White Paper Report

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Pathways to Freedom Digital Narrative Project

Deborah Mutnick

White Paper Report to the NEH Office of Digital Humanities
Level 1 Digital Humanities Start-up Grant
HD-51531-12
4/01/2012 to 9/30/2013

In memory of Rioghan Kirchner, Major Owens, and Jitu Weusi

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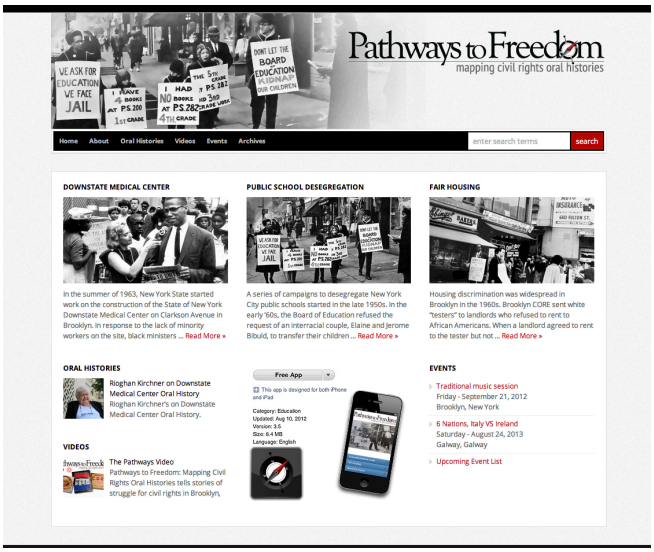
Abstract

Awarded an NEH Digital Humanities Startup Grant in April 2012, the Pathways to Freedom Digital Narrative Project set out to create a mobile application mapping oral history interviews with Brooklyn civil rights activists in time and space using a variety of digital technologies. This multilayered project engages undergraduate students, graduate students, faculty, local civil rights activists, and community members in telling the story of civil rights struggles in the urban North, specifically Brooklyn, New York. It uses oral history and special collections to research, record, and disseminate local, under-reported history, and to introduce first-year college students to primary research with the goal of increasing engagement and academic success.

Background

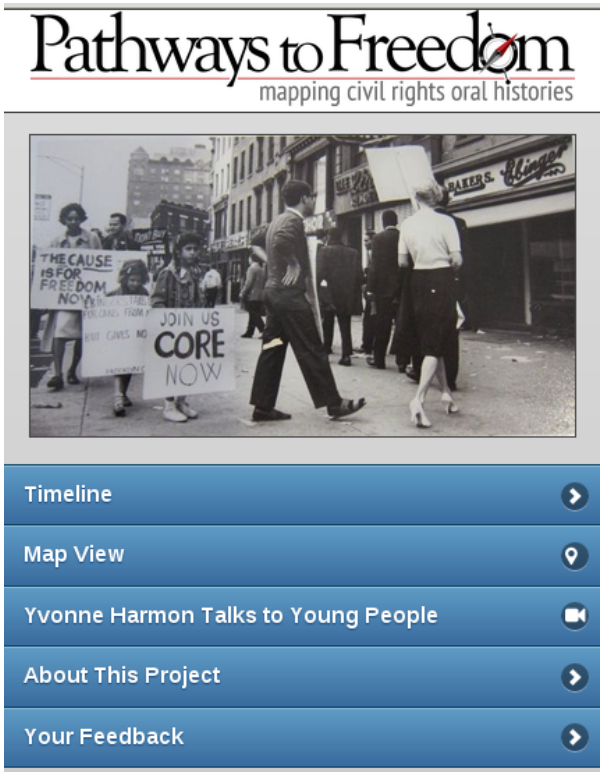
At the time the NEH award was received, the Pathways to Freedom learning community was already underway in three undergraduate cohorts of students enrolled in composition, history, and core seminar courses during the 2011-12 academic year. This learning community involves a yearlong course of study focusing on African American history in Brooklyn, New York. In partnership with the Brooklyn Historical Society, which received a three-year Fund for the Improvement of Post-Secondary Education Grant in 2011 for Students and Faculty in the Archives (SAFA), Pathways students study 18th and 19th century American history and rhetoric in the fall semester and late 19th and 20th century history in the spring. The Pathways curriculum was inspired and shaped by faculty involvement in SAFA, which involved three local college faculties, including LIU Brooklyn, from 2011-2013 in bringing first-year college students into the archives to do primary research.

