

HAVERFORD COLLEGE

CENTER FOR
PEACE AND
GLOBAL
CITIZENSHIP

YEAR IN REVIEW
— 2011 • 2012 —

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The Center for Peace and Global Citizenship (CPGC) advances Haverford's long standing commitment to peace and social justice through research, education and action. The CPGC integrates innovative scholarship and responsible civic engagement around contemporary issues of global significance. With its commitment to knowledge as the foundation for effective action, the Center embodies Haverford's scholarly and ethical mission as a premier liberal arts college.

A PIPELINE OF SOCIAL CHANGE

The growth of the Center over the past decade has been a key element in the development of an institutional "pipeline" of social change. The "pipeline" concept refers to a suite of complementary programs that provide highly motivated persons with opportunities to develop the intellectual and practical skills necessary to address the world's problems. Specifically, the elements of this "pipeline" fall into the following categories:

- CURRICULAR SUPPORT** ▶ study tours, on-campus speakers, and symposia connected to a course
- PRACTICAL TRAINING** ▶ off-campus conferences and service learning; on-campus seminars and speakers designed to further knowledge and develop practical skills
- INTERNSHIPS** ▶ deep engagement with global issues on a local level during summer break
- ACADEMIC RESEARCH** ▶ innovative scholarship by faculty and students
- POST-GRADUATE PROGRAMS** ▶ opportunities for engagement with social issues after graduation

Each of these elements consists of distinct CPGC programs open to all members of the Haverford community. Taken as a whole, they comprise a continuum of interconnected learning opportunities over the course of a Haverford career (and beyond) designed to prepare individuals for work on behalf of the greater good.



curricular support

Course work is the foundation of the social change “pipeline” at Haverford. The Center serves as a bridge between the classroom and the world beyond campus by supporting faculty members in their efforts to integrate experiential learning on global issues into their teaching and mentoring. This might take the form of travel in conjunction with a course, or symposia on topics related to the Center’s mission.

EUROPEAN UNION STUDY TOUR

In Visiting Professor Biswajit Banerjee’s course, students examined the economics of transition in Europe. The Center supported a fall-break trip to Belgium and Germany, where students were briefed by officials at the European Commission (EC) and the European Central Bank (ECB).

“The global financial crisis has had a deep impact on Europe. The field study provided a unique opportunity for students to learn firsthand the operations of and policy making at the EC and ECB. The welcome accorded to the student delegation was unprecedented, especially considering that these two institutions typically do not host undergraduates.”

—Biswajit Banerjee ▶ Economics Dept.

NICARAGUA PUBLIC HEALTH DELEGATION

The Center supported a visit to Nicaragua by a delegation of Haverford students in conjunction with Associate Professor Kaye Edwards’ research on reproductive health and social justice. During this 10-day study tour, the delegation saw how local organizations are dealing with a host of public health issues.

GRASSROOTS POLITICS IN PHILADELPHIA

Political science Associate Professor Steve McGovern’s seminar analyzed organizing and advocacy in the context of a large American city. The Center supported student internships with Philadelphia community-based organizations and public interest groups engaged in grassroots activism.

PHOTO AT TOP OF PAGE: Assistant Professor of Biology Jonathan Wilson (left) and students in environmental studies discussed organic farming.



Haverford and Bryn Mawr students at the European Commission headquarters in Brussels, Belgium.



Dr. Naif Al-Mutawa, creator of Islamic superheroes, spoke on contemporary art of the Arab world.



Bi-College and incarcerated students participated together in a course on restorative justice in the U.S.



German Prof. Imke Brust (right) organized a talk on contemporary European cinema by Dr. Berna Gueneli of St. Lawrence University.

ISLAM: REFORM AND REVIVAL

In fall 2011, Haverford hosted Visiting Scholar Abdulkarim Soroush, an expert on modern Iran and named by *TIME* magazine as one of the world’s most influential people. The Center collaborated with Professor of Sociology Mark Gould to organize a day-long symposium featuring four distinguished Muslim scholars.

“THE 99”

In conjunction with a new course on contemporary art of the Arab world, the Center provided funding for a campus talk by Dr. Naif Al-Matawa, creator of “The 99,” superheroes inspired by the 99 attributes of Allah.

“I was so pleased with the visit of Dr. Naif al-Mutawa. (The auditorium) was filled to capacity and then some with students... In my view the event was a great success. The event could not have taken place without the support of the CPGC.”

—Carol Solomon ▶ Independent College Programs

CHINA ETHNOGRAPHIC FILM FESTIVAL

With CPGC support, Professor of Anthropology Maris Gillette organized a film festival in conjunction with her course on the anthropology of China. The festival included screenings of several documentary films, as well as an academic volume on the politics of ethnographic filmmaking.

“Visual ethnography is a rapidly growing field. The time is ripe for China ethnographic filmmakers to theorize their film production and its relationship to traditional practice. This festival is a unique opportunity for Haverford to connect with Philadelphia’s vibrant digital video scene through the first China ethnographic film festival to take place on the east coast.”

—Maris Gillette ▶ Anthropology Dept.



practical training

To be effective, social change agents need practical skills and theoretical knowledge. The Center addresses this need by offering a menu of on-campus seminars and workshops, as well as off-campus experiences designed to put into practice theories learned in the classroom. The Center also serves as a gathering place for the Haverford community to discuss global issues, thus providing additional opportunities for informal learning.

ON-CAMPUS EVENTS

The Center hosts visits by activists and academics to engage the Haverford community in meaningful dialogue on contemporary issues of global importance. The objective is to provide access to recognized expertise in a way that stimulates critical engagement with issues.

