



WHAT CAN YOU DO?

CENTER FOR PEACE & GLOBAL CITIZENSHIP 2018

HAVERFORD
COLLEGE

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(front cover) **Chloe Wang '17** leads a kayak tour highlighting history, environmental preservation, and sustainability efforts and challenges on the Schuylkill River in South Philadelphia.

(right) While conducting thesis research in Israel and Palestine, **Julia Albertson '18** photographed the Tent of Nations, a peaceful learning center.

A photograph of a man herding a flock of goats on a hillside. The man is on the left, wearing a blue jacket and a cap, holding a long staff. The goats are in the foreground and middle ground, some white and some brown. The background shows a hillside with some buildings and a sunset sky. A large orange rectangular box is overlaid on the center of the image, containing white text.

The Center for Peace and
Global Citizenship advances
peace, social justice, and
global citizenship through
research, education, and action.

What can you do to
respond to injustice?

Dear Friends,

We wish to support you, in your inquiry and action, as you seek answers to that question during your time at Haverford College and beyond. The Center for Peace and Global Citizenship (CPGC) exists because of Haverford's special focus on and historical commitment to education that addresses fundamental issues of inequality and social justice. Haverford students, faculty, and alumni initiate and engage in a great breadth of research and action in the name of co-creating more just, inclusive, and sustainable communities. We invite your insight, energy, and collaboration in the work of advancing peace, social justice, and global citizenship.

We aim to make progress on these core insights of global citizenship theory and action: We humans share one planet, we're all equally deserving of respect, and we must learn how to act in a manner that flows from these core principles.

A common theme among the programs, partnerships, and research featured here is that this work is especially important in the current era. Against rising xenophobia, militarism, greed, and environmental degradation, seeking global citizenship is a revolutionary act, continuously moving between action and reflection, to improve both.

Our work connects the campus with a profound diversity of communities, histories, challenges, and assets. As we collaborate with off-campus partners, we engage all stakeholders as ends in themselves and not merely means for our students' learning. Indeed, recognizing the situational and

experiential knowledge that exists beyond the College expands our understanding of where knowledge is held, insight is gained, and solutions are co-created.

Even as we facilitate and experience scores of community-engaged learning opportunities off campus, we also know that experience unsupported by intellectual frameworks is insufficient. These frameworks help us discipline inquiry, learn from the past, and step forward with greater insight through the expansion of community-engaged courses, intersections with faculty scholarship, and growing numbers of student theses that employ engaged and participatory methodologies.

We exist as a bridging space: between campus and community, between our aspirations and our everyday existence, between theory and practice, between past and present, and between present and future.

The pages that follow feature scores of answers to the question, "What can you do?" We invite your involvement, from pursuing coursework and participating in established programs to creating new initiatives, throughout your career at Haverford. Be sure to follow us online, as initiatives and opportunities are continuously updated. We look forward to collaborating with you in this work of building just, inclusive, and sustainable communities through creative inquiry and informed, ethical action.



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, 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

There are countless ways to volunteer at Haverford College. The Marilou Allen Office of Service and Community Collaboration is dedicated to confronting inequality and to enacting positive change in our communities through connecting students with volunteer opportunities. Email us for information on upcoming events and ways to stay connected: ejohnson3@haverford.edu.

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, march, or get off campus for other civic engagement, the College wants to support your transportation costs. Stop into the CPGC Café, Stokes 104, to see a student associate and pick up a free round-trip SEPTA ticket.

“The Philadelphia component introduced us to the types of work involved with documented and undocumented immigrants and served as almost a warm-up to the work we were exposed to in Mexico and Arizona. Getting to talk to the people who worked at and those who benefited from the organizations motivated me and was one of the ways in which I was able to gain the most insight.”

SAEDE EIFRIG '21 reflecting on the Philadelphia portion of the Global Citizenship course

Enroll in a Course

Haverford offers a range of courses that incorporate off-campus learning and action. Courses developed as introductory experiences for fall 2018 include:

- Grassroots Economies: Creating Livelihoods in an Age of Urban Inequality (POLS H262A)
- Global Citizenship: Migration in Philadelphia and Beyond (PEAC H209A)
- Community Engagement and Social Responsibility (HLTH/ICPR H233)

Spring 2019 courses offering pathways into civic engagement include:

- Community Engagement and Social Responsibility
- Health, Justice, Environment: An Inquiry Into Planetary Health
- Intermediate Spanish

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



1. Students head into Philly via SEPTA's Norristown Highspeed Line.

Travel

Students learn about and support innovative approaches to social justice work through CPGC partnerships in Mexico, New York City, and West Virginia.



