Term Information

Effective Term   Autumn 2025

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5081
Course Title	Storytelling for Social Justice: Black Feminist Methods in African American History
Transcript Abbreviation	Soc Just Storytell
Course Description	How do storytellers craft captivating narratives about tough topics most relevant to social justice issues? This seminar equips students with tools for creating community-engaged scholarship by exploring storytelling models championed by Black feminist scholars, community-based artists and educators, as well as oral historians, transformative justice activists, and imprisoned intellectuals.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: Any 3000-level History course; or Grad standing; or permission of instructor.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Gain a deeper understanding of how to apply social justice-oriented oral history methods and how to use community-engaged storytelling techniques for generating original scholarship
- Study and learn ethical approaches of documenting, preserving, and publishing oral histories and community-based storytelling projects on relevant social issues affecting global society
- Analyze social justice scholarship and recent literature oral history and academic writing, as well as explore diverse examples of past storytelling project models created by scholar-activists
- Experiment with community service learning practices that sharpen essential skills for engaging in highly collaborative projects rooted in communities most affected by research
- Develop an original idea for a community-engaged storytelling project that speaks to shared intellectual interests and relevant social justice issues affecting a vulnerable community today

Content Topic List

- Storytelling
- Social Justice
- Community engagement
- Oral history
- Public History
- Interviewing
- Black feminism
- Collaborative writing
- Resistance
- Wellness

Sought Concurrence   Yes

Attachments

- 5081 Concurrence (AAAS).pdf: Concurrence - AAAS

  (Concurrence. Owner: Getson,Jennifer L.)

- 5081 Concurrence (CompStudies).pdf: Concurrence - CompStudies

  (Concurrence. Owner: Getson,Jennifer L.)

- 5081 Concurrence (English).pdf: Concurrence - English

  (Concurrence. Owner: Getson,Jennifer L.)

- 5081 Concurrence (WGSS).pdf: Concurrence - WGSS

  (Concurrence. Owner: Getson,Jennifer L.)

- Curriculum Map Master 4.3.2025.doc: Curriculum Map

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

- 5081 Syllabus JG 4.29.2025.docx: Syllabus (revised)

  (Syllabus. Owner: Getson,Jennifer L.)

- DAC_S-designation Request Form (02.07.25).pdf: S Designation Form DRAFT

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

- 5081 Cover Letter.docx: Cover Letter

  (Cover Letter. Owner: Getson,Jennifer L.)

Comments

- Attached a revised syllabus, draft of the S-designation form, and a cover letter explaining the documents. *(by Getson,Jennifer L. on 04/29/2025 11:28 AM)*

- Please see feedback email sent to department 04-22-2025 RLS *(by Steele,Rachel Lea on 04/22/2025 04:54 PM)*

- Still wrong syllabus *(by Vankeerbergen,Bernadette Chantal on 04/03/2025 10:52 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	03/12/2025 11:26 AM	Submitted for Approval
Approved	Reed,Christopher Alexander	04/01/2025 12:03 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/03/2025 10:38 AM	College Approval
Submitted	Getson,Jennifer L.	04/03/2025 10:45 AM	Submitted for Approval
Approved	Reed,Christopher Alexander	04/03/2025 10:49 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/03/2025 10:53 AM	College Approval
Submitted	Getson,Jennifer L.	04/03/2025 10:54 AM	Submitted for Approval
Approved	Reed,Christopher Alexander	04/03/2025 11:36 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/03/2025 04:20 PM	College Approval
Revision Requested	Steele,Rachel Lea	04/22/2025 04:54 PM	ASCCAO Approval
Submitted	Getson,Jennifer L.	04/29/2025 11:29 AM	Submitted for Approval
Approved	Reed,Christopher Alexander	04/29/2025 11:42 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/01/2025 01:27 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/01/2025 01:27 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

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April 29, 2025

Hello,

Thank you for your feedback on History 5081. We have attached a draft copy of the service-learning paperwork, which provides a full explanation of how the service components of the course will work. An excerpt from the service-learning paperwork has been added to the syllabus in order to explain to students how they will engage in the community service components of the class.

In addition to working with the Office of Service Learning, Prof. Cook has received a 2025 Community-Engaged Course Development Grant to support the further development of this course through the Community-Engaged Course Design Institute.

We are waiting on pursuing the S-learning designation until after we have the course approved, as to expedite getting a course number for teaching this course in SP26. After the course has been approved, we will be pursing the S designation, as well as DL Approval for a fully online version of the course.

Thanks,
Jen

Jen Getson

Jen Getson, Ph.D.
Senior Academic Program Services Specialist
Department of History
Department of Women's, Gender & Sexuality Studies

HIST 5081: Storytelling for Social Justice
Black Feminist Methods in African American History

Class Meetings:
Wednesdays:
12:45-3:45 p.m.

Class Location:
TBA

Professor
DeAnza A. Cook
Office: 169 Dulles Hall
Office Hours:
By Appointment
Email:
cook.2167@osu.edu

Course Description

How do storytellers craft captivating narratives about tough topics most relevant to social justice issues in our past and present? This seminar equips graduate students and advanced undergraduates with cutting-edge tools for creating community-engaged scholarship for social justice by exploring effective storytelling models and public writing strategies championed by Black feminist scholars, community-based artists and educators, as well as oral historians, transformative justice activists, and imprisoned intellectuals. This course offers a broad introduction to past and present approaches to African American storytelling as part of social movements spawned from the era of chattel slavery to the age of mass incarceration. It invites students to engage with guest speakers during class discussions on best practices for producing scholarly storytelling projects in collaboration with communities most affected by academic research. We will focus on how to tell true stories about resistance, resilience, and remembrance in the face of tremendous obstacles to documenting and disseminating counternarratives about institutional injustices and social oppression. Ultimately, this class prepares students to embark on storytelling initiatives that speak to their intellectual interests by providing applicable frameworks for designing and completing collaborative scholarly projects in concert with community partners.

Land Acknowledgement

We acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and acquired through forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we honor the resiliency of these tribal nations and recognize the historical contexts that continually affect the Indigenous peoples of this land.

Labor Acknowledgement (Source: Dr. TJ Stewart, *Diverse: Issues in Higher Education*)

We acknowledge that much of what we know of this country today, including its culture, economic growth, and development throughout history, has been made possible by the labor of enslaved Africans and their descendants who suffered the horror of the transatlantic trafficking of Black people, chattel slavery, and Jim Crow. We are indebted to their labor and their sacrifice, and we acknowledge the tremors of that violence throughout the generations and the resulting impact that can still be felt and witnessed today.

Diversity Statement
The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Course Learning Objectives
Successful students in this course will:

★ Gain a deeper understanding of how to apply social justice-oriented oral history methods and how to use community-engaged storytelling techniques for generating original scholarship

★ Study and learn ethical approaches of documenting, preserving, and publishing oral histories and community-based storytelling projects on relevant social issues affecting global society

★ Analyze social justice scholarship and recent literature oral history and academic writing, as well as explore diverse examples of past storytelling project models created by scholar-activists

★ Experiment with community service learning practices that sharpen essential skills for engaging in highly collaborative projects rooted in communities most affected by research

★ Develop an original idea for a community-engaged storytelling project that speaks to shared intellectual interests and relevant social justice issues affecting a vulnerable community today

Course Assignments

Presence & Participation	20%
Black Feminist Storytelling Methods Paper	15%
Community Service Learning Reflection Essay	15%
Community Service Learning Assignment	20%
Original Storytelling Project Outline	10%
Original Storytelling Project Pitch Presentation	20%

Course Requirements
Successful students in this course will complete the following requirements and assignments in accordance with grading guidelines:

Presence & Participation: Coming and contributing to class meetings is essential to doing well in this course. Your grade will be based on the consistency of your presence in class and the quality of your participation in discussions each week. All students are required to speak respectfully during discussions and avoid using harmful or offensive language. Planned (excused) absences should be communicated and confirmed in advance as much as possible. Unexpected (unexcused) absences must be addressed as soon as possible to avoid losing grade points.