UNDER ARPAIO A DOCUMENTARY FILM

This event included a dinner where students met filmmaker Jason Aragon, followed by a screening of his film, which documents immigration policies in Maricopa County, Arizona.

SOCIAL MEDICINE SEMINAR

This student-led seminar provided freshmen and sophomores with an introduction to current issues in public

health. In addition to weekly readings and discussions, this year's seminar met with Robert Bollinger '79, director of global health education at Johns Hopkins University.

NATIVE AMERICAN WOMEN FINDING THE VOICE TO SAFEGUARD MOTHER EARTH

As the keynote speaker for the Women's Center's "Women in Religion Week," Winona LaDuke gave a talk on how Native American women have implemented their spiritual heritage in conserving tribal land and culture.

PHOTO AT TOP OF PAGE: Two performing artists at a CPGC-supported symposium on global entrepreneurship in Ghanaian music.



Haverford students and CPGC staff traveled to Mexico City during winter break to study cross-border migration.



A delegation of Haverford students attended the Nobel Peace Laureates Summit, where they met the Dalai Lama and Mikhail Gorbachev.



Sam Shain '14 (left) and Jenny Whealdon '13 participated in the Interfaith Leadership Institute at Emory University in Atlanta.

CONFERENCES AND WORKSHOPS

Attending a conference is a great way for students to gain practical experience and network with professionals.

TROPICAL MEDICINE AND HYGIENE

Over the course of her Haverford career, Makeda Carroll '13 has pursued an academic program that will prepare her for work in the medical field. A biology major, she spent the summer of 2011 on a CPGC internship in Benin, West Africa, working on HIV/AIDS issues. Her prior course work and internship supported her CPGC grant to attend this conference, a gathering of leading scientists and doctors in the field of tropical medicine.

A BETTER WORLD BY DESIGN

Willa Caughey '12 attended this conference in Providence, RI, as part of her scholarship on the growth and structure of cities. The conference brought together students and professionals to discuss how the field of design can inspire positive change on a local and global scale.

AMERICAN PUBLIC HEALTH ASSOCIATION

This annual meeting is a gathering of more than 13,000 public health professionals. Building on work initiated during CPGC-sponsored research in South Africa, Laina Gagliardi '12 used this experience to examine issues related to reproductive health and disability.

DEGROWTH IN THE AMERICAS

David Robinson '14, a student leader of the College's Committee for Environmental Responsibility, received CPGC support to attend this conference in Montréal, which focused on the concept of "degrowth," or the radical separation of society from traditional models of economic growth.

“I really appreciated the diversity of students that were at the dinner, because it encouraged a range of questions. A successful aspect of the screening was that the audience was clearly engrossed in the film (*Under Arpaio*). People reacted to various scenes of the film with abhorrence or cheers or simply shock.”

—Elena Satten-Lopez '12

“Much of the information I gained from this experience will be most useful in helping me shape my career and future academic goals. Talking with people who were truly following their passions and pursuing greater goods than money and prestige reassured me that it is okay to do the same. I am inspired to experiment, react to my surroundings and change my plans as I follow my passions.”

—Willa Caughey '12

“Facilitating arts into my curriculum was a great way to get the kids engaged with the lessons that I set up throughout my time in Ghana. This, by far, for me was one the biggest accomplishments in my service-learning project because I was able to see that the arts, in some ways, allow kids to feel like they are not learning—the lessons are not monotonous and quiet.”

—Dalibell Ferreira '12



Students from the Center's Social Medicine Seminar met Haverford alumni at the Johns Hopkins University Center for Clinical Global Health Education.



Three Haverford students met Paul Farmer at the American Society of Tropical Medicine and Hygiene annual meeting.



The Center organized a visit to the Weavers Way Co-op as part of a tour of Philadelphia-area farms.

SERVICE LEARNING

Not every experience falls neatly into a summer internship or a weekend conference. For this reason, the Center supports students who want to gain practical experience via service learning projects during college breaks. These experiences often lead to more in-depth exploration of issues through internships and academic research.



Author Alia Malek spoke to the Haverford community about her groundbreaking collection of stories of men and women swept up in the War on Terror.

INTERFAITH ENCOUNTERS ALTERNATIVE SPRING BREAK

Haverford College worked with the Interfaith Center of Greater Philadelphia to run an alternative spring break program which used religious pluralism to work for social justice. In collaboration with the College's Quaker Affairs Office, the Center supported a delegation of students from various faith traditions who worked with peers from area universities on prevention of gun violence.

INEQUALITIES IN MEDICAL CARE KOREA

Sumin Park '13 spent part of her winter break working as a nursing assistant at a Korean hospital that provides free health care. There she was introduced to the tools a medical professional must have to care for underserved populations.

MIGRATION FIELD STUDY MEXICO

For the third consecutive year, the Center organized a winter break study tour on migration. Haverford students met with officials from the Mexican government and NGO community to better understand trans-border migration. Upon their return, they enrolled in courses that brought their experiences into the classroom.

COMMUNITY BUILDING WITH THE STREET ACADEMY GHANA

Building on her interests in urban social and economic relations with a focus on Africa, Dalibell Ferreira '12 received a grant for a winter break project using fine art and dance to facilitate the creative imaginations of street children in Accra, Ghana.



internships

The Center's summer internship program puts Haverford's educational philosophy into practice. Students have the opportunity to integrate their academic learning with practical experiences that foster responsible and informed engagement with social justice issues. The Center selects interns based on their academic and experiential preparation, which must demonstrate one or more of the following characteristics:

- 1 an intellectually critical engagement with pressing domestic or international issues approached from the nonprofit, non-governmental, private, educational or public sectors;
- 2 a commitment to deepening an understanding of cultural differences and how broader global processes affect local communities;
- 3 engagement with issues of power and inequality in local, national and/or international contexts.



