

# HAVERFORD COLLEGE

## CENTER FOR PEACE AND GLOBAL CITIZENSHIP

370 Lancaster Avenue  
Haverford, PA 19041-1392

*Visit us on campus  
in Founders 015*

(610) 896 - 1205  
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2022-23

# CENTER FOR PEACE AND GLOBAL CITIZENSHIP





Front Cover: Summer '22 CPGC Fellows who are interning in the Philly Region participate in CPGC's annual Philadelphia Orientation Program (POP), a five day, intensive orientation to the city through meetings and connections with change agents, alumni, and a variety of community partners.

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Office Manager

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Executive Director

**Janice Lion**  
Associate Director, Philadelphia and National Engaged Learning

**Stephanie Zukerman**  
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## CPGC Benefactors - Thank You

The Center for Peace and Global Citizenship is possible because of the generosity of numerous alumni and friends. Some of these individuals and families wish to remain anonymous. Students, staff, faculty, and community partners are nonetheless grateful that they have dedicated their giving to supporting Haverford students' off-campus learning dedicated to peace, justice, inclusion, and sustainability. Thank you. Without your generosity, none of this would be possible.

Jorge Paz Reyes '24, political science and Latin American, Iberian and Latinx Studies, worked with the Honduran Newspaper, Contra Corriente, through CPGC Community-engaged learning funding. Jorge leveraged his research and analysis skills to contribute articles on the Honduran political context. He also wrote, "Entre lo vivido y lo heredado," / "Between the lived and the inherited," an insightful reflection on place, migration, and identity.



# What is the CPGC?

## And how can students get involved?

The Center for Peace and Global Citizenship (CPGC) advances Haverford College's long-standing commitment to education for ethical action.

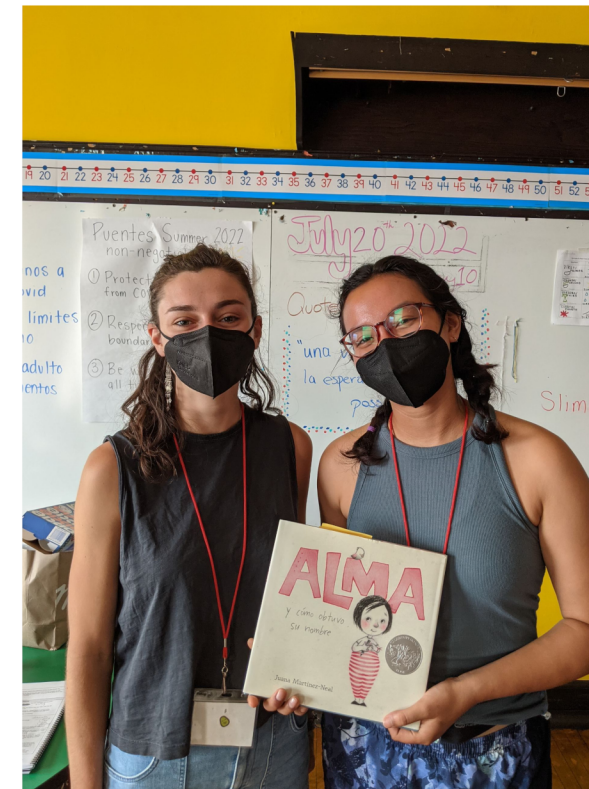
The CPGC ensures students have opportunities to learn off-campus, through close relationships with mentors, catalyzing learning that extends through the whole person - the mind, the heart, and the soul.

It is a catalyst for connecting rigorous education with informed action for justice. For Haverford students, applied learning and skill development opportunities include:

- Critical conversations, workshops, and training opportunities
- Community-engaged courses
- CPGC Summer Fellowships supporting internships all around the world
- Academic year professional development and justice work through the Philadelphia Justice and Equity Fellowship
- Support for community-engaged learning that leverages academic tools and strategies to advance public scholarship

Advancing these ideals through carefully cultivated partnerships extends the liberal arts insight that learning occurs in close relationships and through intentional community.

