

PEACE

CITIZENSHIP

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HAVERFORD COLLEGE

CENTER FOR
PEACE AND
GLOBAL
CITIZENSHIP

PEACE

YEAR IN REVIEW 2012-2013

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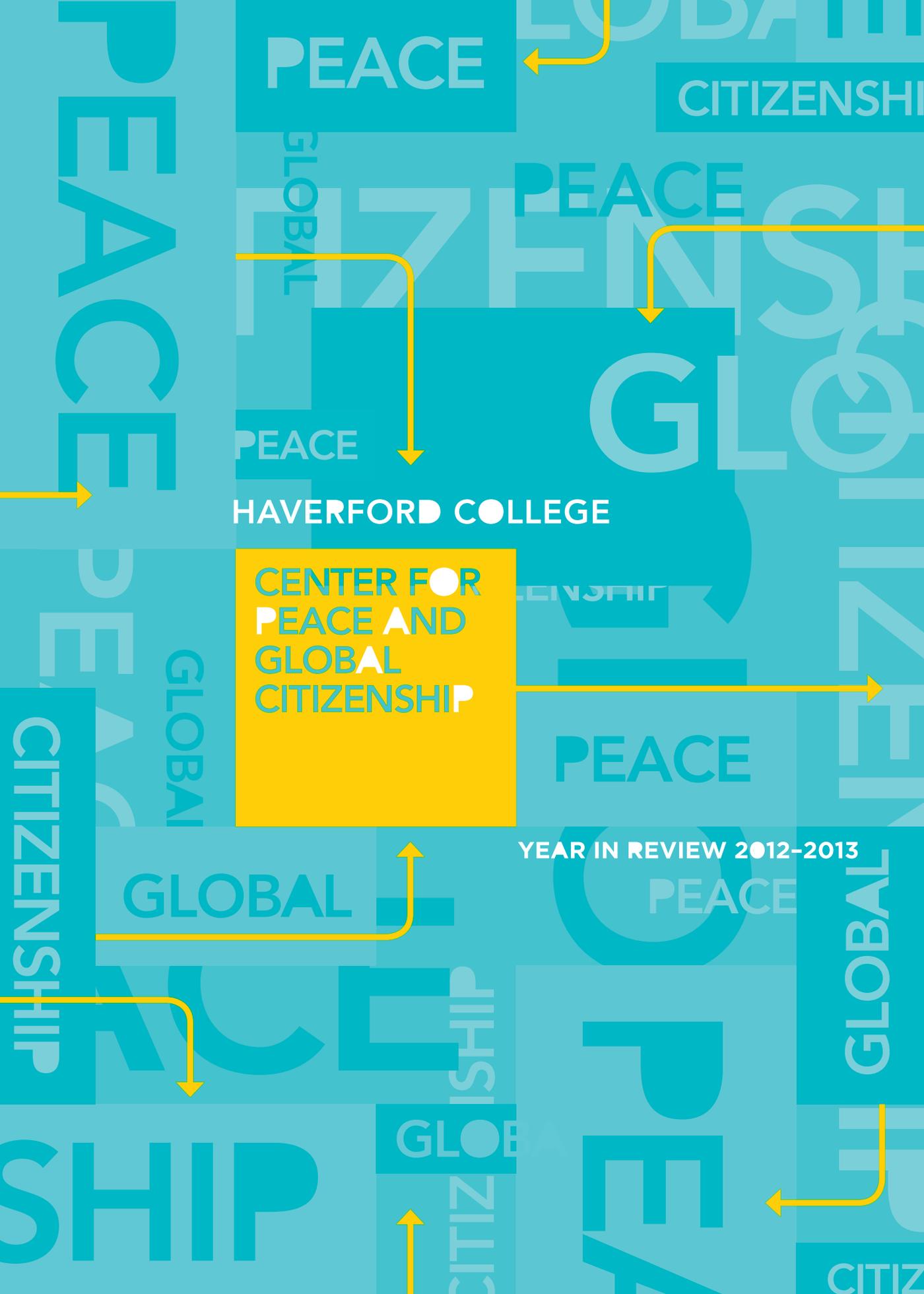
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MISSION

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 Center integrates innovative scholarship and responsible civic engagement around 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.