Rachel Kobasa '12 promoted oral histories of human rights victims at Voice of Witness in San Francisco.

Upon their return to campus, interns are required to enroll in courses designed to ground their experiences within relevant conceptual frameworks and academic discourses of intervention in the world.

PHOTO AT TOP OF PAGE: Elizabeth Levitan '11 (second from left) spent a summer in Peru supporting secondary education for indigenous girls.



2011 DOMESTIC SUMMER INTERNS...

- Taught lessons about the farm, food and insects to kids
- Interviewed government officials, environmental policy experts, CEOs and marketing representatives for an article on energy policy
- Recruited research study participants for a LGBT Older Adults Health Needs Assessment
- Helped secure a U.S. Department of Justice grant to expand services to victims of human trafficking
- Transcribed interviews for an upcoming book about the global labor market

UNEXPECTED LESSONS FROM REFUGEES

"I had come to the camp expecting to learn about the inhumane violence of this long standing conflict and its devastating consequences. As it turned out, I ended up learning about love and hope. I learned love from the teacher whose husband and father are in the resistance in Burma. I learned hope from a student who, when asked to make a sentence with 'because', shocked me when she said 'Because the Burmese military burned my house and killed people in my village, we had to walk three days to get here.'"

—Duong Nguyen BMC '13 ▶ THAILAND

TEACHING THEATER BUILDING VOCATION

"The more you explore and learn about how your discipline and passion work in different places, a clearer picture forms in your head. Moreover, by doing what I plan to be doing for the rest of my life, teaching theater in another country will make me much a better teacher (and) a more understanding, socially conscious and open-minded individual."

—Caroline Maurer '11 ▶ MEXICO



Gemma Donofrio '12 at Children's Health Watch in Boston.



Leor Winston '14 (second from left) conducted farm programs for urban youth in Philadelphia.



Hannah Zieve '14 worked on educational opportunities at KIPP Philadelphia.



Claire Perry '14 addressed regional environmental issues at the Michigan Land Use Institute.

EDUCATION AS COMMUNITY CATALYST

“Education is broad; it is not limited to the classroom. Teaching women skills—such as how to raise bees or process grain, giving them knowledge about the symptoms of HIV/AIDS or how to properly dress wounds—gives them the practical tools they need to be effective in their communities. I think the focus on women is particularly important because the mothers and grandmothers in a community have the power to affect positive change, since they influence the new generations.”

—Makeda Carroll '12 ▶ BENIN

MOBILIZATION AND SOCIAL MOVEMENT

“As a political science major and anthropology minor, my focus has always been on the agency of individuals outside the state structure. So Equalizing Education was a perfect case of mass mobilization, protest tactics and social movement theory, particularly as proponents of the movement develop its identity and culture.”

—Ntshadi Mofokeng BMC '12 ▶ SOUTH AFRICA

DYNAMICS OF POWER

“Throughout my college career I have been interested in understanding the dynamics of power between different groups. I have studied the tension between powerful business elites and disempowered residential communities, the oppressive history of African-Americans in the United States and power struggles between the major world religions. This summer, I learned about these types of situations happening in countries I have not yet had the chance to study in an academic setting.”

—Annie Boggress '12 ▶ MEXICO



Makeda Carroll '13 (front row left) served as a health educator in Benin, West Africa.



Ntshadi Mofokeng BMC '12 worked to implement social movement theory in South Africa.



Several students spent the summer in Mexico City working on migration and economic justice issues.



Naila Ijaz '14 (far left) worked to improve education for women in Pakistan.



2011 INTERNATIONAL SUMMER INTERNS...

Worked on grassroots education initiatives in refugee camps along the Thailand-Burma border

Built basketball courts as sites for peer-to-peer health education in Madagascar

Fought for educational equality outside Cape Town, South Africa

Researched internal migration in Shanghai, China

Launched an international NGO that showcases Ghanaian artists

CAPSTONE RESEARCH AND NETWORKING

“Aside from the progress made towards researching and developing my thesis, I found the amount of networking done to be very valuable. I found that most of the professors and colleagues of my advisor were very interested in the work I was doing and were very keen on helping formulate an approach for the overall paper.”

—Dan Scanlon '12 ▶ CHINA

CREATIVE APPROACH TO ASTRONOMY EDUCATION

“I was able to use my knowledge of astronomy in my internship by applying concepts to activities for kids. For example, when designing a board game about the solar system and light, I was able to use facts I learned in my Haverford classes and make them fun and interesting for children. In the future, I would like to pursue a career in astronomy education, and so this internship allowed me to see what types of possibilities there may be for me in this field.”

—Maya Barlev '12 ▶ NETHERLANDS



Nicole Lantz '12 taught elementary school in Koderma, India.



Six students from Haverford and Bryn Mawr Colleges in Indonesia, where they spent the summer working for human rights and women's empowerment.



Maya Barlev '12, an astrophysics major, promoted global awareness through astronomy education in the Netherlands.

The CPGC PIPELINE IN THE WORLD

This map illustrates the geographic breadth of our activity, including internships, curricular support, student research and other on-campus programs.

The CPGC supported 26 programs and projects in the Philadelphia area in 2011-2012.

