talk with a healthcare provider. If you or someone you know experiences a mental health crisis or emergency, seek help immediately. Call 911 for local emergency services, the National Suicide Prevention Lifeline (1-800-273-8255), or text the Crisis Text Line (741-741) anytime. We are also available to speak with you about stresses related to your work in the course.

Children in the Classroom

All breastfeeding babies are welcome in class to support the parent-child breastfeeding relationship. We believe students should not have to choose between breastfeeding their baby and pursuing their educational goals. Older children are also welcome in the class. If you encounter unforeseen childcare options, we allow children in the classroom as long as they are not disruptive. Parents exercising this option (as an occasional and not long-term solution) should sit near the exist so that they can leave the classroom with limited disruption. Advance notice is appreciated, and we ask that all students assist in creating a welcoming environment for classmates who are parents and caregivers. Do not hesitate to reach out to us via email or text to communicate your needs.

Religious and Cultural Observances

Some course assignments may be in close proximity to religious or cultural observances. If an assignment creates a conflict, please talk to me in advance so we can make appropriate arrangements.

Writing Center

The services of the Writing Center are available on-line. Occasionally, we will refer students to the Writing Center and we take these referrals very seriously. If we refer you to the Writing Center, we hope you will take advantage of their services. See their website for info about locations and numbers: <http://writingcenter.gmu.edu/>

Dictionary

One of the core goals of this course is to equip students with a critical vocabulary for discussing and questioning constructions of race, gender, and class. Many reading are analytically and textually difficult so make sure you have good dictionary while reading our assigned material. If you do not have a dictionary (paper or virtual), you should use Mason's subscription to the Oxford English Dictionary (OED), which is available online through the library website <https://www-oed-com.mutex.gmu.edu>.

Participatory Engagement

This class does not have an attendance policy; however, there is an expectation of full engagement. Full ACTIVE participatory engagement can look many ways and include a variety of contributions to our class sessions.

Our expectation is that students will be actively and passionately engaged in their intellectual journey by contributing to our class discussions and consistently participating in all aspects of our class sessions and collaborative learning opportunities. If you encounter any barriers to effective engaged participation, you should meet with us at the earliest possible time. Do not wait until the end of the semester to inform us of any challenges.

We believe in extending grace and making reasonable accommodations. However, there is a limit to absenteeism. Students who miss multiple class sessions (more than two), consistently arrive late, or repeatedly leave early are not fully participating in the course. Participation is crucial and regular punctual attendance is a student obligation.

If you become ill, are required to quarantine, or have unique needs that interfere with your full and engaged participation, please reach out to me immediately. We will work with you individually to determine how to support your learning.

“Shit Happens” Policy

Due dates for every assignment are provided on the course schedule. However, we know that sometimes “shit happens” and life can take an unexpected turn. When this occurs, do not panic because you may still turn in late assignments.

The specific reason WHY you were unable to submit an assignment on time does not matter. For example, perhaps you were overwhelmed studying for an exam in another class. No problem. You can still submit your assignment for this class. Or, did your car break down and you couldn’t get home in time to submit your notes? No problem. You can still turn it in. Or, did you go hiking at the National Manassas Battlefield Park (as a COVID-safe activity) and stumble into some poison ivy? Are you too miserable and itchy to complete your individual synthesis essay? No worries. We do not need an excuse or doctor’s note. We don’t need to determine whether your explanation is plausible, honest or reasonable.

When “shit happens” and life takes an unexpected turn, you have access to a “shit happens” 48-hour pass. The pass (used together as 48hrs or separately (24hrs + 24hrs) allows you to submit an assignment (or two separate assignments) late without penalty. You do not need to explain to us why you need the extension: simply send a brief email to both professors noting that you are using your pass (24 hours or 48 hours).

Once you’ve exhausted your “shit happens” days, point deductions will occur for any assignment submitted after the extension or deadline.

You may ONLY use the “shit happens” pass for *Perusall* annotations or Lost & Found assignments. If you fail to schedule or attend a project meeting with faculty – there are no passes. If you are unable to attend a community workshop – there are no passes. If you do not present your final project on your assigned day – there are no passes.

