

THE HISTORYMAKERS®

*2023-2024 Innovations in  
Pedagogy and Teaching  
Fellowship Awardees*



**LISA BRATTON**

Tuskegee University

*"Women in the History of the United States"*

**Bio:**

*Dr. Lisa Bratton, a native of Vallejo, California, is an Associate Professor of History at Tuskegee University. She received her B.B.A. from Howard University, her M.B.A. from Atlanta University and her M.A. and Ph.D. degrees in African American Studies from Temple University. She is working on a book about Historic Brattonsville, the South Carolina plantation on which her ancestors, Green and Malinda Bratton, were enslaved. Her work will reposition over 150 years of the plantation's records to describe how enslaved people resisted the brutality of enslavement and its terrorizing aftermath. In 2022, she confirmed through DNA that she is blood-related to the white Brattons and meets monthly with their descendants to discuss the difficult questions of their shared heritage. She is an avid traveler who has visited 50 states, six continents and such fascinating places as North Korea, Swaziland and Cuba; in 2018, she traveled to five continents in five weeks.*

**Course Description:**

*This upper division course will be based on The HistoryMakers Digital Archive and will focus on the diverse roles, challenges, and achievements of women in the United States. The history of women will be studied in the context of their interactions with the political, social, familial, religious and aesthetic institutions of American society and how they affected and were affected by these institutions. Developments and major trends in laws, culture, economics, and other societal elements will be examined from multiple perspectives. The content covered will contribute to the students' development in understanding the role that gender plays in American society and its intersectional relationship with race and class. By the conclusion of the course, students will be able to critically evaluate the role of gender from both historical and contemporary perspectives and will have the unique experience of learning about that history from the women who made it.*

**Bio:**

*Dr. George L. Daniels is an associate professor of journalism and creative media at The University of Alabama in Tuscaloosa. He's a cum laude graduate of Howard University's Cathy Hughes School of Communications where he graduated with a degree in news editorial journalism. After working for eight years as a local television news producer in his hometown of Richmond, Virginia and then in Cincinnati, Ohio and Atlanta, Georgia, he earned both his master's and doctoral degrees in mass communication from The University of Georgia. In 2022-2023, Daniels served as president of the Alabama Communication Association. In 2022, Dr. Daniels received the Global Challenge Teaching Award for Racial Justice from the U.S./U.K. Fulbright Commission. He is the co-editor of Teaching Race: Struggles, Strategies and Scholarship for the Mass Communication Classroom. He is currently completing his first sole-authored book entitled Barrier Breakers: Media Educators Meeting the Diversity Challenge Across the Decades.*



**GEORGE DANIELS**  
University of Alabama  
*"Race, Gender and Media"*

**Course Description:**

*Since its inception as a special topics course, "Race, Gender and Media" has relied on media examples and engaged students with tackling issues at the intersection of race and gender in the U.S. mass media. Now a regular part of the curriculum for University of Alabama students majoring in advertising, public relations, news media, and creative media, the course requires students to understand how media industries are responding to pressures to diversify their workforces and their media images. Using interviews in The HistoryMakers Digital Archive, students will complete both individual and group-based assignments that not only immerse them in oral history research, but also enable them to link the experiences and accomplishments of African Americans to the larger study of mass media. In partnership with University libraries, the instructor makes week-to-week use of HistoryMakers interviews in teaching lessons while increasing students' knowledge of using databases.*



**JANA DUCKETT**

Morgan State University

*"Media Literacy in a Diverse World"*

**Bio:**

*Jana Duckett, Ph.D. is an assistant professor in the Strategic Communication Department at Morgan State University in the School of Global Journalism & Communication. She teaches courses in various areas including social media strategy, communication theory and research, digital media, digital marketing, media literacy, and vlogging. In 2020 she was one of Morgan State University's Inaugural Innovation Grant recipients and in 2021 she received a Hubspot Experiential Learning Education Innovation Grant. She serves as the faculty advisor for the university's Public Relations Student Society of America chapter and has served on the board for the Public Relations Society of America Maryland Chapter. Professor Duckett is passionate about mentoring students and inspiring their drive for research, curiosity, inventiveness, and excitement for using data to solve complex creative problems in engaging active-learning environments. Her research agenda includes studies on polymedia theory, design thinking, social network theory, cloud protest, and media effects.*