Protesters at Downstate Medical Center in Brooklyn, NY, 1963. Photo Credit Bob Adelman.



Pathways to Freedom Website

During the grant period, we involved over 150 LIU students, including freshmen in the Pathways to Freedom Learning Community, computer science undergraduate and graduate students, and two graduate assistants from the Psychology Ph.D. program and the English MFA program. Pathways students conducted 20 oral histories at various stages of accession to the collection; Pathways team members created the Pathways mobile app and website and completed a semi-final cut of a 20-minute documentary entitled *We Shall Not Be Moved: Downstate '63* on one chapter of the larger story we aim to tell about the history of the Brooklyn civil rights movement. This last product was not envisioned at the time of the grant application but grew out of the project as a way to reach a wider audience. Two public events featuring the project were held in 2013 at LIU Brooklyn: an MLK Day program on January 21 and a screening of *We Shall Not Be Moved* together with a book talk on May 3 for Brian Purnell's *Fighting Jim Crow in the County of Kings: The Congress of Racial Equality in Brooklyn*.



Pathways to Freedom Mobile App

This fall, the addition of a dashboard to the Pathways to Freedom Digital Narrative Project mobile app enabled project coordinators and faculty to invite students and other participants to contribute to it. Beyond the grant, we are planning oral history interviews of civil rights activists for spring 2014 and developing a proposal for institutionalizing the Brooklyn Civil Rights Oral History Collection and the mobile app at LIU Brooklyn.

What We Accomplished

Oral History Accession 2013

The grant made possible a smoother, better-staffed accession process that involved improved training for interviewers and support from an audio technician and two graduate students. As a result, we obtained more comprehensive oral histories and better quality audio in WAV format that will support preservation and dissemination aspects of the project. The quality of the metadata has also improved since the process by which the undergraduate students create and submit the metadata has been streamlined and is then further edited by the Content Team. We have not yet obtained funding to transcribe the oral histories and make the transcripts available to students, teachers, researchers, and the general public. But we are currently converting the recordings from WAV to MP3 files accompanied by metadata. Both the recordings and the metadata will be accessible on the Pathways website and the mobile application in early 2014.

At this point in the project, we have collected a total of sixteen oral histories excluding those for which narrators for a variety of reason did not sign release forms and several that are unusable due to technical problems. In 2012, we interviewed **Ahmed Abdullah**, a jazz trumpeter who played with Sun Ra and grew up in the orbit of Malcolm X, Cal Massey, and black liberation movement leader Mae Mallory; **Jitu Weusi** (1939-2013), a member of the Brooklyn Congress of Racial Equality (CORE) in the 1960s who played a major role in the Black United Front, the Ocean Hill Brownsville struggle over community control of schools, and the creation of the Uhuru Sasa School and the Central Brooklyn Jazz Consortium; **Yvonne Harmon**, a Brooklyn resident who became politicized in the 1960s through her participation in Brooklyn CORE; **Eugene Glickman**, a composer, conductor, and educator who was a member of Long Island CORE in his youth and has been a lifelong social justice activist; **Rioghan Kirchner** (1930-2013), a British immigrant who fled England after World War II, joined Brooklyn CORE in the early 1960s, and worked primarily as a "white tester" in the organization's campaign against housing discrimination; **Yvonne Hilton**, a high school English teacher in Brooklyn who grew up in Maryland and was active in the Civic Interest Group in high school and SNCC as a college student at Morgan State University; and **Robert Thomason**, an activist in Brooklyn who started a local neighborhood association that fought against red-lining and other discriminatory practices.