Course Warning

Please note that the first half of the course is reading intensive, and the second half is research intensive. A significant amount of the workload for this course will be in reading all of the assignments and completing collaborative assignments. Some students may find the reading assignments a major challenge; therefore, please plan accordingly.

Assignments (Individual and Collaborative)

Transformative learning is not linear or teleological – moving in a straight line from unknown to known – but rather messy, layered, complicated, and interconnected nodes of ideas, stories, experiences, histories that are exposed (made legible and seen) only when examined in relationship to one another. That is the purpose of the individual assignments, collaborative annotations, faculty meetings, and community workshops– to help students deepen, widen, synthesize, and share their understanding of key course concepts and make meaning out of course material.

Collaborative Annotations (with Perusall)

All of us—students and instructor—will be actively learning in this course. We will teach each other and learn from each other as we co-create our learning community. The practice of co-creation requires full participation, and we are interested in being in a class in which everyone is prepared, curious, and engaged. Our collaborative annotating serves as the analytic foundation for deepening our intellectual experience. Together, we will build a communal learning environment, promote active reading, and deepen analysis of course material.

We will use the *Perusall* platform to facilitate our collaborative annotating.

1. To get started go to perusall.com, click *Login*, and then either log in using your Facebook, Twitter, or Google account, or create an account using your email address and password.
2. Undergrads select *I am a student* and enter the course code MANUEL-SCOTT-JB4BM
3. Grads select *I am a student* and enter the course code MANUEL-SCOTT-HQFG7

How to start a reading assignment:

1. Once you log in, you will be directed to the course homepage, which shows you a list of all the reading assignments and deadlines that your instructor has assigned for the course.
2. To access the reading assignment, click on the link for that assignment.

How to start a conversation with a classmate:

- When you open a document, you'll see highlights superimposed on the document that represent comments that you and other students have entered.
- **Yellow** highlights indicate comments or questions by you or other students; **blue** highlights indicate comments from your instructor.
- To start a conversation, highlight some text; once you finish highlighting, you will see a panel open on the right where you can type your comment. Press **Enter** or **Return** to submit the comment; your classmates will see it appear in real time. (If you are having trouble highlighting text, see [this page](#).)
- When someone responds to your question or comment, you will receive a notification by email and you can post a reply by either signing on or merely replying to the email.
- To add to a conversation started by one of your classmates, simply click on the highlight in the text to open up the conversation panel, type your comment, and then press Enter.
- You can also highlight part of a figure rather than text by using the toolbar buttons at the top. When you have elected to highlight a figure, click and drag to draw a box around the area of interest, or simply click to drop a map pin.
- While reading the document, change which comments you see by clicking the filter dropdown at the top of the page (which says **All comments** by default).

How to keep track of your annotation grades:

- View your scores by clicking the **My scores** button on your course home page.
- The scoring is based on the quality and timeliness of your comments, questions, and responses, and may include other measurements of engagement as determined by your instructor. [See some examples of how quality is measured](#)

- In order to see some details of a particular score, click **My scores**, then click on that particular assignment's score in the score column.
- If you don't see a score for an assignment, it's because your instructor hasn't released the scores for that assignment yet.
- You may continue to ask questions, answer questions, and make comments outside of the context of a particular reading assignment. However, note that if you edit a comment that was counted towards an assignment whose deadline has passed, that comment may no longer count towards your score for that assignment.

How to earn a good grade annotating:

The average length of one assigned chapter or article is approximately 25 pages. We typically recommend somewhere around half of the average number of pages for the required comments. Therefore, for undergraduate students, excellent annotating will include about 12 comments. We expect graduate students to have notably more marginalia and deeper engagement with the texts. Failing to annotate the entire assignment will result in a lower score.

We want to see thoughtful and dispersed comments and for each assignment we will evaluate the annotations you submit on time. Based on the overall body of your annotations, you will receive a score for each assignment as follows

- 3 = demonstrates exceptionally thoughtful and thorough reading of the entire assignment
- 2 = demonstrates thoughtful and thorough reading of the entire assignment
- 1 = demonstrates superficial reading of the entire assignment OR thoughtful reading of only part of the assignment
- 0 = demonstrates superficial reading of only part of the assignment

Reading and annotating must be completed prior to the start of our Thursday class session. Students must post annotations before 3:00 PM on Thursday to receive credit. You may post after the deadline, IF you are using your SHIT HAPPENS pass. Please send brief email to both professors noting that you are using your pass (24 hours or 48 hours).