Together, the CPGC supports Haverford students, faculty, and community partners in shared efforts to advance peace, justice, inclusion, and sustainability in the Philadelphia Region and all around the world.



Elena Bien '24, (neuroscience/education/-health studies) (right), helped implement a bilingual summer camp curriculum at Puentes de Salud, where she collaborated with Supervisor Lili Domenick '19 (left).



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Photos, left to right: CPGC Executive Director Eric Hartman talks with responsible business owner Tess Hart at the year-end celebration of the Philadelphia Justice and Equity Fellows Program; Deborah Ekwale (BMC '21) welcomes CPGC Fellows to internships at the African Family Health Organization (AFAHO) in Southwest Philadelphia; Students participating in the Philadelphia Orientation Program walk through Philadelphia en route to a meeting with the Kensington Corridor Trust.



# Critical Conversations, Workshops, and Training Opportunities

The CPGC regularly brings trainers and educators to campus to support student professional development and learning. Frequently, CPGC opportunities to develop skills and understanding takes students off-campus as well.

This past year, programming included a public writing workshop from an editor with The Washington Post Made by History blog, a nonviolent direct action strategy discussion with Professors George Lakey (Swarthmore, Retired) and Terrace Wiley (Religion) in honor of Bayard Rustin, and much more. In May, for example, CPGC Fellows selected for Philadelphia internships participated in the Philadelphia Orientation Program (POP). POP is a week-long, intensive experiential seminar with justice advocates working in all sectors across the city.

Early in the 2022-23 academic year, our programming includes community organizers, lifelong activists for justice, legal scholars, theologians, and many more collaborative leaders. Students have opportunity for intentional conversation through events such as:

- Peacework in the shadow of 9/11: Intellectual and Applied Action
- American Democracy: One Person, One Vote and The Fight for Structural Reform
- And much more

Please be certain to join us Friday, October 28, from 5:00 - 7:00 in the Lutnick Library for our annual Fellowships Poster Fair and Ignite Session.

Learn more and get involved!

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# CPGC Summer Fellowships

A CPGC Fellowship is a funded opportunity for students to advance social justice learning and action through a summer internship.

- Summer fellowships include preparation, skill-building, and cohort learning during and after the internship.
- Cohort and community are vital program components of this fellowship. The CPGC is rooted in the wisdom and action of community-led social change networks, and encourages learning from one another every summer across diverse experiences, identities, and social and environmental concerns.

This past summer, CPGC Fellows worked in a great diversity of places, with an extraordinary breadth of organizations.

CPGC donors help ensure all Haverford students have access to these kinds of opportunities, continuing the College community's focus on applying critical inquiry toward ethical actions. CPGC Fellows are a particularly diverse community, in respect to both US and international diversity and identities, as well as in relation to their disciplinary and career interests.



## Community-Engaged Courses

Molly Farneth, President Wendy Raymond, Dean John McKnight, and students in Farneth's "Religious Organizing for Racial Justice" class visit the Armat Avenue Gate to discuss what they have learned about the relationship between the College and Ardmore communities.

The CPGC is regularly in sustained relationship with numerous community organizations close to campus, in Philadelphia, and around the world. Center staff collaborate with faculty and community partners, fostering deeper shared connections to support common goals through facilitating events, financial support, cooperating with faculty on course reimagining and design, and sometimes aligning course partnerships with other opportunities, such as internships.