In 2013, we interviewed **Lawrence Cumberbatch**, an attorney who participated in Brooklyn CORE in the 1960s as a teenager and was among a contingent

that walked from New York City to Washington, D.C. for the historic 1963 March on Washington for Jobs and Freedom. In addition to participating in an oral history interview, Mr. Cumberbatch was a featured speaker at the LIU MLK event on January 21 that included a screening of *We Shall Not Be Moved*. **Richard Maxwell** is a self-described "foot soldier" in the civil rights movement who grew up in Bedford Stuyvesant, participated in a street gang called the Chaplins and attended Concord Baptist Church of Christ under the direction of Rev. Gardner C. Taylor, a close ally of Dr. Martin Luther King, Jr. and recipient of the Presidential Medal of Freedom from President Bill Clinton. **Eleanor Stein** grew up in Washington, D.C., and Brooklyn, NY, where her parents, especially her mother Annie Stein, were deeply involved in civil rights struggles. Ms. Stein was a high school leader of Brooklyn CORE and remembers picketing outside Ebinger's Bakery. She went on to become a member of Students for a Democratic Society and went underground in 1970. She is now an administrative law judge for the New York State and a professor of climate change law.

Eleanor Stein with student interviewers.

Winifred Fredericks was a member of Brooklyn CORE. Her husband Maurice Fredericks was a key organizer of many Brooklyn CORE protests in the 1960s. **Jocelyn Cooper** played a key role in a congressional redistricting battle in Brooklyn, paving the way for Shirley Chisholm's election to Congress in 1968. Cooper's husband Andy Cooper was the founder and editor of *The City Sun*. **Rev. C. Herbert Oliver** has been a lifelong civil rights activist who defended the Southern Negro Youth Congress in 1947, marched with Dr. Martin Luther King, Jr. and Rev. Fred Shuttlesworth in the 1960s, and was chairman of the Ocean Hill-Brownsville Governing Board in Brooklyn, New York, in the late 1960s.

Rev. Anita Burson with student interviewers.

Anita Burson bore witness to the civil rights movement in the 1950s and '60s as a child in the home of her father, Baptist minister and church leader Rev. O.B.J. Burson. She served on Brooklyn Community School Board 17 and as a political campaign consultant to President Jimmy Carter. **Edison Bond, Jr.** is a Director of Patient and Guest Relations at SUNY Downstate Medical Center and is currently pursuing his Doctor of Ministry degree from New York Theological Seminary. His dissertation is a study of the demand for a living wage in New York, and he is a leader in a current struggle to save SUNY Downstate Medical Center—site of protest in 1963 over the failure to hire black and Puerto Rican construction workers—from budget cuts, layoffs, and threat of closure. **Major Owens** (1936-2013) played a leading role in the civil rights movement in Brooklyn and nationally, serving from 1982 to 2007 as the representative of New York's Eleventh Congressional District, replacing Shirley Chisholm.

The process we underwent in the first six months of the grant period enabled us to develop a more deliberate, intentional method, using the annotated data from the oral histories to discern a particular

Picketers outside Ebinger's Bakery

story that crosses over several interviews in *We Shall Not Be Moved*. Among the stories we still want to tell are the Ebinger's Bakery protests, the campaign to desegregate housing, the struggle over community control of public schools in Ocean Hill-Brownsville, and the role of electoral politics and the courts in the civil rights movement. We had hoped to complete several short documentaries by the end of the grant period but that goal turned out to be unrealistic given our limited funds, personnel, and time. However, we have submitted a proposal for an NEH America's Media Makers Development Grant for a 90-minute TV documentary titled *Brooklyn's Freedom Dreams: Civil Rights in the Urban North, 1960-65* that builds on the work of Pathways to Freedom. One indication of the success of the Pathways to Freedom Digital Narrative Project is its appeal to an impressive list of scholars including, among others, Craig Wilder, Brian Purnell, Joshua Freeman, Clarence Taylor, Judith Stein, and Thomas Sugrue, who have agreed to serve as consultants for *Brooklyn's Freedom Dreams*.

Mobile App Development

Students in the Computer Science program were recruited to build an initial "beta" prototype of the app using HTML5, including jQuery Mobile, TimelineJS, and Google Maps. In this version, the content is "hard-coded," so that our student developers must edit the HTML and Javascript code to adjust the text, restructure the navigation, replace images, or introduce new map markers.

