Advancing peace, social justice, and global citizenship

CRITICAL INQUIRY AND CONSEQUENTIAL ACTION 2019–20

CENTER FOR PEACE & GLOBAL CITIZENSHIP

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(covers) Luigie Febres ’22 stands in front of a mural at Hampshire College during the Civil Liberties and Public Policy Conference.
(right) Students in Advanced Topics in Marine Biology (BIOL 456) explore the coral reefs of Roatán, Honduras.
The Center for Peace and Global Citizenship advances peace, social justice, and global citizenship through research, education, and action.
Why a Center for Peace and Global Citizenship?
Dear Students,

The Center for Peace and Global Citizenship, established by Haverford College in 2000, is an expression of our community’s long-standing commitment to education for ethical action.

Throughout your career at Haverford, the CPGC provides funded opportunities for you to learn, investigate, and make a positive difference through cooperation with off-campus partners nearby and around the world.

We learn from and work to support our network of partners who are leaders in the social sector. Puentes de Salud is a Philadelphia-based organization dedicated to advancing health outcomes in migrant communities and educating the next generation of leaders about structural violence and social determinants of health. Dr. Steve Larson ‘83 is a co-founder and Alexandra Wolkoff ‘14 is director of education. Together with other Puentes staff, they direct and mentor student volunteers, summer Fellows, and students working on relevant projects. Puentes is one example of numerous local and international partners that touch every issue area.

Alumni generosity and commitment to equity ensures that we are able to support Haverford students in funded opportunities to participate in summer Fellowships that advance peace, social justice, and global citizenship. Each year, about 60 students are accepted into our Fellowship program. Fellows for Global Citizenship travel to Malawi, Mexico, and many places in between, including locations throughout the United States and Philadelphia.

Students who get involved with the CPGC early in their Haverford careers frequently find that off-campus experiences deepen their academic inquiry. Last year, for example, we awarded Amanda Grolig ‘19 the CPGC Publicly Engaged Scholar Award. Amanda earned that recognition through her long-standing collaboration with Let’s Circle Up, a restorative justice initiative. That work became the basis of her thesis, “Restorative Justice Education and Masculine Flexibility,” on the program’s effects in a maximum security prison.

If you are committed to critical inquiry and consequential action on issues of justice, we are here to support you. Our aim is to help you connect your academic questions and skills with the interests of our off-campus partners and other justice advocates.

Whether in linguistics, chemistry, or history, we connect students’ educational and career trajectories with community organizations’ goals and projects, improving outcomes for our students, our partners, and our communities. The pages that follow will show you how.

We hope to see you in the CPGC Café.

Eric Hartman
Executive Director
Center for Peace and Global Citizenship
Get Started

From the moment you set foot on campus as a Haverford student, you’ll have access to fully-funded volunteer opportunities, community-engaged courses, campus events, and programs that allow you to learn more about the social justice landscape. The CPGC works with off-campus partners, student leaders, and faculty to offer programs that provide insight into issues from migration and migrant rights to girls’ empowerment in Appalachia; scholarly activism in environmental studies, health studies, and peace, justice, and human rights; and much more. Our programs are inside and outside classes, on or near campus, in Philadelphia, and around the world.
Volunteer

The Marilou Allen Office of Service & Community Collaboration (OSCC) works with both the CPGC and the Diversity, Access, and Community Engagement team in the Dean’s Office to help build local relationships and partnerships and to position Haverford’s campus as a welcoming gathering place for Ardmore community members.

Haverford students volunteer in co-curricular projects supported by the OSCC. Student leaders organize on-campus and off-campus service days, week-long service trips, and manage weekly projects as part of a well-rounded liberal arts education. The OSCC also guides Fords in finding the right volunteer opportunities with non-profits in the Philadelphia region.

Email hc-service@haverford.edu for more information.

Take a Train to Philly

Did you know it takes less than half an hour to get to Philadelphia from campus? If you want to get to a volunteer commitment, attend a meeting or a march, or get off campus for other civic engagement, the College will cover your transportation costs. Search “Social Justice Transit Fund” on the Haverford website to view updated SEPTA ticket pick-up times and locations.

Enroll in a Course

Haverford offers a range of courses that incorporate off-campus learning and action. Courses developed as introductory experiences for fall 2019 include:

- Community Learning Collaborative: Practicing Partnership (EDUC H200A)
- Social Epidemiology (HLTH H228A)

Spring 2020 courses offering pathways into civic engagement include:

- Plants and People (with the Economic Botany Field Study in Trinidad and Tobago)
- Community Engagement and Social Responsibility
- Intermediate Spanish

For complete course listings, descriptions, and instructors, go to the Courses tab at haverford.edu/cpgc.

“[This was my first real opportunity to head into the city while being at Haverford and it was a beautiful experience that made me 100 times more willing to travel into the city in the future.]”

BRANDON PITA ’22 reflecting on the off-campus learning opportunities offered in an engaged course

Philadelphia-based artist and activist Michelle Angela Ortiz meets with students in Global Citizenship: Migration in Philadelphia and Beyond (PEAC 209) at her South Philadelphia studio.
Travel

During academic breaks, students learn about and support innovative approaches to social justice work through CPGC partnerships in West Virginia and New York City.