This past year, CPGC-connected course offerings included:

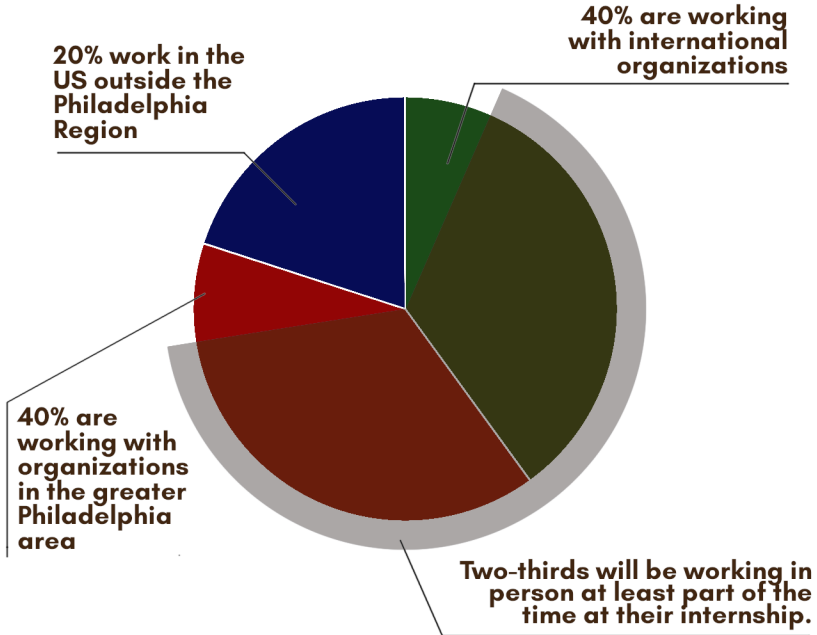
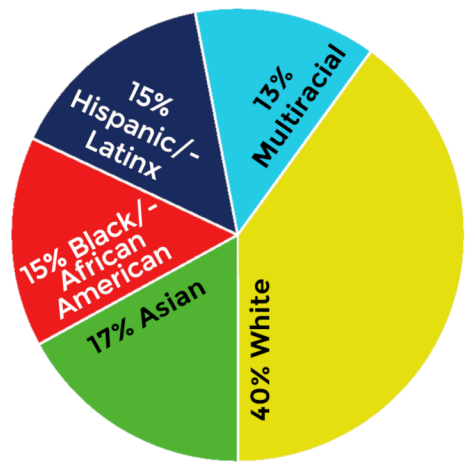
- **Religious Organizing for Racial Justice with Associate Professor of Religion Molly Farneth.** Students learned about and discussed the role of religion in local interfaith organizations like POWER Main Line and in national social movements such as the Black Lives Matter movement, while critically examining concepts of religion and politics, democracy, citizenship, and power in the democratic organizing tradition. At the same time, students collaborated with neighbors in Ardmore to address a long-standing neighborhood concern – the chain-link fence that marked the border between Haverford and its neighbors. Shortly after the term concluded, and as a result of student and community member collaborations, the fence was remade into a split rail fence and a welcome sign was installed. This course is part of a broader network of longstanding and deepening positive ties between the College and the Ardmore community.
- **Advanced Intermediate Spanish with Assistant Professor of Spanish Lina Martinez Hernandez.** Students continued to expand the bilingual Digital Literacy Curriculum that Haverford College has been creating with the New Sanctuary Movement of Philadelphia. This project began virtually in the Spring of 2021, when students in Intermediate Spanish worked with community participants in designing resources for digital education in Spanish. These resources were later organized in a public website by Maria Reyes Pacheco '24, funded by the CPGC as a summer intern. The resulting resources have been put to use in teaching sessions in Philadelphia, where Haverford students perform the roles of digital literacy instructors and Spanish learners, and community participants perform the roles of digital literacy students and Spanish instructors, creating a balanced exchange of knowledge.

Like these examples, many of the College's best off-campus, engaged learning opportunities span multiple years, departments, and centers. To learn more about similar opportunities this year, be sure to register for the CPGC Weekly and follow the CPGC on Instagram.