Note about Assigned Readings: This course is reading, writing, and speaking intensive in order to enrich student's critical literacy skills, such as close-reading, critical thinking, persuasive writing, and public speaking. Because we will examine course readings together in detail during class, students are required to **complete all assigned readings before the beginning of every class meeting**. With the exception of one of the required course texts listed below *(see Required Books)*, all articles and chapter readings will be made available to you and uploaded to our course website on Carmen as downloadable pdfs **(*see Course Website*)**. **Please review the Course Readings & Assignment Schedule section of this syllabus to see which readings are due before each class session**. Do your best to read texts closely and take notes as you read to prepare for class discussions. Please let me know if you are having trouble completing required readings.

Black Feminist Storytelling Methods Paper: (18-22 pages; double-spaced; 12 point font)
By Week Twelve, students will write and submit a methods paper discussing 5-8 key strategies, ethical principles, social justice frameworks, or community engagement techniques designed and practiced by Black feminist writers and storytellers for social justice. For each key strategy, explain its origins, evolution, and applications in academic and community settings. Describe how scholars and activists have experimented with and adapted each strategy to accomplish specific storytelling goals. Highlight how each strategy challenges traditional forms and conventional methods of storytelling in society. Students are strongly encouraged to select methods discussed in course materials and class discussions. Please make an office hours appointment with me to discuss the use of other source materials not presented in class. Papers should be doubled spaced and written in 12 point font. Papers should not exceed 22 pages and should be no shorter than 18 pages. Papers will be graded based on the following criteria: (1) <u>Argument</u>: Does the author present a clear and convincing stance or thesis statement on Black Feminist Storytelling methods? (2) <u>Accuracy</u>: Are the arguments and evidence presented correct, persuasive, and appropriate? (3) <u>Evidence</u>: Does the author make deliberate and sufficient use of primary and secondary sources to explain 5-8 key storytelling strategies relating to class readings and discussions? (4) <u>Analysis</u>: Does the author thoroughly investigate and contextualize the development and significance of 5-8 key storytelling strategies relating to class readings and discussions? (5) <u>Structure/Style</u>: Does the author organize their thoughts and ideas in a logical and coherent way, carefully eliminating grammatical errors?

Community Service Learning Reflection Essay: (8-12 pages; double-spaced; 12 point font)
Building Beloved Communities: An Animated Archive on Public Safety, Food Security, and Civic Power in Boston is a community-engaged research project led by Professors DeAnza Cook, Jared Grant, and Victor St. John at OSU in partnership with Healing Our Land, Inc. and Roxbury Community College in Boston, Massachusetts. As part of this course, students will contribute to ongoing storytelling and storymapping projects organized by *Building Beloved Communities*'s Digital Archive Advisory Committee. By Week Thirteen, students will write and submit a reflection essay assessing their personal learning experience as creators and contributors for the *Building Beloved Communities* project throughout the course. This reflective writing assignment invites students to critically analyze their educational growth and development as storytellers and digital content creators; explain major insights and important lessons learned as a result of producing digital oral history exhibits and storytelling maps; describe challenges or difficulties faced while engaging with academic and community collaborators; self-assess their learning and skills building in collaborative, community-based knowledge production throughout the semester through deep personal reflection.

Essays should be doubled spaced and written in 12 point font. Essays should not exceed 12 pages and should be no shorter than 8 pages. Essays will be graded based on the following criteria: (1) Critical Thinking: How effectively does the author self-assess their own assumptions and knowledge about storytelling before taking the course and evaluate their engagement with new or alternative modes of thinking as a result of their Community Service Learning experience? (2) Critical Analysis: How carefully does the author examine their learning experience using relevant examples gained from their Community Service Learning experience? (3) Evidence: Does the author describe in detail their individual and collective contributions to the *Building Beloved Communities* project? Does the author make deliberate and sufficient use of course content (i.e readings and discussions) to illustrate the significance or impact of their Community Service Learning experience? Does the author examine their learning process holistically and state specifically when/how newly acquired knowledge or altered existing knowledge shaped their experience overall in the course? (4) Structure/Style: Does the author organize their thoughts and ideas in a logical and coherent way, carefully eliminating grammatical errors?

Community Service Learning Assignment: (minimum 2 hours per week for 10 weeks)
For ten weeks (Weeks Three through Twelve), students will complete at least 2 community service learning hours as part of the *Building Beloved Communities* project. Service learning opportunities include: creating digital content for the animated archive, assisting with storytelling session event planning and facilitation, developing social justice educational materials for community engagement events, etc. As part of their 2-hour requirement, students will meet in small teams and with the Digital Archive Advisory Committee to coordinate, assign, and debrief weekly tasks. Ideally, students will dedicate no more than 1 hour to planning meetings with peers and community partners and 1 hour to completing assigned tasks. Each week, students must submit an up-to-date **Community Service Learning Log** *(see Course Assignment Schedule below)* that includes the following information: (1) One-sentence summaries of all assigned tasks that you completed that week; (2) List of Names of all collaborators you worked with during the week; (3) Any questions, concerns, or reflective feedback you have relating to your Community Service Learning experience.

How this Virtual Community Service Experience will work:
During this ten-week period time, students meet weekly via Zoom with one of two community partners based in Boston to develop digital research projects centered on one of three core themes of the course: public safety, food security, and civic power. Prior to beginning their work with community partners, students will participate in a series of in-class community conversations with Boston-based community partners to introduce the purpose and scope of the Building Beloved Communities digital archive and story mapping for social justice project. This orientation will include a detailed discussion of the Community Service Learning Agreement for the course, which covers project guidelines regarding ethical expectations and community engagement requirements for student contributors. During the first two weeks, the instructor and community partners will train students on how to analyze archival materials provided by Roxbury Community College (RCC) Library and how to create digital exhibits for future publication on Healing Our Land, Inc. (HOLI)'s website. Using templates designed in collaboration with community partners, students will work for the remaining eight weeks independently on individual tasks as well as in small groups to complete digital research work in consultation with RCC and HOLI collaborators. Weekly check-ins with the instructor and community partners during this period will ensure sustained student engagement with community partners throughout the digital research and exhibit design process. Each week, students will summarize their work and reflect on their progress as part of their Community Service Learning Log assignment. In addition, students will complete a mid-semester feedback form about their community-engaged learning experience halfway through the course as well as an end of semester feedback form.

Original Storytelling Project Outline: (4 pages; double-spaced; 12 point font)

By Week Nine, students are required to share and submit a short outline of their Original Storytelling Project Pitch Presentation for instructor and peer feedback. Students should choose a storytelling project idea inspired by course content that speaks to them. Your idea does not have to be related to a future, past, or ongoing storytelling project, but it may be. Project ideas must be realistic, relevant, and community-engaged and demonstrate a sophisticated knowledge of process, goals, and ethics. Students are highly encouraged to pitch ideas relating to the *Building Beloved Communities* project. Outlines must include the following information: (1) <u>Attention Grabbing Opening</u> paragraph introducing your storytelling idea and background information about key storytelling methods; community engagement strategies: and preservation and publication processes in accordance with best practices for producing community-engaged scholarship; (2) <u>Collaborative Mission, Vision, & Work Plan</u> summarizing a timeline of crucial steps for project design, development, and execution with specific roles and responsibilities for academic and community collaborators. Craft a mission statement and a vision statement for your project. Reflect on the purpose, audience, and goals of your project. Explain how language, arguments, and evidence will be presented through storytelling. Be detailed about how your project idea addresses relevant social justice issues in communities today; (3) <u>2-3 Storytelling Project Examples</u> to be analyzed in your pitch presentation as exemplary models to guide and inform collaborators on how to actualize the mission and vision of your storytelling project idea. For each example, describe its methodical relevance and significance as it relates to major themes and debates discussed in assigned readings and covered in class. Explain where each example comes from and summarize important information presented in your selected models. Point out any connections or differences between models. Choosing models from course content is highly recommended and encouraged, but not required. Please make an office hours appointment with me to discuss the use of outside models not covered in class.