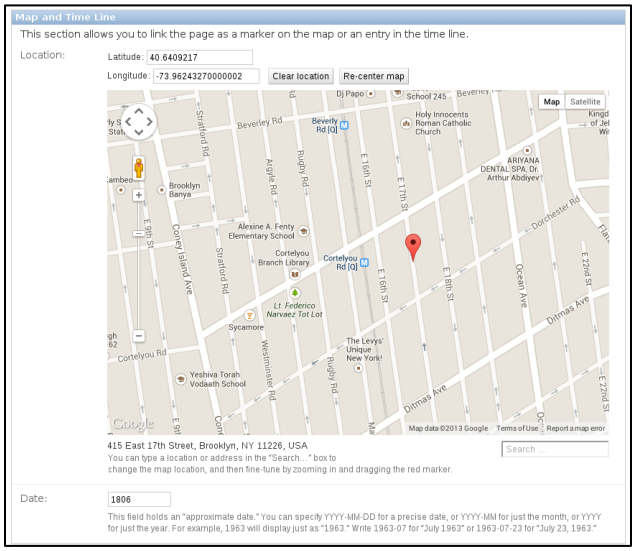
A more sophisticated revision of the app is in the works. In this version, students and faculty outside Computer Science will be able to log in to a server dashboard to edit content, upload new images, tweak the navigation, and so forth. The structured content is then made available to client applications using an Application Programming Interface (API). The server component and API are written in the Python programming language using the Django web development framework. Simultaneously, the HTML5 app is being rewritten to take advantage of the API, and two separate student groups are using the API to build native applications for Android and iOS devices. The native applications will better support user-contributed content such as comments and photos.

For the past six months, we have concentrated on building and improving a server-side dashboard that allows selected students and faculty to contribute and edit content for the app, including pages, photographs, and audio/video clips. All content types include an "approximate date" field that, when provided, will attach that content to the appropriate spot on the timeline.

Pathways administrative dashboard

The field allows events to be marked as simply "1850" or "July 1964" rather than requiring the precise date. All content types also include an interactive Google map in which contributors can search for locations and place a map marker that will appear in the app. Work is in progress on two native versions of the app, for Android and iOS (iPhone/iPad) devices. (Previously we were using mobile web application technology to target any mobile device, but the user interaction is sometimes

awkward.) The new versions can connect to the server to retrieve the latest content, and allow the user to select pages or photographs and read their captions. Further work remains to integrate the map and timeline into the native versions of the app, to allow users to pan and zoom in to high-resolution photos, and to embed video.



Mapping events on the app

In fall 2013, Pathways to Freedom learning community faculty and students tested the dashboard's usability in an integrative learning assignment requiring students to transcribe and summarize slave bills of sale and runaway slave ads from the Brooklyn Historical Society archives. Situated in relation to the New York State 1799 Act for the Gradual Abolition of Slavery, the documents signify slowly changing attitudes toward slavery as the nation moved toward full abolition. Students succeeded in enrolling on the app's dashboard as contributors, uploading digital images of the artifacts, transcripts, and summaries, and mapping the location of the transaction as accurately as possible according to information in the documents.

The dashboard feature of the app is exciting because of its pedagogical and crowdsourcing potential. Eventually, we hope it will enable formal and informal educational uses of the app's existing content as well technological engagement of learners and users in contributing and building new content. Thus, for example, high school students in Brooklyn could learn about the Brooklyn Congress of Racial Equality and add information to the timeline and map about how their school was affected by 1964 boycotts protesting discrimination in public education throughout New York City. Similarly, a college history class in the Southwest might first learn about civil rights in Brooklyn and then research local struggles for racial equality and contribute their findings to the app. For example, Shannon Carter's work at Texas A&M-Commerce on local civil rights community-university protests in the 1970s, also supported by an NEH Digital Humanities Startup Grant, would help demonstrate the relationship between the urban North and the rural South in the nation's slow march toward racial equality. Such user-generated material would need to be monitored for appropriateness, accuracy, and relevance. Meanwhile, our aim is to continue adding to the Brooklyn Civil Rights Oral History Collection and to develop an infrastructure by fall 2014 that will allow us to disseminate the content and the technology, promote interactive use, and monitor user-generated material.