## Among the 54 Haverford fellows funded this year...

**17%** are international students

**64%** receive need-based financial aid



# 2022 Summer Fellows: 56 Internships around the World

## Fellowships with Ongoing CPGC Partners (34):

**Abolitionist Law Center / Human Rights Coalition / Straight Ahead** - Philadelphia, PA  
Eleanor Baron '25, Sociology, Political Science; Anthropology  
Naomi Kalombo '22, Linguistics  
Maya Waller '25, Religion, Sociology

**African Family Health Organization** - Philadelphia, PA  
Paul-Andre Coulibaly '23, Political Science  
Ahlam Houssein '24, Biology; Health Studies; Neuroscience

**Asian Arts Initiative** - Philadelphia, PA  
Tasneem Mabrouk '24, Growth and Structure of Cities; Sociology; Peace, Justice, and Human Rights

**Black Quaker Project** - Remote  
Katalina Kastrong '23, Anthropology; Linguistics

**Caribbean Community in Philadelphia (CCP)**  
Philadelphia, PA  
Catherine Tomson '23, History; Health Studies

**Casa Refugiados** - Mexico City, Mexico  
Emma Carney BMC '25, Economics; International Relations; Latin American and Iberian Studies

**Council on American-Islamic Relations (CAIR)**  
- Philadelphia, PA  
Tanvi Jha '24, Political Science; Psychology; History

**College Together** - Philadelphia, PA  
Sakina Gulamhusein '25, Neuroscience; Political Science

**Common Cause** - Mass Incarceration Policy Project- Remote  
Laura Mercedes '24, Anthropology, Political Science; Political Theory

**Grupo de Apoyo Mutuo (GAM)** - Remote, Guatemala City, Guatemala  
Joseph Tadrous '23 (Technology Intern), Computer Science; Data Science  
Jean Wriggins '24 (Research Intern), Political Science, Spanish

**HIAS-PA** - Philadelphia, PA  
Isabel Ashford Arya '24, Anthropology, Spanish  
Natalia Barber '23, Political Science, Spanish

**High Rocks Academy** - Hillsboro, WV  
Sophie Reisbord '24, English; Creative Writing; Sociology

**Kensington Corridor Trust** - Philadelphia, PA  
Curtis Kline '24, Growth and Structure of Cities  
Jared Saef '24, Growth and Structure of Cities; Linguistics; Spanish

**Lenape Nation Of Philadelphia (LNPA)** - Haverford College  
Alex Rodriguez-Gomez '23, Environmental Studies

**Puentes de Salud** - Philadelphia, PA  
Elena Bien '24, Neuroscience; Health studies, Child and Family Studies  
Sonia Martinez '24, Undecided  
Keishla Sanchez '22, Psychology

**Sijal Institute** - Amman, Jordan  
Seamus Fraser '25, Biology  
Omar Kenawy '23, Environmental Studies; Anthropology

**Ticha Project** - Oaxaca, Mexico  
Andrew Beltran '23, Biology; Spanish  
Lillian Leibovich '24, Linguistics  
Halle Prince BMC '23, Linguistics  
Michaela Richter '25, Undeclared  
Morgan Stevens BMC '23, Linguistics; Education; Spanish

**The Colored Girls Museum** - Philadelphia, PA  
Ayanna Madison '23, Linguistics; Visual Studies; Psychology

**Voice Of Witness** - San Francisco, CA  
Bella Ritter '25, Undeclared

**Woody Guthrie Center** - Tulsa, OK  
Shayleah Jenkins '22, English; Visual Studies  
Michael McCarthy '24, English; Spanish; Creative Writing

## Self-Designed International Fellowships (11):

**Child Family Health International** - Global Health Comparative - Remote  
Naomi Komatsu '24, Anthropology; Health Studies  
Maria Danial '25, Biology; Health Studies