“As a prospective health studies minor, the program offered me the opportunity to gain an in-depth perspective on a specific health crisis. The program also allowed me to establish a more personal connection to the epidemic by interacting with the organization’s clients and speakers.”

ERICA BELFI '21

reflecting on the GMHC Spring Break Program

Fall Break

High Rocks in West Virginia

The CPGC’s long-standing partnership with High Rocks Educational Corporation allows Haverford students to learn from and contribute to an organization devoted to educating, empowering, and inspiring young people in rural Appalachia. Students spend the week connecting with young people in the after-school program, working on a project that benefits the High Rocks community, and learning about the West Virginia public education system.

“I’m thankful to be a student at an institution that has sent me to a place I otherwise never would have known. High Rocks has helped me become someone I never would have otherwise been.”

REBECCA RICHIE '20

Spring Break

GMHC in New York City

For more than a decade, Haverford’s AIDS Service Network (ASN) has devoted spring break to learning about and making positive inroads against the AIDS epidemic. Funded by the CPGC, Students’ Council, and the Office of Multicultural Affairs, ASN offers a week of immersive learning in New York City. Participants volunteer at GMHC, the country’s first and leading provider of care, prevention, and advocacy for people living with HIV and AIDS. In addition to assisting with office tasks, serving food in the community dining hall, packing safe-sex kits, and talking with GMHC leadership about the organization’s work to end AIDS, the group attends the historic, weekly ACT-UP meeting, hears from a panel of Haverford alumni who work in public health and advocacy, and explores ways to turn the experience into action on campus and beyond.



Winter Break and Beyond

Migrant Rights in Philadelphia, Mexico City, and at the U.S.-Mexico Border

During the fall semester, selected Haverford students take a course that deepens their understanding of migration and the concept of global citizenship. As part of the course, they visit and learn from Philadelphia organizations advancing migrant rights such as HIAS Pennsylvania, Justice at Work, and Puentes de Salud. As the course concludes, students prepare to travel together during winter break to Mexico City and the U.S.-Mexico Border, where they will learn more about the individuals and organizations advancing migrant rights there. The program ends in January, but students are just beginning their relationships with the organizations involved.

Through CPGC funding, students frequently return to work with the Philadelphia organizations or with La Casa de los Amigos in Mexico City. Others advance migrant rights through additional CPGC partnerships, such as through oral history work with Voice of Witness in San Francisco.

Both students and faculty are clearly committed to supporting migrant rights, and through a deepened partnership with Puentes de Salud this work can now continue throughout the academic year. Puentes, co-founded by **Dr. Steve Larson '83**, partners with Philadelphia's rapidly growing Latino community to build long-term prosperity by addressing immediate education, health, and social service needs. Beginning in the 2018-19 academic year, the organization's Director of Education, **Alexandra Wolkoff '14**, will collaborate with College faculty to integrate their disciplinary insights with the specific challenges and assets revealed through this applied social justice work.

Students may also benefit through new, community-engaged courses. The fall term Senior Seminar in Health Studies (HLTH H398A) includes a focus on public health and migrant rights in Philadelphia, while a spring term Spanish course will support and connect with Puentes as part of Spanish language learning.



1. GMHC participants with the organization's executive director, Kelsey Louie.

2. Valentina Zavala-Arbelaez '21 and other students volunteer at High Rocks.

3. Students on the Migration Field Study learn about the pyramids and blue agave cacti of Teotihuacan, Mexico.

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.

Community Engagement

Madeline Guth '19 accepted a fall-semester placement as a Mayor's Food Policy Fellow in the Office of Community Empowerment and Opportunity in Philadelphia. As a political science major and sociology minor interested in food insecurity, Madeline explored how to work on social policy without losing sight of the people whom the policies affect.

Campus Events

On behalf of the Bi-Co Anti-Capitalists student group, **Alicia Lopez-Torres '20** invited Georg Koszulinski to campus for a screening of his documentary *America is Waiting*. The film, a profile of the 2017 Inauguration Day protests, features interviews with activists (including Alicia), journalists, and Trump supporters, exploring their accounts of the day that left 230 people illegally arrested and without food, water, or bathroom access. The screening was followed by a panel discussion on policing and the criminalization of protesting with Georg, Alicia, **Assistant Professor of Religion Terrance Wiley**, and **Associate Professor of Political Science Craig Borowiak**.

Create Your Own Path

Not seeing the right opportunity for your interests and priorities? The CPGC encourages you to create one. 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.