-  Countries where CPGC students completed on-site internships
-  CPGC hosted on-campus programs focused on these regions



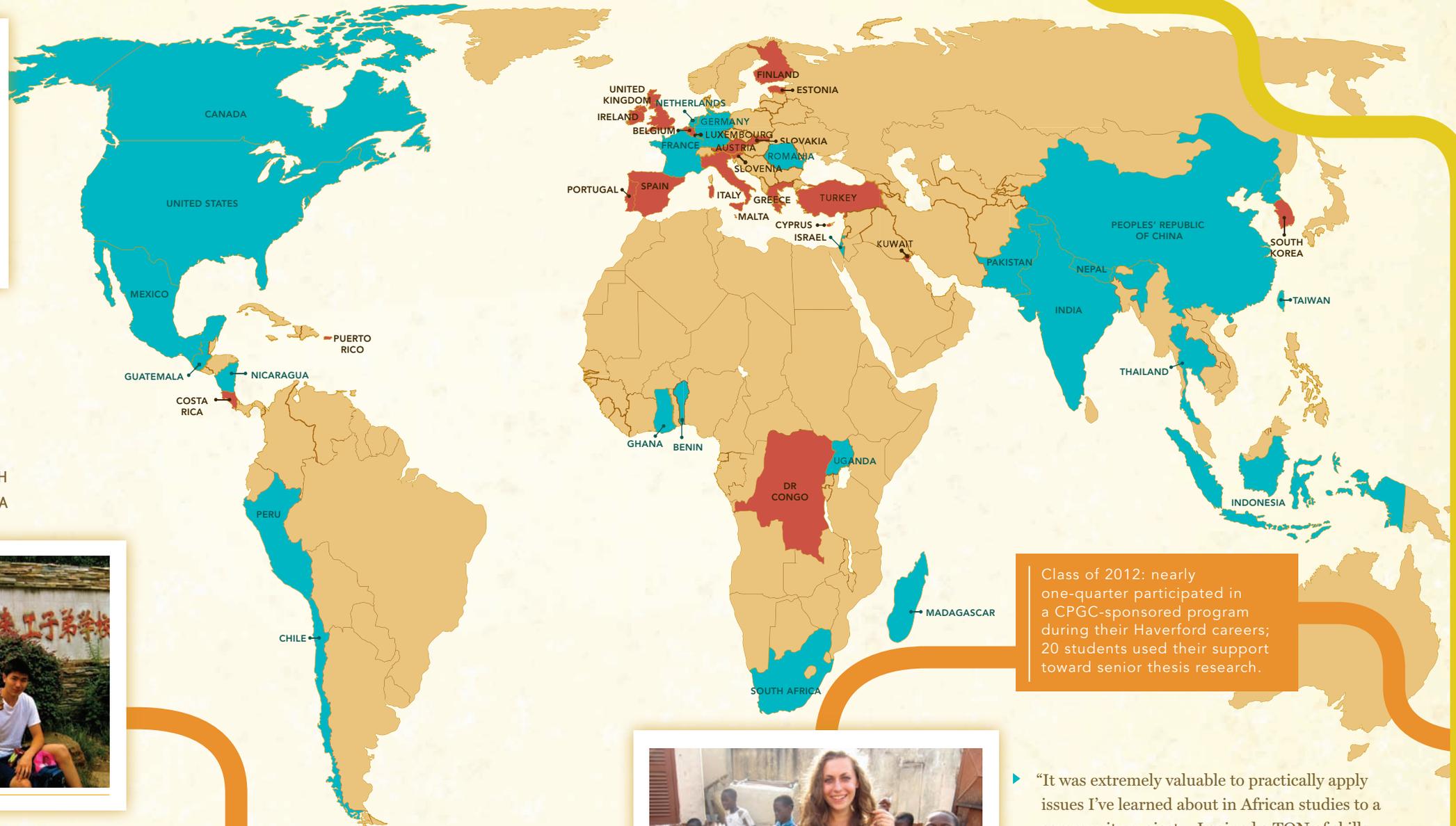
“The most valuable part of the experience was feeling empowered and (to) not take no for an answer. It allowed me to make contacts in the community that will benefit the program for years to come, and also see something bigger grow than just a physical garden.”

—Molly Johnston-Heck '11 ▶ MANAGED A YOUTH GARDEN PROGRAM IN SUBURBAN PHILADELPHIA



“I found that I grew a substantial amount during my stay in China, especially when I was teaching adult English teachers. Lesson planning taught me about the importance of organization and preparation in daily life. I also gained a new-found respect for teachers... Standing up in front of a class of thirty isn't easy!”

—Justin Wei '13 ▶ ONE OF FOUR BI-COLLEGE STUDENTS WHO TAUGHT ENGLISH IN CHINA



Class of 2012: nearly one-quarter participated in a CPGC-sponsored program during their Haverford careers; 20 students used their support toward senior thesis research.



▶ “It was extremely valuable to practically apply issues I've learned about in African studies to a community project... I gained a TON of skills having to organize a project from nothing and act like a real professional who deserves that spot on TV, that donation of posters and materials, whose project people should want to be a part of.”

—Robin Riskin '12 ▶ ORGANIZED COMMUNITY ART PROGRAMS IN GHANA

PRACTICING EFFECTIVE TEACHING

“Working with Philadelphia Futures gave me the opportunity to practice concepts used in my education and English classes, which are the two fields of study that I am most invested in. I now feel more confident about interacting with high school students in an academic setting and supporting their growth as writers and analytical thinkers. This internship will have been another step in preparing me to be the best teacher I can be.”

—Gaby Martinez '13 ▶ PHILADELPHIA

NONPROFITS AND THE ENVIRONMENT

“In addition to the personal growth derived from being alone and learning from a new community, I particularly enjoyed having a chance to explore a professional area that interests me. I was lucky to work for such a holistic and analytic organization—things I have realized are important to me in environmental studies. I appreciated Michigan Land Use Institute’s (MLUI) approach to informing community issues and acting as a catalyst for local and regional change.”