**Course Description:**

*Media Literacy in a Diverse World is an interdisciplinary course that explores and organizes the effects of media into different information revolutions or historical shifts in society, while examining the intersection of media, culture, and technology and the diverse impact they have in different societies. Through each shift students explore the emerging media (Books, Newspapers, Music, Magazines, Radio, Film, Television, and Digital Convergence, etc.) of the time period and also the historically situated meaning around it. Students will explore different media genres through the contextual lens of The HistoryMakers Digital Archive tool with a special interpretive emphasis placed on understanding how media shape perceptions about race, religion, gender, ability, sexual orientation, etc. Students will engage in the practice of analyzing evidence and conflicting interpretations using archival databases, repositories of information, and primary sources to go beyond the surface and into deeper levels of tacit narratives using an interpretive framework.*

**Bio:**

*Dr. Deborwah Faulk is an incoming Assistant Professor of Sociology and Africana Studies at the University of Richmond. Her research and teaching interests center race and racism, Black families, and social inequality. Dr. Faulk's current book project, *The HBCU Dilemma: How Black Advantaged Parents Think About Race, College, and Opportunity*, explores Black advantaged parents and their views of their children's college options in a racialized and anti-black world. Beyond her role as teacher-scholar, she deeply values mentorship, community engagement, and service and is especially passionate about causes related to social justice and equity. Prior to joining the University of Richmond, Dr. Faulk was an Assistant Professor of Sociology at James Madison University. She holds a Ph.D. and M.A. in sociology from The Ohio State University and a B.A. in sociology from Spelman College. She is a proud native of Sumter, South Carolina and aims to honor her family in all that she does.*



**DEBORWAH FAULK**  
University of Richmond  
*"Sociology of Black Families"*

**Course Description:**

*Historically social scientists have failed to fully capture and understand the nuances and diversity of Black families, their social and cultural experiences, and their resistance. Drawing on sociology, Black/Africana studies, psychology, criminology, and African American history and literature, this course approaches the study of Black families through an interdisciplinary lens. The Sociology of Black Families course explores and critiques foundational and contemporary theories about and analyzes of Black families with a particular emphasis on Black American families. This course critiques and engages scholarly research, public and media discourses, policy, creative writing, personal narrative, and oral histories to appreciate and reimagine Black family life. The HistoryMakers Digital Archive will be used to invite students to engage with the personal narratives and histories of Black people, their families, and communities and as a model for the design and creation of students' own public scholarship portfolio on Black families and communities.*



## ROBERT HANSERD

Columbia College Chicago  
*"The Black Arts Movement"*

### **Bio:**

Robert Hanserd studies West African, African American, and Atlantic culture and history. Specific interests include spirit and cosmologies, cultural practices, and oral histories. In the Americas, Maroons, free-black and slave struggles for freedom and identity are central topics. His work highlights a range of historical and contemporary research foci. Recent publications include *500 African Voices: Catalog of Published Narratives by Africans Enslaved in the Transatlantic Slave Trade, 1586-1936* by the American Philosophical Society in 2023, and *Identity, Spirit, and Freedom in the Atlantic World: The Gold Coast and the African Diaspora* by Routledge Press in 2019. Hanserd is editing *African Indigenous Systems* by Sub-Saharan Publishers and currently pursuing other writing projects. His other interests include visual and audio pathways of the African diaspora, international scholarship, and public history. Hanserd is a member of the African Studies Association, Ghana Studies Association, and has presented his research on numerous panels and symposia.

### **Course Description:**

*The Black Arts Movement: HUMA 211-01 utilizes The HistoryMakers Digital Archive to investigate filmmakers, dramatists, writers, critics, and others' engagement with the role of the artist in the making of cultural revolution, and authenticity and axiology relative to a black aesthetic. Students pinpoint interviews, biographies, videos, archival photography, history, text, art, the responsibility of artists to their communities, and the significance of oral forms in cultural struggles. We will use The History Makers Digital Archive to investigate local, national, and international features of the Black Arts Movement and related historical actors and events. Students gain methodological knowledge, identify thematic and chronological intersections via individual lifeways documented in the archive and through subsequent research, writings, and artist or aesthetic assignments and coursework in the classroom. These learnings will be exhibited in the implementation of a virtual Black Arts Festival in Spring 2024.*