Additional Annotation Tips:

Remember your annotations should be generative - posing questions, offering responses, referencing lectures, conceptually linking other assigned texts.

- Identification of 8-10 important points (include reason for significance).
- Inclusion of 3-5 quotations from OTHER assigned texts that connect to reading.
- Identification of how the reading connects to course topics and concepts.
- Identification of how the reading connects to class lectures/discussions.
- Identification and definition of central (and/or difficult) terms.
- Highlighting 3-5 “aha” moments and be sure to note the cause of the “aha.”
- Integration of relevant images or videos.
- Integration of current events/media to advance arguments.
- 4-5 generative (open ended) questions for colleagues to consider.
- Notation on how a specific passage verifies or disproves assumptions or arguments in comparative readings.

- Queries regarding a confusing passage.

Grading Evaluation Structure (3 Credits)

Collaborative Annotations (x6)	18 points total based on rubric of 0-3 points
Lost & Found Assignments (x10)	20 Points 0-2 points for doing the work
Participation and Preparedness for meetings with faculty (x5)	10 – either prepared or not (0-2 points each)
Community Workshops (x5)	5-either participate or not. (1 point each)
Class Participation	15 points
Final Project	32 points

Our syllabus is a living document and there will be changes throughout the semester. Any updates or revisions will be announced in class and made available via Blackboard.

SEMESTER WEEKLY SCHEDULE

DATE	ASSIGNMENT (TO BE COMPLETED BEFORE CLASS)	
WK 1: Finding Black Lives Next Door		
1/24	<p>Listen to recorded lecture and complete research activity by 3:00PM on Thursday</p> <p>Complete Lost and Found Assignment #1: Fenwick Library Scavenger Hunt. Students should locate the four items on the list and take a photo with each item. Submit the completed scavenger hunt assignment to Blackboard prior to our first F2F class session.</p> <ul style="list-style-type: none"> • Where in the libraries can you find historical records and information about George Mason University? Take a selfie in front of the location in the library. • Locate a book about the history of an African American community or neighborhood in DC, Virginia, or Maryland. Take a selfie while holding the book. • Find the Digital Scholarship Center in the Library and take a selfie at the door. 	
1/26	<p>Complete reading assignments & annotations prior to the class session.</p> <ul style="list-style-type: none"> • McKittrick, Katherine, <i>Demonic Grounds</i>: read the Introduction and Chapter 3, “The Authenticity of this Story Has Not Been Told” Available from the University Libraries https://wrlc- 	

	gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/2mgtf9/alma9910824449804101 Undergraduates read and annotate Chapter 3 in <i>Demonic Grounds</i> . Graduate students read “Introduction” in <i>Demonic Grounds</i> and annotate Chapter 3.	
WK 2: Geographies of Myths and Legends		
1/31	Listen to recorded lecture and complete research activity by 11:59PM <ul style="list-style-type: none"> • Complete Lost and Found Assignment #2: Activity using slave trade database • Complete Lost and Found Assignment #3: Comparative mapping/ Native American Maps/Colonial American 	
2/2	Complete reading assignment & annotations prior to class session. <ul style="list-style-type: none"> • Tiffany Lathabo King, “Introduction,” <i>The Black Shoals in The Black Shoals: Offshore Formations of Black and Native Studies</i> • Nikole Hannah-Jones, “Origins” <i>1619 Project</i> and Tiya Miles, “Dispossession” <i>1619 Project</i> • Ronald Heinemann, <i>Old Dominion, New Commonwealth: A History of Virginia 1607-2007</i> https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/2mgtf9/alma9914951883404105 • Undergrads Lost and Found Assignment #4: Read both 1619 Project chapters and Heinemann textbook. Annotate one of the chapters in the 1619 Project and note similarities and differences with Heinemann textbook. • Grad Lost and Found Assignment #4: Read both <i>1619 Project</i> chapters and Heinemann textbook. Also read and annotate Tiffany Lathabo King’s chapter and consider how <i>1619 Project</i> and the Heinemann textbook illuminate King’s argument. <p>Questions to guide your reading and frame class discussion:</p> <ol style="list-style-type: none"> 1. How does the author use methods to interrogate data, place, place-making, race-making. 2. How do they look find silences? 3. How do they unsettle the “master narrative” and locate silence erasures? 4. What is the intervention they are making within the discipline, within the field? 	