The Center stands squarely at the forefront of Haverford's efforts to create 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, CPGC contributions to the 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 during summer break

ACADEMIC RESEARCH ▶ innovative scholarship by faculty and students, with emphasis on the senior thesis

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 constitute a continuum of sequential, 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 issues of **GLOBAL** significance into their teaching and mentoring. This might take the form of **TRAVEL** in conjunction with a course, an on-campus speaker, or a symposium on a topic related to the Center’s mission.




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MICROFINANCE STUDY TOUR BANGLADESH

Over winter break, a delegation of Bi-College students, led by Economics Professor Shannon Mudd, traveled to Bangladesh, the birthplace of modern microfinance, to explore how financial and human capital are used to address social problems.

GLOBAL LEADER FOR PEACE

The Center supported a fall-semester visit to Haverford by scholar/activist Araceli Garcia del Soto of Spain, an expert in psycho-social aspects of human rights and humanitarian work. Dr. Garcia taught a course and conducted several workshops during her visit, and continues to advise students engaged in CPGC summer internships.

“Thanks [to the CPGC] for all of the prep work and for the funding. You (the students) were great traveling companions and I look forward to learning how our venture to Bangladesh affects your future journeys. Your openness and intentionality throughout ensured a productive, eye-opening, and engaging learning experience for you and for me as well.”

PROFESSOR SHANNON MUDD, ECONOMICS DEPT.



2

RESTORATIVE JUSTICE

This course focused on restorative justice philosophy and practice and its potential to influence the design of prisons. Its distinguishing feature was the setting: Bi-College students traveled to a detention center for joint sessions with incarcerated students.

CHILEAN POET LAUREATE

In conjunction with Spanish Professor Roberto Castillo Sandoval's teaching and research, the Center provided funding for a campus talk by Raúl Zurita, poet laureate of Chile, who read from his works and discussed the relationship between his poetry, historical memory, and the resistance to political violence.

EDUCATION IN NORTHERN GHANA

With CPGC support, Alice Lesnick, director of the Bi-College Education Program, and Besan Abu Radwan '14 traveled to northern Ghana over winter break to meet with local schools, NGOs, and government officials to develop future programs. As a direct result of this work, the CPGC will roll out a partnership with the Education Program to offer summer internships in 2014.

CURRENT CONFLICTS IN SOUTHEAST ASIA AND THE MIDDLE EAST: A GANDHIAN PERSPECTIVE?

The CPGC, in conjunction with the Religion Department, Middle East and Islamic Studies, and the Gest Center for Cross-Cultural Study of Religion, hosted this talk by Rajmohan Gandhi, author, peace builder, and grandson of Mahatma Gandhi. The talk was organized by Professor Travis Zadeh.



3



4

1 PROFESSOR CAROL SOLOMON (left) organized a talk by Chilean artist and filmmaker ALFREDO JAAR (center) on the aesthetics of trauma for her course, *Picturing War: Goya to Abu Gbraib*.

2 Economics students from Haverford and Bryn Mawr at the International Monetary Fund.

3 The Argentine theater troupe *Las Chicas de Blanco* performed at an event organized by the Spanish Department and the CPGC.

4 ALICE LESNICK (left) and JODY COHEN (second from right) of the Bi-College Education Program traveled to Ghana to explore collaborations with local educators.



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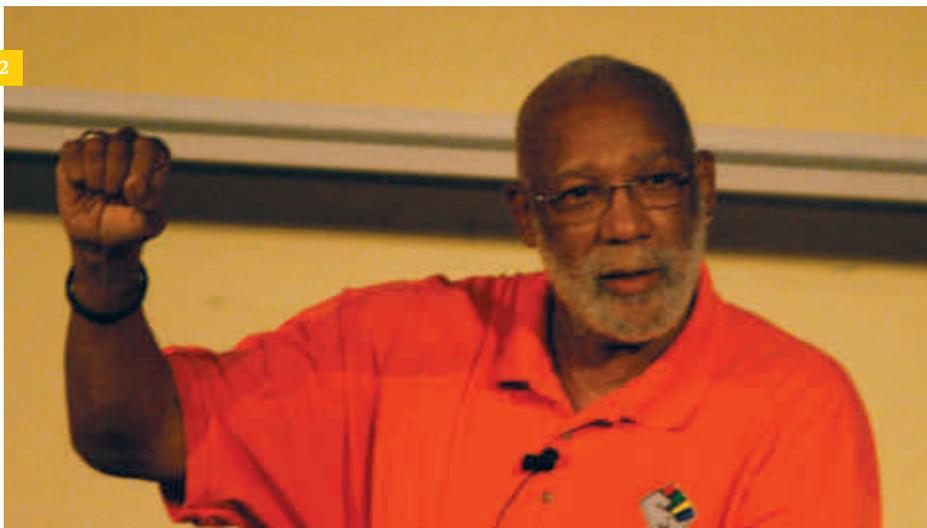
PRACTICAL TRAINING