Fall Break

High Rocks in West Virginia*

One of the CPGC’s longest-running community partners, High Rocks Educational Corporation is devoted to educating, empowering, and inspiring young people in rural Appalachian West Virginia—one of the most beautiful and fascinating parts of the country. This fall break program is an introduction to the justice-building community development work being done at High Rocks. Students come away from the week having learned about the organization’s mission, assisted with volunteer projects central to the operation of the camp and other facilities, and participated in a variety of workshops that continue to prompt insights and discussions long after the program ends.

* Applications for High Rocks Fall Break are due via the CPGC website by Sunday, September 22, 2019.

“...brings the HIV/AIDS epidemic into the forefront of current justice work, especially because of its intersectionality with the opioid crisis, gender identity, and of course the LGBTQ+ community.”

ELENA MARCOVICI ’21 reflecting on the GMHC Program

HIV/AIDS Advocacy in NYC & Philly*

For more than a decade, Haverford’s AIDS Service Network (ASN) student group has devoted academic breaks to learning about and making positive inroads against the AIDS epidemic. Participants volunteer at and learn from HIV/AIDS advocacy organizations, meet with Haverford alumni who work in public health and advocacy, and explore ways to turn the experience into action on campus and beyond.

* For 2019–20 program deadlines and details, check the CPGC and OSCC websites.
Connect with Activists

Radical inclusivity is a goal that lies at the heart of global citizenship work. Through the exciting new event series *Human Movement, Inclusivity, and Our Region*, the CPGC invites the Haverford community to connect with activists, artists, and organizations who make our area more diverse and inclusive. Each event, featuring a film screening and a discussion with invited guests, will highlight the ways that human movement has continually created and recreated Philadelphia and the wider region where we live and work.

**October 3, Family Detention and Separation: Las Madres de Berks** with muralist/filmmaker Michelle Angela Ortiz

**October 29, The “Stolen Children” of WWII Poland: Childhood Denied** with area resident Aleksandra Danicki, Voice of Witness, and Facing History and Ourselves

**November 12, Middle East/North Africa: Namour** with director Heidi Saman and HIAS Pennsylvania

**February 18, Liberia/West Africa: Because of the War** with women peacemakers featured in the film and the African Family Health Organization

For event details, go to hav.to/migrationseries.
Advance Inquiry and Action

As you progress in your career at Haverford, the CPGC invites your continued growth through inquiry and action. Whether through self-designed and CPGC-funded initiatives; moving on to upper-level community-engaged coursework; or choosing to concentrate or minor in a community-engaged academic program, you’ll have many options for deepening your experience and sophistication with respect to ethical action and applied scholarship.
Create Your Own Path

Are you passionate about a particular issue? Do you want to learn more, get more involved, or have deeper conversations about it with the campus community? Haverford students and faculty may apply for CPGC funding to support new initiatives that advance peace, social justice, and global citizenship.* Here is just a small sample of programming initiated by scores of students and faculty over the past year.

*Applications for these opportunities are due on a rolling basis at least four weeks ahead of program via the CPGC website.

Community Engagement

Though a spring break engagement project at the Cheyenne River Youth Project (CRYP) in South Dakota, Mercedes Davis ’20 explored the role that CRYP plays in the lives of families and youth on the Cheyenne River Sioux Reservation. She examined the importance of culturally relevant activities as a form of resistance to white supremacy; the impact on a non-profit of an executive director that is representative of the population it serves; and observed different ways of teaching and learning. Mercedes intends to draw from the experience in her thesis, which will examine the purpose of education.

Off-Campus Conferences and Workshops

Noha El Toukhy ’22, Loui Othman ’21, and Ali Altamimi ’22 attended the 12th annual Harvard Arab Conference. The three students, who are starting a Middle Eastern and North African (MENA) Club at Haverford, hoped to network with and get ideas from other Arab student groups.

“This conference captured what it’s like to be an Arab in the United States. Cultural, religious, personal and social struggles of Arabs were all addressed and discussed. The panels were so empowering and engaging and informative. It’s incredible to see how Arab communities are connected in institutions as large as Harvard University—[that connection] is what we are striving to build at Haverford.”

NOHA EL TOUKHY ’22, conference funding recipient

Due to their deep commitment to finding solutions for challenges facing communities around the globe, Ellis Maxwell ’20, here with Haverford College President Kim Benston, was named a Newman Civic Fellow.
Take an Advanced Community-Engaged Course

As students advance in their disciplines, they may deepen their knowledge and experience through a growing list of Haverford’s community-engaged courses.

One such offering is Economic Botany (ENVS/BIO 318), which will include the Economic Botany Field Study in Trinidad and Tobago over spring break.

For a complete list of upper-level offerings for fall and spring 2019–20, go to the Courses tab at haverford.edu/cpgc.

Applications for the field study are due via the CPGC website by Sunday, September 29, 2019.

“We spent every day learning something new about the reef in lecture or in the water. It was amazing because we would listen to a lecture about coral identification and then get to snorkel and practice the identification a few hours later. ... Almost every topic that we covered during the class—from marine microplastics to over-fishing to invasive species—was present in Roatán.”