1. **Rebecca Fisher '18** received funding to pilot her social justice-focused history tours on campus and in Philadelphia. She now co-runs Beyond the Bell Tours in Philly.

2. Former High Rocks Fellow **Rosemary Cohen '18** returned to the organization to co-facilitate anti-racism workshops during a winter break community engagement project.

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.

What follows is a partial list of upper-level offerings for fall 2018. For a complete list, go to the Courses tab at haverford.edu/epgc.

- Advanced Topics in Biology of Marine Life (BIOL H456A)
- Mobile Development for Social Change (CMSC H395A)
- Against Death: Opposing Capital Punishment in American Literature and Culture (ENGL/PEAC H309A)
- Place, People, and Collaborative Research in Environmental Studies (ENVS H204A)
- Senior Seminar, Health Studies (HLTH H398A)

Explore a Community-Engaged Academic Program

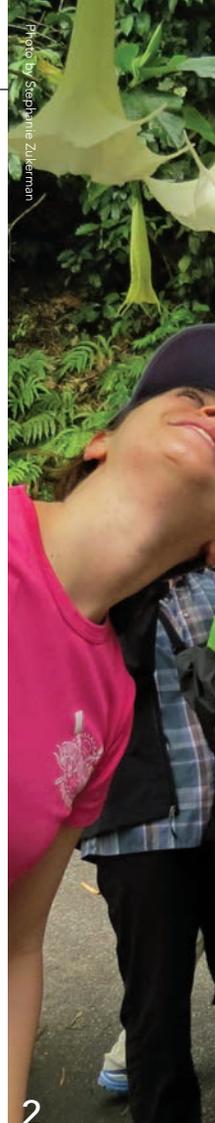
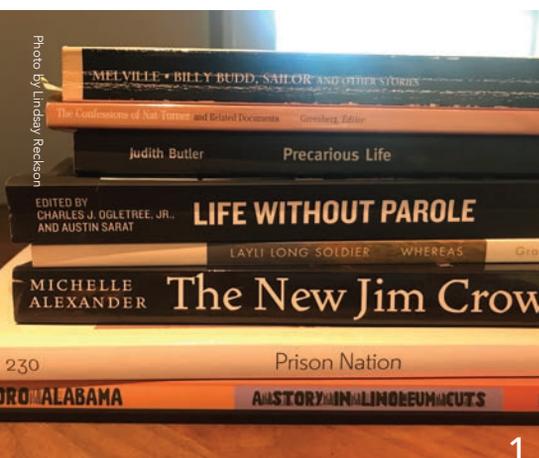
Students interested in community-engaged learning may major in any discipline at Haverford, and community-engaged courses are offered in programs from biology to Spanish. Last year, CPGC Fellows represented nearly 70% of the College's academic programs. However, three interdisciplinary programs offer a particularly close fit 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

“[The] Asa Wright Nature Centre demonstrated to us that one cannot simply study science and hope to understand the environment. Trinidad and Tobago's culture, politics, history of colonization, economy, and people are inseparably linked to understanding the environment, and we are more informed students, scholars, people, and most importantly, global citizens for having spent time there.”

LOURDES TAYLOR '21

reflecting on the Trinidad and Tobago field study component of Bio 118/318





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. Last year, the CPGC funded numerous such faculty course innovations.

In one instance, the CPGC supported a pilot community engagement component of a course developed by Lina Martinez Hernandez, visiting assistant professor of Spanish, for her spring-semester intermediate Spanish students. The class traveled to Philadelphia to collaborate with a collective of young Central American migrants affiliated with the non-profit La Puerta Abierta.

Lina explains: “*Compas de viaje* meet twice a month to share their experiences as recent migrants living in and navigating Philadelphia. They generously agreed to work with a small group of Haverford students. This collaboration [focused] on two main interests: language exchange and developing a project that allows *Compas de viaje* and Haverford students to learn about Latinx communities, their struggles, and their artistic expressions in Philadelphia.”



1. Engaged courses combine discussions and readings with guest speakers, off-campus visits, and other ways of learning.

2. Students in BIO 118/318 explore the flora of the Trinidadian rainforest at Asa Wright Nature Centre.

3. Visiting Assistant Professor Anne Balay's Oral History and Activism course brought Philly funk band Breakwater to campus for a community-building (Bus) the Bubble event, featuring Haverford's Director of Transportation Steve Green on bass.