“Though I came into college feeling certain of my career path, my mind has gradually been changed and shaped during my time at Haverford so far. Getting to meet the dozens of impassioned, knowledgeable, thoughtful speakers and the equally wonderful students reminded me of the values that are most important to me as I move forward...”

NELL DURFEE '14

In order to be **EFFECTIVE**, social change agents need practical skills as well as 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 important global issues, thus providing additional opportunities for learning on an informal basis.

2



6

ON-CAMPUS EVENTS

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

JOHN CARLOS: OLYMPIC MEDALIST AND CIVIL RIGHTS ICON

John Carlos, the former track athlete and founding member of the Olympic Project for Human Rights, is famous for raising the black power salute at the 1968 Summer Olympics. Carlos shared his experiences as a social justice activist and their relevance today.

THE GENERAL'S SON: AN ISRAELI IN PALESTINE

Miko Peled was born in Jerusalem into a well-known Zionist family whose father was a general in the

1967 Six-Day War. A young patriot, he volunteered for a Special Forces unit in the Israeli army. Peled shared his remarkable transformation to a life of pro-peace activism.

RUFUS JONES LEADERSHIP INSTITUTE

Haverford's Rufus M. Jones Institute for Leadership roots practical skills development within a broader social justice context. CPGC staff took an active role in shaping this program through a leadership skills class and a day-long retreat investigating power and privilege.

CONFERENCES AND WORKSHOPS

Attending a conference is a great way for students beginning their careers to build their networks. The Center covers the cost of travel and registration at off-campus educational and training events connected to its mission.

PEACE AND JUSTICE STUDIES ASSOCIATION

Four Haverford students were part of a 15-person delegation of peace and environmental studies students, staff, and faculty from the Tri-College Consortium (Swarthmore, Haverford, and Bryn Mawr) who attended the Peace and Justice Studies Association annual meeting at Tufts University. This year's theme was "Anticipating Climate Disruption: Sustaining Justice, Greening Peace."

AFRICAN LEADERSHIP ACADEMY

Phoebe Miller '15 served as a teacher in the Academy's Global Scholars Program, which brings promising students from Africa together with students from North America to focus on creating real and sustainable social change.

BREAKING GROUND: REAL FOOD CHALLENGE

The Real Food Challenge is a nonprofit that works with college students to bring local, ecologically-sound, and humane food to their campus dining services. Adriana Cvitkovic '16 and Samantha Shain '14, two leaders of the Haverford food movement, attended this conference with CPGC support.

UNDERGRAD RESEARCH CONFERENCE ON GERMAN STUDIES

Ian Gavigan '14, Lauren Hawkins '13, Chaz Schneider '15 and Emily Starace '13 attended this conference at Moravian College. For Hawkins and Starace, it was an opportunity to present their senior thesis research to a wider academic audience.



- 1 **NATASHA COHEN-CARROLL '13** (right) filmed a documentary on the effects of coal ash in Tennessee.
- 2 Olympic athlete John Carlos visited the Haverford campus to discuss the connection between sports and political activism.
- 3 **CRUZ ARROYO '15** attended the Japan-American Student Conference, which brought university students together to discuss solutions to global problems.
- 4 A delegation of Haverford students at a symposium on social entrepreneurship at Middlebury College in Vermont.

"Breaking Ground provided me with specific training for a Real Food campaign, hands-on experience, an amazing community of like-minded students, and optimism. I met some amazing activists who are my age, and was inspired by their determination and passion. (Their) work led me to think about how my major can translate into work with food justice. I want to combine environmental activism and academic work as much as I can..."