Documentary Video: *We Shall Not Be Moved: Downstate '63*

We completed a rough cut of a 20-minute documentary in January 2013 based on video interviews with Jitu Weusi, Rioghan Kirchner, and Yvonne Harmon recorded in summer 2012, and with historian Brian Purnell, Assistant Professor of Africana Studies and History at Bowdoin College, in January 2013. Primarily focused on the failure to hire black and Puerto Rican workers at the SUNY Downstate Medical Center construction site and the protests in the summer of 1963 led by Brooklyn CORE and an alliance of black ministers, the film also chronicles the current threats to the hospital of budget cuts, layoffs, and even possible closure. Thus we tell the story of Brooklyn from the turn of the 19th century, when fully one third of the population was enslaved, to the refusal to hire black workers a hundred years later, to the possibility today of

Photo Credit Bob Adelman

depriving that same, still underserved population, of the only hospital in East Flatbush. Further editing was done on the documentary throughout the spring and summer, and the film can now be viewed on Vimeo and on the Pathways to Freedom mobile app (see "Grant Products," p. 9). As previously mentioned, building on *We Shall Not Be Moved: Downstate '63*, we have submitted a proposal for an NEH America's Makers development grant for a 90-minute TV documentary called *Brooklyn's Freedom Dreams: Civil Rights in the Urban North: 1960-65*.

The urgency of this work was reinforced throughout 2013. At the film's first screening on MLK Day, Jitu Weusi, one of the oral history narrators featured in the documentary and an invited speaker at the event, failed to appear because—we found out later—he had been hospitalized and discovered he had metastatic renal cancer. Since then, Mr. Weusi, Rioghan Kirchner, and Major Owens have all passed. We continue to hear from our narrators that we should have started the project ten years earlier because so many members of their generation are elderly, frail, and dying.

Who We Reached

We presented the app and showed *We Shall Not Be Moved: Downstate '63* at an MLK Day event on January 21, 2013 along with featuring a panel of former Brooklyn CORE activists—Lawrence Cumberbatch, Rioghan Kirchner, and Yvonne Harmon—who participated in the Brooklyn Civil Rights Oral History Collection. In addition to 111 volunteers from community organizations, Brooklyn neighborhoods, and LIU, an audience of some 150 people responded enthusiastically to the documentary and the app. We made contact with an LIU Brooklyn Public Health professor, who expressed interest in screening the film, and several organizations, including NY Planned Parenthood and several AmeriCorps groups. We have since shown the film to a graduate public health class in March and again on May 3 following the book talk by Brian Purnell on his book *Fighting Jim Crow in the County of Kings; the Congress of Racial Equality in Brooklyn* (2013). We also heard from former Brooklyn CORE member Laura Greger, whose son had seen the publicity for the film. Ms. Greger was subsequently interviewed in June 2013. Now residing in Albany, New York, she gave us permission to use her husband Robert L. Greger's photo of Brooklyn CORE activist Mineral Bramletter, featured in the documentary and in a flyer for the May 3 screening.

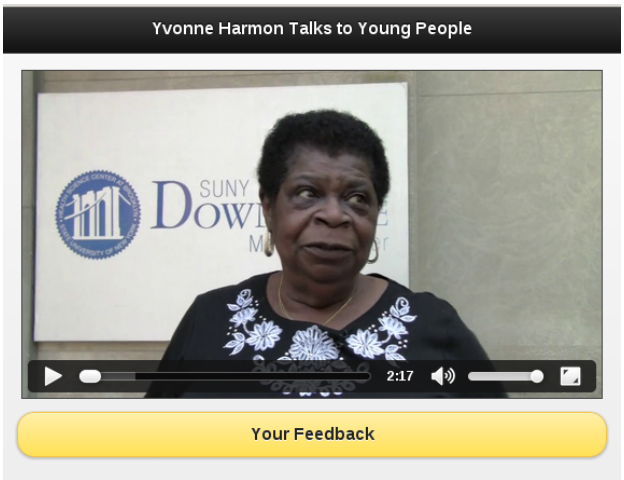
Mineral Bramletter at Downstate protest, 1963. Photo Credit Robert L. Greger