**Bio:**

*With a myriad of experiences in corporate and creative industries, Alexa A. Harris currently serves as an Assistant Professor in the Department of History and Interdisciplinary Studies at Norfolk State University. The Virginia native found her passion for Oral History while participating in the Spelman Independent Scholars program as a college student. Harris co-produced her first documentary while in the Digital Moving Image Salon, also at Spelman College. She continued her studies in the inaugural cohort of the Documentary Film and History Master's degree program at Syracuse University's S.I. Newhouse School of Communication and Maxwell School of Public Affairs. While there, Harris also collaborated with the Cold Case Justice Initiative at the Syracuse College of Law to re-investigate murders from the Civil Rights Era. After graduation, Harris earned her doctorate in Communication from Howard University. Her research focuses on African-American rhetoric, Generational Studies, Intercultural Communication, Popular Culture and Media Literacy.*

**ALEXA HARRIS**

Norfolk State University

*"Professional Development"***Course Description:**

*INT 399P: Professional Development is an Interdisciplinary Studies course that will explore an array of career disciplines through the lens of Sankofa; looking to African-American leaders of the past to serve as a roadmap to guide students towards successful futures. Students will also analyze, develop, and prepare effective job materials, utilize digital networking opportunities, practice interview strategies and generate a personalized professional plan for achievement beyond graduation from Norfolk State University. In order to achieve this, students will participate in professional simulation activities throughout the semester based on lessons from the Professional Development digital textbook for the course. Additionally, students will learn from the stories of trailblazing pioneers on The HistoryMakers Digital Archive. As an interdisciplinary course, students will also engage in exercises focused on transferrable skills in the arenas of leadership, organization communication, intra/interpersonal communication through speaking intensive assignments, assessments and a branding project of their design.*



ANNA KAPLAN

American University

*"Women's Voices Through Time"*

**Bio:**

*Specializing in memory and public narratives about race in the US South, Anna Kaplan is a Professorial Lecturer and Resident Public Historian at American University. She serves as President of Oral History in the Mid-Atlantic Region and co-chair for the Oral History Association's Diversity Committee and Equity Audit Task Force. Kaplan is an OHA/NEH mini-grant recipient, supporting her research highlighting pivotal Black women's labors in establishing mid-20th century US institutional oral history programs. She is also working on her manuscript "Left by the Wayside: The Struggle over Control of the Memory of the University of Mississippi's Desegregation," examining uses of memory to shape public narratives about race at the University of Mississippi. She has worked on oral history and public history projects with the State Department, National Park Service, DC Oral History Collaborative, and several Smithsonian Institution museums. Kaplan earned her PhD in History from American University and MAs in Oral History and Anthropology from Columbia University.*

**Course Description:**

*WGSS 150: "Women's Voices Through Time" focuses on distinctive contributions of women to Western artistic and intellectual traditions; significant articulations of human experience; how such traditions became established; and how women, despite obstacles, have produced lasting works of ideas and imagination. Centering on the US, we will largely focus on African American women but also draw from Indigenous, Asian American, Latina women, and more. Using primary sources, we'll challenge stereotypes and monolithic depictions, and understand how women of many races, gender identities, and abilities have and continue to shape this country. Literally bringing their voices of resistance and joy into the classroom through oral history, literature, art, historical documents, etc., students will use theories about race, gender, sexuality, and disability to analyze them. By the semester's end, students will know key figures and have tools for discovering, researching, analyzing, and sharing out voices of women in every aspect of US society and history.*



**Bio:**

*Nafeesa H. Muhammad is an Assistant Professor of History at Spelman College. She previously worked at Lincoln University of Pennsylvania where she chaired the university's Inaugural Underground Railroad Conference. Dr. Muhammad's areas of interests are 19th and 20th century United States, African American, Transnational, and African Diasporic History. She specializes in the history of the Nation of Islam (NOI) and the movement of Black Nationalism in the United States. Dr. Muhammad earned her B.A. from Spelman College. She also has a M.A. in African American Studies and a Ph.D. in history from Georgia State University. Her current book project focuses on oral history narratives from members in the NOI and the organization's economic endeavors in Chicago, Atlanta, and New York. Her forthcoming article "Minister Abdul Rahman and Nation of Islam Temple No. 15 in Atlanta: A Case Study" examines the NOI's economic program in Atlanta amid the Black Freedom Movement.*