<u>Original Storytelling Project Pitch Presentation</u>: (10 minute maximum!)
During Weeks Fourteen and Fifteen, students will give a short presentation pitching their storytelling project idea for audience feedback. Pitch presentations must include (1) a clear mission and vision statement for the project; (2) an actionable and feasible work plan that collaboratively engages diverse stakeholders and describes individual and collectives roles and responsibilities for completing the project; (3) multiple storytelling project examples of successful models that inspired your storytelling project idea; (4) clear calls to action for starting and sustaining your project idea and detailed explanations of the significance, impact, and relevance of your project for directly-affected communities today. Students will answer questions at the end of their presentation about their storytelling project idea and selected models. Presentations that exceed the time limit will lose grade points. Students are highly encouraged to **practice** their presentations **beforehand** with a friendly audience. You're welcome to discuss presentation outlines with me during Office Hours in advance of the deadline. Presentations will be graded according to the criteria below: <u>Structure/Content</u>: Strong Introduction, Logical Use of Relevant Evidence/Examples, Cohesive Progression of Creative Ideas, Clear Takeaways/Calls to Action, Strong Conclusion; <u>Language</u>: Clarity, Originality, Inclusive Vocabulary, Engaging Tone; <u>Mechanics</u>: Pacing and Timing, Audibility and Enunciation, Vocal and Physical Presence; Avoiding filler words (e.g. "uhh" and "umm"); <u>Delivery</u>: Confident Voice, Effective Posture and Power Poses, Eye Contact and Intentional Body Movements; <u>Audience Engagement</u>: Acknowledge and engage with audience members, Captivate the audience's attention, Listen actively to commentary, Respond meaningfully to audience questions.

Grading Scale
Letter grades are determined based on a 100-point scale: **A** = Exceptional; **B** = Above Average; **C** = Minimally Meets Requirements; and **D** = Does Not Meet Requirements.

A:	93 and above	B-:	80-82.9	D+: 67 -69.9	
A-:	90-92.9	C+:	77-79.9	D: 60-66	
B+:	87-89.9	C:	73-76.9	E: below 60	
B:	83-86.9	C-:	70-72		

Required Books

★ Stephanie Y. Evans, *Black Feminist Writing: A Practical Guide to Publishing Academic Books*, (SUNY Press, 2024). Physical copies of this text may be available for purchase on SUNY Press, AbeBooks, Amazon, and ThriftBooks. Prices range from about $15 to $25.

★ Lee Anne Bell, *Storytelling for Social Justice: Connecting Narrative and the Arts in Antiracist Teaching*, 2nd edition, (Routledge, 2020). A digital version of this book is free and available to you via OSU Libraries. Physical copies of this text may be available for purchase on AbeBooks, Amazon, Ebay and ThriftBooks. Prices range from about <$10 to $35.

Course Readings & Assignment Schedule

WEEK ONE	★ **What is the purpose of storytelling for social justice?** ★ **Why does storytelling for social justice matter?** ★ **How do storytellers for social justice create counterstories?**
ASSIGNMENTS	**CLASS SESSION #1**
READING DUE	**Class Syllabus** bell hooks, "Talking Race and Racism," in *Teaching Community* (2003), [16 pages] James Miles, "Historical silences and the enduring power of counter storytelling," (2019), 253-259 Read and Listen to Audre Lorde, "The Transformation of Silence into Language and Action," 40-44, (1977) [~11 minute Audio Video] *Stephanie Y. Evans, "Preface: Time to Think," xi-xvi **AND** "Introduction: Academic Stress," 1-22 *Lee Anne Bell, "Introduction to the Second Edition," 1-6 *Recommended:* United Way, "Storytelling for Social Justice," [3 pages] *Recommended:* Efua Andoh, "Why Inclusive Language Matters," (2022), [4 pages] *Recommended:* "APA Style Brief Guide to Bias Free and Inclusive Language," (2023), [1 page]
WRITING DUE	★ Course Syllabus Review Sheet

WEEK TWO	★ **What does community-engaged scholarship and social justice education mean?** ★ **What are the principles and practices of the storytelling project model?** ★ **How do storytellers for social justice document and share untold stories?**
ASSIGNMENTS	**CLASS SESSION #2**

READING DUE	**Cook et al., "Building Beloved Communities Project Overview," [1 page]**
	"Community-Engaged Scholarship," [5 pages]
	Voices of Witness, "Ethical Storytelling Principles," [2 pages] **AND** "Trauma-Informed Storytelling Practices," [3 pages]
	Lee Anne Bell, "Theoretical Foundations for Social Justice Education," (2016), [26 pages]
	*Lee Anne Bell, "Critical Teaching/Learning About Racism Through Story and the Arts: Introducing the Storytelling Project Model," 7-26
	Recommended: Lee Anne Bell, "The Story of the Storytelling Project: An Arts-Based Race and Social Justice Curriculum," (2009), 107-117
	Cynthia Tobar, "Documenting the Untold Stories of Feminist Activists at Welfare Rights Initiative: A Digital Oral History Archive Project," (2014), 11-20
	Explore Linnentown (Read Introduction; Listen to Virtual Walking Tour; Read "Resistance" Section)
WRITING DUE	★ Questions for Guest Panelists ★ Community Service Learning Agreement
GUEST PANEL	*Data Presentation on the Building Beloved Communities Project*
	SPECIAL GUESTS: Prof. Jared Grant, Prof. Victor St. John, & Felipe Caro Lopez

WEEK THREE	★ **What is social justice oral history work? What is the purpose of public history?** ★ **How do storytellers set up and sustain social justice oral history projects?** ★ **How does social justice oral history challenge traditional storytelling methods?**
ASSIGNMENTS	**CLASS SESSION #3**
READING DUE	Donald A. Ritchie, "Introduction," [7 pages] **AND** "Appendix 1 & 2" (2003), [8 pages]
	Recommended: Donald A. Ritchie, "An Oral History of Our Time," in *Doing Oral History: A Practical Guide*, (2nd. ed., 2003), 19-46
	OHA Social Justice Task Force, "Guidelines for Social Justice Oral History Work," [20 pages]
	Keeanga-Yamahtta Taylor, "Introduction," "Combahee River Collective Statement," **AND** "Barbara Smith," 1-69 in *How We Get Gree: Black Feminism and the Combahee River Collective*, (2017)
	adrienne marie brown, "Opening," [10 pages] **AND** "Facilitation as Experiments in Culture Creation," [5 pages] in *Holding Change: The Way of Emergent Strategy Facilitation* (2021)
	Explore The Story Telling & Organizing Project (STOP) (Read webpage; Listen to "Sample Stories")
	Explore STOP Stories on the Creative Interventions (Choose 2 stories)
WRITING DUE	★ Questions for Guest Panelists ★ Community Service Learning Log
GUEST PANEL	*Community Conversation about the Building Beloved Communities Project*
	SPECIAL GUESTS: Ralph Holley (RCC) & Pastor Franklin Hobbs (HOLI)

WEEK FOUR	★ **How do storytellers for social justice facilitate intimate conversations?** ★ **What are strategic methods and ethical approaches to interviewing individuals?** ★ **What interviewing techniques do storytellers use to talk about social justice?**
ASSIGNMENTS	**CLASS SESSION #4**

