Gianluca De Fazio  
Department of Justice Studies

Please find attached the statement of completion submitted for the Provost Diversity Curriculum Grant. I'm also answering your questions below:

1. What was the goal(s) of your grant

The ‘Racial Terror: Lynching in Virginia, 1880-1930’ project entailed the revision of the JUST402 (Advanced Research in Justice Studies) course, which gave six senior students the possibility to conduct original research on all the lynchings occurred in Virginia.

2. What were the outcomes of the project for which the grant was awarded?

Thanks to this course, students had the opportunity to acquire advanced research skills, learn first-hand about one of the darkest periods of racial oppression in the United States, and participate to a digital scholarship project. The results of this project are in fact published in the Racial Terror: Lynching in Virginia, 1880-1930 website. The website is still under construction, but it will be accessible to the public in the next few weeks.

3. Was the grant valuable to your teaching, research, and/or service? Please explain briefly.

The grant was instrumental for the construction of the Racial Terror website, that I routinely use to teach my Senior Seminar on lynching. The website is also used by other college professors and even high school teachers in Virginia. I have recently published a peer-reviewed article based on the findings of this project, titled "Improving Lynching Inventories with Local Newspapers Racial Terror in Virginia, 1877-1927" (http://crdh.rrchnm.org/essays/v02-04-improving-lynching-inventories/). Finally, the website is now used by the Virginia Legislature as the basis for its efforts to commemorate lynching victims in Virginia through the History of Lynching Working Group, of which I'm a member (http://mlkcommission.dls.virginia.gov/lynchinginvirginia.html)

4. Did the curriculum grant spark new ideas and would you apply again when you become eligible?

Yes, it served as a model to teach that class again and further enrich the digital project. I would welcome the possibility to apply for it again in the future.
**Racial Terror: Lynching in Virginia, 1880-1930** website. Ultimately, this digital project represents a valuable contribution to the scholarship on lynching in the US South, but it also creates a pedagogical tool to spark in-class discussions on racial violence, collective memory, diversity and inclusion. Multiple iterations of this course could bring more students to collect additional socio-historical data and enrich the content of the website with essays, research papers and video projects.

**Research Assignments.** As JUST402 was designed as research seminar, most of the students’ work consisted of searching through historical newspaper articles available online through the Chronicling America website. Once collected and verified, students classified these newspaper articles according to clear and precise research protocols; students also wrote brief descriptions of the assigned lynching events and created a virtual map of all the lynchings. After a thorough editing on my part, all these narratives are now available on the Racial Terror: Lynching in Virginia, 1880-1930 website. A database of the lynching victims, as well as all the collected newspaper articles, are also stored in the website. Students research assignments counted for 45% of their final grade. A sample of the research assignments are attached to this document, together with the syllabus of the course.

**Conclusions**

Ultimately, this project was successful in achieving its intended research and pedagogical objectives. Students were capable to collect a large amount of newspaper articles on Virginia lynchings that are going to be available to the public to better understand the dramatic nature of violent white supremacy in the US South. The scholarship on lynching will greatly benefit from the Racial Terror website, as this represents the most updated catalogue of lynching events in Virginia. The website can also be used in classroom across the United States to explore and discuss the history of racial oppression in this country. The feedback received by the JUST402 students was enthusiastic, as they enjoyed the research process as well as the possibility to acquire knowledge through primary sources. They also gained a unique grasp on issues of past racial violence and its collective memory, and how the legacy of lynching is still affecting our society.
James Madison University  
Department of Justice Studies  

JUST 402.001: ADVANCED RESEARCH IN JUSTICE STUDIES:  
LYNCHING IN VIRGINIA, 1880-1930  
SPRING, 2017  
Prerequisite: JUST 200, JUST399 and permission of instructor

Instructor: Gianluca De Fazio, PhD.  
Email Address: defazigx@jmu.edu  
Office Location: Moody Hall, Room 218  
Office Hours: Tuesday and Thursday 3:00PM-5:00PM; Wednesday 12:00PM-1:00PM  
Office Phone: 540-568-4340  
Course Classroom: Miller Hall G027  
Class Meeting Time: Wednesday 2:30PM-5:00PM

Course Description  
This course is intended to give senior students the possibility to conduct original research in a justice studies context. In this course, students will acquire advanced research skills, while learning first-hand about one of the darkest periods of racial oppression in the United States. In particular, students will participate in the retrieval, collection and, ultimately, public dissemination of the stories of all the lynchings that took place in Virginia between 1880 and 1930. All the historical newspaper articles collected during the semester will be in fact made available to the public through the Racial Terror: Lynching in Virginia, 1880-1930 website. All students are expected to do the required reading assignments by their due date. This course complies with all JMU academic policies. For a listing of these policies, please see: www.jmu.edu/syllabus.