LAURA DONAHUE ’19 reflecting on the 2019 BIO 456 field study in Roatán, Honduras
Explore a Community-Engaged Academic Program

Students interested in community-engaged learning may major in any discipline at Haverford, and community-engaged courses are offered in programs from biology to Spanish. This year, CPGC Fellows represent 60% of the College’s academic departments and programs. However, three interdisciplinary programs reflect a particularly close tie with the CPGC’s mission and priorities. These programs feature multiple opportunities to connect engaged learning with coursework, and to focus inquiry around issues of peace, social justice, and global citizenship.

- Peace, Justice, and Human Rights concentration
- Environmental Studies minor and major
- Health Studies minor

CPGC Support for Faculty Course Innovations

Faculty frequently wish to enrich their courses with external speakers, visits to off-campus locations, or projects through which students, faculty, and community leaders engage together on issues of shared concern. In the 2018-19 academic year, the CPGC supported numerous such innovations.

For Assistant Professor of Biology Kristen Whalen, developing a winter break field study in Roatán, Honduras for her students in Advanced Topics in Marine Biology (BIO456) enhanced the classroom experience in a very hands-on way.

“This field experience [allowed] students to examine first-hand the most diverse ecosystems on earth—coral reefs—and efforts to save them,” Professor Whalen says.

The week-long program put the scientific aspects of dolphin encounters, snorkeling and diving excursions, and specimen identification in the broader context of community well-being. The experience showed the five Bi-Co students “why protection of these ecosystems is so vital to the local community.”

“I am committed to incorporating [opportunities like this] into the classroom in order to help engage students in developing a narrative based in scientific truths, but accessible to lay people,” Professor Whalen continues. Ultimately, she says, these opportunities will “foster deeper connections between science and society.”
Immersive internship experiences

Become a Fellow for Global Citizenship

Each year the CPGC awards approximately 60 Fellowships for Global Citizenship. The Fellowship program, which centers around immersive summer internship experiences, has been developed to widen and deepen Haverford’s connections with social change organizations around the world. Fellowships encourage a collaborative approach to addressing social justice, human rights, and environmental issues. Each Fellowship engages a year-long cycle that includes preparatory work in the spring, a fully-funded internship during the summer, and a re-entry course in the fall.
Prepare

Since its inception, the CPGC has worked to prepare students for ethical, off-campus action through an intensive, preparatory retreat. This past year, that preparatory programming was strengthened through two innovations that further connect preparation with ethical inquiry, community leaders’ insights, and Haverford alumni.

In May, two cohorts of Fellows participated in intensive, week-long seminars through which they had the opportunity to meet with and learn from alumni advancing ethical action in, respectively, the Philadelphia region and global health.

Through their participation in these programs, Fellows were better equipped to respond to the continuously evolving, complex terrain of ethical social action during their summer experiences.

“This week was one of the most deeply engaged learning experiences I have had at Haverford. I really enjoyed the opportunity to learn from people who are living and working in the communities we visited, and I felt that I learned more about Philadelphia this week than I have in the past four years.”

2019 POP (Philadelphia Orientation Program) participant

Experience

At the core of the Fellowship program is a fully-funded, eight-week summer internship, during which Fellows pursue social justice, human rights, and environmental preservation work at organizations around the world.

In 2019, students had the opportunity to intern with 20 partnership organizations including new programs in Philadelphia, Brooklyn, and Bangladesh. Other students pursued self-designed internships at organizations they had connected with independently or through faculty.

The map and the list on the pages that follow represent the immersive summer experiences of the 2018 and 2019 Fellows for Global Citizenship.
100 % of Fellowships fully funded*

26 % of Fellowships in the Philadelphia region

59 Fellowships in 2019

* Including the Summer Earnings Expectation for students who receive financial aid
2018 & 2019 Fellowships

Asia

★ Asian University for Women
Chittagong, Bangladesh
Sam Berg ‘21
Sophia Bokhari BMC ‘20
Adile Lourenço ‘20

● Addressing Issues of Sustainability & Cross-Cultural Exchange in China
Amity Foundation
Nanjing, China
Jessie Chen BMC ‘20

★ Amity Foundation
Nanjing, China
Claire Blood-Cheney ‘20
Anisha Varatharajah BMC ‘21

● Creative Learning Project
Tomujin Academy
Ulaanbaatar, Mongolia
Nasanhayar Ulijii-Oroolgh ‘22
Co-Sponsored by the Koshland Integrated Natural Sciences Center (KINSC)

Europe

● Refugee Youth Liaison
Velos Youth
Athens, Greece
Noorie Chowdhury ‘21

● Partnership and Strategy Intern
United Nations Development Programme - Africa Centre for Climate and Sustainable Development
Rome, Italy
Eleni Smithham ‘19

● Conflict Studies Researcher
Centre for the Study of Ethnic Conflict
Belfast, Northern Ireland
Kirsten Mullan ‘19

Latin America & the Caribbean

● Battling LGBT Stigma in a Progressive Chilean Province
Movimiento de Integración y Liberación Homosexual
Santiago, Chile
Danny Mayo ‘19