—Claire Perry '14 ▶ MICHIGAN

IMMIGRATION AND HUMAN RIGHTS

“This internship was a direct application of my academic work in a professional context. I gained experience speaking, writing and listening to Spanish, while learning about immigration policy and labor law from a perspective of social justice and human rights.”

—Kate Irick '13 ▶ VIRGINIA

HISTORY AND CIVIL RIGHTS

“My thesis addresses many issues in Philadelphia history, especially racial, gender, economic and political inequality in the 1830s. What I find particularly striking is how unresolved many of these issues still are. While discussing my internship with (those) who are addressing these issues in modern Philadelphia and around the world, the similarities between the difficulties faced by people in the 1830s and today are striking.”

—Rosalie Hooper '12 ▶ PHILADELPHIA

REALITY CHECK ON PRIVILEGE

“A couple aspects of the experience were eye-opening: first, working in Philadelphia public schools and seeing firsthand the flaws of the system and the successes and impacts of individual teachers; second, working with young residents of the homeless shelter. These things were both a reality check on my own privilege, as someone who has access to and enjoys a stable living situation and college education.”

—Leora Winston '14 ▶ PHILADELPHIA

NEW PERSPECTIVES = PERSONAL GROWTH

“Having met and conversed with so many different people—from a 13-year-old Latino female from Southwest Philly to a 75-year-old gay white man from Center City—I witnessed several new perspectives, which made personal growth inevitable. I also learned many valuable skills pertaining to public health research. This has inspired me to continue studying and participating in public health research.”

—Will Garrett '12 ▶ PHILADELPHIA

HUMAN TRAFFICKING

“I began to better understand the phenomenon of global human trafficking and the laws the United States has in place regarding human trafficking, as well as how nonprofits provide social services to clients. The other valuable part of my internship was being able to interact with refugee clients. I was initially nervous about interacting with clients but soon began to develop many of the skills that I needed.”

—Sarah Guyer '13 ▶ PHILADELPHIA



Caroline Maurer '11 used theater and circus art as a tool for community development in Mexico.



Becca DeHority '11 (right) improved health care access for the underserved in Cape Town, South Africa.



Andrew Mumma '11 spent the summer at a foster home for children in Shanghai, China.



Hannah Miller worked toward educational equality in Guatemala.



Peony Yiu BMC '13 and Justin Wei '13 teaching English in Nanjing, China.



academic research

Innovative scholarship is another element of the social change “pipeline.” This includes not only course work, but also academic research. Students are encouraged to integrate research with social action, to help them develop a solid grounding in theory that can inform practice. Grants are provided to faculty members for research on issues related to the Center’s mission for curriculum development and to mentor student assistants.

STUDENT RESEARCH FUND

The CPGC Student Research Fund provides grants to students to cover the cost of off-campus research related to the senior thesis.

“STIGMA, DISCRIMINATION AND SEXUAL AND REPRODUCTIVE HEALTH OF WOMEN IN SOUTH AFRICA”

This project comprised data collection by Kelley Neil '12 for her senior thesis in an independent major in health and society. Building on her experience studying abroad, Kelley explored how discrimination and structural violence create barriers for women to access HIV testing in urban South Africa.

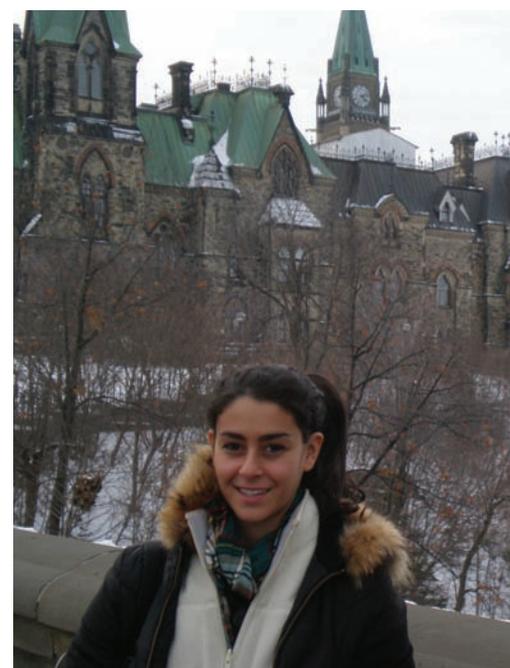
“SPIRITUALITY AND SOCIAL ACTION AT THE CASA DE LOS AMIGOS”

Annie Boggess '12 received support to conduct field research for her senior thesis in religion. Following a CPGC internship at the Casa de los Amigos, a Quaker center in Mexico City, Annie returned during winter break to interview the staff about how their religious commitments have been affected by living and working at the Casa.

PHOTO AT TOP OF PAGE: A scene from field research by Danielle Simpson '12 on the effects of tornadoes on families in Joplin, Missouri.

“UNDERSTANDING THE CANADIAN BOREAL FOREST AGREEMENT”

Tamara Agins '12 spent winter break meeting with government officials and NGOs to learn more about the science and politics of the management of Canada’s boreal forest. Agins conducted her research in Ottawa and visited forest lands in Quebec.



Tamara Agins '12 collected data in Ottawa for her thesis on the Canadian Boreal Forest.