Student Learning Outcomes  
Upon successful completion of this course, students will be able to:  
1. Discuss the social, political and symbolic meanings of lynching;  
2. Analyze the determinants of lynching patterns and trends in the US South;  
3. Discuss the struggle of anti-lynching activism in Virginia;  
4. Search, collect and analyze historical newspaper articles;  
5. Utilize valuable research experience and skills to produce digital scholarship projects.

Required Texts  
Other readings will be available on Canvas.

Email  
Important information will be communicated via email. It is expected that students will have a functioning email account and that they will check it frequently. Email is the best way to contact me. On Canvas, I provide the required guidelines on how to write emails to professors: you must follow these guidelines.
Class Etiquette
For our class to succeed, we all must practice classroom etiquette. First and foremost, this means that we all must respect each other’s opinions and follow standards of common courtesy. Students should refrain from behaviors that violate these standards. These behaviors include, but are not limited to: interrupting; coming in late or leaving early; passing notes; reading newspapers, magazines, or other inappropriate material in class; sleeping in class; using cell phones, MP3 players or other electronic devices, including laptops. If you are not able to take notes with paper and pen, this course is not for you. Repeat offenders may be asked to leave the class and/or may suffer a reduction in their course grade, including possible failure in the course, and other sanctions allowed by the University.

Course requirements
Attendance. Attendance is not compulsory but strongly recommended. The instruction, discussion and verification of the ongoing research project will take place in class, where your presence is crucial. Moreover, the exams will cover lectures, readings, videos and in-class discussions, so missing multiple classes most likely will affect your final grade. If you do miss class, you should obtain notes from a classmate.

Exams. There will be two exams in this class. The final exam will not be comprehensive. The exams will include materials from assigned readings, lectures, videos and other supplemental materials covered in class. Each exam will account for 15% of your final grade. Exams typically include multiple choice questions and a few short and long answers.

Research Assignments. The course is a true research seminar, as most of the work will consist of searching through historical newspaper articles available online through the Chronicling America website and possibly through micro-fiche files. Once collected and verified, these newspaper articles will be classified according to clear and precise research protocols. Students will also have to write brief descriptions of the assigned lynching events; these narratives will enrich the Racial Terror: Lynching in Virginia, 1880-1930 website that will host the newspaper articles collected. Other research tasks may be assigned as needed during the course. These research assignments will count for 45% of your final grade. Detailed guidelines on the research tasks and their assessment will be provided during the first class meeting.

Final Paper. The rationale of this course is to give students the opportunity to learn about lynching in a systematic and scientific way. A research paper, worth 25% of your final grade, will be due on the last day of class (April 26th). The paper will be about 20 pages long and will have to rely on assigned readings, external research resources and the data collected throughout the semester. Detailed guidelines will be provided during the third week of the course.

Grading. Grades will be based on research assignments (45%), two exams (30%) and a final paper (25%). There will be NO extra-credit opportunities.

Make-up Exam Policy
Make-up exams will be conceded only under exceptional circumstances and will be in essay format. If an exam is to be missed for a legitimate University-excused reason, students have to contact me prior to the exam by email. Official documentation must be provided in all
circumstances. Students missing an exam for any unauthorized reason will receive a grade of zero for that exam.

The following scale will be used for grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100%</td>
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<tr>
<td>A-</td>
<td>90 - 93%</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>D-</td>
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<td>62% or less</td>
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Helpful Suggestions
1. *Keep up with the readings.* You will enjoy class far more if you do so.
2. *Don’t try to memorize the readings.* As you read, think about how the ideas you encounter can be applied to your own life experiences.
3. *Ask questions in class.* Any question can be useful, so do not hesitate to speak up.

Disability and Support Services
JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information. If you have a disability and may require some type of instructional and/or examination accommodations, please contact your instructor early in the semester so that s/he can provide or facilitate provision of accommodations you may need.

Academic Integrity
I expect from students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that students demonstrate a high standard of integrity in their work. As a general rule, academic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with to the fullest extent possible under the University’s policy on academic integrity. The JMU Honor Code is available from the Honor Council Web site: [http://www.jmu.edu/honor/code.shtml](http://www.jmu.edu/honor/code.shtml)

**Note:** In this course, any confirmed case of cheating or plagiarism will receive an automatic zero on the assignment in question.