ADRIANA CVITKOVIC '16

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.

ENVISIONING A BETTER FUTURE OF HEALTHCARE IN PAKISTAN

Naila Ijaz '14 and Saadia Nawal '16 spent winter break organizing Pakistani high school students as volunteers at a local hospital. They also led workshops to evaluate these experiences and to examine issues of medical ethics.

VIDEO DOCUMENTARY PROJECT - TENNESSEE

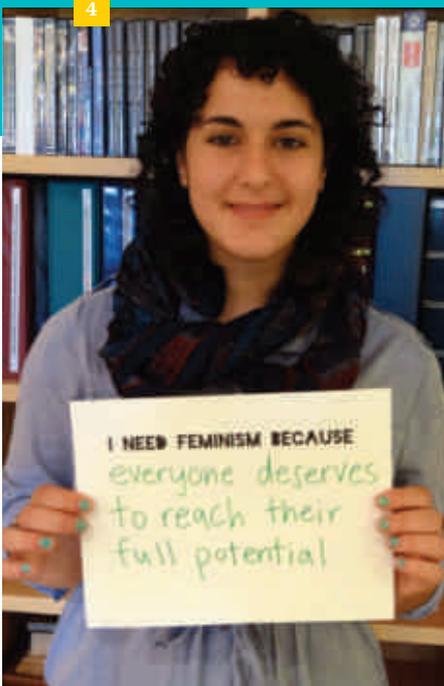
The Center provided funding for fine arts major Natasha Cohen-Carroll '13 and Digital Media Specialist Corey Chao '08 to spend spring break documenting the effects of a coal ash spill on communities in the Tennessee River Valley.

MIGRATION FIELD STUDY - ARIZONA AND MEXICO

For the fourth consecutive year, the Center offered a winter-break study tour on migration. This year the delegation met with governmental and NGO organizations on both sides of the border to better understand the nuances of trans-border migration. Upon return, participants enrolled in courses that brought their experiences into the classroom.



“In a way [Appalachia] was the saddest place I have ever seen: in peak foliage the contrast between the natural beauty and desecration [from mountain top-removal coal mining] was especially stark. Despite the profound sadness of the place, it was powerful to find people who missed it so much that they returned to be activists. This was a place where people want to be; a place that they want to be proud of. They have a right to be, and we have an obligation to defend their right.” **BEN SAFRAN '13**



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MOUNTAINTOP REMOVAL COAL MINING - WEST VIRGINIA

The Center supported the Haverford Quaker Affairs Office's fall-break field trip for Tri-College students to study the effects of extreme extraction industries on local communities in Appalachia.



5

- 1 Students interested in food justice attended a conference organized by the Real Food Challenge.
- 2 **BESAN ABU RADWAN '14** spent winter break developing academic computing modules for rural schools in Ghana.
- 3 A delegation of Haverford students at the Gay Men's Health Crisis in New York City.
- 4 The CPGC collaborated with the Haverford Women's Center to promote feminism on campus.
- 5 Speakers at the conference "Abolition, Past and Present: Scholars, Activists, and the Challenge of Contemporary Slavery" attended by **ELLEN REINHART '15** and **CALLIE PERRONE '15**.
- 6 Students from Haverford, Bryn Mawr, and Swarthmore Colleges examined the effects of mountaintop-removal coal mining in West Virginia.



10

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 key 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 in equality in local, national, and/or international contexts.

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.

EXPERIENCE WITH TECHNOLOGY AND BIOLOGY

"I was able to learn about healthcare, specifically women's health, in a totally different cultural setting from the United States. My knowledge will definitely contribute to a better understanding of the world in future humanities courses I take and will also help me in the sciences, since I was able to get firsthand experience of technology and human biology."

NAILA IJAZ '14, PAKISTAN

EMPOWERMENT AND CREATIVITY

"Personally, I became more empowered. I learned how to work my resources and not be afraid to ask for things in order to get done what needs to get done. In terms of professional skills, I learned how to work in a collaborative work environment. I also became more adept at creative programs, and realized that I may like to go into graphic design in the future."