READING DUE	**Rubric for Black Feminist Storytelling Methods Paper** Immigrants Rising, "Storytellers Bill of Rights," [1 page] adrienne marie brown, "What Is and Isn't Facilitation," [2 pages] **AND** "Creating More Possibilities Facilitation," [9 pages] in *Holding Change: The Way of Emergent Strategy Facilitation* (2021) Isabel Wilkerson, "Interviewing: Accelerated Intimacy," in *Telling True Stories: A Nonfiction Writers' Guide* (2007), 30-35 *Recommended:* Donald A. Ritchie, "Conducting Interviews," in *Doing Oral History: A Practical Guide*, (2nd. ed., 2003), 84-109 Mariame Kaba, "Everything Worthwhile Is Done with Other People: Interview by Eve L. Ewing," in *We Do This 'Til We Free Us* (2021), [5 pages] Read elly kalfus, "Ballots Over Bars: The Fight for A Voice," (2018), [25 pages] **AND** Listen to *Ballots Over Bars: An Oral History of Incarcerated People's Fight for the Right to Vote in Massachusetts* (2018) [Listen to Tracks 1-8]
WRITING DUE	★ Questions for Guest Speaker ★ Community Service Learning Log
GUEST SPEAKER	*Methods Conversation about Social Justice Oral History Work*
	SPECIAL GUEST: elly kalfus

WEEK FIVE	★ **What is the purpose of Black feminist writing and collective self-care practices?** ★ **How do storytellers for social justice find their voice and make arguments?** ★ **How do storytellers for social justice make arguments for social change?**
ASSIGNMENTS	**CLASS SESSION #5**
READING DUE	*Stephanie Y. Evans, "Regenerative Writing," 23-46 **AND** "Voice: Personal Practice," 47-72 **AND** "Argument: Professional Practice," 73-98 Ruth Wilson Gilmore, "in the shadow of the shadow state," in *The Revolution Will Not Be Funded* (2007), [11 pages] Madonna Thunder Hawk, "native organizing before the non-profit industrial complex," in *The Revolution Will Not Be Funded* (2007), [6 pages] Mariame Kaba, "Rekia Boyd and #FireDanteServin: An Abolitionist Campaign in Chicago," in *We Do This 'Til We Free Us"Abolitionist Organizing and Transforming Justice* (2021), [4 pages] Watch Janey Starling & Seyi Falodun-Liburd, "How collective care can change society," TEDxLondonWomen (2023), [~12 minutes]
WRITING DUE	★ Community Service Learning Log

WEEK SIX	★ **What is the purpose of collaborative writing and community-based storytelling?** ★ **How do storytellers deal with source materials to make persuasive arguments?** ★ **How do storytellers for social justice use art and historical evidence?**
ASSIGNMENTS	**CLASS SESSION #6**
READING DUE	bell hooks and Ron Scapp, "Collaboration," in *Teaching Critical Thinking* (2010), [5 pages] *Recommended:* UNC Chapel Hill Writing Center, "Group Writing," [10 pages] Pamela Hagg, "Too Much Just Put There: Dealing with Source Material," in *Revise: The Scholar-Writer's Essential Guide* (2021), 146-176

	We Charge Genocide, "Police Violence Against Chicago's Youth of Color," (2014), 1-13
	Angela Y. Davis et al., "Abolition," in *Abolition. Feminism. Now.* (2022), [24 pages]
	Explore [Race, Prison, Justice Arts](#) (Watch Welcome Video; Choose from "Artists" and View Galleries)
WRITING DUE	★ Questions for Guest Panelists ★ Community Service Learning Log
GUEST PANEL	***Methods Conversation about Collaborative Storytelling for Social Justice***
	SPECIAL GUESTS: Hamza J. Berrios & Truth (Explanations from Exile)

WEEK SEVEN	★ **How does the storytelling process impact both communities and storytellers?** ★ **What are stock stories and concealed stories? How do they shape society?** ★ **How do storytellers resist stock stories and recover concealed stories?**
ASSIGNMENTS	**CLASS SESSION #7**
READING DUE	**Rubric for Community Service Learning Reflection Essay** *Lee Anne Bell, "Stock Stories: Reproducing Racism and White Advantage" 27-43 **AND** "Concealed Stories: Reclaiming Subjugated Memory and Knowledge," 44-58 *Kayhan Irani, "Essay #2: Unpacking History Through Place-Based Learning," in *Storytelling for Social Justice*, 62-65 Darnella Davis, "Allotment," in *Untangling a Red, White, and Black Heritage* (2018), 1-9 James Baldwin, "An Open Letter to My Sister, Angela Davis," (November 19, 1970), [3 pages] **AND** Ericka Huggins, "Poems from Prison," in *If They Come in the Morning: Voices of Resistance* (1971), [9 pages] Explore the [American Prison Writing Archive](#) (Read About the Archive; Close-Read 2 Short Essays)
WRITING DUE	★ Mid-Semester Feedback Form ★ Community Service Learning Log

WEEK EIGHT	★ **What are resistance and emerging/transforming stories? Why do they matter?** ★ **How do storytellers for social justice tell stories about themselves?** ★ **How do storytellers for social justice tell stories about vulnerable communities?**
ASSIGNMENTS	**CLASS SESSION #8**
READING DUE	*Lee Anne Bell, "Resistance Stories: Drawing on Antiracism Legacies to Map the Future," 70-81 **AND** "Emerging/Transforming Stories: Challenging Racism in Everyday Life," 89-100 *Recommended:* *Susan M. Glisson, "Essay #4: Community Storytelling for Racial Reconciliation," in *Storytelling for Social Justice*, 84-88 Phillip Lopate, "The Personal Essay and the First-Person Character," 78-81 **AND** Deneen L. Brown, "First Person Singular: Sometimes, It Is About You," 81-83 in *Telling True Stories: A Nonfiction Writers' Guide* (2007) Mikki Kendall, "Gun Violence" **AND** "Hunger," **AND** "Missing and Murdered," in *Hood Feminism: Notes from the Women that a Movement Forgot* (2020), 15-46, 147-158 Explore [Prison Journalism Project: Women in Prison](#) (Select 1 Story to Close-Read) Explore [Right To Write [R2W]](#) (Choose 1 Story to Close-Read)

WRITING DUE	★ Community Service Learning Log

WEEK NINE	★ **What is a counterstorytelling community? How do they work together?** ★ **How do storytellers tell counterstories about social justice movements?** ★ **How do storytellers make arguments through creative storytelling?**
ASSIGNMENTS	**CLASS SESSION #9**
READING DUE	**Rubric for Original Storytelling Project Pitch Presentation** *Lee Anne Bell, "Cultivating a Counterstorytelling Community: The Storytelling Model in Action," 111-126 *Recommended:* *Susan M. Glisson, "Essay #8: Storytelling Gives the School Soul," in *Storytelling for Social Justice*, 139-141 *Recommended:* Listen to Lee Anne Belle on Creating a Counterstorytelling Community at the 2011 Rural Sites Network Conference [Start Video at 12:08 and End Video at 17:18] Adjoa Florência Jones de Almeida, "Radical Social Change," in *The Revolution Will Not Be Funded* (2007), [10 pages] Alisa Bierria, Communities Against Rape and Abuse (CARA), "pursuing a radical antiviolence agenda inside/outside a non-profit structure," in *The Revolution Will Not Be Funded* (2007), [12 pages] Explore Comic Books from The Real Cost of Prisons Project (Select 1 Comic to Close-Read)
WRITING DUE	★ Original Storytelling Project Outline ★ Questions for Guest Panelists ★ Community Service Learning Log
GUEST PANEL	***Community Conversation about Counterstorytelling for Radical Social Change*** **SPECIAL GUESTS**: Elizabeth Ruckus & Eli Patterson (Black and Pink; Abolitionist Mail Project)