Become a Fellow for Global Citizenship

Each year the CPGC awards approximately sixty Fellowships for Peace, Social Justice, and Global Citizenship. Through the Fellowship program, students receive fall-term direction and support for the completion of summer internship applications with a great breadth of community-based organizations around the world. In January and February, students submit applications for Fellowships that begin with preparatory work in April and May, continue with intensive summer internships and learning experiences, and conclude with re-entry courses 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 April, the Seeking Global Citizenship Symposium brought organizational partners to campus for a week of workshops and events with Fellows. In May, two cohorts of Fellows participated in the Ethical Leadership Summer Institute. Through their ELSI experiences, the two groups had the opportunity to meet with and learn from alumni advancing ethical action in, respectively, the Philadelphia region and in 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.

“I’ve enjoyed seeing so many pockets of light and small actions that don’t necessarily dismantle huge structures of power, but that do make space for communities and people in small, important ways.”

COLE SANSOM '19 reflecting on the Philadelphia ELSI program

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.

Kirsten Mullin '19, a member of the 2017 Fellowship cohort, interned with CPGC partner organization Cherry Buttons Cooperative in Sefrou, Morocco. “The Cooperative uses the buttons traditionally seen on *djellabas* [a traditional dress] and makes them into jewelry to sell,” said Kirsten of her host organization. “All the profits are split among the women at the Cooperative, which helps them maintain economic independence. For a long time the sale of the buttons was controlled by men who made the women work for little to no money and then sold the buttons at a high price.”

Now, Kirsten notes, “women control their own craft and are able to reap the benefits of their own work.” Cherry Buttons was the first cooperative in Sefrou and now there are dozens scattered throughout the city aimed at providing work for women.

The map and the list on the pages that follow represent the immersive summer experiences of the 2017 Fellows for Global Citizenship.



1. Three women weave buttons as part of their work at Cherry Buttons Cooperative.

FELLOWSHIPS

- Fellowship with Partnership Organization
- ★ Self-designed Fellowship



Fellowships in 2017

55

% Fellowships
fully funded

100

% Fellowships in
the Philadelphia
region

24

Countries visited
since 2003

84

2017 Fellowships

Philadelphia Region

- **Food Moxie**
Philadelphia, PA
Hope Ebert '19
- **Philadelphia Public School Notebook**
Philadelphia, PA
Ariel Censor '20
- **Philadelphia Futures**
Philadelphia, PA
Mercedes Davis '20
- ★ **Archival Intern**
Media Mobilizing Project
Philadelphia, PA
Chris Bechen '18
- ★ **Social Change through Transformative Education**
The Inside-Out Center
Philadelphia, PA
Amanda Friedman '18
- ★ **Mediations Intern**
Good Shepherd Mediation Program
Philadelphia, PA
Amanda Grolig '19
- ★ **Chinese Youth Organizing Project**
Asian Americans United
Philadelphia, PA
Shu Min He '19
- **Asian Arts Initiative**
Philadelphia, PA
Alexandra Lin '19
Co-Sponsored by the Hurford Center (HCAH)
- ★ **A Legal Approach to Community Health in West Philadelphia**
Philadelphia Legal Assistance
Philadelphia, PA
Han Mahle '19
- ★ **Exploring Migration, Citizenship, and Resiliency through Immigration Law**
Sweet & Paciorek, LLC
Philadelphia, PA
Vanessa Morales '19
- ★ **Intern to the Health Commissioner**
Philadelphia Dept. of Health
Philadelphia, PA
Dylan Silverman '18
- **HaverFarm**
Haverford, PA
Malin Ehrsam '18

- ★ **Patient Education Volunteer**
Community Volunteers in Medicine
West Chester, PA
Lilian Domenick '19

Elsewhere in the U.S. & Canada

- **Voice of Witness**
San Francisco, CA
Mary Kearney-Brown '19
Phillip Reid '19
- ★ **Teaching Fellow**
Breakthrough Kent Denver
Englewood, CO
Alondra Gomez '18
- ★ **Community Engagement in a Museum Context**
Smithsonian's Anacostia Community Museum
Washington, DC
Nhi Nguyen '18
- ★ **Decolonization & Restorative Justice Education**
Maine-Wabanaki REACH
Bangor, ME
Maria Padron '19
- ★ **Teaching Fellow**
Generation Teach
Boston, MA
Karen Aubourg '18
- ★ **Utilities Justice in Highland Park**
Soulardarity
Highland Park, MI
Grace Brosnan '20
- ★ **Co-Coordinator of Community Outreach and Circus Arts Instructor**
Trenton Circus Squad
Camden, NJ
TJ von Oehsen '18
- **Archival Intern**
Woody Guthrie Center
Tulsa, OK
Abigail Cox '18
Co-Sponsored by the HCAH
- ★ **Confronting Axes of Oppression in Capital Punishment**
Virginia Indigent Defense Commission, Capital Defender
Office for Northern Virginia
Tysons, VA
Chelsea Richardson '18