● Grupo de Apoyo Mutuo
Digital Archiving Interns
Guatemala City, Guatemala & Philadelphia, PA
Natalia Mora ‘21
Saul Ontiveros ‘22
Mariana Ramirez ‘20

● Oral Histories on Migration
Researchers
Mexico City and Sayulita, Mexico
Isabel Canning ‘21
Claudia Ojeda ‘21

★ Agora Partnerships
Mexico City, Mexico
Lev Greenstein ‘20
Victoria Merino ‘20
Ines Purcell BMC ‘20

★ Casa de los Amigos
Mexico City, Mexico
Ian Davis ‘22
Kathryn Gonzales BMC ‘20
Katie Leiferman ‘20
Vanessa Morales ‘19
Brandon Pita ‘22
Briana Quinn ‘20
Zoila Regalado BMC ‘20
Liana Thomason BMC ‘19
Paula Villagran-Orsiño BMC ‘21
Hannah Yeakey ‘21

● Women’s Reproductive Health
Child Family Health International
Oaxaca, Mexico
Sierra Bradshaw-Kreimer BMC ‘20

★ National Science Foundation Linguistics Field School
Oaxaca, Mexico
Jaime Metzger ‘19
Saul Ontiveros ‘22

● Intensive Beginner Spanish and Healthcare in Mexico
Child Family Health International
Oaxaca, Mexico
Elizabeth Wiggins ‘21

★ Asa Wright Nature Centre
Arima Valley, Trinidad and Tobago
James ( Fitz) Dougherty ‘21
Nicholas Munves ‘18
Co-Sponsored by KINSC

Middle East & North Africa

● Cultural Comparison of Psychological Institutions in a Middle Eastern Country
Kasr Al Ainy Hospital
Cairo, Egypt
Noha El Toubly ‘22

● Researcher and Editor
The Arab Program for Human Rights Activists
Cairo, Egypt
Alexandra Horlava ‘22

★ Golden Buttons
Women’s Empowerment Center
Sefrou, Morocco
Hanna Li ‘20
Valentina Moreno ‘22
Zuyi Wang ‘20
Xixuan Olivia Xing BMC ‘20

Sub-Saharan Africa

● The Retaw Water Project
Asmara, Eritrea
Tsion Sysom ‘21

★ Bi-Co Lagim Tehi Tuma
Dalun, Ghana
Hawa Barry BMC ‘22
Mammane Barry BMC ‘22
Thitina Bekele BMC ‘21
Addison Conn ‘20
Mercedes Davis ‘20
Sabea Evans ‘18 (Graduate Fellow)
Michelle Fleuriot BMC ‘18 (Graduate Fellow)
Avery McNair BMC ‘19
Tino Nguruve BMC ‘22
Rihana Omer BMC ‘21
Maria Vivanco BMC ‘20
Co-Sponsored by The Bryn Mawr College Leadership, Innovation, and Liberal Arts Center
Philadelphia Region