WEEK TEN
SPRING BREAK

WEEK ELEVEN	★ **How do storytellers use fiction and non-fiction writing for social justice?** ★ **How do Black feminist writers make arguments through personal storytelling?** ★ **How do Black feminist writers advocate for social change through storytelling?**
ASSIGNMENTS	**CLASS SESSION #11**
READING DUE	bell hooks, "Telling the Story," in *Teaching Critical Thinking*, (2010), [5 pages] Mariame Kaba, "Justice: A Short Story," (October 2015), in *We Do This 'Til We Free Us: Abolitionist Organizing and Transforming Justice* (2021), [3 pages] Monique Morris, "Learning on Lockdown," in *Pushout: The Criminalization of Black Girls in Schools* (2016), [35 pages] Watch *Pushout: The Criminalization of Black Girls in Schools* Documentary on Kanopy Bettina L. Love, "Mattering," in *We Want To Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* (2019), 42-68 *Recommended:* Monique Morris, "Appendix B: Alternatives to Punishment," in *Pushout: The*

	Criminalization of Black Girls in Schools (2016), [21 pages]
WRITING DUE	★ Questions for Guest Panelists ★ Community Service Learning Log
GUEST PANEL	***Community Conversation about Restorative Justice and Transformative Justice***
	SPECIAL GUESTS: Ron Leftwich & Haden Smiley

WEEK TWELVE	★ **How do Black feminist writers practice community engagement?** ★ **How do storytellers navigate through and overcome institutional politics?** ★ **How do storytellers for social justice preserve and present oral histories?**
ASSIGNMENTS	**CLASS SESSION #12**
READING DUE	*Stephanie Y. Evans, "Community: Public Practice," 125-155 **AND** "Institution: Political Practice," 157-179 *Recommended:* Donald A. Ritchie, "Preserving Oral History in Archives and Libraries," 155-187, **AND** "Presenting Oral History," 222-251 in *Doing Oral History: A Practical Guide*, (2nd. ed., 2003) Jarrett M. Drake, "Expanding #ArchivesForBlackLives to Traditional Archival Repositories," (2016), [19 pages] **AND** Archives for Black Lives in Philly, "Statement of Principles," (2017), [~2 pages] Explore *The Visiting Room* (Choose 2-4 Videos) Explore Behind the Wire (Choose 1 Read; 1 Listen) *Recommended:* Browse the After Violence Archive (Take notes on digital display, content, etc.)
WRITING DUE	★ Black Feminist Storytelling Methods Paper ★ Community Service Learning Log

WEEK THIRTEEN	★ **How do Black feminist writers approach writing as a wellness practice?** ★ **How do social justice organizers care for communities through mutual aid?** ★ **How does mutual aid promote collective care and challenge harmful narratives?**
ASSIGNMENTS	**CLASS SESSION #13**
READING DUE	*Stephanie Y. Evans, "Conclusion," **AND** "Coda," 181-205 Experience Kimine Mayuzumi, "5 minute guided meditation before writing," (2017) **AND** "3-minute guided meditation after writing," (2023) [**Please Note**: *Alternative assignment without Meditation is available upon request.*] Dean Spade, "Solidarity Not Charity: Mutual Aid for Mobilization and Survival," (2020), [17 pages] Morgan Bassichis, Alexander Lee, Dean Spade, "Building an Abolitionist Trans and Queer Movement With Everything We've Got," (2011), [17 pages]
WRITING DUE	★ Community Service Learning Reflection Essay ★ Questions for Guest Panelists
GUEST PANEL	***Community Conversation about Mutual Aid and Storytelling for Social Justice Behind Bars***
	SPECIAL GUESTS: C. Shekinah Africa (Stitch for Life) & Al-Ameen Patterson (AACC)

WEEK FOURTEEN	
ASSIGNMENTS	**CLASS SESSION #14**
PRESENTATION DUE	(**GROUP A** & **B**) Presentations and Q&A

WEEK FIFTEEN	
ASSIGNMENTS	**CLASS SESSION #15**
PRESENTATION DUE	(**GROUP C** & **D**) Presentations and Q&A
WRITING DUE	★ **End of Semester Feedback Form**

Course Policies

Enrollment: All students are responsible for officially enrolling in the course by the end of the second week of the semester. Please Note: Department Chairs may not approve requests to add this course after that time.

Email: Email is the best way to communicate with me about course-related questions and emergencies. To reach me outside of class about academic or course-related concerns, please contact me via email at cook.2167@osu.edu.

Syllabus Changes: The syllabus is subject to change. Important changes made to the syllabus will be communicated to students during class or via email.

Office Hours: Office Hours are designated times for us to gather to discuss your experience in the course as well as your academic interests. Course-related discussions include asking for extra help, seeking clarification about class assignments, and following up on aspects of the class that you missed or found meaningful. In addition, students can discuss the History major or minor as well as other programs of study related to African American History. Students are strongly encouraged to attend Office Hours at least twice during the semester. Office Hours are scheduled by appointment only, however, I'm usually available before or after class to chat briefly if you have a quick question. To schedule an appointment with me either in person or over Zoom, email me and please include "Office Hours" in the subject line.

Learning Community Expectations: We are dedicated to creating an inclusive, safe, and welcoming learning environment for every student in our class. We are determined to acknowledge each other with dignity and treat one another honorably. Throughout this course, we will discuss and debate important and provocative topics that may be distressing and emotional at times. Some of us might be more familiar with certain topics. Others of us might feel less connected than others to specific experiences. We are devoted to active listening, using "I" language when appropriate, and sharing our thoughts and differences in ideas respectfully without relying on harmful language in order to ensure that everyone benefits from our diverse learning community.

Writing with Care: For all course assignments and activities, students are expected to use respectful and accessible language. Writing styles should be appropriate for academic settings and considerate of diverse perspectives. Proper grammar usage and writing in complete sentences is required for course assignments. Please schedule office hours with me if you have questions or concerns about writing expectations for this course.

Citing your Sources: For course assignments, students must cite all primary and secondary sources using the Chicago Manual of Style for notes and bibliographies (*See online guide*). In citations, students are expected to include all relevant information about their references, including but not limited to the title of work, author(s) information, publisher information, date published, page numbers, and a URL link to the source, if available.

Sharing and Submitting Original Work On Time: Students are required to complete and upload all course assignments on time in preparation for sharing their original work during class discussions. Students should compose their work in documents or word processing tools (e.g. Google Docs or Microsoft Word) outside of Carmen where they can ensure their work will be saved and protected. Students should download or preserve backup files of their original work and source materials just in case they encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity.

Grading Feedback and Response Time:
Feedback on original work submitted on time will be provided to students when appropriate. Students should review feedback provided in order to improve grades for future assignments. If campus students have questions about grading feedback, please reach out to me via email and include "Grade" in the subject heading. Grading and feedback on assignments will be available to students within 2-3 weeks of the submission deadline. Students are welcome to schedule an office hours appointment with me to discuss grading.

Electronic Devices: All headphones and cellphones should be silent and put away during class. Laptop and tablet use is only permitted for course-related assignments and activities (e.g. to refer to Assigned Readings during class). If electronic devices become a distraction, our classroom will become a device- free environment and only students with academic accommodations will be permitted to use devices.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentlife.osu.edu/csc/.

Sexual Misconduct and Relationship Violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at https://civilrights.osu.edu/title-ix or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Disability Services: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Civil Rights Compliance Office**. **(Policy: Religious Holidays, Holy Days and Observances**)

Mental Health: Students experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Missed, Late, or Incomplete Assignments: All assignments are due on the day and time indicated. In the event of a personal or health emergency, please follow up with me as soon as possible

to make alternative arrangements for completing assignments. Late submissions will result in lost grade points, and missing or incomplete assignments will be graded as an "E."

Artificial Intelligence (AI) Tools: There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State. To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless specifically authorized. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools may not be used without my explicit permission. Students are not permitted to use unauthorized assistance from AI tools. Furthermore, students are not permitted to submit work that does not cite or clearly acknowledge any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own.

Zoom Meeting: In the event of an emergency or illness, we may have to meet via Zoom. I will create the Zoom meeting link and inform you of the details via email. Please make sure to connect a few minutes beforehand in case you have any technical issues that need to be resolved. Try your best to find a quiet space and feel free to use a virtual background screen, if desired.