**NAFEESA MUHAMMAD**

Spelman College

*"Islam in United States History"*

**Course Description:**

*This course examines the development of Islam in the seventh century and its early influence in ancient Africa, South America, and North America. Special emphasis will be given to the dynamism of Islam, its transformation in the United States, its adaptation to the African American experience and its development among immigrant communities. In addition, this course will explore American transnational connections with Afro-Cubans, Punjabi Indians, and Arabs. A significant portion comprises an exploration of gender roles between Muslim men and women and utilizes oral history narratives from individuals who participated in and/or observed aspects and events in the development of Islam in the United States. Most of these first-hand accounts are in The HistoryMakers Digital Archive, which forms the basis of the primary sources used in this course. The HistoryMakers Digital Archive is deeply interwoven within class assignments.*



## EZELLE SANFORD III

Carnegie Mellon University

*"Introduction to African American History: Black Americans and the World"*

### **Bio:**

*Dr. Ezelle Sanford III is an Assistant Professor of History at Carnegie Mellon University. His scholarship sits at the intersection of African American, medical, and urban histories. He is particularly interested in histories of race, science, and medicine from the 19th century to the present. He is currently working on a book project titled *Segregated Medicine: How Racial Politics Shaped American Healthcare*, which utilizes the case of St. Louis's Homer G. Phillips Hospital, America's largest segregated hospital in the mid-twentieth century, to trace how the logic and legacy of racial segregation established structures of healthcare inequality that persist to this day. His work has been featured in popular and academic publications including the online publication *Black Perspectives* and the new edited collection *Left in the Midwest: St. Louis Progressive Activism in the 1960s and 1970s*. He has also has received several fellowships and awards including the Ford Foundation's Dissertation Completion Fellowship.*

### **Course Description:**

*Beginning with early modern African civilizations, the transatlantic slave trade, the global age of revolutions, the implementation of transnational regimes of racial segregation, to the growth of transnational movements for civil and human rights, this course surveys the history of Black Americans from a global perspective. This course will follow African-descended people as they theorized, moved, migrated, and traveled throughout the world. From this perspective, students will learn about the diasporic dimensions of Black American identity. Students will also trace the historical circulation of African-descended people, knowledge, culture, and technologies. Through this course, students will learn that Black American historical actors have and continue to understand their position not only within the domestic social and political spheres of the United States but also in global societies. From their marginalized social position, Black Americans, therefore, have articulated alternative frameworks for understanding the United States, the West, and the world.*

**Bio:**

*Dr. Shively T. J. Smith, New Testament Professor at Boston University School of Theology, has spent over 20 years as a scholar-teacher and speaker dedicated to academic theological studies and ecumenical conversations in the public square. Her scholarship focuses on early Christian letters, Howard Washington Thurman, and nineteenth-century African American women's literature. A summa cum laude and Phi Beta Kappa graduate of Fisk University, she holds two Masters' degrees and a PhD in New Testament studies from Emory University. Smith has authored two books, *Strangers to Family: Diaspora and 1 Peter's Invention of God's Household* and *Interpreting 2 Peter through African American Women's Moral Writings*; and written numerous essays, including: "Thurman-eutics: Howard Thurman's Clothesline for the Interpretation of the Life of the Mind and Journey of the Spirit." Having received several national awards, Smith has appeared on the History Channel documentary "Jesus, His Life" and presented at the National Museum of African American History and Culture.*

**SHIVELY SMITH**

Boston University School of Theology  
*"Howard Thurman: Biblical  
Interpreter for the Public Square"*