“UNCOVERING THE DYNAMICS OF FRENCH IMMIGRATION POLITICS”

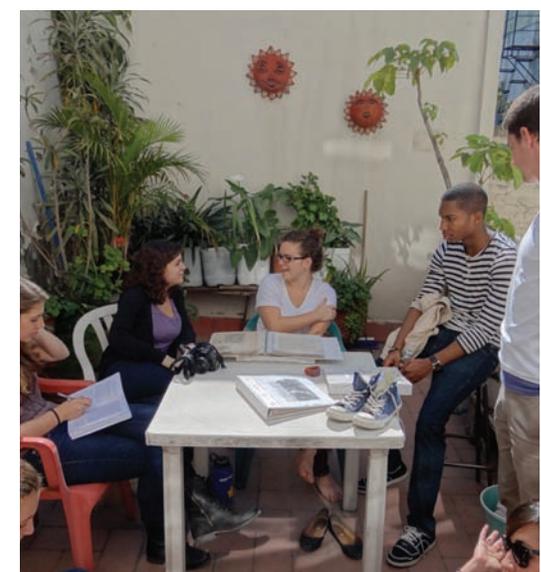
Jayde Lawson '12 traveled to France to better comprehend the relationship between policies governing immigration and recent violent protests by Muslims.



For her research internship, Suhavi Tucker '12 (left) did an anthropological study of doctor-patient interaction.



Domenique Harrison '12 conducted research in Chicago on the history of lynching.



Annie Boggess '12 spent winter break at the Casa de los Amigos in Mexico City interviewing staff on the connection between religion and social action.

STUDENT RESEARCH ASSISTANTSHIPS

In 2011-2012, the Center provided grants to four Haverford faculty members to hire students as research assistants. The goals of this program are to:

- 1 support faculty in their scholarship;
- 2 provide students with experience conducting research under the guidance of a mentor; and
- 3 better prepare students for future CPGC internships.

“Traveling into the (Canadian) Boreal forest was truly a wonderful experience for me. I will never forget walking through that eerily quiet but blissfully peaceful snow-covered terrain. Being there allowed me to truly understand and experience the forest, and brought me much closer to the project.”

—Tamara Agins '12

“I absolutely feel as if this project was a necessary step in helping me to think about and approach my thesis. I was able to meet with people from diverse backgrounds and varying perspectives regarding immigration and its effect on both French citizens and “immigrés.” One must actually experience the individuals and region to even begin to appropriately assess the issue. I have been able to redirect the focus of my thesis which I believe will be more accurate and impressive, and for that I am greatly appreciative.”

—Jayde Lawson '12

“This project was successful in more ways than I ever imagined it would be. I found a lot of fascinating documents, some of which noted the author’s understanding of the connection between the Casa’s institutional decisions and its Quakerism. Those will bring an important perspective to my thesis.”

—Annie Boggess '12

RESEARCH INTERNSHIPS

In addition to the opportunities described in this report, each year the Center funds several summer internships with a research focus. Students may work independently or conduct research as part of an organization. In 2011, seven research internships were funded, a new high. Topics ranged from social welfare in Shanghai to legal ethics in Philadelphia.

“Role of Race, Gender and Sex in the Destruction of Pennsylvania Hall”

—Rosalie Hooper '12

This project examined the role of gender and race in antebellum Philadelphia that reflect problems facing the world today.

“Anthropological Study of Doctor-Patient Interaction”

—Suhavi Tucker '12

The subject of this internship was understanding how and why patients negotiate medical intervention with their doctors.

“Exploring Ethics in Law through Theory and Practice”

—Elizabeth Wingfield '12

This project entailed both academic research with a Haverford professor and field work at the Women’s Law Project.

“Street Children of Nicaragua”

—Nour El-Youssef '12

In addition to providing academic support for children, this student also conducted research on the lives of street children.

“Fetal Alcohol Syndrome in South Africa”

—Laina Gagliardi '12

This student examined fetal alcohol syndrome and its relationship to sociocultural beliefs in a foster home in Cape Town.

“Transitioning Romania: Politics, Philosophy and People”

—Erin Islo '12

This project was an in-depth study of the evolution of political philosophy in Romania from the fall of communism to its entry into the European Union.

“Social Welfare and Development in Shanghai”

—Daniel Scanlon '12

The purpose of this research was to analyze the growth of urban poverty and the resulting crisis in welfare housing in Shanghai.



Anthropology Professor Jesse Shipley examined the recent rise of popular West African hip-hop music in Paris and Berlin.



Madeleine Smith-Gibbs '13 (not pictured) spent the summer examining the history of human rights in Indonesia.

FACULTY SUMMER RESEARCH SUPPORTED IN 2011:

Naomi Koltun-Fromm, Religion
Religious Representations of Jerusalem

Aurelia Gomez Unamuno, Spanish
Gender and Guerrilla Fighters in the Dirty War in Mexico

Anat Yom-Tov, Sociology
Disparities in Employment Benefits



HAVERFORD HOUSE

In addition to sharing a home in the Cedar Park neighborhood of West Philadelphia, the fellows work with nonprofit organizations four days per week. They devote their fifth workday to a Haverford House project: collaborative work that aspires to build a more just, healthy and vibrant region. Fellows serve as liaisons between the Center and local social action agencies, and as mentors to and collaborators with Haverford students, staff and faculty.

Emily also volunteered at the State Correctional Institution at Graterford Prison with the Restorative Justice Project, as well as with a clinic run by X-Offenders for Community Empowerment. Post-fellowship, Emily will work for the Philadelphia-based National Clearinghouse for Battered Women and will continue to volunteer while she applies to law school.

“Haverford House gave me an incredible opportunity to work in a highly respected legal organization. I got to work with talented, persistent advocates and develop my own skills in a supportive yet fast-paced environment. This year has left me feeling invigorated and excited for a life of work in social justice-oriented organizations.”