Purnell's May 3 book talk drew a small but lively audience, including several oral history narrators, students, faculty, and community members. Describing his experience researching civil rights history in Brooklyn, Purnell recalled asking his advisor Mark Naison how he could find out more about the "first

draft of history" he had discovered about Brooklyn CORE in scouring newspaper microfilm archives. Naison told him to contact Jitu Weusi, who gave Purnell a list of activists who had formed the nucleus of the feisty organization in the 1960s, a list that would supply him with much of the primary source material informing the fascinating narrative of *Fighting Jim Crow in the County of Kings*. This story resonated strongly with Pathways students who had just interviewed some of the audience members, enabling them to understand more viscerally their own role in gathering and disseminating new information about a chapter of local history that continues to unfold in their own lifetimes.

In the special issue "Writing Democracy" of the *Community Literacy Journal* (Fall 2012), coedited with Shannon Carter, Carter and I write about the potential for what we call FWP 2.0—a Federal Writers' Project for the 21st century—to create a network of local projects like my Pathways to Freedom and her Remixing Rural Texas. Such a network might address some of the themes that the FWP undertook in the 1930s like pluralism and cultural diversity along with new ones that could not have been anticipated 75 years ago. Although Pathways to Freedom is not mentioned in our co-authored introduction, it is one of the prototypes for FWP 2.0. Underscoring the significance of both the featured smaller, local projects and the larger vision of FWP 2.0, the *Community Literacy Journal* "Writing Democracy" special issue will be awarded the Best Public Intellectual Issue Award by the Council of Editors of Learned Journals at the Modern Language Association conference in January 2014.

In March 2013, I delivered a paper at the Conference on College Composition and Communication titled "Students and Oral History: Co-authorship, Cross-Cultural Dissonances, and Cross-Generational Opportunities" about the project's dialogic, inter-generational dimensions. In October 2013, I gave a paper on the oral history component of the project at the Oral History Association meeting in a session titled "Remixing Oral History: Toward a Federal Writers' Project 2.0." In June, I co-presented with Computer Science Professor Chris League on the project at the LIU Teaching with Technology Institute. I also revised and resubmitted an article for *College English* titled "Toward a 21st Century Federal Writers' Project." Though not about Pathways to Freedom *per se*, the article examines the history and methods of the FWP in the 1930s and gives a critical assessment of the potential for a contemporary reprise of it that could link local community-based projects like Pathways in a national, thematically integrated network with greater impact and visibility than any single local project could have. While the original version submitted to *CE* contained an extensive discussion of Pathways, the revised version only refers briefly to the project. I plan to expand the Pathways section into a separate article.



Yvonne Harmon speaking to young people.

Our primary objective in Pathways to Freedom is to disseminate information far and wide about the local civil rights movement in Brooklyn. Numerous high school groups who attended the MLK Day event told us that this type of information is not available to public school students and educators and that the civil rights movement is not adequately dealt with in the curriculum. We hope eventually to distribute the app through the Brooklyn Public Library, the Brooklyn Historical Society, and local 6-12 public schools. We also plan to use the app as a teaching tool in our own classrooms and to make it available to LIU colleagues and other college faculty.