**Clinica** - Ulaanbaatar, Mongolia  
Tsenguun Chinzorig '23, Psychology; Computer Science

**Egyptian Center for Women's Rights** - Cairo, Egypt  
Noha El Toukhy '22, Psychology; Political Science

**Institute for Integrated Development Studies** - Kathmandu, Nepal  
Pritha Aryal '24, Economics; Sociology

**Learn Pamoja** - Tegat, Kenya, Remote  
Kennedy Mutai '23, Economics

**Beyond Borders** - Mexico City/Haverford, PA  
Callie Rabins '25, Linguistics, Remote  
Riley Sobel '24, Political Science; Psychology; Self-Designed Arts, Remote  
James Wayman '25, Political Science, Spanish

**Patan Museum** - Patan, Nepal  
Miron Ranjitkar '25, Physics; Growth and Structure of Cities

**Uwezo Achievers** - Kenya, Remote  
Dennis Yiaile '24, Computer Science

## Self-Design Domestic Fellowships (11):

**Blossom/Transcendent Endeavors**  
Maya Antonio '24, Linguistics; Education

**Equal Access Legal Services** - Haverford, PA  
Natasha Bansal '23, Political Science; Spanish

**Haverfarm** - Haverford, PA  
Marika Hayashigatani '25, Environmental Studies

**Hope Within and The Clinic** - Elizabethtown & Phoenixville, PA  
Keaidi Zhang '25, Sociology, Chemistry; Health Studies

**Human Rights Coalition** - Philadelphia, PA  
Emma Schwartz '24, Comparative Literature, Anthropology; Spanish

**Integrated Refugee & Immigrant Services (IRIS)** - New Haven, CT  
Juliet Young '25, History, Anthropology; Peace, Justice, and Human Rights

**James Baldwin Outdoor Learning Center** - Bronx, NY  
Anna Garrison-Bedell '23, Sociology; Spanish

**Senate of Puerto Rico** - San Juan, Puerto Rico  
Rafael Montero '24, Anthropology; Health Studies

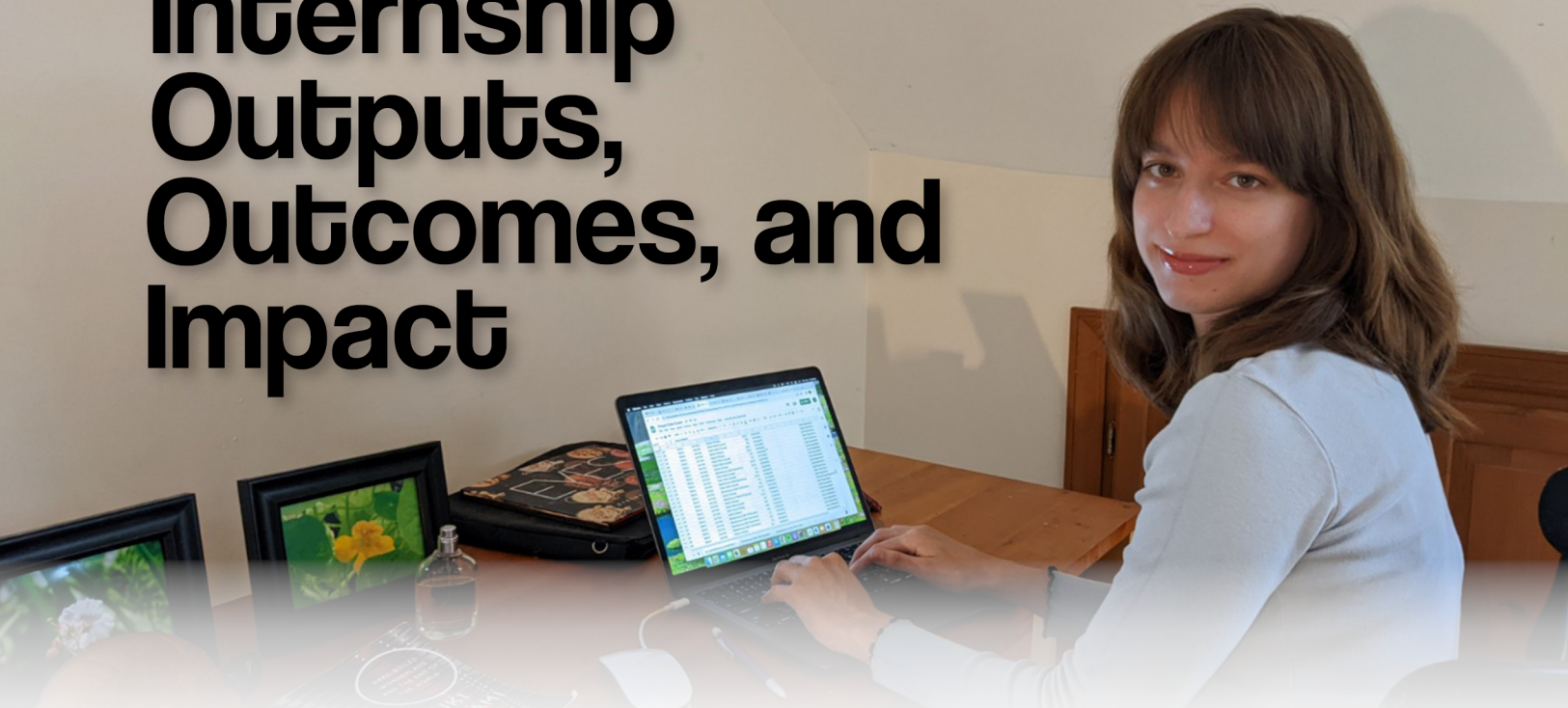
**The Burke Museum and the National Nuclear Commission** - New York City, NY  
Maya Johnson-Fraidin '24, History of Art; Gender and Sexuality Studies; Mathematics