- **High Rocks Academy**
Hillsboro, WV
Becca Richie '20
Claudia Rivera '18

Africa

- **Bi-Co Lagim Tehi Tuma Fellowship**
Dalun, Ghana
Carol Lee Diallo '19
Sabea Evans '18
Adilene Lorenzo '20
Maurice Rippel '19
- **Cherry Buttons Cooperative**
Sefrou, Morocco
Rebecca Bull BMC '20
Kirsten Mullin '19

Asia

- **Amity Foundation**
Nanjing, China
Jessie Chen BMC '20
Jimmy Wu '19
- ★ **Map Your World: Monitoring and Evaluation Research Volunteer**
Prayasam
Kolkata, India
Courtney Ahmed '18

Europe

- ★ **Censorship Detected: Providing Voice to Young Democracies in South East Europe**
South East Europe Media Organization
Vienna, Austria
Katya Konradova '19
- ★ **Leadership Mentor and Digital Design Coordinator**
RECLAIM Lead
Manchester, England
Rafael Rodriguez '20
- **Arts in Action: Freunde des Mauerparks**
Berlin, Germany
Isabella Gross '19
Co-Sponsored by the HCAH
- ★ **Increasing Accessibility of the Irish Environmental Justice Movement and Debunking Activist Elitism**
VOICE Ireland
Dublin, Ireland
Nava Kidon '18
- **Documentation of Zapotec Language Tone and its Implementation in Music**
Oaxaca, Mexico
Kathryn Goldberg BMC '18
- **Zapotec Language Documentation**
Oaxaca, Mexico
Tristan Pepin '18
- **ProNica**
Managua and Rio Blanco, Nicaragua
Karen Mondaca '18
Cecilia White BMC '20
- ★ **Engaging Cultures, Engaging Communities: Coordinating Sustainability and Social Justice**
La Mariposa Spanish School & Eco-Hotel (Asociación Tierra)
San Juan de La Concepción, Nicaragua
Hannah Chinn BMC '18
- ★ **Hidden Voices of the Sacred Valley: Empowerment of Rural Peruvian Communities**
Awamaki
Ollantaytambo, Peru
Joseph Spir '20

- ★ **Corruption, Democracy Building and Human Rights**
Transparency International
Vilnius, Lithuania
Zahabya Mama BMC '17

Latin America & the Caribbean

- ★ **Investigation into Agroforestry and Sustainable Farming in Tropical Environments**
Maya Mountain Research Farm
Punta Gorda, Belize
Jake Ephron '19
- ★ **Healthcare Volunteer**
Child Family Health International
Quito, Ecuador
Alex Belfi '18

- **Casa de los Amigos**
Mexico City, Mexico
Christina Butcher BMC '19
Lev Greenstein '20
Jhoneidy Javier '19
Evan Klasky '19
Daniel Mayo '19
Maria Minaya BMC '18
Tania Ortega '19
Lena Yeakey '19

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Reflect

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 reflections and images here represent a sample of what Fellows created and shared in 2017.



“I have had the privilege of being born a United States citizen. However, a lot of the products I use, the shows I watch, come from outside of the United States. I would love to imagine a world without borders, a world where we can travel freely, a world where we can truly be global citizens. But national sovereignty is a very real thing and all of this is something I am still reflecting on.” **Vanessa Morales '19**



“Allahdi (“Beloved”) is Prayasam’s dance studio for girls and women from the underprivileged communities of Kolkata. It is their platform to freely express themselves through dance and take ownership of their bodies, which are routinely restricted and violated. Here they are making a story out of their movements that will resonate with girls everywhere: this story is called RITU: Seasons of Reflection.” **Courtney Ahmed '18**

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. This ensures 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:

- Critical Issues in Education (EDUC H200A)

“Especially because during the internship there’s not always time to reflect because you’re busy doing the actual work, it’s nice to have this designated space where you can think really deeply about what happened to you during the summer and discuss things in a more thoughtful context.”

AMANDA FRIEDMAN '18

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. At the same time, a growing number of Haverford faculty advance community-engaged research as part of their scholarly agendas.



1

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 2017-18, the CPGC supported the following senior thesis projects.



“I didn’t go into my internship expecting it to be the catalyst for a large academic project but I ended up learning about a topic that became my thesis topic, which is the geographic arbitrariness of the death penalty.”