WK 3: Producing of History

2/7	<p>Listen to recorded lecture and complete research activity by 11:59PM</p> <p>Complete Lost and Found Assignment #5:</p> <ol style="list-style-type: none"> 1. Create Research Journal in Google Drive and share with professors 2. log on to Early American Newspapers Series 1 and 2 http://mutex.gmu.edu/login?URL=http://infoweb.newsbank.com/?db=EANX 3. Construct three searches of Virginia advertisements and record evolution of search statements and results in Research Journal. You should note unfamiliar terms, descriptions of enslaved person, and any locations. 4. Use Google Map to identify locations and screen shot each one. Be sure to record notable features of physical locations. If two or more, screen shot distance between. 5. Include in your journal: What do the three advertisements reveal to you, what do you know that you did not know before, and what new questions do you have? 	
2/9	<p>Complete reading assignment & annotations prior to class session.</p> <ul style="list-style-type: none"> • Michel-Rolph Trouillot, <i>Silencing the Past: Power and The Production of History</i>, Chp 1 and Chp 2 • Marisa Fuentes Intro., Chp 1 “Jane” and Chp 2 “Rachel and Joanna” https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/2mgf9/alma9911579858704101 <p>Note: UG: read Fuentes Intro and Chp 1, annotate Chp 1 Grad: read Trouillot and Fuentes. Annotate Fuentes Chp 1 carefully making connections about the method and rationale used by Trouillot and Fuentes. How are they similar and different?</p>	

WK 4: Mapping Memory and Racialized Violence

2/14	<p>Listen to recorded lecture and complete research activity by 11:59PM</p> <ul style="list-style-type: none"> • Complete Lost and Found Assignment #6 <ol style="list-style-type: none"> 1. Explore website of your assigned slave plantation online. Use Jennifer Eichstedt and Stephen Small’s guidelines from <i>Representations of Slavery</i> to assess the plantation and answer the assignment questions. • Complete Lost and Found Assignment #7: <ol style="list-style-type: none"> 1. Go to Storymap lynching site. https://s3.amazonaws.com/uploads.knightlab.com/storymaps/2109d0f66f52493e08c3de26a682a059/map-of-virginias-lynching-history/index.html 2. Investigate a site of lynching using local newspapers. Go to Virginia Chronicle and search for a lynching in your assigned location. 	
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	3. Develop a response to the following questions: What is the most recent news coverage about the lynching? What is the political –social context of the coverage?	
2/16	<p>Complete reading assignment & annotations prior to class session.</p> <ul style="list-style-type: none"> • Clint Smith, “Monticello Plantation,” <i>How the Word is Passed: A Reckoning with the History of Slavery Across America</i> • Clint Smith, “Blanford Cemetery,” <i>How the Word is Passed: A Reckoning with the History of Slavery Across America</i> • Kelly Baker Josephs and Roopika Risam, “Introduction,” <i>The Digital Black Atlantic</i> (2021) • Jamila Moore Pewu, “Digital Reconnaissance: Re(Locating) Dark Spots on a Map,” <i>The Digital Black Atlantic</i> (2021) <p>Note: Undergrads read both Smith chapters but annotate Blanford only. Grads read both Smith chapters but annotate Blanford only. Also read both <i>Digital Black Atlantic</i> chapters and annotate “Digital Reconnaissance.”</p>	
WK 5: Telling Digital Black Stories		
2/21	<p>Listen to recorded lecture and complete research activity by 11:59PM</p> <ul style="list-style-type: none"> • Complete Lost and Found Assignment #8 • Select 3 items: One image, one newspaper article, and one map 	
2/23	<p>No readings this week – use your time to research and locate 3 items.</p> <ul style="list-style-type: none"> • Dr. A. Fahringer guest visit • Bring laptops to class AND one image, one newspaper article, and one map • Build a mini story (a single page) using your three items. <ol style="list-style-type: none"> 1. Create Title 2. Add new block which should include image or map. 3. Add HTML block text. That is your brief narrative Undergrad length:250/Grads 500 [use Chicago/APA/MLA] 4. Add another media embed (image or map) • See example page: https://silverbox.gmu.edu/legacy/s/blnd/page/bulldozers • Create items 	
WK 6: Disappeared Black Communities		
2/28	<p>Listen to recorded lecture and complete research activity by 11:59PM</p> <ul style="list-style-type: none"> • Lost and Found Assignment #9 • Investigate of Black Communities disappeared: Gum Springs, Tinner Hill, Willard, Leesburg, Village of St. Louis, Batestown, and Warrenton using https://silverbox.gmu.edu/fairfaxaahi/items/browse?collection=9 	
3/2	<p>Complete reading assignment & annotations prior to class session.</p> <p>Undergraduates, prior to class, read Gallon and Rothstein’s articles and annotate</p>	