What People Said

LIU Public Health Professor Dr. Karen Denard Goldman attended the MLK Day event on January 21, 2013, and invited us to show the documentary to one of her classes; we subsequently screened the film to about 15 of her students who gave us positive feedback and some constructive criticism—especially pointing out the need for more background information for viewers with little or no prior knowledge of the 1960s civil rights movement in Brooklyn. Dr. Goldman's response to the film was illuminating in that she saw its focus on Downstate Medical Center, including the facility's current struggle to survive budget cuts and increasingly widespread hospital closures, as highly relevant to public health issues—something we had not anticipated. Similarly, New York City Planned Parenthood's Andy Garcia commented by email, "Thank you so much for a truly wonderful day yesterday. The morning program and afternoon activities were so thoughtful and well organized. I really appreciate you including PPFA and I hope we can participate again next year with an even larger team." Other volunteers also thanked us for sponsoring the event; Saadiq Newton-Boyd, a case manager at the Greenpoint Youth Court and a member of Americorps Greenpoint, wrote: "I just wanted to thank you for hosting the MLK Day event and congratulate you on the work that you are doing. Thank you for allowing us to be a part of your event!"

Lawrence Cumberbatch at MLK Day Event. Photo Credit David Gardiner Garcia

During the Q&A at the January 21 event, high school students and public school teachers expressed gratitude for the stories about local civil rights we are telling via the app and the documentary and reported a vacuum in public education curricula on the civil rights movement. This response reinforces our sense of the role the mobile app could play in social studies, history, and literature courses.

At the May 3 screening of the documentary and presentation of the app, Brian Purnell praised both grant products and raised a provocative question about how the app is constructed. In its present form, the app represents time and space by a timeline and Google maps. Our initial conception of the app, however, envisioned an intersection or crossroads of time and space that would illuminate their interrelationship. Dr. Purnell's question arose out of the difference he saw between the documentary's thematic unity showing the political economy of racial oppression from slavery through to the present and the app's more static representation of time and space. This conceptual problem suggests possible technological innovation and at least a reordering if not reconceptualization of content.

Continuation of the Project

We plan to continue the Pathways to Freedom Digital Narrative Project in several respects. First, we hope to sustain and build the Brooklyn Civil Rights Oral History Collection, and plan to seek funding through external grants and/or LIU. Our long-term goal is to institutionalize the oral history project and expand it to include Brooklyn's diverse population. Second, we plan to continue to develop the content of the mobile app and to disseminate it to public schools, community organizations, and college students at LIU and at other institutions. A specific aspect of the app that we hope to develop further is the use of the dashboard to encourage student and other user-generated content. Third, we will continue to build the website, linked to the app and the LIU Library homepage. One immediate goal is to raise funds for transcription and to curate the existing oral history

recordings and metadata. Fourth, we have applied for funding from NEH to continue to build on *We Shall Not Be Moved: Downstate '63* to produce a 90-minute TV documentary on civil rights in Brooklyn and, more generally, the urban North. If funded, the documentary would link to the mobile app.

One of the big problems we have encountered is obtaining permission for use of images and news articles. As we apply for additional funding, we will include both the cost of permissions and oral history transcription in the budget. Currently, we are working with library faculty and Information Technology to feature the new collection and make it accessible through the website and the mobile app. We were delayed in the dissemination of materials by the need to obtain permission for images, and we are still working to obtain permission for many images.

Long Term Impact

The long-term impact of the Pathways to Freedom Digital Narrative Project can be seen in relation to four categories: public dissemination of primary and secondary research on local history; technological innovation and cross-disciplinary partnerships; benefit to individuals who worked on the project; and institutional development. Like the public reception of the 2005 exhibit "Slavery in New York" at the New York Historical Society, about which visitors expressed "anger and shock" (Felicia R. Lee, "The Anger and Shock of a City's Slave Past," *New York Times* 26 November 2005) the response to Pathways to Freedom in the classroom, lecture hall, and at public events shows how unaware many Americans remain about the history of slavery and Jim Crow in the urban North. Through linking oral history interviews with participants in local struggles for civil rights in the 20th century to primary documents at the Brooklyn Historical Society like slave bills of sale and runaway slave ads, the Pathways mobile app, website, and documentary help record and disseminate the long history of racial oppression and the struggle for civil rights in the urban North as well as the South.