**Course Description:**

*Boston University School of Theology offers this course in its newest fully online degree program, Master of Arts in Religion and Public Leadership (MARPL). The course explores the life and vision of Howard Thurman from the perspective of "Thurman as an interpreter." Scholars traditionally label Thurman a mystic prophet, a sage, a pastor, a preacher, and an activist, but this class studies Thurman as an interpreter of texts, contexts, and religious experiences. It takes a unique journey through Thurman's spoken and written words to examine his interpretive actions as a religious leader and reflect on our interpretation practices. Some of the questions the course will seek to answer include: (1) What is Thurman interpreting? (2) How is Thurman interpreting? (3) To what end does Thurman interpret? (4) What does Thurman's model teach us about our practices of interpretation in service to our leadership functions? The course will utilize The HistoryMakers Digital Archive alongside other university-based Thurman archives to expand understanding about the historical moments, people, and institutions Thurman engages and influences. The HistoryMakers archive will provide resources for recreating the rich contexts from which Thurman hails and identifying other topics and people for considering public leadership models and Thurman's interpretive practices.*



## YEHUDA SILVERMAN

Northwestern University  
"Leadership for Today"

### **Bio:**

*Dr. Yehuda Silverman is a peacebuilding pracademic (practitioner/academic) who specializes in conflict prevention, analysis, and transformation. He is an Instructor at Northwestern University's Civic Education Project, Cultural Exchange Assistant for Acquaint, and Facilitator at the International Center for Religion and Diplomacy. He also mentors emerging peacebuilders through Initiatives of Change. During his postdoctoral academic appointment as the Faculty Diversity Fellow at Ursuline College, he developed and taught the course Intrapersonal Peace and Conflict Prevention. He additionally facilitated courses in coordination with UNESCO MGIEP, World Beyond War, Erasmus+, Soliya, World Learning, and Sharing Perspectives Foundation. He also served as a Guardian ad Litem representing abused, abandoned, and neglected children in court. His PhD is in Conflict Analysis and Resolution with a concentration in International Peace from Nova Southeastern University, and facilitation certificates in Kingian Nonviolence Conflict Reconciliation from the University of Rhode Island and Intercultural Dialogue from the UN Habitat.*

### **Course Description:**

*In our current times, digital spaces have created endless avenues for possibilities in trustbuilding, particularly in connecting individuals with the ability to communicate. Through exploring how peace is conceptualized locally, globally, and digitally, a deeper understanding of the challenging dynamics surrounding historical and current events will be examined. A focus on discovering diverse leaders beyond the mainstream media and their contributions towards peace will also be highlighted. An investigation of their strategies to pursue distinct goals while also facing barriers can further highlight how the path to peace is not necessarily a linear direction, though a complex matrix of factors which are all essential to consider. Through recognizing the achievements of their leadership, more comprehensive perceptions of intrinsic values related to personal and professional growth will be acquired. The connections to values and their nexus to conflict will also be investigated, along with lessons learned to cultivate a more inclusive world.*

**Bio:**

*Dr. Hassan Zamir is an accomplished associate professor and the director of the Informatics program at the School of Information Studies at Dominican University in Illinois. He holds a PhD in Information Science from the University of South Carolina and has a wealth of knowledge and experience in his field. Dr. Zamir's research interests are focused on social media and misinformation. In addition to his research, he teaches a variety of subjects including data science, information technology, health informatics, web designing, and cybersecurity. Dr. Zamir's dedication to his students is well-known, as he is known for his ability to make complex topics interesting and easy to understand. He is a regular contributor to scientific journals and presents at information science-related conferences and workshops to share his knowledge with a wider audience. Dr. Zamir is passionate about staying up-to-date with the latest developments in his field and is always seeking new opportunities to learn and grow.*

**HASSAN ZAMIR**

Dominican University  
*"Foundations of Information  
Technology"*

**Course Description:**

*This course explores the principles and application of information technologies. In this revised version, students will learn about the history and contributions of African Americans in the field of information technology, using The HistoryMakers Digital Archive as a primary resource. Through a combination of lectures, discussions, and hands-on activities, students will gain an understanding of how computer applications, networking, and telecommunications enable information transfer, and explore the computing techniques essential for processing, storing, and retrieving information. Assignments will include hands-on experiences with hardware, explorations of code and how to write it, and the analysis of relevant literature. Additionally, students will critically examine the ethical and societal implications of information technology, with a focus on issues of access and inclusion. By the end of the course, students will have a foundational understanding of the role of information technology in shaping society, as well as a deep appreciation for the contributions of African Americans to this field.*