	<p>“The Street Finds Uses.”</p> <p>Grad students, prior to class, read Gallon, Rothstein, Cameron, and Schneider and annotate “The Street Finds Uses.”</p> <ul style="list-style-type: none"> Kim Gallon, “Making a Case for the Black Digital Humanities,” <i>Debates in Digital Humanities</i> (2016) https://dhdebates.gc.cuny.edu/read/untitled/section/fa10e2e1-0c3d-4519-a958-d823aac989eb Kimberly Bain, Elizabeth Murice Alexander, “The Street Finds Its Uses: A Black Digital Humanities Call And Response” <i>Studies in Romanticism</i> (2022) Richard Rothstein, “Black Lives Next Door,” <i>New York Times</i> (2020) https://www.nytimes.com/2020/08/14/opinion/sunday/blm-residential-segregation.html Brian Cameron, “UVA and the History of Race, Property, and Power” UVA (2021) https://news.virginia.edu/content/uva-and-history-race-property-and-power Gregory S. Schneider, “Where’s Kitty Cary? The Answer Unlocked Black history Richmond tried to hide.” <i>Washington Post</i> (2022) https://www.washingtonpost.com/dc-md-va/2022/10/27/richmond-shockoe-african-burying-ground/ 	
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WK 7: Recovering Black Lives Next Door

3/7	<p>Listen to recorded lecture and complete research activity by 11:59PM</p> <p>Complete Lost and Found Assignment #10</p>	
3/9	<p>Complete reading assignment & annotations prior to class session.</p> <ul style="list-style-type: none"> Russ Banham, <i>The Fight for Fairfax</i>. Patricia Donahue, “Silent Majority and Civil Rights: Evolving Views of “Them” and “Us”” <i>Participation, Community, and Public Policy in a Virginia Suburb</i> (2017) Krystyn Moon, “The African American Housing Crisis in Alexandria, Virginia, 1930s–1960s” <i>Virginia Magazine of History and Biography</i>, Vol. 124, No. 1 (2016), pp. 28-68 https://login.mutex.gmu.edu/login?url=https://www.jstor.org/stable/26322559 Steven Woolf, <i>Deeply Rooted: History's Lesson for Equity in Northern Virginia</i> (Full Report PDF) Marissa Lang, “Gentrification and displacement of African Americans in Northern Virginia predates Civil War, report finds” (2021) https://www.washingtonpost.com/dc-md-va/2021/11/15/nova-historic-displacement-black-communities/ [OPTIONAL] <p>Undergrads read Donahue and annotate Woolf</p> <p>Grads read Banham, Donahue and Moon, and annotate Woolf</p>	