Extra Credit: Students have 4 extra credit opportunities for this course. You may take advantage of as many options as you wish.

★ OPTION #1: Volunteer to present in Group A during Presentation Week Fourteen.

★ OPTION #2: Perform and log up to 5 additional Community Service Learning hours by Week Twelve.

★ OPTION #3: Attend a virtual event for *Building Beloved Communities* project

★ OPTION #4: Assist with virtual event for *Building Beloved Communities* project

Community-Engaged/Service-Learning Designation Request Form

Please complete this form and upload it with your Course Request or Course Change Request when you request the S-Designation in the curriculum system. If you have questions or need more information, please contact us at slearning@osu.edu.

1. Has this class previously received an S-Designation?   **Yes**   **No**

2. Is this/will this class always taught with a community-engaged component? *(If no, please provide details)*   **Yes**   **No**

An effective community-engaged course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and community-engaged activity
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned community-engaged activities to be performed by students in this course.

For ten weeks, students in this course will meet weekly via Zoom with one of two community partners based in Boston to develop digital research projects centered on one of three core themes of the course: public safety, food security, and civic power. Prior to beginning their work with community partners, students will participate in a series of in-class community conversations with Boston-based community partners to introduce the purpose and scope of the *Building Beloved Communities* digital archive and story mapping for social justice project.This orientation will include a detailed discussion of the Community Service Learning Agreement for the course, which covers project guidelines regarding ethical expectations and community engagement requirements for student contributors. During the first two weeks, the instructor and community partners will train students on how to analyze archival materials provided by Roxbury Community College (RCC) Library and how to create digital exhibits for future publication on Healing Our Land, Inc. (HOLI)'s website. Using templates designed in collaboration with community partners, students will work for the remaining eight weeks independently on individual tasks as well as in small groups to complete digital research work in consultation with RCC and HOLI collaborators. Weekly check-ins with the instructor and community partners during this period will ensure sustained student engagement with community partners

throughout the digital research and exhibit design process. Each week, students will summarize their work and reflect on their progress as part of their Community Service Learning Log assignment. In addition, students will complete a mid-semester feedback form about their community-engaged learning experience halfway through the course as well as an end of semester feedback form. By the end of the course, we intend to publish three digital exhibits on HOLI's website, one for each core theme, based on collaborative research and analysis of RCC archival materials. Students working closely with HOLI's radio station manager will also produce radio broadcast scripts about each of the exhibits for HOLI radio station hosts to use to advertise the project and encourage community residents in Boston to engage with the digital archive both online and in person at public events at RCC Library. Before the class concludes, the instructor will convene a listening session with students and community partners to share feedback on the collaboration process and provide overall recommendations for improving future classes. In future iterations of this course, once the full *Building Beloved Communities* digital archive is live, students will also participate virtually in public engagement events at RCC Library.

4. Please describe how the planned community-engaged activities reflect priorities and stated goals/needs of the community partner(s)?

The *Building Beloved Communities* digital archive project was launched in 2024 as a community-engaged research partnership between OSU faculty and graduate students, librarians and archivists at RCC, and the executive director and board members at HOLI. RCC is the only predominantly minority-serving institution of its kind in the New England region with deep roots in Boston's historic Black neighborhood of Roxbury, MA. HOLI is a 501(c)(3) non-profit organization based in the Black Boston neighborhood section of Dorchester, MA with a mission to empower returning citizens and enrich the livelihoods of currently and formerly incarcerated community members throughout the Boston area through holistic mentorship, civic education, and healing justice programs since 1998. Over the next three years, we are working together to create a digital resource tool, featuring archival materials at RCC, interactive story maps, and multimedia exhibits, for future publication on HOLI's website. Our goal is to build and sustain an open-source based digital archive collection that will be used by RCC and HOLI to advance ongoing educational outreach initiatives and free public programming for residents in Boston directly affected by our collaborative research.

As anchor community partners for the digital archive project, RCC and HOLI representatives possess co-ownership rights to this digital project and participate in monthly meetings with the instructor as part of the Digital Archive Advisory Committee. Together, we determine community engagement goals and priorities, discuss institutional needs and resources, and devise community-engaged learning activities for students enrolled in the course. The activities outlined in this course meet RCC's strategic goal of elevating underused archival materials currently available to researchers and making historical content from local community collections broadly accessible to the public. RCC Library desires to expand its outreach to community researchers, educators, and organizers who remain largely unaware of Black community archives held there. This

project provides RCC with a strong community-based and researcher-supported platform for raising awareness about community archives and boosting community engagement with archival materials.The assignments for this course also meet HOLI's strategic goal of generating public-facing educational content about Boston for digital publication on HOLI's website and as part of HOLI's radio/TV broadcast program. HOLI currently leads educational programming inside of Boston's city jails and intends to incorporate content from the digital archive into its jail-based civics curriculum. As part of this course, HOLI benefits from student research support for crafting digital exhibits for its website and broadcast scripts for its public radio show focused on core themes covered in HOLI's education programs. Outside of the course, HOLI and RCC are working with the instructor to convene co-sponsored public events centered on community engagement with the digital archive project hosted onsite at RCC. Activities completed in this course will lay the groundwork for sustained engagement with the digital archive across institutions.

5. Service-learning and community-engaged teaching activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make an effective experience.

Please describe goals/expectations/responsibilities for:

a) Faculty: As instructor, my goal is to coordinate and facilitate student engagement and community partner collaboration in ethical and mutually beneficial ways. As course administrator, the instructor prepares relevant course content and in-class activities to equip students for success during service learning. The instructor works with community partners to determine key course objectives. The instructor will consult with community partners weekly throughout the semester to ensure that collaborative learning and research assignments align with shared goals and organizational needs, and community engagement priorities. The instructor will also meet weekly with students to discuss their Community Service Learning Logs and gather feedback on their service learning experiences throughout the course. The instructor will compile feedback and recommendations from community partners and student contributors in order to make adjustments to the course as needed. The instructor is responsible for sharing project templates for student assignments, circulating assessments and leading listening sessions for gathering class feedback, and reviewing course evaluations with community partners with the goal of improving future iterations of the course as the digital project evolves.

b) Students: Successful students in this course will gain a deeper understanding of the significance of community-engaged scholarship and best practices for collaborative project-building by working with Boston-based community partners: RCC and HOLI. Students are expected to perform 2 service learning hours per week for ten weeks during the course as part of small groups teams working with either RCC or HOLI. Following orientation, students may choose which community partner they desire

to work with and are required to complete weekly Community Service Learning logs designed to track their progress on assigned projects and encourage them to reflect on connections between course readings, class content, and their individual and collective service learning experiences throughout the course. Students will participate in weekly check-in meetings via Zoom with community partners and the instructor. They will also complete feedback forms and attend a listening session with community partners at the conclusion of the course to provide commentary and suggestions for how to improve future iterations of the course.

c) <u>The community partner(s)</u>: As course consultants, RCC will advance its goal of expanding public access and community engagement with local archives that remain little-known to community organizers, educators, and researchers in Boston and beyond. Likewise, HOLI will advance its goal of co-producing educational content for ongoing in-person and radio/TV programming in Boston about public safety, food security, and civic power in historically Black neighborhoods. RCC and HOLI representatives will meet weekly with the instructor and student teams to collectively plan and complete digital research projects based on the three pillars/core themes of the project. By creating project tasks, deadlines, and workflows together with student contributors, community partners and the instructor will ensure the feasibility of fulfilling course objectives through structured student assignments throughout the semester. RCC and HOLI will participate in an in-class orientation session and community conversations with students to acquaint them with the purpose and scope of the digital archive project. Throughout the course, RCC and HOLI representatives will advise students and consult with the instructor about specific needs, goals, and priorities for community-engaged students activities and assignments. In addition to completing mid-semester and end of semester feedback forms provided by the instructor, community partners will continually provide feedback on service learning components of the course as part of weekly check-ins and as participants in an in-class listening session to gather final feedback at the conclusion of the course.