- Neighborhood Gardens Trust
  Philadelphia, PA
  Jack Brover '19
- Puentes de Salud
  Philadelphia, PA
  Hasibe Caballero-Gomez '21
  Lili Domenick '19
  Lev Greenstein '20
  Chloe Juriansz '21
  Guadalupe Torres '20
  Jacob Valero '22
- Asian Arts Initiative
  Philadelphia, PA
  Emma Chen '21
  Olivia Legaspi '19
  Co-Sponsored by the Hurford Center for the Arts and Humanities (HCAH)
- College Success & Organizational Development Fellow
  College Together
  Philadelphia, PA
  Hess Cohen '19
- HaverFarm
  Haverford, PA
  Luigie Febres '22
  Shaleia Thompson '20
- Refugee Appointment Accompaniment Intern
  HIAS Pennsylvania
  Philadelphia, PA
  Shu Min He '19
- Food Moxie
  Philadelphia, PA
  Emma Iacobucci '21
  Nichy Rhodes '19
  Elaina Sassine '22
- Filling the Justice Gap: Expanding Access to Legal Aid in Philadelphia
  Equal Access Legal Services
  Philadelphia, PA
  Katie Leiferman '20
- Philadelphia Futures
  Philadelphia, PA
  Hunter Logan '22
  Olivia Wong '21
- Philadelphia Public School Notebook
  Philadelphia, PA
  Mahoto Manheim '21
  Hannah Melville '20
- Public Policy Intern
  Committee of Seventy
  Philadelphia, PA
  Claire Mao '20
- Michelle Angela Ortiz
  Philadelphia, PA
  Hayley Meyerhoff '20
  Abby Miller '19
  Co-Sponsored by HCAH
- Grupo de Apoyo Mutuo & Puentes de Salud
  Digital Archiving Interns
  Philadelphia, PA
  Tania Ortega '19
  Mariana Ramirez '20
- The BlackQuakerProject
  Cambridge, MA and Swarthmore
  Jasmine Reed '22
- Ear to the Walls: Oral History Research on Philadelphia Public Art
  Streets Dept.
  Philadelphia, PA
  Phillip Reid '19
- Social Movement Media Archive
  Media Mobilizing Project
  Philadelphia, PA
  Cole Sansom '19
- Urban Islanders Podcast
  North Philly Peace Park
  Philadelphia, PA
  Loudies Taylor '21
- Outreach and Legal Advocacy for Immigrant and Labor Rights
  Justice at Work
  Philadelphia, PA
  Lena Yeakey '19
- Diversity and Activism
  Summer Archive
  Haverford, PA
  Sierra Zareck '20
  Co-Sponsored by The Council for Diversity and Inclusion, Haverford College Libraries, HCAH, Office of Multicultural Affairs, and the Student Engagement Office
- Elsewhere in the U.S. & Canada
- Women's Access to Healthcare in the South
  University of Alabama at Birmingham
  Birmingham, AL
  Seabrook Jeffcoat '22
- Archiving and Curating Intern
  Center for the Study of Political Graphics
  Los Angeles, CA
  Joseph Spiv '20
- Voice of Witness
  San Francisco, CA
  Molly Hawkins '20
  Art Kim '20
  Bonnie McKelvie '21
  Chace Palley '21
- ONE DC
  Washington, DC
  Caleb Conner '20
- GoldenGate Project
  University of Illinois at Urbana-Champaign
  Urbana, IL
  Pelagia Majoni '22
  Co-Sponsored by KINSC
- Public and Oral Histories Archive
  Paper Monuments
  New Orleans, LA
  Colin Fredrickson '20
  Isabella Siegel '19
- Facing History and Ourselves
  Brookline, MA
  Soha Saghir '21
  Howard Wang '20
- New Economy Coalition
  Cambridge, MA
  Luke Aylward '20
- Advocacy and Research
  Cultural Survival
  Cambridge, MA
  Evan Klassy '19
- Fight for $15 Campaign
  Centro de Trabajadores Unidos en Lucha
  St. Paul, MN
  Grace Brosnan '20
- Community Theatre Intern
  In the Heart of the Beast
  Minneapolis, MN
  Theodora Rodine '19
- Kings County Hospital
  Brooklyn, NY
  Frances Condón '21
  Camille Samuels '21
- Undergraduate Research Fellow
  Columbia University Center on Poverty and Social Policy
  New York, NY
  Luke Aylward '20
- International Human Rights Advocacy
  Unitarian Universalist United Nations Office
  New York, NY
  Louise Bednarik '19
- Summer Organizing Intern
  WE ACT for Environmental Justice
  New York, NY
  Paloma Perez-Coombe '19
- Reaching Out: Communicating in LGBT Advocacy
  Metropolitan Community Church
  New York, NY
  Michael Weber '19
- Woody Guthrie Center
  Tulsa, OK
  Cameron Albrecht '20
  Emily Dombrovskaya '19
  Co-Sponsored by HCAH
- High Rocks Educational Corporation
  Hillsboro, WV
  Meg Byrum '21
  Katie Guild '20
  Kierra Smith '20
Reflect Around the World

As an exercise in ethical representation and reflection, Fellows take and submit photos of their summer experiences that follow a set of guidelines structured to preserve the dignity of those portrayed. The images and reflections here represent a sample of what Fellows created and shared during international internship experiences in countries including Malawi, Mexico, Egypt, China, and Greece.

“The staple food of Malawi is nsima, a thick, starchy, almost porridge-like dish prepared with maize flour, or ufa. Nsima is served hot and eaten with the hand, by rolling up pieces in a ball and dipping it in the relish, or ndiwo …. The cultivating, storing, processing, and cooking of maize (for nsima) are intertwined with Malawian daily life, especially in rural areas. Most restaurants in urban areas also feature nsima on their menus. In this case, the restaurant will feature a sink on the wall for guests to wash their hands both before and after eating, or a waiter will bring a pitcher of water to pour over your hands and hold a bowl to catch the excess water underneath. I enjoyed eating and learning about nsima and the importance of maize in many aspects of life, and by the end of our time in Malawi I was cooking nsima myself—after several lessons from my Malawian partner, Abby.”

“At our village research site, we engaged in community conversations, gave interviews, stayed for a homestay visit, and assisted with meal preparation. In this photo, my partner Abby is cutting pumpkin leaves to cook on a wood-burning clay stove …. It was valuable for me to be studying food and nutrition, while being intimately connected with food preparation, both with my peers and at the village.”

ELeni SMITHAM ’19, reflecting on her public health internship in Mangochi, Malawi
“In the heart of the Plaza de la República lies Little LA, where returning Mexicans and Central Americans have made their home when they come back from the United States or are on their way there. Since there is no effective government-run program to support return migrants, organizations like New Comienzos and Migrant Shelters help these people get on their feet through mentoring programs, Spanish classes, shelter, jobs, and more. Moreover, the Little LA area is home to a vibrant community of migrants . . . [and a place] where they can find people who also lived in the United States and come together to create a home in an often unwelcoming country. Throughout the project, we have heard the sentiment, ‘we are neither from there or from here.’ Little LA provides these ‘binational’ people with a place where they can feel like they belong in all the chaos that being reintegrated after deportation and migration brings about.”

“We conducted interviews with returning and deported Mexican migrants from the United States, as well as Central American migrants coming to or passing by Mexico. They had the chance to tell us their stories and help us learn and understand the realities of migration, with the goal of helping people see the human side of it at a time when it is often dehumanized. The stories have helped us in compiling data and facts on migration, but they have also opened our eyes to what these people actually face and the hardships that come with making the decision to migrate.”