HELEN FARLEY '14, GHANA

ADVOCACY FOR VICTIMIZED CHILDREN

"The work, particularly with regards to the advocacy for victimized children and prevention plans for trafficking, was very connected to my academic experience at Haverford. I was able to add a practical and experiential dimension to my education that I would never have been able to otherwise while still an undergraduate."

THOMAS LEONARD '13, CAMBODIA



1 **MARLA DOMINQUEZ '14** (fourth from left) and **KATE MONAHAN '14** (far right) interned at *Casa de los Amigos* in Mexico City.

2 **MATT FERNANDEZ '14** did field research for the Open Space Institute in New York.

3 **CLARA KANG '13** worked as a primary school educator in northern Ghana.

4 **ANNIE READING '13** promoted stories of human rights abuse in San Francisco.

5 **JESUS HERNANDEZ '15** (left) mentored low-income youths on their journey from high school to college with Philadelphia Futures.





4

QUESTIONING ONE'S PLACE IN THE WORLD

"One issue struck me above all else: the globalization of the policy world. Now, the indigenous populations of Guatemala don't depend only on those trained at U.S. institutions to advocate for their interests, but rather have their own representatives generating and steering multinational conversations. On one hand, it was fascinating to witness this. At the same time, it made me question my own place in this world."

JAKE WEISENTHAL '13,
WASHINGTON, DC

COLLECTIVE SEARCHING AND CREATIVITY

"Over the course of the summer, I became more confident in professional communication with people I'd never met. I also grew more comfortable with a nonprofit that asked staff to constantly search out new projects and figure out what they could do to tackle them. We were asked to re-evaluate the mission of the institute, which added a level of collective searching and creativity. It was a challenging place, but equally rewarding."

MARIE GREANEY '14,
MICHIGAN

MENTORING OF TEENS

"High Rocks is different from every camp I've worked at in that every staff member maintains a positive attitude of every girl who goes there. Getting to know the girls as individuals, and helping them to figure out who they want to be, was extremely rewarding. This experience helped me learn how to have more effective and positive interactions with everyone in my life, and how to act as a mentor to teens."

HANNAH MICHELLE BROWER '13,
WEST VIRGINIA

PRIDE IN AGRICULTURAL WORK

"I never fully understood the phrase 'time is money' before spending the summer on a farm. Understanding the hours that go into agriculture was eye opening, especially because it is what keeps this country going, but is rarely a process in the public eye. My favorite part of the experience may have been feeling the ownership and pride that working on a farm and taking your produce to market allows."

RUTH CARTWRIGHT '15,
PHILADELPHIA

2012 INTERNATIONAL SUMMER INTERNS...

Worked to raise the political consciousness of urban youth in Manchester, UK

Organized a workshop to promote literature that reflects the experiences of children in Accra, Ghana

Delivered poetry workshops to youth in Addis Ababa, Ethiopia

Strengthened pre- and post-natal care for women in Nicaragua, Pakistan, India, and Haiti

Penned reports on human trafficking and its impact on children in Phnom Penh, Cambodia

2012 DOMESTIC SUMMER INTERNS...

Attended meetings on human trafficking at the Departments of Health & Human Services, Homeland Security, and State

Coordinated a summer camp for the Pascua Yaqui Tribe promoting diabetes prevention

Represented their host organization at the White House to hear President Obama speak on the topic of college access

Helped run a restaurant-turned-soup-kitchen in West Virginia

Ran a teacher training workshop on incorporating oral history into the classroom



CONNECTING THE CLASSROOM TO THE WORLD

This map shows the geographic breadth of our **ACTIVITY**, including curricular support, internships, academic research and other CPGC-supported **PROGRAMS**.

-  CPGC SPONSORED OFF-CAMPUS PROGRAMS
-  CPGC HOSTED PROGRAMS



1

30
students used CPGC funds to support their senior thesis research, a 50% increase from the previous year.



2

“Everything that I learn in my science classes presents disease from a micro level, but seeing patients in clinical settings allowed me to see everything that I learned in action. I also learned a great deal about various diseases, some which are less common in the U.S., as well as how to treat them. I also found the classes that I took in Africana studies and sociology really helped me put my experience in perspective.” **IMANI HODGE '13, ZAMBIA**

- 1 **RUTHIE CARTWRIGHT '15** conducted farm programs for urban youth in Philadelphia.
- 2 **IMANI HODGE '13** implemented community-based medical projects in Zambia.
- 3 **MEGAN LEBOUFF '13** and **PRIYA GUPTA BMC'13** worked at a women's clinic and taught school in India.