**The Women's Center of Montgomery County** - Elkins Park, PA  
Lauren Handler '23, Psychology; Health Studies

**Women's Opportunities Resource Center** - Philadelphia, PA  
Abraham Levin '23, Mathematics; Economics



# Internship Outputs, Outcomes, and Impact



## One among 56 Fellowship Stories: *Interning for a Fairer Democracy*

The United States incarcerates more people than any other country in the world. Laura Mercedes '24 spent her summer working to mitigate that. The political science and anthropology double major worked with Common Cause as part of its Mass Incarceration Policy project.

Mercedes researched donations made to election campaigns for sheriffs in counties where local organizers request research. She looked for potential conflicts of interest. She also created graphics detailing her findings, which will eventually be published in a Common Cause report.

Mercedes was familiar with the historical action taken by Common Cause against the prison-industrial complex, and was drawn to the organization's activism opposing corrupt sheriffs through research and public-information campaigning. The chance to document how political activism can both cause corruption and combat it presented an opportunity at the crossroads of her majors, making the internship a perfect fit.

**Outputs:** 1 successful student internship; 1 enhanced database contributing to 1 report  
**Outcomes and impact** are much harder to discern after a single summer internship, but the aim is clearly that the work grows public understanding of the relationship between campaign donations and the carceral system, supporting the country's collective capacity to reduce incarceration.

In addition to conducting research, Mercedes has been meeting virtually with grassroots non-governmental organizations across the U.S. to recommend, propose, and gauge the effectiveness of direct action in elections. The opportunity to interact with groups from different parts of the country and to see so many people taking action against mass incarceration has been an exciting aspect of the internship.

"I really like being able to connect with people from all different areas, working towards a common goal," she said. "Seeing how small-scale, community organizing occurs is quite gratifying and working with people who, despite personal risk, are seeking to alleviate the stressors placed upon their communities is inspiring."

Mercedes concluded, "I think just learning about the mechanisms in place, however small and difficult to access, to challenge and check individuals (such as sheriffs) with overreaching powers is very valuable."