Although the project exemplifies the application more than the innovation of technology in the digital humanities, the development of the Pathways app represents a substantial, highly replicable, pedagogically and educationally robust tool with many potential uses. These uses include dissemination of information about Brooklyn history for students, researchers, tourists, and the general public; interactive learning in which students or other users can contribute to the app; and replication of the prototype for other educational, pedagogical, and public uses. Computer Science Professor Chris League and I are hoping to get support from our university for a program that would foster such partnerships and use the app as a prototype for further technological and content development across the disciplines. In general, the cross-disciplinary and cross-institutional dimensions of the project have been energizing and highly productive. Like my fruitful collaboration with Dr. League on the development of the app, the significant role Brian Purnell played in the project's content development, guiding us in curriculum design, selection of oral history narrators, and historical research, underscores the rich potential for cross-institutional collaborations.

Jitu Weusi, June 2012

I cannot overestimate the impact of the project on the many individuals involved in it, ranging from over 150 first-year students to undergraduate and graduate computer science students who assisted in app development and graduate students in Psychology and English who helped with oral history accession, filmmaking, and writing and organizing metadata. Undergraduate students met and interviewed civil rights activists like Esther Cooper Jackson and Jitu Weusi. One Pathways student reflected on her interview with Yvonne Harmon: "After transcribing her description of police violence in Brooklyn and sit-ins at Woolworths ... the emotions just rushed back to me. It was just simply amazing to hear so many stories of inequality, especially when they all came from an eyewitness." Another student wrote:

"These assignments came with me beyond the classroom. I remember bringing my thoughts about them home and having open discussions with my parents about them. I remember asking them how they felt about these stories and events. These assignments also made me want to know more about what I learned in class. So I'd do my own research about things I found interesting, heart-breaking." A graduate student recalled, "Seeing and listening to the activists talking about the struggle ... consolidated the history, reinforcing the fact that it took place where I live."

For computer science students, the project provided the opportunity to understand and contribute to a complete software system from top to bottom. Its interdisciplinary nature enabled them to see how the technology they produce can positively impact people and even the culture and society outside their narrow technical areas of focus. Moreover, they experienced feedback (especially bug reports) from users apart from themselves and their instructor, a perspective that is still rare in computer science education. In addition to students, faculty who worked on the project deepened their knowledge of civil rights and Brooklyn history, developed associated curricula, and conversed long hours on how best to teach issues related to slavery, race, racism, and struggles for equality, justice, and freedom.

Last, both the Brooklyn Civil Rights Oral History Collection and the Pathways mobile app/website will be accessible at the LIU Library, which will provide an institutional home for the project. We plan to continue our productive partnership with the Brooklyn Historical Society and to work more closely with the Brooklyn Collection at the Brooklyn Public Library. We also plan to seek funding from external sources and from LIU to support the further development of the Pathways mobile app and website as well as the oral history project, which will expand from African American civil rights to represent Brooklyn's remarkably diverse population.

Grant Products

We invite you to take a look at the three main grant products of the Pathways to Freedom Digital Narrative Project: the mobile app, the website, and the 20-minute documentary *We Shall Not Be Moved*: *Downstate '63*. Additionally, the special issue on "Writing Democracy" of the *Community Literacy Journal*, though not explicitly about Pathways to Freedom, indicates the broader conceptualization of the Pathways to Freedom Digital Narrative Project in relation to other local university-community partnerships or community-based public history projects.

The URLs for these products are:

Pathways to Freedom Mobile App:
http://beta.brooklynfreedom.org
Pathways to Freedom Website:
http://wordpress.liu.edu/pathways
We Shall Not Be Moved: Downstate '63:
http://vimeo.com/72094719
"Writing Democracy," *CLJ* (Fall 2012):
http://www.communityliteracy.org/index.php/clj/issue/view/24

Project Personnel

Deborah Mutnick is the Pathways to Freedom Digital Narrative Project Director and Professor of English at LIU Brooklyn.

Christopher League is technology developer and Associate Professor of Computer Science at LIU Brooklyn.

Sara Campbell is a team member and Adjunct Professor of English at LIU Brooklyn.

Richard Nau is the website developer and a counselor for the Higher Education Opportunities Program at LIU Brooklyn.

Nelson Simon is co-producer/co-director of *We Shall Not Be Moved: Downstate '63* and audio engineer for oral history recordings. He is a freelance writer and videographer.