CLASS OF 2013: More than 20% participated in a CPGC-sponsored program during their careers at Haverford.

ACADEMIC RESEARCH

Innovative scholarship is another **ELEMENT** of the “pipeline.” This includes not only course work, but also academic research. The CPGC Student Research Fund provides grants to students to cover the cost of off-campus research related to the senior thesis. Grants are also provided to faculty members for **RESEARCH** on issues related to the Center’s mission.



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STUDENT RESEARCH

INTERNATIONAL CRIMINAL COURT - THE NETHERLANDS

In preparation for their senior theses, Ben Van Son '13 and Jake Weisenthal '13 attended the Tribunal on Sierra Leone at the International Criminal Court. Van Son examined victim and perpetrator testimony, while Weisenthal studied ideas of transitional justice.

TRIBAL SOVEREIGNTY AND VIOLENCE AGAINST WOMEN - OKLAHOMA

In her senior thesis, Julie Halterman '13 examined the impact of tribal government sovereignty on sexual violence against Native American women. The Center supported her travel to Oklahoma, home of the largest percentage of Native Americans, to conduct interviews and do archival research.

RADICAL CONSCIOUSNESS - PENNSYLVANIA

In western Pennsylvania, the rate of drilling for natural gas in the Marcellus Shale Oil deposit is growing rapidly. For her political science senior thesis, Bridget Gibbons '13 examined the process of raising radical consciousness in response to adverse environmental, social, and economic conditions in the battle over the taxation of natural gas.

1 **HYELIM HAN BMC'13** investigated HIV vaccines in Nairobi, Kenya.

2 **ATENA JERETIC '14** was one of several students who researched the solidarity economy in Mexico.

3 **KATE IRIK '13** researched the revolutionary history of Nicaragua at the Gallery of Heroes and Martyrs.

4 **OLIVIA HABER-GREENWOOD '13** (left) conducted ethnographic research in India for her thesis.

INVESTIGATING LANGUAGE POLITICS - SPAIN

During winter break, Daniel Salem '13 traveled to Spain to conduct field research on his theses in political science and Spanish. He investigated the connection between the European economic crisis and language politics and policy in autonomous Cataluña and Galicia.

FACULTY SUMMER RESEARCH SUPPORTED IN 2012:

P.J. Brendese, Political Science – Segregated Time: Racialized Mass Incarceration

Darin Hayton, History – Constructing Byzantium: Translation and Scientific Authority After the Fall of Constantinople





RESEARCH INTERNSHIPS

In addition to the opportunities listed previously, 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 2012, ten research internships were funded—a new high. Topics ranged from solidarity economics in Mexico to human trafficking in Washington, DC

“An important aspect that made (this experience) a success was that I had spent 2½ months in Nicaragua through CPGC last summer and had developed a network of contacts that were able to help me. I could bring both a personal and academic perspective to my research [since] I was already familiar with Nicaraguan culture.”

JEMMA BENSON '13

“CONFRONTING TRAFFICKING IN PERSONS”

SARAH GUYER '13

This internship took place at the Anti-Trafficking in Persons Division of the U.S. Department of Health and Human Services in Washington, DC.

“ECONOMIC SOLIDARITY RESEARCH”

NOUR EL-YOUSSEF '14, ATENA JERETIC '14, MARY CLARE O'DONNELL '14 AND SAMANTHA SHAIN '14

These three students mapped organizations in Mexico working collaboratively in their communities to create sustainable development and social change.

“THE BEAT POETS AS CULTURAL PEDAGOGUES”

MAISY HUGHES '13 AND HELEN WISTMAN '14

This project bridged interests in literature and sociology to examine how a small group of poets was able to introduce new structures of thought into 1950s America.

“SUSTAINABILITY OF VACCINE RESPONSE AMONG HIV-POSITIVE CHILDREN”

HYELIM HAN BMC'13

As an assistant at a clinic in Kenya, this student learned about the biological, social, historical, and political issues associated with HIV/AIDS.