Caila Heyison '11 ▶ is a political science major and philosophy minor from Massachusetts. She spent her year as a paralegal in the Public Housing Unit of Community Legal Services (CLS). She helped recipients of public housing in Philadelphia in danger of eviction retain their housing by representing clients at hearings, contacting landlords and housing authority representatives and helping CLS attorneys prepare cases for court.

For her project she organized a workshop called “Issues in Action,” which helped students become more adept at organizing and activism on Haverford’s campus. She also helped to plan, with Emily Bock '11 and Karina Puttieva '11, a panel and networking event entitled “Careers in Public Interest Law,” which aimed to introduce Haverford students to public interest law and attorneys in the Philadelphia area.

“Being at Haverford House served as a perfect launch pad for wandering, exploring and learning about West Philadelphia with the other fellows. We all had a great time inviting neighbors over for dinner and finding fun local events to attend.”

Jason Lozada '11 ▶ a history major from Philadelphia, worked as the outreach coordinator for Philadelphia Public School Notebook, where he helped raise its visibility throughout the city. As a graduate of Philadelphia public schools, Jason had extra preparation for engagement with this

and dialogue on ‘healthscaping’ with New York City Health Commissioner Dr. Tom Farley '77.

“The Haverford House program was wonderful on so many levels. I could not be more grateful to spend my first year out of college working with an organization whose mission I strongly believe in. The program also did an incredible job of eliminating financial barriers, which let me focus on my personal and career interests, rather than my next paycheck. The opportunity to live with others that share a desire to bring about positive social change, yet differ in experiences and personal ambitions not only kept the year interesting, but also opened me to a multitude of different ideas, interests, jokes and cooking recipes. The community of support and friendship built into the program made this year not simply a definitive experience, but a memorable one worth cherishing.”

Emily Bock '11 ▶ an English major from Pennsylvania, spent the year working at Community Legal Services (CLS). In her placement, she worked in the Employment Unit as a paralegal, primarily with people with criminal records that prevent them from being hired or keeping a job. In addition, Emily planned a number of events on campus focused on justice, including “Life After Life,” a panel discussion featuring Tyrone Werts, a justice reform advocate whose life sentence was commuted after serving 36 years.



post-graduate programs

The “pipeline” does not end upon graduation. In fact, post-graduate programs can serve as capstone experiences, where a student’s intellectual, emotional and physical preparations can be put into practice. The Center provides programs for recent graduates to further their development as social change agents.

HAVERFORD HOUSE

This post-baccalaureate fellowship program seeks to strengthen the connections between the College and the City of Philadelphia by selecting six graduating seniors each spring for their commitment to social justice and civic engagement.



Caila Heyison '11 led an on-campus workshop on community organizing and activism.

Peter Block '11 ▶ a philosophy major and pre-med student from Pennsylvania, spent his fellowship year at the Center for Public Health Research (CPHR), which is based at the Lankenau Institute for Medical Research. He took a lead role in the design and coordination of the CPHR’s health disparities educational enrichment programs and research efforts. Peter presented his work at three conferences during his fellowship year.

For his Haverford House project, Peter created a program for Haverford students to work at Lankenau Medical Center, as well as reflect on their experiences and future aspirations in medicine and public health through humanities-based workshops. Peter also arranged a lecture

PHOTO AT TOP OF PAGE: Haverford House Fellow Stephanie Strocks '11 (front row, right) and students from Parkway NW High School met with TV news personality Katie Couric.

organization dedicated to informing students, parents and teachers about the state of the school district.

Jason's project connected current Haverford student volunteers with incarcerated youth through the Youth Arts and Self-Empowerment (YASE) Project, led by Haverford House alumna Sarah Morris '05.

"I grew up in North Philly and never really explored outside of that area. Haverford House forced me to get outside of my comfort zone and explore parts of the city I didn't even know existed."

Karina Puttieva '11 ▶ an English major with a gender and sexuality studies concentration, spent her fellowship year at Philadelphia Legal Assistance (PLA) as a paralegal in the Family Law Unit. Her job consisted of advising low-income Philadelphians in matters of child custody, protection from domestic violence, and child and spousal support. In addition to legal advice, she provided clients with litigation assistance. Furthermore, she supervised and coordinated PLA's Domestic Violence Assistance Project (DVAP)—an initiative in which trained volunteers provide information on the legal process and safety planning.

Though historically DVAP has only been open to law students, as part of her Haverford House project Karina was able to give clearance to a number of students from Haverford and Bryn Mawr Colleges to participate. After her fellowship, Karina will

be working as a victim/witness coordinator at the Philadelphia District Attorney's office and plans to attend law school in the next few years.

"This year proved to be invaluable for me. I was lucky enough to have wonderful and supporting housemates with whom I could share my good days as well as my bad. And I was extremely lucky in my placement as it struck just the right balance between generous guidance and sink-or-swim independence. More than that, I discovered that I was not simply interested in my job and working with survivors of domestic violence but that I was absolutely passionate about it and that is the direction in which I want to take my career."

Stephanie Strockis '11 ▶ a psychology major and gender and sexuality studies minor from California, worked as the community development fellow at the Parkway Northwest High School for Peace and Social Justice. She assisted with running all the programs of the center, including a weekly marketplace for healthy food, the Student Leadership and Peer Mediation Teams and an after-school club for girls.

Her project connected Haverford students to those at Parkway, and she organized an overnight retreat for Parkway's Leadership Team at the College. She will remain in Philadelphia for the coming year and is excited to stay in the youth development and empowerment field.