6. Please describe your plans for sustainability and departmental support for offering this community-engaged course on a continuing basis.

This course is the brainchild of community partners and OSU researchers currently associated with the *Building Beloved Communities* digital archive project—a unique, cross-institutional initiative that is actively seeking external funding to support ongoing scholarly work over time. The instructor is a historian of Boston and community-engaged researcher with experience working with local archives at RCC. She also sits on the board of directors for HOLI and teaches jail-based seminars inside Boston facilities as part of her work with HOLI. As the lead project director and course administrator, the instructor maintains ongoing working relationships with both community partners. RCC and HOLI are excited about establishing this course on a continuing basis in order to advance our

collaborative work and sustain research relationships with OSU faculty and students. The History Department has also confirmed its enthusiastic commitment to offering the course on a regular basis to meet growing student demand for community-engaged courses centered on storytelling for social justice methods. The UTC has already unanimously approved a draft syllabus of the course for debut in SP26, and the chair of my department also submitted a letter of support for this class as part of a course development grant. By initiating this course next academic year, the instructor and community partners intend to put in place an academic pipeline for recruiting OSU student researchers over the long term to engage virtually in public programming in Boston inspired by their coursework.

COURSE GOALS

7. How does the community-engaged activity connect with the academic content of the course, and how is this content in turn enhanced by the community-engaged component of the course?

The academic content of this course offers an intellectual foundation for students with little to no experience with collaborating on community-engaged activities to learn fundamental principles, best practices, and strategic approaches to storytelling for social justice. Each week, we explore texts that explain how projects emerge and evolve over time. Students will also explore existing digital storytelling projects created by academic and community partners, such as The Story Telling & Organizing Project (STOP), Behind the Wire, Race, Prison, and Justice Arts, The Visiting Room. This course equips students with cutting-edge tools for creating community-engaged scholarship for social justice by exploring effective storytelling models and public writing strategies championed by Black feminist scholars, community-based artists and educators, as well as oral historians, transformative justice activists, and imprisoned intellectuals. This course offers a broad introduction to past and present approaches to African American storytelling as part of social movements spawned from the era of chattel slavery to the age of mass incarceration. Course content includes a variety of classic texts and recent scholarship in Black Feminist Studies and Carceral History as well as public writings and digital oral histories created by incarcerated storytellers and artists behind bars. In addition to exploring diverse storytelling for social justice models, students will engage with guest speakers during class discussions on best practices for producing scholarly storytelling projects in collaboration with communities most affected by academic research. We will focus on how to tell true stories about resistance, resilience, and remembrance in the face of tremendous obstacles to documenting and disseminating counternarratives about institutional injustices and social oppression. Ultimately, this class prepares students to embark on storytelling initiatives that speak to their intellectual interests by providing applicable frameworks for designing and completing collaborative scholarly projects.

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in S-designated courses:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the community-engaged activity.

a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?

This course facilitates continuous student reflection on community-engaged scholarship and service learning activities through weekly as well as cumulative course assignments. Every week, during Weeks Three and Thirteen, students are expected to submit an entry in their Community Service Learning Log, which includes short summaries of completed tasks with collaborators during the week; personal feedback on experiential learning and any challenges encountered during collaborative work; short answer responses to writing prompts provided by the instructor relating to assigned readings for that week. This weekly assignment encourages students to think critically about their individual effort and teamwork in concert with community partners and empowers students to think deeply about how course content relates to their service learning experiences. During check-ins with the instructor and community partners, students will share highlights from their weekly logs and receive feedback on their work from project managers every week.

b) What aspects of the course ensure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?

Throughout this course, students will engage with and ask questions of experienced community organizers involved in storytelling and justice arts projects in Boston and across Massachusetts as part of guest panel discussions and community conversations held via Zoom conferencing calls during class meetings. For the first two weeks of the course, community conversations will focus on the *Building Beloved Communities* digital archive project, and students will have the opportunity to learn more about RCC and HOLI and about Boston's history and culture prior to beginning their service learning work. RCC and HOLI representatives will be joining the class for a project orientation session and collective discussion about the purpose and power of storytelling in Boston's historically Black neighborhoods. Thereafter, students will meet with other organizers from Boston who will address particular issues, resources, and approaches that they have used to engage with community members from diverse cultural, political, and socioeconomic backgrounds. Class readings also include public writings, audio documentaries, and digital exhibits created by Boston-based storytellers, so that students can gain inspiration from existing strategies for social justice storytelling in Boston.

c) How does the course promote reflection on and evaluation of the impacts of the community-engaged activity?

Student collaborators and community partners will complete and share mid-semester and end of semester feedback forms with the instructor in order to assess the success of collaborative activities and course assignments from both perspectives. Assessments invite students and community partners to reflect on how community-defined goals were met through individual and team efforts. The primary purpose of assessments will be to evaluate the effectiveness of community-engaged course activities in expanding public access and engagement opportunities with RCC Library and HOLI's public history programs. Community partners are working with the instructor to determine specific goals and metrics of success for the course. Broadly, the instructor aims to measure student involvement and sustained engagement with collaborative work throughout the semester and assess community partner satisfaction with student contributions and small group work completed during the course. By the end of the course, students will write and submit a Community Service Learning Reflection Essay that invites them to reflect on their overall intellectual growth and development as storytellers and digital content creators and to assess their community engagement experiences throughout the course. Students will evaluate their knowledge of and confidence in utilizing social justice oral history methods and examine their learning process to identify key moments during the course when new ideas or alternative strategies inspired them. Using relevant examples, students will reflect on the significance of digital humanities and the reciprocal impact of community-engaged learning activities completed in concert with community partners.

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

9. Please describe how student learning, with respect to the goals in #8 above, will be assessed in this course.

Course assignments assess student learning through written papers, weekly reflective writing logs, and the successful completion of a digital exhibit with HOLI or RCC. Written papers require students to analyze course readings and class content with the goal of integrating academic knowledge with practical applications for doing community-engaged scholarly work. Written assignments, including weekly logs, also enable students to demonstrate their growing understanding of critical social justice issues in Boston based on community conversations with current activists involved in storytelling projects. Self-assessments and feedback forms administered throughout the semester offer students the chance to evaluate their own impact and the collective work of their teams for the purposes of sharing recommendations and suggestions for improving community-engaged learning activities moving forward.

Outlook

Re: Cross-list/concurrences for Hist 5081 and Hist 3088

From Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>

Date Tue 2/18/2025 12:07 PM

To Van Beurden, Sarah <vanbeurden.2@osu.edu>; Getson, Jen <getson.3@osu.edu>; Beckham, Jerrell <beckham.4@osu.edu>

Cc Adeeko, Adeleke <adeeko.1@osu.edu>

Dear Sarah and Jen,

Yes, I agree with the concurrence.
Best wishes, Sunnie

From: Van Beurden, Sarah <vanbeurden.2@osu.edu>
Date: Tuesday, February 18, 2025 at 12:03 PM
To: Getson, Jen <getson.3@osu.edu>, Beckham, Jerrell <beckham.4@osu.edu>, Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>
Cc: Adeeko, Adeleke <adeeko.1@osu.edu>
Subject: Re: Cross-list/concurrences for Hist 5081 and Hist 3088

Hi Jerrell and Jen,

I've looked over 5081 and I think we can grant concurrence + I think we should cross list as well. Sunnie, do you agree?
Jen, do you need an official letter or is this e-mail ok?