“THE MANY RAMAS IN TELEVISION, THEATER, AND WORSHIP”

OLIVIA HABER-GREENWOOD '13

This student conducted ethnographic research on the versions of the Ramayana epic poem throughout South Asia.

“ENLIGHTENMENT RESEARCH”

CHARLOTTE BAX '13

This project consisted of research at museums and libraries in London and Paris on the shifting role of women during the 18th century, reflected through fashion and novel writing.



1 The *Casa de los Amigos* in Mexico City hosted several Haverford students doing research on economic justice.

2 **JEMMA BENSON '13** (left) interviewed women in Nicaragua as part of her senior thesis research.

3 Anthropology major **TRAVIS WEST '13** (not pictured) researched the cultural impact of soccer on young men in Ghana.



POST-GRADUATE PROGRAMS

HAVERFORD HOUSE is a post-graduate fellowship program established in 2003 to strengthen the connections between the College and the City of Philadelphia. In the decade since its founding, the program has grown larger and stronger, contributing to a more just, healthy, and vibrant region. It engages six graduates who share a home in the Cedar Park neighborhood of Philadelphia. Fellows are hosted by nonprofit organizations which embody the Center's social justice mission, where they play crucial service, advocacy, and organizational capacity-building roles. In addition, fellows carry out independent and group projects in collaboration with grassroots groups and members of the Haverford community.

20

The “**PIPELINE**” does not end at graduation. Post-graduate programs can serve as capstone experiences, where a student's **INTELLECTUAL**, emotional and physical preparations can be put to use. The Center provides the following programs for recent graduates to further their development as **SOCIAL CHANGE** agents.

MOLLY MINDEN '12, a political science major and Spanish minor, worked for the Employment Unit at Community Legal Services.

“My job was meaningful. Not only did I get the joy and experience of working with a huge diversity of clients, but I got the chance to make connections with local communities and do trainings and outreach. My project drew on my work and meant that I got to share

what I was most passionate about—reforming the criminal justice system—with students who also cared or who were new to the issue and excited to learn. As a result of this project, students formed a campus advocacy group, Rethink Incarceration.”

BEATRIZ SANCHEZ '12, an anthropology major with a Latin American/Iberian studies concentration, worked for the Center for Hunger-Free Communities at Drexel University's School of Public Health. Bea will be pursuing her M.D. from the University of Puerto Rico in the fall.

"As a Haverford House fellow I interacted with various communities in Philadelphia with a social justice lens. I interviewed people in North Philadelphia about hunger and poverty, taught yoga to a Latino community in South Philly, and even learned to swing dance. Although these communities are all very different, I was able to connect with individuals in them and learn from their experiences, as well as make beautiful memories together. I was always excited to bring my experiences back to Haverford House, and invite my housemates to join these communities.

Haverford House has changed how I look at the world, and I have grown to be a stronger leader. My job placement and my lovely housemates and friends in West Philly all pushed me in the most difficult and right ways for many reasons. I am now more confident in beliefs, and am more inclined to challenge others and myself."



PETER SACCI '12, a chemistry major and Spanish minor, worked for the Lankenau Institute for Medical Research. Peter will be pursuing his M.D. at Jefferson University.

"I was introduced to the hospital workplace this year, an environment in which I hope to spend my working life. I learned professionalism and grace there. This year has taught me about the multicomponent system of healthcare delivery from a perspective that I otherwise would not have had while I enjoyed the support system of Haverford and my housemates.

The project I have been working on will allow Haverford volunteers to intern in the Lankenau Clinical Care Center. Students will serve as intermediaries between patients in need of non-medical support and an organization in West Philadelphia that provides it. The project will allow students interested in social work, public health and medicine to spend time with patients and will introduce them to the social determinants of health that affect individuals in West Philadelphia."

ELIZABETH WINGFIELD '12, a philosophy major, worked for Philadelphia Legal Assistance. Post fellowship, she has accepted an offer to continue there full-time as a paralegal in Family Law.

"This year I grew tremendously in almost every aspect of my life. In my placement and in my project, I had to be self-motivating and organized in a way I hadn't been in a structured school environment. Through working with clients and living communally I had to learn how to communicate in more effective ways and sometimes in ways that were not as familiar or comfortable for me. I also generally had to learn to be more self-reliant but also how to identify a support system when I needed it.