CHELSEA RICHARDSON '18

Amanda Acosta Owens '18
A Fragile Peace: An Examination of Colombia's Peace Process With the FARC

Julia Albertson '18
Defining the City: Contested Borders, Fences, and Walls in Urban Centers; and Capitalizing on Socialism: The Berlin Wall and American Victory Culture

Natalia Amaral '18
Characterization of the Leaf Microbiome of the Chocolate Tree Theobroma cacao

Eli Cain '18
“We Won but We Lost”: Social Movements, Constitutional Implementation, and the Restructuring of Water Governance in Ecuador and Bolivia

Oliver Child-Lanning '18
The Changing Politics of Space in Small Southern Cities: The North Carolina Piedmont Triad, 2000–2016

Sabea Evans '18
“Siliminga, Hello!” Negotiating Race, Place, and Language Ideologies in Post-Colonial Dalun, Ghana

Rebecca Fisher '18
Un (mio) viaggio ai margini di Roma: Turismo, multiculturalismo e italianità

Amanda Friedman '18
How to Be Both: Negotiating Professionalism and Activism in the Nonprofit Sector

Kathryn Goldberg BMC '18
Music and Meaning in Three Zapotec Songs

Susan Kelly '18
Enraizado en la memoria chilena: El Estadio Nacional como escenario nacional

Callie Kennedy '18
A Testament to Resistance and Radical Care: Nonprofit Sanctuaries for Migrants and Refugees

Nhi Nguyen '18
Museums and Civic Engagement: Can Museums Atone for What They've Done?

Noah Quinn '18
Revitalizing Hope: An Analysis of HOPE VI's Effect on Neighborhoods and Public Housing Residents in Philadelphia

Chelsea Richardson '18
Killer Counties: Geographic Arbitrariness and the Symbolic Functions of the U.S. Death Penalty

Caroline Steliotes '18
Contrastive Focus on the Null Copula in African American English

Esme Trontz '18
The Multiplicity of the Spatial Experience: An Art Historical Analysis of a Monument to Refugees

Hanna Yoon '18
Asian Racialization of U.S. Public Policy: How the “Model-Minority” Myth Colors White Americans’ Political Attitudes Toward Asian Americans

Shewit Zerai '18
Voices of Resistance: Honoring the Radical Legacy of Women Incarcerated at the Bedford Hills Prison Facility

1. The Bi-Co Lagim Tehi Tuma Fellows, including **Sabea Evans '18** (far right), who conducted thesis research during the summer program in Dalun, Ghana.

Join the Public Policy Conversation

Every March, generations of Fords gather on campus for the CPGC's annual Public Policy Forum—an opportunity to discuss the challenging work of seeking peace, social justice, and global citizenship via policy solutions in their home communities. This year, the fourth Forum featured six panels of alumni speakers and faculty moderators grouped by area of policy expertise: health, criminal justice, environmental, immigration, public education, and international development. The event included opportunities for students to network with the policy professionals and to present their own research, and also spotlighted the work of Executive Director of the Center for Constitutional Rights (and former ACLU lawyer) **Vince Warren '86** in a keynote conversation with *Politico* White House reporter **Annie Karni '04**.

“[Haverford] was a place where I learned a lot things. I became a feminist here. I began to learn what it was like to be black in America without my parents’ support or my support system here. I learned to think critically here. I learned how to have really vicious and loving debates at the same time here. It’s been a tremendous place for me.”

VINCE WARREN '86, keynote speaker at the Fourth Annual Public Policy Forum

In his long and storied career, Warren has argued cases on affirmative action, racial profiling, criminal justice reform, human rights abuses, and expansion of presidential power, among many others. He was involved in monitoring South Africa's historic Truth and Reconciliation Commission hearings and filed the first *habeas corpus* challenges to the Bush administration's Guantanamo detention policy 30 days after the first prisoners were moved there. Attendees also heard some of the lessons he learned about the justice system from his early-career work as a paralegal on the infamous Central Park Five case.

In their shared keynote, Warren and Karni discussed a wide range of topics, from how their time at Haverford shaped their views to current events, culture shifts, and how to make the world a better place.

“Our client is social change,” said Warren. “We work with grassroots organizations whose mission it is to create social change. Therefore, our litigation is about removing the legal obstacles that they've outlined as their path to social change. We spend more time in church basements talking to people than we spend in the Supreme Court. We spend more time pulling together coalitions than we spend on congressional delegations. And that makes the Center for Constitutional Rights a bit of an outlier in the social justice legal field because we're the people that say, 'Yeah, that's the best policy compromise we can come up with in this Congress, but that's actually nowhere near what needs to be happening.’”