Please note that I reserve the right to modify this syllabus throughout the course.

*Course Outline and Calendar*
Part 1: What is Lynching? ‘Mob Justice’ in the United States

Wednesday, 1/11  Introduction to the Course; What is Lynching? Why should we Study it?  
Suggested: Brundage, “Reflections on Lynching Scholarship”

Wednesday, 1/18  Origins of Lynching; Guest Lecturer: Dr. Steven Reich, History Department, JMU  
Required: Berg, “Preface” [BE, Preface]; “The Roots of Lynching in Colonial and Revolutionary North America” [BE, Ch. 1]

Wednesday, 1/25  Context and Patterns of Lynchings in the US South  
Required: Tolnay and Beck, “A Portrait of the Lynching Era, 1880-1930”  
Suggested: Ayers, “In Black and White”

Wednesday, 2/1  Social, Political and Economic Explanations of Lynchings  
Required: Tolnay and Beck, “Social Threat, Competition, and Mob Violence”  

Part 2: Lynchings in Virginia and the US South

Wednesday, 2/8  Mob Justice in the US South  
Required: Brundage, “Mobs and Rituals” [BR, Ch. 1]  
Suggested: Wyatt-Brown, “Charivari and Lynch Law”

Wednesday, 2/15  Accusations against Lynching Victims  
Required: Brundage, “‘To Draw the Lines’: Crime and Victims” [BR, Ch. 2]  

Wednesday, 2/22  Geography of Lynching in Virginia  
Required: Brundage, “Geography of Lynching in Virginia” [BR, Ch. 5]

Wednesday, 3/1  Mid-Term Exam

Wednesday, 3/8  Spring Break - No Class
Part 3: Reactions to Lynchings, Decline and Legacy of Racial Violence

Wednesday, 3/15  
*Lynchings in the Newspapers*

**Suggested:** Brundage, “‘To Howl Loudly’: John Mitchell. Jr., and His Campaign against Lynching in Virginia”

Wednesday, 3/22  
**Video:** “Ida B. Wells: a Passion for Justice”

Wednesday, 3/29  
*The Struggle Against Lynching*

**Required:** Berg, “The Struggle against Lynching” [BE, Ch. 7]; Brundage, “The Response to Lynching in Virginia” [BR, Ch. 6]

Wednesday, 3/29  
**The Struggle Against Lynching**

**Required:** Berg, “The Struggle against Lynching” [BE, Ch. 7]; Brundage, “The Response to Lynching in Virginia” [BR, Ch. 6]

Wednesday, 4/5  
**Video:** “The Untold Story of Emmett Louis Till”

Wednesday, 4/12  
*Racial Violence after Lynching*

**Required:** Berg, “From Lynching to Hate Crime” [BE, Ch. 8];  
**Suggested:** King, Messner and Baller “Contemporary Hate Crimes, Law Enforcement, and the Legacy of Racial Violence”

Wednesday, 4/19  
*The Legacy of Lynching*

**Required:** Berg, “Lynching in American Memory and Culture” [BE, Ch. 9]; Brundage, “Epilogue. The Passing of a Tradition” [BR, Epilogue]  
**Suggested:** Equal Justice Initiative, “Lynching in America: Confronting the Legacy of Racial Terror”  
**Video:** “Banished”

Wednesday, 4/26  
**Last day of Class; Final Paper Due.**

Final Exam – Wednesday, May 3, 1:00PM-3:00PM
Additional References:


Videos:
Promises Betrayed (1865 - 1896) 
Ida B. Wells: a Passion For Justice 
The Untold Story of Emmett Louis Till 
The Murder of Emmett Till 
The Loving Story 
Banished
Racial Terror: Lynching in Virginia, 1880-1930

FIRST RESEARCH ASSIGNMENT: Locating Newspaper Articles

Each student will be initially assigned five lynching victims, as a dry run of the assignment. For each event, students will find the newspaper articles related to that lynching and record the permalink (the permanent hyperlink to the Chronicling America page hosting the newspaper article) in a pre-compiled Excel spreadsheet. Newly uncovered information about the victims will also be recorded in the spreadsheet. For instance, if the age of the victim is unknown, but you can find that information on one of the newspaper articles, you are going to record it as well.