"My year with Haverford House not only provided me a great and challenging job, remarkable housemates and an amazing house in one of Philly's best neighborhoods, but a new city to call home. I'm so glad I was able to spend a year with a supportive program in a city that I love, and I can't wait to see what's next."

SENIOR BRIDGE INTERNSHIPS

While the majority of summer internships are carried out by undergrads (see Internships section), each year the Center sets aside a limited number of internships for graduating seniors. This category of internship is designed to serve as a "bridge" between the undergraduate years and post-graduate careers. As more students see the value of the "pipeline," they are taking advantage of this opportunity for field experience in the summer following their senior year.

ALUMNI PROGRAMS

Students can learn from those who leveraged their Haverford education to pursue successful careers fighting for social justice. Under the auspices of our **Young Alumni Speaker Series**, the Center regularly invites alumni now working for social change to share their insights with current students. For students, these graduates serve as inspirational examples. For alumni, this engagement provides an opportunity to "give back" to Haverford in a significant way.



2012-2013 HAVERFORD HOUSE Fellows and Host Organizations

MEG BISHOP '12

▶ Psychology Major

EMILY DIX '12

▶ Psychology Major
Peace, Justice and Human
Rights Concentration

Community Partnership School
communitypartnerschool.org

MOLLY MINDEN '12

▶ Political Science Major
Spanish Minor

Community Legal Services
Employment Unit
clsphila.org

PETER SACCI '12

▶ Chemistry Major Spanish Minor

Main Line Health
Lankenau Institute for
Medical Research
mainlinehealth.org

BEATRIZ SANCHEZ '12

▶ Anthropology Major
Latin American and Iberian
Studies Concentration

**Center for Hunger Free
Communities**
Drexel School for Public Health
centerforhungerfreecommunities.org

ELIZABETH WINGFIELD '12

▶ Philosophy Major

Philadelphia Legal Assistance
Family Law Unit
philalegal.org



Caila Heyison '11 (left) and Emily Bock '11 both worked at Community Legal Services as part of their Haverford House fellowships.



"Life after Life," a Haverford House project, featured justice reform advocate Tyrone Werts (right), whose life sentence was commuted after 36 years.

SUSTAINABILITY: MODELING THE "PIPELINE"

Part of being a "pipeline" of social change means modeling the type of world one aspires to create. In this regard, the Center has been at the forefront of efforts to create a sustainable campus environment at Haverford. The CPGC has also sponsored internships and other projects with a discrete focus on sustainability of the earth.

CPGC CAFÉ

The CPGC Café provides members of the Haverford community with a place to gather in a relaxed atmosphere. Over the past year, the Café has taken several steps to make its operation more sustainable, including strict use of biodegradable supplies and utensils, single-stream recycling, a composting system for use on the campus grounds and sales of organic, fair-trade coffee and other products.

GREEN OFFICE PROGRAM

The Green Office Program is an initiative of the College's Committee for Environmental Responsibility. The Center was the first office at Haverford to qualify for the program's highest award, signifying that it is in line with best practices regarding sustainable office operations, including energy conservation, waste prevention, recycling and transportation. CPGC staff member Donna Ruane also serves as an officer of the Committee.

GREENING HAVERFORD FUND

Most CPGC interns travel by air to and from their summer internship sites. To offset the carbon emissions generated by this travel, in 2011-2012 the Center began setting aside funds to support sustainability projects at Haverford. This new Greening Haverford Fund has already begun to seed sustainability efforts on campus.

HAVERFORD GARDEN INITIATIVE

The Haverford Garden Initiative is a student organization started in 2009 by CPGC interns returning from farm- and food-related internships. Its mission is to create food gardens and green

spaces on campus for the benefit and use of the Haverford community. The Center supports this initiative by offering an annual summer internship to maintain the garden as an agricultural teaching center. The intern also pursues research that connects the physical work of the garden and the intellectual pursuits of academic study.

"Probably the most enjoyable part of this work was meeting fellow Fords who were interested in learning how to grow their own food. Garden work is an activity best done with company, and in that respect, I was never lacking. This was by far the most rewarding because I had no idea this many people at Haverford were interested in gardening! Academically, this research opportunity was invaluable to my upcoming thesis process. It really helped to cement and more clearly focus the questions I hope to wrestle with this year."

—Anna Menon '12



The CPGC Café operates according to fair trade and sustainability principles and hosts numerous programs throughout the year.



Steve Griffith '12 at the Vermont Peace and Justice Center where he served as an economics research intern to improve the state's economy via sustainable practices.

CPGC Sustainability Projects

"Vermont Job Gap Study"

—Steven Griffith '12

This service learning project examined the growth of "green" jobs in Vermont.

"The Foundation for Sustainable Development"

—Sam Gant '13

This summer internship was at an NGO that enhances the capacity of community organizations to address local health, social, environmental and economic issues.

"Community Design in Wilhemsburg"

—Katherine Wettick '11

This senior bridge internship included an urban design project sponsored by the International Building Exposition.

"Food Education at the Lansdowne Farmer Market"

—Molly Johnston-Heck '11

This summer internship entailed working with youth in a Philadelphia suburb on environmental and nutritional issues through gardening.

"Weavers Way Community Programs"

—Angelique Bradford '13

—Leora Winston '14

Haverford students brought this food cooperative's educational programs to young people in Philadelphia.

"Michigan Land Use Institute"

—Claire Perry '14

This nonprofit works in three primary areas: energy and the environment, food and farming and smart growth.

THE CPGC CAFÉ HOSTED MORE THAN 175 EVENTS DURING THE ACADEMIC YEAR, AN AVERAGE OF SIX PER WEEK.

Haverford College

CENTER FOR PEACE AND GLOBAL CITIZENSHIP

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