My project's goal was to connect Haverford students to Philadelphia through the issue of homelessness. I did this by coordinating a guest speaker for a class on homelessness, planning a walking tour for Professor Steven McGovern's Urban Policy course, and starting to plan a non-credit course on homelessness which will be fully realized by an incoming fellow."

1 The 2012-2013 Haverford House fellows.

2 Haverford House Fellows **BEA SANCHEZ '12** (left) and **EMILY DIX '12**.

EMILY DIX '12, a psychology major with a peace, justice, and human rights concentration, worked for Community Partnership School. Emily will be pursuing her Ph.D. in social psychology at the University of Wisconsin - Madison

“Through my work placement, an independent elementary school primarily serving low-income families, I was immersed in the multifaceted work of fundraising and public relations. I appreciated the opportunity to be welcomed into a school with a sense of community at its core and such commitment to the success of each individual.

Communal living has given me the opportunity to be surrounded by people whom I trust and who share important values in common with me. We supported each other in key ways, challenged each other in productive ways, and came together with friends each week for a wonderful communal meal.

My project has been one of the most meaningful and formative experiences of my life—the incarcerated men involved in the Restorative Justice Project at Graterford Prison are utterly committed to positively affecting people’s lives both inside and outside the institution through restorative justice education. They have inspired me and taught me about leadership and what it looks like to truly live out restorative justice in one’s daily life. The Haverford students in my Restorative Justice Discussion Group impressed me with their commitment to thinking about the injustice that plagues our current system of mass incarceration and their eagerness to raise awareness among their peers.”

MEG BISHOP '12, a psychology major, worked for Community Partnership School (CPS). Meg will be working for two elementary schools in Philadelphia upon her completion of her Haverford House fellowship.

“I can’t imagine a more ideal program in which to have participated during my first year out of college. All aspects of my fellowship—from living intentionally, to working in a nonprofit, to collaborating with current Haverford students on a project based in Philadelphia—was supportive, challenging, and engaging. Working in a school provided me with the hands-on experience I needed to confirm that my professional goal is to be an educator.

Living communally in West Philadelphia was an opportunity to cultivate intentionality, compassion and flexibility. To me, the best indicator of how I was impacted by this program is the fact that I’ll stay connected to CPS next year through a mentor program, and I’ll be living communally one block away from Haverford House. In many ways, my Haverford House fellowship was both my ticket and my lift-off towards the rest of my life. “

- 1** **Haverford House** hosted an on-campus event featuring Howard Zehr, widely known as “the grandfather of restorative justice.”
- 2** **Debbie Ahenkorah BMC'10** discussed her work to promote African children’s literature as part of the CPGC Young Alumni Series.
- 3** Haverford House Fellow **Molly Minden '12** organized an on-campus event on criminal justice.
- 4** Haverford House Fellow **Peter Sacchi '12** (right) with students and staff at the Lankenau Institute for Medical Research.



POST-BACCALAUREATE FELLOWSHIP

This year, the Center committed to the establishment of a new post-baccalaureate fellowship program, which will provide an opportunity for a highly motivated Haverford graduate to continue working for social change with CPGC support. In 2013–2014, Kate Irick '13 will spend ten months as a volunteer at Casa de los Amigos in Mexico City.

SENIOR BRIDGE INTERNSHIPS

While the majority of summer internships are carried out by underclassmen (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 social change “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.



2013–2014 HAVERFORD HOUSE FELLOWS AND HOST ORGANIZATIONS

JEMMA BENSON '13, anthropology major: Hacia el Futuro fellow, Puentes de Salud; puentesdesalud.org

HANNAH MICHELLE BROWER '13, psychology major: research and advocacy fellow, Center for Hunger-Free Communities, Drexel University School of Public Health; centerforhungerfreecommunities.org

BRIDGET GIBBONS '13, political science major: housing unit paralegal, Community Legal Services; clsphila.org

SUMIN PARK '13, chemistry major: case management and outreach fellow, Project H.O.P.E.; projecthopecamden.org

MICHAEL RICCIO '13, sociology major: employment paralegal, Community Legal Services; clsphila.org

BENJAMIN VAN SON '13, psychology major: refugee housing and basic needs coordinator, HIAS Pennsylvania; hiaspa.org

HVERFORD
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