WK 8

3/14	SPRING BREAK	
3/16	SPRING BREAK	
WK 9		
3/21	<p>Project Meeting with Profs #1</p> <ul style="list-style-type: none"> Schedule 30-minute meeting with profs and bring the following items to the meeting: <ol style="list-style-type: none"> Create a list of questions that disrupt the traditional historical narrative. This requires you to articulate what the traditional narrative is. What sources did the traditional narrative use and what questions did researcher ask of the sources? Are there new sources for you to use? How might you read the sources differently? What are the questions you can ask about the old and recently discovered sources? Create a brief narrative responding to the questions. Undergrads: 400-500 words/Grads: 800-1000 words Undergrads must use at least two secondary sources and Grads at least 4-5 sources. 	
3/23	<p>Community Workshop #1</p> <ul style="list-style-type: none"> Class meeting off-campus We will meet at the Virginia Room (in the Fairfax County Library in Old Town Fairfax) for a brief introduction to the library resources. Students should plan to return if they are unable to stay after the introduction to complete research. <p>Address: 10360 North Street, Fairfax, VA, 22030-2514 Free Parking Available</p>	
WK 10		
3/28	<p>Project meeting with profs #2</p> <ul style="list-style-type: none"> Schedule a 15-minute check-in with profs. Deliverable: Add primary sources to OMEKA You must describe how you are critically reading the sources. <p>Note: Undergrads must add 2 new sources and Grads: must add 4 new sources</p>	
3/30	<p>Community Workshop Time #2</p> <ul style="list-style-type: none"> Work with a cohort of 2 or 3 classmates Build pages in OMEKA Identify and write down your BIG question for the day. Decide what evidence/items (already gathered) you can use to answer a question. <p>Students in cohort will consider the following:</p> <ul style="list-style-type: none"> Where can you expand and deepen your research? What new and unexpected questions do you have? What additional sources/archives might you want to explore and why? 	

	By the end of class, each student should have created a baseline for the page.	
WK 11		
4/4	<p>Project meeting with profs #3</p> <ul style="list-style-type: none"> Schedule a 15-minute check-in with profs. Deliverable: Add primary sources to OMEKA You must describe how you are critically reading the sources. <p>Note: Undergrads must add 2 new sources and Grads: must add 4 new sources</p>	
4/6	<p>Community Workshop Time #3</p> <ul style="list-style-type: none"> Work with a cohort of 2 or 3 classmates Build pages in OMEKA Identify and write down your BIG question for the day. Decide what evidence/items (already gathered) you can use to answer a question. <p>Students in cohort will consider the following:</p> <ul style="list-style-type: none"> Where can you expand and deepen your research? What new and unexpected questions do you have? What additional sources/archives might you want to explore and why? <p>By the end of class, each student should have created a baseline for the page.</p>	
WK 12		
4/11	<p>Project meeting with profs #4</p> <ul style="list-style-type: none"> Schedule a 15-minute check-in with profs. Deliverable: Add primary sources to OMEKA You must describe how you are critically reading the sources. <p>Note: Undergrads must add 2 new sources and Grads: must add 4 new sources</p>	
4/13	<p>Community Workshop Time #4</p> <ul style="list-style-type: none"> Work with a cohort of 2 or 3 classmates Build pages in OMEKA Identify and write down your BIG question for the day. Decide what evidence/items (already gathered) you can use to answer a question. <p>Students in cohort will consider the following:</p> <ul style="list-style-type: none"> Where can you expand and deepen your research? What new and unexpected questions do you have? What additional sources/archives might you want to explore and why? <p>By the end of class, each student should have created a baseline for the page.</p>	
WK 13		
4/18	<p>Project meeting with profs #5</p> <ul style="list-style-type: none"> Schedule a 15-minute check-in with profs. Deliverable: Add primary sources to OMEKA You must describe how you are critically reading the sources. 	

	Note: Undergrads must add 2 new sources and Grads: must add 4 new sources	
4/20	<p>Community Workshop Time #5</p> <ul style="list-style-type: none"> • Work with a cohort of 2 or 3 classmates • Build pages in OMEKA • Identify and write down your BIG question for the day. • Decide what evidence/items (already gathered) you can use to answer a question. <p>Students in cohort will consider the following:</p> <ul style="list-style-type: none"> • Where can you expand and deepen your research? • What new and unexpected questions do you have? • What additional sources/archives might you want to explore and why? <p>By the end of class, each student should have created a baseline for the page.</p>	
WK 14		
4/25	Working day	
4/27	Class Presentation (8 minutes each)	
WK 15		
5/2	Working day	
5/4	Class Presentation (8 minutes each)	
5/5	Final Project Due May 5th 11:59 PM	
5/11	Symposium 1:30-4:15	