

Project Motivation: The *Listen Witness Amplify* project is a residential social justice summer program. The project will engage high school scholars in oral history research. The purpose is to share the stories of black communities in the North Carolina [Durham, NC; Greensboro, NC; Wilmington, NC; Wilson, NC] affected by historic and modern policies created and maintain racially segregated public schools to build understanding and break down racial barriers among North Carolinians.

Project Background: Over sixty years ago, Kenneth and Mamie Clark established through their famous “doll study” that government policy establishing segregate schools for African American children on the basis of race was psychologically harmful (1947). Yet, today research out of the University of North Carolina finds that actions of the local school boards affecting historically African American communities of Wilmington, NC has resegregated elementary schools (Gilber, Peter H. 2010). Christine McDow's inspiration for the project was witnessing her former elementary school's resegregation.

Project Overview: Scholars will gain exposure to Black studies, Southern studies, and Critical race theory as counter narratives to the narrative of disposable people. Scholars will study these resilient NC black communities that produced prominent figures celebrated in Black History month (The Wilmington Ten, Wilson Eagleson II Marshal, Robert Robinson Taylor) and investigate what the state of NC and the nation of the USA are losing as these communities as being systematically marginalized and erased. Scholars will collaborate with community to discuss the educational debt owed by the state of NC to these communities and use techniques in oral history and media activism to amplify the voices of community members.

Project Objectives: The intent of the *Learn Witness Amplify* project is to 1) recruit a group of academically engaged NC high school scholars from diverse racial, geographic, and socioeconomic backgrounds, 2) educate these scholars on the legacies of institutionalized racism in government social policy regarding housing, education, and military spending systems of NC, 3) train these scholars skills and techniques in oral history and media activism 4) mobilize these scholars to interview community members affected by legacy of housing, educational, military discrimination in NC, 5) equip these scholars to present their work to an audience through means such as publishing in historically black newspapers, such as The Wilmington Journal, and giving talks in community forums, such as the North Carolina School of Science and Math MLK Day of Service workshops, 6) archive the project through means such as creating an online curriculum guide housed through the “sites.middlebury” database (sites.middlebury.edu/lwap/) and uploading scholar conducted oral history interviews to StoryCorps online archive and the Library of Congress, 7) present the archived work to the humanities faculty of my former high school, NCSSM, with the intention of continuing the project annually through the mini-term program with funding from the Dr. Joan Barber Endowment to Support Underrepresented Minority Student Success.

Logistics: The proposed project timeline is as follows:

Date	Location	Objective
Sept. - Nov. '18	Remote	Establish partnerships with curriculum development consultant, local historians, community foundations, and out of school time educators
Mar. '19	Remote	Distribute residential summer program application to NC high schools students through guidance counselors (NCSSM, Laney), and community group (Jack and Jill chapter, AME Zion Church)
Mar. '19	Remote	Design Listen Witness Amplify residential summer program application
Apr. - May '19	Remote	Send acceptance letters to selected scholars via email and postal mail; Finalize roster from acceptances and waitlist; Complete consent forms
May - Jun. '19	Remote	Charter buses, purchase train tickets, book museum tours; reserve meeting rooms; purchase/rent audio equipment; finalize lodging and food arrangements
Jul. '19	Durham, NC	Residential educator training and preparation session

Jul. '19	Wilmington, NC; Durham	Program Runs (Days 1-12): Component 1: LISTEN: Training in Black studies, Southern studies, Critical race theory, oral history, and media activism. Component 2: WITNESS: Conduct interview. Component 3: AMPLIFY: Share interviews via media.
Aug. '19	Remote	Coordinator archives the project via the "sites.middlebury" database; presents the the NCCSM humanities faculty for continuation via the Mini-Term program

Preparation: Christine McDow brings to this project professional expertise confronting the education debt. As the New Hanover County Commissioners' sole appointed Student Representative to the Juvenile Crime Prevention Council, she spent two years advocating for the needs of over 15,000 at-risk community youth by working with the Chief District Court Judge, School Resource Officers, Juvenile Court Counselors, and educators to allocate over \$0.5 million in funding for community-centered, research-based treatment and intervention programs. During her gap year, as an associate afterschool instructor in AmeriCorps, she received 200-hours of training in curriculum development, social-emotional learning, and classroom management. Working 1700 hours, she gained experience recording daily student performance metrics for annual funding grant audits, designing semester-long curriculum, and teaching hands-on science to over 150 at-risk youth in an out-of-school setting. Her involvement in black community and civic groups includes representing the Wilson District of the Eastern NC African Methodist Episcopal Church (AMEZ) at the 2013 national AMEZ Christian Education Department Winter Meeting, serving as pre-teen vice president of the Wilmington Chapter of Jack and Jill of America, and receiving a scholarship from the Wilson Eagleson Chapter of the Tuskegee Airmen. Her service to these school and community civic groups earned her the President's Volunteer Service Award in 2016.

Support Network: The objectives of this project are supported by individuals in the Middlebury community and beyond. *At Middlebury College:* Larry Yarbrough showed me the logistics of how I can connect with alumni and community partners to demonstrate diverse approaches to engaging in introspection in challenging times. Mary Bertolini mentored me as I conducted an oral history project memorializing my great-grandmother and as I presented an oral presentation at the 2017 Spring Symposium on "Storytelling in Academic Writing". Jessyka Finley and William Nash taught me how to integrate current events and creative writing to engage in the transformative power of narrating the other. Rebecca Gould presented with me first-person historical narratives which developed my understanding of how early social justice movements continue to influence contemporary struggles for equality. I will use these lessons educate and mobilize our scholars to educate their peers about black erasure in NC. *Off-Campus:* Steve Warshaw will use his expertise in educational administration and ethics and leadership education to serve as an educational curriculum consultant for the project. He will reviewing historically-based discussion prompts that serve to inform scholars of the history of these local NC communities and will challenge scholars to consider how past government social policy has affected communities of color and contributed to contemporary educational achievement debts. Diane Emerson will use her expertise as a NC legislative researcher, her relationships with black community civic groups established through her conducted her dissertation research on history of Williston High School, and her leadership position as the founder of youth development foundation Youth Link Inc to connect the project with black community civic groups such as black high school alumni associations, black community choirs, and black churches both in Wilmington, NC and across the state. Kim Howell will contribute her expertise as a trained oral historian, a professional out-of-school time educator, and a scholar in peace and justice studies by serving as an itinerant educator and chaperone for the entirety of the residential summer program. The project will work with high school guidance counselors from the McDow's former high schools, NCSSM and Laney, as well as community organizations McDow is affiliated with, including the AMEZ Church and Jack and Jill, to distribute applications to high school students.

Sustainability: Our scholars voices will be the primary means of sustaining the project. Students recruited from the NCSSM will have the opportunity to narrate the stories of the black NC they interviewed through the student and faculty led workshop component of NCSSM's Martin Luther King Day of Service. Scholars inclined toward creative writing will have the opportunity to publish their work local black newspapers including The Wilmington Journal. The project coordinator will archive the project and present it the humanities faculty of her former high school, NCSSM, prose the project be run annually through the mini-term program beginning in winter 2020.