1. Bi-Co students present their own policy research during the Public Policy Forum's annual poster session.

2. Vince Warren '86 and Annie Karni '04 during the Forum's keynote conversation.

Faculty Scholarship

Haverford faculty published or presented a breadth of community-engaged scholarship connected to CPGC activities during 2017-18. Select examples include:

Associate Professor of Political Science Craig Borowiak published "Navigating the Fault Lines: Race and Class in Philadelphia's Solidarity Economy" in *Antipode: A Radical Journal of Geography* with co-authors Maliha Safri, Stephen Healy, and Marianna Pavlovskaya.

Postdoctoral Fellow Alex Galarza, Brie Gettleson (Social Science Research and Instruction Librarian), Ashley Guzman '19, and Andrew Janco (Digital Scholarship Librarian) presented "Digital Scholarship *Compañeros*: Digitizing a Human Rights Archive in Guatemala with Librarians, Undergraduates, and Lawyers" at a conference hosted by Reed College, "From Evidence to Scholarship: Transforming Undergraduate Student Research in the Digital Age."

Assistant Professor of Linguistics Brook Lillehaugen and her student collaborators, Sabea K. Evans '18, Kathryn Goldberg BMC '18, Julie Gonzales BMC '19, Jaime Metzger '19, Lyra Piscitelli BMC '18, Diamond C. J. Ray BMC '18, and Conor Stuart Roe '20, published a digital edition of pp. 97-117 of Leonardo Levanto's 1732 *Arte de la lengua zapoteca*. For this and other community-engaged scholarship, Professor Lillehaugen was recognized as the 2018 recipient of the Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty, a national award coordinated by Brown University and the Coalition of Urban and Metropolitan Universities.

Visiting Assistant Professor of Peace, Justice, and Human Rights Adam Rosenblatt's article, "Civic Engagement with the Dead: Notes on Theory and Practice in a Forensic Key," was published in the fall 2017 issue of *The Applied Anthropologist*.

Launch your Social Justice Career in Philadelphia

Each spring six Haverford graduates are selected to begin work as Philadelphia nonprofit professionals through the Haverford House Fellowship. Haverford House Fellows spend a year living in community in Philadelphia and supporting social justice work at organizations throughout the city. This year's Fellows supported the work of essential education, health, legal, and environmental initiatives. Through return visits to campus, Fellows share their experiences by supporting the growing number of community-engaged courses offered by the College.



1. Three generations of Haverford House Fellows at a Lancaster Against Pipelines action.

2. Chloe Wang '17 and boathouse volunteers after a training day at Bartram's Garden.

3. Fellows on their Cedar Park stoop, clockwise from top left: Chloe Wang '17, DeeDee Eisape '17, Madison Skerritt '17 (with Casper), Lynnne Woodruff '17, Katy Frank '17, Charlie Hale '17.



Chloe Wang '17 worked with Bartram's Garden as their River Programs Fellow. From teaching summer campers how to row boats to writing the text for a map of the Lower Schuylkill, Chloe advanced the environmental and historical mission of the park.

Charlie Hale '17 worked with University City Science Center's FirstHand initiative, a program that works with low-income students from West Philly schools. FirstHand connects students to mentors and offers opportunities for hands-on STEM projects. Charlie taught students in the lab, did research and data organization, and worked on the organization's social media and outreach initiatives. On Haverford's campus, Chloe and Charlie cooperated with faculty and community organizations to support community-engaged course development in the Bi-Co's new Environmental Studies major.

DeeDee Eisape '17 worked with Community Partnership School, an independent K-5 school in North Central Philadelphia, to create community programming initiatives, collaborate on strategic planning and research, and develop health and wellness programs like the farm education initiative Roots of Unity.

Madison Skerritt '17 worked with Project H.O.M.E. at the Stephen Klein Wellness Center, which works to address the wellness needs of people who are currently or formerly homeless. Madison's projects included running a smoking cessation support group and helping to coordinate the first Mental Health First Aid Training for protesters in D.C. Together, DeeDee and Madison cooperated to support last spring's Community Engagement and Social Responsibility course.

Katy Frank '17 worked with Philadelphia Legal Assistance as a paralegal in family law, advising clients before they appear in court and running the intake hotline two days per week. She also developed a Know-Your-Rights community education series.

Lynn Woodruff '17 worked with Community Legal Services as a paralegal in the Aging and Disabilities Unit. She helped clients acquire and keep their public benefits, and helped lobby against a bill that would institute work requirements for Medicaid recipients. Lynn also began conversations between Haverford faculty and GovLab Philadelphia about ways in which statistical analysis could support city government understanding and efficiencies.