Like Mercedes' work with Common Cause, every single CPGC internship is part of a rich story, each with important context. The CPGC wishes to honor that depth while also enhancing our capacity to consider the broader outcomes of funding talented students with excellent community-based and policy-oriented organizations. CPGC programming always aims to make progress in at least two distinct, alignable directions:

1. Haverford student personal, academic, and professional development
2. Goals identified by the vital justice organizations who are CPGC partners

With such a breadth of partners and deep commitment to community-led work, finding a single approach to assessment on the community side of this equation is challenging. This year, the Center surveyed partners to learn more about their engagement with the UN Sustainable Development Goals (SDGs).

Approved by the United Nations in 2015, the Sustainable Development Goals are seventeen broad, interdependent development goals that provide a blueprint to achieve a better and more sustainable future for all. Though they are just beginning to gain meaningful traction in the United States, the SDGs are recognized by governments, nongovernmental organizations, and businesses worldwide.

Responses represent about thirty CPGC partner organizations, and indicate that:

- Half of the respondents indicated they use SDGs as framing tools or have considered using them for assessment purposes
- While CPGC partners represent a great diversity of areas of focus and organizational scope, the most common UN SDG related to partner organizations' work is #4: Quality Education

Organizations frequently share testimonies and stories regarding interns outputs, outcomes, and impact - and just as frequently share CPGC desires to make more progress on quantifiable outputs, outcomes, and impact. The CPGC will continue to work with partners to assess the impact of student contributions.



What CPGC partners all agree upon is that the internships provide opportunities to activate and develop the next generation of civic and global leaders. Across partnerships, key skill development was recognized, including:

- Critical Thinking
- Problem Solving
- Oral and Written Communications
- Teamwork and Collaboration
- Professionalism and Work Ethic
- Global and Intercultural Fluency

**Most importantly, partners responded with specific, justice-oriented skills and knowledge they see developing in students who intern with them, including:**

- deeper connections with communities struggling with incarceration
- practice with figuring out how to be useful while also being respectful entering new spaces
- creativity, adaptability
- more than intercultural fluency, opportunities to fully immerse themselves in Philadelphia, to engage with new partners, explore our neighborhoods, and form trusting relationships with our regular clients and neighbors
- centering the experiences, and research methodologies of Pacific Islanders
- language development (Haitian Creole & Spanish)
- attend public meetings and town hall with public officials and engage on follow up assignments
- demonstrate an understanding of the relationships between health, human rights and global inequities
- learn to think outside the box and understand cultural difference
- generate sensitive approaches to people working toward justice and reconciliation
- leadership, teaching, and innovative thinking skills
- appreciation for Appalachian culture
- mentoring/teaching skills
- capacity to oversee market management, arts and educational programming
- learn more about social work and how to best impact people and communities
- learn skills for interacting with young people that align with consent-based, anti-oppressive education practices
- develop skills and strategies for navigating a multilingual learning space
- learn the importance of centering community leadership in all aspects of our organizational work and programming
- develop a greater understanding of issues around migration, displacement, and the criminal justice system within the US
- experience education training and facilitation, specifically around oral history skills
- gain experience researching community advocates and organizations

Through the Philadelphia Justice and Equity Fellowship (PJEF), selected students advance anti-racism and inclusion in Philadelphia while developing applied workplace skills. The program connects career development with social change. PJEFs work with social sector organizations for 8 hours per week and participate in professional development activities throughout the academic year.

**Fall '22 PJEF Professional Development Workshops, Trainings, and Presentations**

- September 18. Orientation & Showing Up for Opportunity with Alumni Guest Speakers
- Fellows community meal (topic: civic engagement)
- October 2. Dinner with organizers and strategists featured in American Democracy: One Person, One Vote and The Fight for Structural Reform
- Fellows community meal (topic: public speaking)
- October 28. Ignite Talks and CPGC Poster Fair
- Fellows community meal (topic: social media)
- November. Mission-driven communications workshop with Allison Jones, Vice President of Brand and Storytelling at Common Future
- Fellows community meal (topic: networking)
- December. Milestone Check-Ins; Networking with Philadelphia Social Change Agents