CLAUDIA OJEDA ’21, reflecting on her oral history internship in Mexico City and Sayulita, Mexico
Reflect Nearby

Fellows for Global Citizenship participated in U.S.-based summer internships in urban and rural locales across the country including Philadelphia, New Orleans, Los Angeles, and West Virginia. The images and reflections on these pages represent a sample of what they created and shared from their summer 2018 experiences.

“The Puentes students reflect on their families’ own migration stories as we learn about the migration journey of the monarch butterfly. We watched our own butterflies transition from caterpillar to chrysalis to butterfly, and released them at a park at the end of the summer. The monarch butterfly is a symbol that has been claimed by migration activists throughout the country. Through exploring butterfly migration, we talk about migration as a natural process, and compare animal migration to human migration. The kids puzzle over questions: Do borders exist for animals? Why is human migration criminalized, while animal migration is not?”

LILI DOMENICK ’19, reflecting on her internship with Puentes de Salud in Philadelphia

“On June 16th, Neighborhood Gardens Trust celebrated its fifth annual Community Gardens Day. A record number of 60 vibrant community gardens and shared open spaces participated by hosting barbecues, concerts, environmental education workshops, and other fun activities. Ralph Brooks Community Garden in South Philly’s Point Breeze neighborhood hosted the opening celebration, where Mad Beatz provided live music and former Eagle Connor Barwin spoke about the community building power of urban farms and gardens. The celebration brought together people of all different walks of life in a neighborhood that is experiencing gentrification and rising property costs.”

JACK BROWER ’19, reflecting on his internship with the Neighborhood Gardens Trust in Philadelphia
Continue the Journey

Shortly after the CPGC was founded, students recognized that while they each had unique experiences, they also had common threads for discussion and—importantly—they were looking for spaces to process and learn together. Following the students’ lead, all Fellows must now choose one post-internship course approved by the CPGC Faculty Steering Committee.

Post-internship course offerings—available in disciplines including political science, health studies, peace, justice, and human rights, and education—are designed to ensure that each internship connects back to on-campus learning and inquiry.

For Fellows interning internationally:
• Development, Human Rights, and Transnational Injustices (POLS H301A)

For Fellows interning domestically:
• Human Rights in Philadelphia and Pennsylvania in National and Global Context (PEAC H319A)

For Fellows with public and global health-related internships:
• Bodies of Injustice: Health, Illness, and Healing in Contexts of Inequality (HLTH H302A)

For Fellows with education-related internships:
• Community Learning Collaborative: Practicing Partnership (EDUC H200A)

Fellowship Timeline

Thinking of applying to become a Fellow for Global Citizenship?

Here are the dates and deadlines to keep in mind, along with a complete overview of the Fellowship cycle.

September–December 2019
Advising appointments available with Ryan Rose for U.S.-based Fellowships and Stephanie Zukerman for international Fellowships

November
Applications open at haverford.edu/cpgc
CPGC Fellowship Poster Session & Info Session November 21

December 2019–January 2020
Students work on applications

February
Applications due:
• Internships with partnership organizations due February 2
• Self-designed internships (international) due February 9
• Self-designed internships (U.S.) due February 16

March
Selection decisions are announced over spring break

April–May
Preparatory programming

May–August
Summer internships

September–December 2020
Post-internship re-entry courses
Integrate Insights

The impact of CPGC programming often isn’t clear for several years. It frequently leads Haverford students to new questions, new intellectual inquiries, and development of new knowledge and scholarly insights, as well as fresh thinking about career options and pathways. In their senior year, CPGC students often turn to thesis research to continue their journeys.
Advance Engaged Scholarship

One of the ways in which the CPGC helps students turn critical inquiry into consequential action is through funding justice-oriented, publicly engaged student research—often but not exclusively for senior thesis projects.

This year for the first time, the CPGC formally recognized the impact of engaged student research through its new Publicly Engaged Scholar Award. As the first recipient of the award, **Amanda Grolig ’19** was honored for her project and presentation, “Restorative Justice Education and Masculine Flexibility.” The Haverford College senior was among more than a dozen Bi-Co students funded by the CPGC for engaged research this year. The award includes a $250 prize.

The CPGC Publicly Engaged Scholar Award recognizes knowledge production and dissemination that advances peace, social justice, and global citizenship. Preference is given to seniors who have demonstrated capacity to communicate concisely about their research to diverse audiences. Special consideration is given to research questions that emerge through relationships with organizations and networks advancing justice.

A faculty and staff committee reviewed all presentations shared at the CPGC’s April 25th event, Applied Community-Engaged Research for Peace and Global Citizenship. Among the presentations, Amanda’s stood out for several reasons, including her careful attention to form, audience, and content.

The committee was additionally impressed by Amanda’s methodical and conscientious collaboration with Let’s Circle Up, a restorative justice program based in the State Correctional Institution-Phoenix. Reviewers noted the ways in which Amanda’s research adds to a long-standing partnership between the CPGC and LCU. Following Commencement, Amanda has remained a part of the CPGC community as a Haverford House Fellow at Philadelphia Legal Assistance.