Sharing the Haverford Example

In the late 1990s, Haverford College faculty, staff, administrators, and students met to produce a vision for ethical, engaged global learning in the 21st century. That vision generated the Center for Peace and Global Citizenship. For 18 years, the lessons learned through a campus-wide center dedicated to peace and global citizenship have informed the College's unique emphasis on applied, ethical action for lives of purpose.

The College was featured in the November 2017 issue of *AAC&U News*, a publication of the Association of American Colleges and Universities. The article described how Haverford, the University of Notre Dame, and Wabash College in Indiana navigate moral hazards in globally engaged learning, while offering programs that benefit community partners and students. As the piece concluded, it pointed to the importance of developing a community of practice in higher education through which faculty, staff, administrators, and students can learn about, debate, critique, and improve upon models of ethical community-campus engagement.

The CPGC indeed hosts such a community of practice, the Globalsl Network. Cooperating with the University of Notre Dame and more than a dozen other institutions, Globalsl convened the 5th Global Service-Learning Summit in South Bend, Indiana in April. The gathering brought together more than 300 people dedicated to improving practices and scholarship in this area. Haverford's strong presence at the conference included the following contributions:

- **Assistant Professor of Linguistics Brook Lillehaugen** co-presented “Making the Story, Telling the Story, and Ethical Representation Through Partnerships” with Daniel Bryan (Pachaysana Institute), **Moisés García Guzmán** (Zapotec Community Language and Cultural Preservation), **Eric Hartman** (CPGC executive director), **Mary Kearney-Brown '19**, and **Kate Weiler BMC '20**.
- Representing long-standing partners Casa de los Amigos and Puentes de Salud, **Marco Antonio López Galicia** and **Alexandra Wolkoff '14** presented “Deepening the Local-Global Connection: Sustained Community-Based Learning in Global Health and Migrant Rights” with **Visiting Assistant Professor Shannon Wheatley Hartman**, **Rosa Urquiza '20**, and Cynthia Toms (Westmont College).
- **CPGC Executive Director Eric Hartman** facilitated the closing plenary panel, “In the Name of (a Critical?) Global Citizenship: Stepping Forward,” with Janice McMillan (University of Cape Town), Marisol Morales (Campus Compact), Richard Slimbach (Azusa Pacific University), and Nicole Webster (Penn State University). The panel was recorded for a podcast with Campus Compact, the national organization promoting the public purposes of higher education.

While the CPGC supports excellent engaged scholarship, community-campus collaboration, and education that advances just, peaceful, and sustainable communities for Haverford, Globalsl Network development and sharing deepens the quality of global learning experiences for students and communities far beyond the College as well.

As we move into the 2018-19 academic year, Haverford faculty and staff overseeing CPGC-connected courses and programs include:

Faculty Steering Committee

Eric Hartman*
Executive Director

Ariana Huberman
Associate Professor, Spanish; Chair of Spanish Department

Alexander Molot
Associate Director, Leadership Gifts

John Mosteller
Assistant Vice President of Academic Resources

Jill Stauffer
Associate Professor and Coordinator, Peace, Justice, and Human Rights; Academic Director

Anna West*
Assistant Professor and Coordinator, Health Studies

Kristen Whalen*
Assistant Professor, Biology

Staff

Allison Carpenter
Office Manager

Amanda Chaves
Domestic Fellowship Advisor

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
Café Coordinator

Julie Miller
Program Coordinator for Programs, Communications, and Data

Nora Reynolds
Fellow for Ethical Global Learning, The Globalsl Network

Alexandra Wolkoff '14
Director of Education, Puentes de Salud, Haverford College Partnership

Stephanie Zukerman
International Programs Manager

Lina Martinez Hernandez
Visiting Assistant Professor, Spanish

Anita Isaacs
Professor, Political Science

Brook Lillehaugen
Assistant Professor and Haverford Chair, Linguistics (TriCo)

Kris Micinski
Visiting Assistant Professor, Computer Science

Anne Montgomery
Visiting Assistant Professor, Health Studies

Joshua Moses
Assistant Professor, Anthropology and Environmental Studies

Anne Preston
Professor, Economics

Lindsay Reckson
Assistant Professor, English

Carol Schilling
Visiting Professor, Independent College Programs and Health Studies

Chanelle Wilson-Poe
Instructor, Bi-Co Education Program

Faculty Associates

Thomas Donahue
Visiting Assistant Professor, Political Science

Shannon Wheatley Hartman*
Visiting Assistant Professor, Independent College Programs

* Individuals who hold more than one of the three affiliations listed above are listed only once for brevity

HAVERFORD COLLEGE

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