How to find newspaper articles

First, you need to go to the publicly available Chronicling America website: http://chroniclingamerica.loc.gov. Here you can search the victim’s name, making sure to select the appropriate state (Virginia) and year(s). For instance, for the case of Charlotte Harris, lynched on 3/6/1878, you can start the search like this:

You might want to sort the results by date, so that you can have a better chronological sense of the events:
You can now read all the articles, making sure that they really are related to the lynching event researched. If the article is pertinent, you will copy the permalink available at the bottom of the page and paste it into the Excel spreadsheet:

You will do the same for each pertinent article; if a victim has more than one article, please paste all the permalinks in the same Excel cell, each link separated by a semi-colon.
Finally, if you find additional information that was previously unknown (e.g., the victim’s age, job, the specific city/town where the lynching took place, etc.), please fill the appropriate cell with the new information. Please feel free to write any additional note or observation you might have on a separate cell at the end of the row in the Excel spreadsheet.

**Deadline:** You will email the compiled Excel spreadsheet to Daroon (jalil3dm@dukes.jmu.edu) by **Monday, January 23rd at 10AM**. A new batch of lynching victims will be provided next week.
Racial Terror: Lynching in Virginia, 1880-1930

RESEARCH ASSIGNMENT#2: Locating Newspaper Articles

This time each student will be assigned ten lynching victims. For each lynching, students will find the newspaper articles related to that event and record the permalink as well as newly uncovered information about the victims/place where the lynching occurred.

Refining your searches

First, you need to go to the Chronicling America website: http://chroniclingamerica.loc.gov/ . If you are having troubles finding the articles about a lynching, there are many ways to improve your search. For instance, you can use the Advance Search option to refine your search by date:

![Search page](image)

Alternatively you can use the ‘phrase option’ to search for specific names, eliminating from the search results unrelated articles:
You can then easily navigate the results by using this tool, so that you don’t have to go back and forth from the results page:

**Deadline:** You will email the compiled Excel spreadsheet to Daroon (jalil3dm@dukes.jmu.edu) by Wednesday, February 1st at 10AM.
Racial Terror: Lynching in Virginia, 1880-1930

RESEARCH ASSIGNMENT #5: Refining Location of Lynching Events

Each student will go back to the assigned victims and for each one will evaluate the certainty of the location where the lynching occurred and provide additional details if available. In particular, you will be provided with an Excel sheet in which you will need to fill out the column “City”, as well as two new columns: “Detailed Location” and “Certainty of Location”. You can either use the PDFs file (they will be all posted on Canvas), or the hyperlinks you have already collected to complete this assignment. These are the columns that you need to fill out:

a) “City”: you might already have this information, you just have to copy it here again.

b) “Detailed Location”: here, you will note any additional information you can find about the place where the lynching occurred; for instance: ‘near the cemetery’, ‘outside of the courthouse’, ‘three miles from the village’, etc.

c) “Certainty of Location” here, you indicate the degree of confidence about the precise location of the lynching. In this column you MUST choose between one of the four following options:
   1) Exact – the articles clearly state where the lynching occurred.
   2) Nearest city or town – articles indicate the nearest place where the event took place.
   3) County center – we only know the county where the lynching took place.
   4) Other (specify) – any other possible degree of certainty.

Deadline: The completed Excel spreadsheet must be emailed to Daroon (deroonjalil@gmail.com) by Tuesday, February 21th at 6PM.
Racial Terror: Lynching in Virginia, 1880-1930

RESEARCH ASSIGNMENT #6: Writing Summaries of Lynching Events

This assignment will require students to write up a Word file for each of the assigned victims, detailing the essential information about the lynching victim and the events leading to the lynching. Each of these files will be later on checked and then uploaded on the Racial Terror website as stand-alone ‘blog posts’, linked to the lynching database and the map of lynching in Virginia. Hence, be aware that these files, revised as they may be, will go on the website for the world to see… :-) 

Sections of the File:

These are the sections you should have in each file (see also the example at the bottom of this handout):

Victim ID

Lynching ID

Lynching Victim [insert also alternative names separated by a semicolon]

Race

Gender

Date of Lynching

County

Summary [see instructions below]

Links to Newspaper Articles [for now, leave this blank; we will insert the links to the PDF files later on]

Scope of News Coverage [list the names of the newspapers that have covered the lynching, separated by a semicolon]
How to write the summary of the lynching:

At the beginning of the summary, you should start with the **main facts** about the lynching. These facts provide the basic information on WHO was lynched, WHEN (date and time) and WHERE (town, county, if known, location). The WHY should then follow (e.g., “the rape of Jane Doe”, “the murder of John Doe”) and HOW (e.g., “dragged from jail and riddled with bullets”).