**Amanda Grolig ’19** presents her thesis findings at an event highlighting student research for global citizenship.
Write a Community-Engaged Thesis

Each year, Haverford seniors apply for and use CPGC funding to support research and travel for a wide range of thesis topics. In 2018-19, the CPGC supported the following senior theses through this funding and other programs.

Applications for research funding are due via the CPGC website by November 10, 2019 (winter break); December 1, 2019 (spring semester projects); January 26, 2020 (spring break); more TBA.

Alexandra Corcoran ’19
Mobilizing Medicaid: Understanding Advocacy Group Action at the State Level

Amanda Grolig ’19
Restorative Justice Education and Masculinity: Three Interactional Resources Gained in a Prison Context

Quinn Glabicki ’19
Satirical Subversion for Participatory Politics: Authoritarian Drift, the Two-Tailed Dog Party, and Political Cynicism

Maëlys Josephine Glück ’19
Outsourcing Genocide: On Domestic Security and Centrifugal Forces in Myanmar

Gabe Halperin-Goldstein ’19
The New War on Drugs: How Biomedicine and Science Have Disguised the Value Conflict Over Harm Reduction

ShuMin He ’19
Memorialization of the Underrepresented: The Tacoma Chinese Reconciliation Park

Isaac Kahan ’19
The Herd or the Shepherd? Understanding and Comparing the Effects of Exposure to Norms and Leader Positions on the Political Attitudes in Social Groups

Shuang Li BMC ’19
The Carceral “Self” Before the Criminal Law Reforms

Han Mahle ’19
Hospitals Without Borders: How Bangalore’s Medical Tourism Sector Fueled the Multinational Aspirations of Hospital Chains

Jaime Metzger ’19
Colonial Valley Zapotec Effects on Bilingual Spanish and Testamentos coloniales de resistencia zapoteca: “Nada más mi palabra”

Vanessa Morales ’19
Chismosxx A Traves De Las Fronteras: Exploring Chisme as a Vehicle of Intimacy in My Transnational Family

Bradford Morbeck ’19
“That’s Why I Always Come Back Here.” Cosmopolitanism, Belonging, and Touristic Spaces in Post-Apartheid Windhoek

Talia Scott ’19
The Emergence of a Prosecutorial Reform Movement

Elom Tettey-Tamaklo ’19
Ajaja Gbara Eni: Exploring Citizen Rebellion in Post-Colonial Nigeria

Daobo Wang ’19
Dancing With Uncertainties: Why and How Queer Civil Society in China Stays “In the Closet” to Survive Under Authoritarianism

Michael Weber ’19
“With God’s People:” Individual Paths and Communal Belonging at an LGBTQ+ Church

Sophia Silver BMC ’19
Catherine Parr, Anne Askew, and the Female Spaces of the English Protestant Reformation

Rachel Silverman BMC ’19
A Shul of Their Own: Congregation Bet Simchat Torah and the Struggle to Create Communities for the Marginalized

“I grew immensely during the twelve days in Budapest. It was a challenge to be alone in a foreign place as a researcher because I had to find creative ways to speak with locals about their culture and political landscape.”

QUINN GLABICKI ’19
“Traveling to Alabama and Kentucky gave me an in-depth and textured look at the work that health advocates do on the ground. Most importantly, by visiting the sites, I made a personal connection with the advocates and they were very willing to open up to me during the interviews.”

ALLIE CORCORAN ’19

(top) Bradford Morbeck ’19 meets with a local activist and university student while conducting thesis research in Windhoek, Namibia.

(middle) Alexandra Corcoran ’19 photographed this mural in downtown Montgomery, AL. It highlights the Civil Rights Movement in a state that still holds explicit racism in its policy structure.

(bottom) Jaime Metzger ’19 (standing on right) began her study of Colonial Valley Zapotec in LING 215 with Associate Professor of Linguistics Brook Lillehaugen.
Launch Your Social Justice Career at Haverford House

Each spring a row house in the Cedar Park neighborhood of West Philly becomes home to six new Haverford graduates as they transition from student life to life as nonprofit professionals through the Haverford House Fellowship program. Since 2002, Haverford House has provided a venue for members of the College community to explore global citizenship in our own region and to strengthen connections between the College and the city of Philadelphia.

While living in community, Fellows support social justice work at organizations throughout the city. The 2018–19 cohort, who completed their Fellowship year this spring, worked in critical initiatives in community health, public interest law, public health, community gardens, and education. They also developed community programming at Haverford House, offering film screenings, neighborhood walking tours, dinner discussions, and more through collaborations with faculty, community partners, and alumni.

Meet the 2018-19 Haverford House Fellows

Sabea Evans ’18 worked with the Center for Hunger-Free Communities, a community-engaged research, advocacy, and policy center at Drexel University. Her projects included program development for the Center’s advocacy efforts and collaborating on research and policy briefs on issues including the relationship between discrimination and food insecurity and systemic oppression as a form of trauma.

Callie Kennedy ’18 worked as Program Coordinator for Puentes de Salud’s elementary afterschool program, in addition to supporting programming for middle schoolers. Callie supervised volunteers while working to coordinate high-quality student programming rooted in bilingual literacy, movement, and art.

