



## Danielle Pappo

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This year, I seek to transport Herstory's critical storytelling methodology to the University of Massachusetts, Amherst, in order to (re)form relationships among undergraduate students and campus workers. Although students and University employees exist in close proximity to one another on-campus—workers often experience distance in the form of socio material categories of age, economic and immigration status, linguistic subordination, and racialization. I'd like to work within that distance, guided by the scholarship and activism of other literacy educators (Marko, 2015; Monberg, 2009; Martinez, 2020; Auerbach, 1996). Rooted in critical self-reflection, empathy, and storytelling, this course aims to develop a network of support among students, faculty, staff, and workers to create greater self-representation and mobility for minoritized individuals at UMass. This project will take the format of one semester-long community writing course at UMass Amherst in spring 2022. Guided by Herstory training and mentorship, this course may(re)write UMass through understanding the experience of the University by those who navigate the institution daily. This fall, I am eager to begin composing my own memoir—and then alongside UMass students—as one critical method for change, and by which other scholars, teachers, and researchers will read.

### References

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Monberg, T. (2009). *Writing Home or Writing As the Community: Toward a Theory of Recursive Spatial Movement for Students of Color in Service-Learning Courses*. *Reflections Journal*, 8(3).