**PJEF Organizational Partners Include:**



**Learn more and get involved!**

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# Advancing Public Scholarship

Haverford College Students and Faculty regularly focus their research on questions of justice. High quality publicly-engaged research has the potential to shift discourse, inform policy, and alter understanding toward more just futures. When partnerships yield meaningful relationships and shared inquiry, research for justice can advance significant outcomes and impacts well beyond a summer, semester, or academic year. Among considerable bodies of student research, faculty nominated eight students for special recognition for the 2022 CPGC Publicly Engaged Research Award.

## Publicly Engaged Research

- advances understanding and action for peace, justice, inclusion, and/or sustainability
- emerges with and from people most affected by the justice / injustice question under consideration, and
- is developed and disseminated in a manner conscious of inclusive and accessible knowledge mobilization

## Nominees for the 2022 Award were:

**Noorie Chowdhury '21**, for the thesis, "Building a Framework for Studying Urban Informality."

**Frances Condon '21**, for the thesis, "What Can Bloom? An Abolitionist Study of Policing at Haverford College."

**Chris Conrad '21**, for the thesis, "Why Goliath Sometimes Wins: Explaining the Outcomes of Extinction Rebellion."

**Erica Kaunang '22**, for a Zine project that amplifies Southeast Asian communities' stories and histories.

**Collin Kawan-Hemler '22**, for contributions to The Ticha Project, including a co-authored chapter, "Caseidyneën Saën: Learning Together: Colonial Valley Zapotec Teaching Materials."

**Pelagia Majoni '22**, for ongoing work in Africana Studies and Computer Science contributing to expanded access to computer and science education in Zimbabwe.

**Lulu Obaditch '22**, for the thesis, "Political Isolation: Long-Term Solitary Confinement & State Repression of Black Radical Dissent."

**Hannah Yeakey '21**, for the thesis, "School Climate and Disability Inclusion: An Exploration of Determinants of School Climate and Its Impacts on Best Practices."

Nominated students gave compelling, 7-minute Ignite talks to a community of faculty, students, staff, and community partners as the spring term concluded. Audience members completed feedback forms, which were shared with the CPGC Faculty Steering Committee, resulting in two Public Scholar Awards (due to a virtual tie among presenters).

## The two 2022 Public Scholar Award winners were Pelagia Majoni and Lulu Obaditch. Their projects are described below:

**Pelagia Majoni's** work in Africana Studies and Computer Science contributed to expanded access to computer and science education in Zimbabwe. Pelagia's thesis, "Beginners Understanding of Object-Oriented Programming," identified a set of guidelines educators can use to make Computer Science more accessible to beginners and to marginalized communities who have not always had access to a computer. These efforts began in response to many young peoples' requests as they had expressed need for mentorship and access to educational opportunities. Several students have met with success, gaining access to Computer Science programs at strong higher education institutions, along with securing early career work opportunities.

**Lulu Obaditch's** thesis, "Political Isolation: Long-Term Solitary Confinement & State Repression of Black Radical Dissent," emerged through her ongoing work with the Abolitionist Law Center as a CPGC intern and Philadelphia Justice and Equity Fellow. The thesis advanced understanding of how the state has used physical and psychological torture in the form of solitary confinement to dissuade activists from organizing in prison, and to quell other forms of political dissent. It demonstrated that the dissent that the government wanted to put down is connected to liberation politics of Black organizers and other groups seeking justice through political mobilization. Her work is not only a historical documentation of how this has occurred, it is also a project in critical theory that examines the very tools of scholarship and research –so it also intervenes on social justice issues in ideology and within academia.



From left to right: Sophia Wan '23, Saleem Holbrook, Executive Director, and John Thompson, Social and Political Organizer, both of the Abolitionist Law Center, celebrate the end of the PJEF Program with Lulu Obaditch '22.

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