In each story, choose one of a handful of standard ways of introducing the story (**the lead**), varying your introduction across stories not to bore the reader. For instance:

“The lynching of William Thompson, a black man, occurred at 1AM on August 11th, 1877 in Culpeper, Virginia, accused of having assaulted a young white girl.”

“William Thompson, a black man, was lynched at 1AM on August 11th, 1877 in Culpeper, Virginia, accused of having assaulted a young white girl.”

“A posse of about fifty men lynched William Thompson, a black man, at 1AM on August 11th, 1877 in Culpeper, Virginia. Thompson was accused of having assaulted a young white girl.”

Right after these leads, you should follow up with the details of the lynching event and of any antecedent event (e.g., the assault on Jane Doe). Subsequent events should then follow (e.g., a coroner’s inquest after the event; a burial; a governor’s statement; a trial of mob’s members, etc.). Details should be provided in **narrative, chronological, order**.

**Note on Style**

Please follow these guidelines when you write your summaries:

1. **Sentence length.** Keep your sentences short and crisp. After two lines, cut.
2. **Parsimony.** If you can use two words, instead of three, to convey meaning... do so!
   - “The man was identified as being the assailant”
   - “The man was identified as the assailant”. No need for “being”.
3. **Quotes.** Keep the original language of the newspaper, putting in quote longer, literal, texts. Reference the source of the quote via the name of the newspaper (e.g., ‘according to the *Alexandria Gazette*, “a posse of fifty men...”’).
4. **Personal pronouns.** Try to avoid starting sentences with the personal pronouns he/she or using these pronouns in the middle of a sentence to refer to individuals mentioned in previous sentences:
   - “He waited until the loneliest point on the trail to overtake her buggy and assault her.”
   - “He” probably has name (proper, e.g., Lowe, or improper, “the negro”); and so does she. Rewrite the sentence as:
   - “Lowe waited until the loneliest point on the trail to overtake Ms. Hardee’s buggy and assault her.”
Details of the assignment:

You will compile a separate Word file for each of the assigned victim. Save the files using the name and county of the victim to name the file (e.g., ‘William Thompson – Culpeper.doc’). If you have an event with multiple victims, you will need a separate file for each of the victim. Collect all the Word files into a folder named ‘Research Assignment # 6 – Your Last Name’, compress the folder into .zip format and upload the zipped folder on Canvas under Discussion ➔ Research Assignment #6. This time the size of the folder should not be a problem for uploading the files on Canvas; at any rate, if you have troubles uploading the folder, email it to me and Daroon (daroonjalil@gmail.com).

Deadline: The folder with all the summaries must be uploaded on Canvas by Sunday, March 12\textsuperscript{th} at 6PM.
EXAMPLE OF ASSIGNMENT:

**Victim ID:** VA1877081101

**Lynching ID:** VA18770811

**Lynching Victim:** William Thompson

**Race:** Black

**Gender:** Male

**Date of Lynching:** 11 August 1877

**County:** Culpeper

**Summary:** A posse of about fifty men lynched William Thompson, a black man, at 1AM on August 11th, 1877 near the cemetery in Culpeper, Virginia. Thompson was accused of having assaulted a young white girl.

On Sunday, August 5th, William Thompson visited a farm near Mitchell Station and, finding there alone a 12 years old white girl named Britton, dragged her to woods and assaulted her. The following day, Britton identified Thompson as the abuser; on his way to jail, a crowd of black men gathered and “it was feared a rescue would be attempted, as they seemed much excited” (*Richmond Dispatch*). After a brief clash between two crowds, Thompson was taken before a magistrate and committed to jail, awaiting trial. On the night of August 10th, a crowd assembled outside of the Culpeper jail, as rumors spread of a possible lynching. The *Alexandria Gazette* reported that “At one o’clock a.m. a posse of about fifty men entered the town, marched down Main street, and thence to the jail in a most orderly manner.” After getting Thompson out of the jail, the mob “quietly, but hurriedly, marched out of town, and when near the Confederate cemetery hanged their victim to a large poplar tree. Thompson was granted the privilege of speaking, but declined, he having previously confessed his guilt. The body remained hanging until ten o’clock this morning, when it was cut down and a coroner’s inquest held” (*Alexandria Gazette*). None of the lynchers could be recognized.

**Links to Newspaper Articles:**

**Scope of News Coverage:** Alexandria Gazette; Richmond Dispatch.