Thanks,

Sarah VB

From: Getson, Jen <getson.3@osu.edu>
Date: Monday, February 17, 2025 at 12:16 PM
To: Beckham, Jerrell <beckham.4@osu.edu>, Van Beurden, Sarah <vanbeurden.2@osu.edu>, Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>
Cc: Adeeko, Adeleke <adeeko.1@osu.edu>
Subject: Re: Cross-list/concurrences for Hist 5081 and Hist 3088

Hi Jerrell,

Looking at the syllabi, some differences I notice right away is that 4620 is a seminar with a more limited chronological scope (1890 to present) with a Citizenship GE, and the 3088 course is a broader lecture course at the 3000-level, with a wider chronological scope (17th century to the present day) in the TCT theme. So those are just some differences I'm seeing right away, without a close look at the syllabi.

Anyway, do let me know if you have any questions about anything!

Thanks,
Jen

From: Beckham, Jerrell <beckham.4@osu.edu>
Sent: Monday, February 17, 2025 2:06 PM
To: Van Beurden, Sarah <vanbeurden.2@osu.edu>; Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>; Getson, Jen <getson.3@osu.edu>
Cc: Adeeko, Adeleke <adeeko.1@osu.edu>
Subject: FW: Cross-list/concurrences for Hist 5081 and Hist 3088

Hello Sarah and Sunnie,

Will you please look at the following syllabus for 5081 - Storytelling for Social Justice and decided if the department would like to cross-list, provide a letter of concurrence?

Hello Sunnie,

Will you please look at the following syllabus 3088 - Policing America

and decided if the department would like to cross-list, provide a letter of concurrence?

Hello Jen,

Recall you all just approved for concurrence for AFAMAST 4620: Race, Policing, and the American City. Just by the title of 3088, we are likely going to be wondering how much these two courses may overlap.

Jerrell

From: Getson, Jen <getson.3@osu.edu>
Sent: Monday, February 17, 2025 1:46 PM
To: Adeeko, Adeleke <adeeko.1@osu.edu>
Cc: Beckham, Jerrell <beckham.4@osu.edu>
Subject: Cross-list/concurrences for Hist 5081 and Hist 3088

 Hi Adeleke and Jerrell!

I've got two courses from History that we are seeking either a cross-list or concurrence for. I think generally our faculty like to be able to cross-list with AAAS, but ultimately whichever way you'd prefer. Both Syllabi are attached and the courses are:

3088 - Policing America

5081 - Storytelling for Social Justice

For a cross-list, I would just work with Jerrell to submit the cross-lists, or if you'd prefer concurrences, that would just be an email saying that you grant concurrence for history to do the course.

Let me know what you think or if you have any questions!

Thanks,

Jen

Jen Getson, Ph.D.
Senior Academic Program Services Specialist
Department of History

Department of Women's, Gender & Sexuality Studies

Pronouns: she/her/hers

100C Dulles Hall, 230 Annie & John Glenn Avenue
Columbus, OH 43210
614-247-6376

Outlook

Requesting concurrence

From	Perez, Ashley <perez.390@osu.edu>
Date	Wed 2/19/2025 1:29 PM
To	Reed, Christopher <reed.434@osu.edu>
Cc	Dew, Spencer <dew.50@osu.edu>; Urban, Hugh <urban.41@osu.edu>; Getson, Jen <getson.3@osu.edu>

📎 1 attachment (4 MB)
5081 Syllabus.docx;

Hi Chris,

Thanks for reaching out about 5081. This looks like a powerful offering, and I'm thrilled to offer our concurrence.

THE OHIO STATE UNIVERSITY

Ashley Hope Pérez (she/her/hers)
Associate Professor of Comparative Studies
Director of Undergraduate Studies
World Literatures Program Coordinator
451 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
perez.390@osu.edu

Books
Now Available: *Deformative Fictions: Cruelty and Narrative Ethics in Twentieth-Century Latin American Literature*
(FREE open access pdf)
Coming in March 2025: *Banned Together: Our Fight for Readers' Rights*
Novels: *Out of Darkness*; *The Knife and the Butterfly*; *What Can't Wait*

Did you know that award-winning books like *Out of Darkness* are currently being banned from school libraries across the country? Learn more: https://linktr.ee/ashleyhopeperez

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From: Reed, Christopher <reed.434@osu.edu>
Sent: Monday, February 17, 2025 2:22 PM
To: Dew, Spencer <dew.50@osu.edu>; Higginbotham, Jennifer <higginbotham.37@osu.edu>; McGraw, Scott <mcgraw.43@osu.edu>
Cc: Getson, Jen <getson.3@osu.edu>; Reed, Christopher <reed.434@osu.edu>
Subject: Requesting concurrence

Greetings,

On behalf of the History Department, I am seeking concurrence for the new course: History 5081 "Storytelling for Social Justice." (Syllabus attached)

If you have any questions, please contact me or History's Senior Academic Program Services Specialist (Jen Getson, who is copied on this email). If not, please email your response/concurrence to us. According to university rules, concurrence will be assumed if no response is given in two weeks.

Thank you for your consideration,

Chris Reed

****

Christopher A. Reed
Chair, Undergraduate Teaching Committee, 2024-26
Assoc Prof of Modern Chinese & East Asian History
The Ohio State University
Columbus, Ohio 43210
reed.434@osu.edu

Outlook

Re: Requesting concurrence

From	Higginbotham, Jennifer <higginbotham.37@osu.edu>
Date	Tue 2/18/2025 8:31 PM
To	Reed, Christopher <reed.434@osu.edu>; Dew, Spencer <dew.50@osu.edu>; McGraw, Scott <mcgraw.43@osu.edu>
Cc	Getson, Jen <getson.3@osu.edu>; Reed, Christopher <reed.434@osu.edu>

Dear Chris,

Thank you so much for your email. English is happy to grant concurrence. It looks like a wonderful class!

_____

Jennifer Higginbotham
Associate Professor of English
Ohio State University
higginbotham.37@osu.edu

Author, The Girlhood of Shakespeare's Sisters: Gender, Transgression, Adolescence (Edinburgh UP, 2013): Ebook available open access https://edinburghuniversitypress.com/book-the-girlhood-of-shakespeare-039-s-sisters.html

Co-editor, Queering Childhood in Early Modern Drama and Culture (Palgrave, 2018): https://www.palgrave.com/gp/book/9783319727684

From: Reed, Christopher <reed.434@osu.edu>
Sent: Monday, February 17, 2025 2:22:16 PM
To: Dew, Spencer <dew.50@osu.edu>; Higginbotham, Jennifer <higginbotham.37@osu.edu>; McGraw, Scott <mcgraw.43@osu.edu>
Cc: Getson, Jen <getson.3@osu.edu>; Reed, Christopher <reed.434@osu.edu>
Subject: Requesting concurrence

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Thank you for your consideration,

Chris Reed

****

Christopher A. Reed
Chair, Undergraduate Teaching Committee, 2024-26
Assoc Prof of Modern Chinese & East Asian History
The Ohio State University
Columbus, Ohio 43210
reed.434@osu.edu

Outlook

Re: Official Concurrence Ask

From Chen, Jian <chen.982@osu.edu>

Date Wed 3/12/2025 7:06 AM

To Getson, Jen <getson.3@osu.edu>

Hi Jen,
Thanks for following up on this concurrence request from History and sorry for my delayed response. We are a YES on these two great courses taught by Professor Cook, whom we hope to connect with soon.

All best, Neo

Jian Neo Chen, PhD (he/they)
Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies
Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts
The Ohio State University (Columbus)

From: Getson, Jen <getson.3@osu.edu>
Date: Tuesday, March 4, 2025 at 9:10 AM
To: Chen, Jian <chen.982@osu.edu>
Subject: Official Concurrence Ask

Hi Neo!

Creating a new email thread here, for concurrence requests for History 3088 and History 5081!

Thank you,
Jen

Jen Getson, Ph.D.

Senior Academic Program Services Specialist

Department of History

Department of Women's, Gender & Sexuality Studies

Pronouns: she/her/hers

100C Dulles Hall, 230 Annie & John Glenn Avenue

Columbus, OH 43210

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