Claire Michel ’18 worked with the Committee of Seventy as a Public Policy Fellow. She helped create the organization’s voter guide and wrote and organized a “State of Philly Politics” report. She also reorganized the website to make it more accessible for voters.

“After leaving college, you are left in a haze, unsure of where to go and what to do after having given so much of yourself to a space for the past four years. Haverford House proved itself to be more than just a cushion to catch my fall. [It was] the springboard to propel myself into a meaningful future dedicated to the service of others.”

JASON SANCHEZ ’18
Sara Ozawa ‘18 worked with Pennsylvania Horticultural Society's Community Gardens team as a community outreach specialist. Her contributions included connecting with gardeners and farmers across the city, updating the City Harvest program database, and envisioning ways to better meet the needs and expectations of the network.

Jason Sanchez ‘18 worked with Community Legal Services as a paralegal in the Housing Unit. He helped educate clients facing eviction on their rights as tenants and worked collaboratively with attorneys to determine potential representation for clients in Municipal Court.

TJ von Oehsen ‘18 worked with Education Law Center compiling special education funding data for all 500 school districts in the state of Pennsylvania. He also assisted in writing a report on the under-funding of special education in the state, and visited Harrisburg to meet with allies and legislators.

Puentes de Salud, an organization founded by Dr. Steve Larson ‘83, works with Philadelphia’s rapidly growing Latino community to build long-term prosperity by addressing immediate education, health, and social service needs. It is also a long-time Haverford House partner that has seen particularly strong growth through its connections to the Haverford House program.

Being able to work with a Haverford House Fellow is a significant value added to our organization and work, as well as to our organization’s capacity to continue growing and responding to the desires and needs of the families we serve. Because CPGC supports a great deal of the cost for this position, it is feasible for us to engage a Fellow, whereas we would not be able to pay another person an entry-level salary for comparable work.

Working with a Fellow each year who dedicates time to our elementary after-school and summer programs has allowed me to invest time in developing other aspects of our programming—namely, an early childhood education program and an adolescent education program. This growth would not have been possible had it not been for the Fellow….

[We are] now serving students ages 3–18 and their families, with two age groups engaged and five times the number of students served compared to five years ago.

The CPGC’s support has not only been financial, but also has set a foundation for a true partnership in which both organizations are able to come together, and learn and create together towards increasingly better outcomes.

—Alexandra Wolkoff ‘14, Director of Education at Puentes de Salud
## Steering Committee

- Eric Hartman
  - Executive Director
- Janice Lion
  - Associate Director; Domestic Programs Manager
- Alexander Molot
  - Director, Academic Resources and Foundation Relations
- David Owens
  - Associate Professor and Chair, Economics
- Jill Stauffer
  - Associate Professor and Director, Peace, Justice, and Human Rights; Faculty Director, CPGC
- Kimiko Suzuki
  - Lecturer, Japanese
- Nathan Zullinger
  - Assistant Professor, Music; Director, Choral and Vocal Studies

## Staff

- Allison Carpenter
  - Office Manager
- Eric Hartman
  - Executive Director
- Emily Johnson
  - Program Coordinator, The Marilou Allen Office of Service and Community Collaboration
- Stephanie Keene
  - Program Manager for Ethical Global Learning
- Janice Lion
  - Associate Director, Domestic Programs Manager
- Marlen Lofaro
  - Cafe Coordinator
- Julie Miller
  - Program Coordinator for Programs, Communications, and Data
- Nora Reynolds
  - Fellow for Ethical Global Learning, The Globald Network
- Ryan Rose
  - Domestic Fellowship Advisor
- Stephanie Zukerman
  - International Programs Manager

## Fellows for Community-Based Learning

- Janet Chávez Santiago
  - Zapotec Language Activism, Oaxaca, Mexico
- Alexandra Wolkoff ’14
  - Director of Education, Puertas de Salud, Haverford College Partnership

## Faculty Associates*

- Manar Darwish
  - Instructor and Coordinator, Bi-Co Arabic Program
- Thomas Donahue
  - Visiting Assistant Professor, Political Science
- Ariana Huberman
  - Associate Professor, Spanish
- Alice Lesnick
  - Professor and Director, Bi-Co Education Program
- Brook Lillehaugen
  - Associate Professor and Haverford Chair, Linguistics (TriCo)
- Anne Montgomery
  - Visiting Assistant Professor, Health Studies
- Joshua Moses
  - Assistant Professor, Anthropology and Environmental Studies
- Lindsay Reckson
  - Assistant Professor, English
- Carol Schilling
  - Visiting Professor, Independent College Programs and Health Studies
- Anna West
  - Assistant Professor and Director, Health Studies
- Kristen Whalen
  - Assistant Professor, Biology
- Jonathan Wilson
  - Associate Professor and Chair, Environmental Studies
- Chanelle Wilson-Poe
  - Lecturer, Bi-Co Education Program

*Faculty Associates are faculty members with whom the CPGC collaborates multiple times throughout the academic year.

Abby (pictured), a student at the University of Livingstonia, worked with Eleni Smitham ’19 during the Malawi Public Health Fellowship.
This publication was printed with a holistic view of our environmental responsibilities.

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