Students and faculty visited Jerusalem to learn about the city’s religious history and contemporary society.

Early Education in Guatemala
For one Haverford student, a summer spent teaching in Guatemala was an opportunity for both personal and professional growth.

Academic Research
Innovative scholarship by faculty members and students, with emphasis on the senior thesis.

Post-Graduate Programs
Opportunities to engage with global issues after graduation.

About the Center for Peace and Global Citizenship
Advancing Haverford’s commitment to peace and social justice through research, education, and action.

The Center for Peace and Global Citizenship (CPGC) serves as the “connective tissue” between the classroom and the world beyond Haverford College’s campus. We provide opportunities for students to take lessons learned and put them into practice in support of peace and social justice. Our goal is to develop more effective agents of social change through scholarship and hands-on civic engagement.
Religion Prof. Naomi Koltun-Fromm and the CPGC jointly planned a ten-day field study to Israel designed to complement and illuminate Koltun-Fromm’s course *Jerusalem: City, History, and Representation.* The program’s daily activities, led by local experts, built on the course syllabus and addressed contemporary realities in the city.

“We all had the amazing opportunity to witness firsthand the religious history of Jerusalem (which we spent all semester reading about), but also to understand how conflict plays out in the daily lives of the city’s residents.” ~ Sangita Kanumalla BMC ’14, Jerusalem Field Study Participant

**EUGENE JARECKI FILM SCREENING** The Center supported a fall-semester visit to Haverford, organized by Profs. Imke Brust and P.J. Brendes, by award-winning filmmaker Eugene Jarecki, who screened his film *The House I Live In.* It captures heart-wrenching stories from individuals at all levels of America’s War on Drugs, and offers a penetrating look inside America’s longest war, revealing its profound human rights implications.

**CURRICULAR SUPPORT**

**REPRODUCTIVE HEALTH AND JUSTICE IN NICARAGUA** This course, taught by Prof. Kaye Edwards, analyzed disparities in reproductive health outcomes, access to sexual health care, and protections of reproductive rights in Nicaragua and the United States. Split between the fall and spring semesters, it included a winter break study tour to Nicaragua supported by the Center.

**CHAMBER SINGERS TOUR OF MEXICO** With CPGC support, the Bi-College Chamber Singers traveled to Mexico City over winter break, enabling students to engage intensively with Mexican peers through shared musical collaboration. In addition to performing choral music, students took part in discussions with local activists and government officials on the topic of cross-border migration.

**GLOBALIZATION OF BASEBALL** History Prof. Andrew Friedman, with CPGC support, brought to campus Dan Gilbert of the University of Illinois, who gave a public lecture on the politics of Major League Baseball and its global dimensions. Gilbert also met with students interested in activism and the labor movement to discuss labor history and communications.

**RESTORATIVE JUSTICE COURSE** 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.

**THE CENTER SUPPORTS 10 FACULTY PROJECTS LAST YEAR, INCLUDING STUDY TOURS TO NICARAGUA, MEXICO, AND ISRAEL.**
PRACTICAL TRAINING

The Center supports practical training through on-campus events, off-campus conferences, and service learning. On-campus visits by activists and intellectuals stimulate meaningful dialogue on issues of global importance. Attendance at conferences helps develop knowledge and builds networks. Service learning provides students with practical experience, which often leads to more in-depth exploration of issues through internships and academic research. The Center also serves as a gathering place for the Haverford community to meet, thus providing opportunities for learning on an informal basis.

Over fall break, a group of Haverford students volunteered at a mentorship program for young women in rural West Virginia (left).

CPGC staff led a digital storytelling workshop designed to teach student interns how to use multimedia software to create short personal narratives about their experiences (above).

The CPGC and the Africana Studies Program jointly hosted an evening with Gary Born ’77, who discussed his success mediating conflicts in Eritrea and Sudan (right).
CHAMPIONING HISPANIC HIGHER EDUCATION SUCCESS IN CHICAGO, IL

The Hispanic Association of Colleges and Universities (HACU) is an organization committed to Hispanic higher education success. This conference, attended by three Haverford students, explored issues of access to higher education by Hispanic students.

IMMIGRATION: VIOLENCE, MOVEMENT, AND IDENTITY TO NUESTRA AMÉRICA

Over the course of one week, four students who were past summer interns at Casa de los Amigos in Mexico brought their learnings back to Haverford through a series of on-campus events. These included an art exhibit, a film screening, and guest speakers, all highlighting issues of Latin American migration.

FCNL SPRING LOBBY WEEKEND IN WASHINGTON, DC

A group of Haverford students attended the Friends Committee on National Legislation (FCNL) Spring Lobby Weekend. After trainings on effective lobbying techniques and briefings on specific legislation, students met with their congressional representatives to lobby for the repeal of the law authorizing the ongoing War on Terror, unmanned lethal drone strikes, and unnecessary government surveillance.

MIGRATION FIELD STUDY IN ARIZONA AND MEXICO

For the fifth consecutive year, the Center offered a winter break study tour on migration. The delegation met with governmental and NGO representatives 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 back into the classroom.

SUSTAINABLE AGRICULTURE IN IOWA

Under the leadership of Sienna Mann ’14, a delegation of Haverford students traveled to Iowa to observe sustainable agricultural practices from farmers and other experts. This service learning project will inform the development of the student-run agricultural space at Haverford dedicated to food, justice, and environmental education.

For the second consecutive year, a delegation of Haverford students was invited to attend the annual summit of Nobel Peace Prize winners, held this year in Warsaw, Poland. At the summit, students heard lectures from Nobel Laureates Lech Walesa, Mairead Corrigan Maguire, and the Dalai Lama. They also attended workshops conducted by microfinance pioneer Mohamed Yunus and the American Friends Service Committee.
Deep engagement with global issues during summer break.

VIA CPGC INTERNSHIPS, STUDENTS HAVE THE OPPORTUNITY TO INTEGRATE SCHOLARLY LEARNING WITH PRACTICAL EXPERIENCES THAT FOSTER RESPONSIBLE AND INFORMED ENGAGEMENT WITH SOCIAL JUSTICE ISSUES. UPON RETURN TO CAMPUS, INTERNS ARE REQUIRED TO ENROLL IN COURSES DESIGNED TO CONNECT THEIR EXPERIENCES WITHIN CONCEPTUAL FRAMEWORKS OF INTERVENTION AND ACTIVISM.

PUTTING HAVERFORD’S EDUCATIONAL PHILOSOPHY INTO PRACTICE

Toan Nguyen ’14 interned with the Banyan Tree Project in San Francisco, a social marketing campaign to stop HIV/AIDS-related stigma among Asian and Pacific Islanders (far right).

Students and staff at Jivanjyoti School in Sador, India, where three Bi-College students did summer internships in 2013 (above).

Alanna Matteson ’15 spent her summer working with local residents on a program run by the Refugee and Immigrant Fund in Brooklyn, NY (right).

Urban Agriculture

“By far the most valuable aspects of this experience (at the Refugee and Immigrant Fund) were the friendships and professional connections that I made. I learned so many different things from different people—from how to stake up tomatoes and make compost, to how to write a blog, to how to be uncomplaining while undergoing physical or emotional stress. I learned a lot about the interplay between dignity and generosity, and the gift that is sometimes given in receiving.” ~ Alanna Matteson ’15, New York

Peace Advocacy on Okinawa

“My main responsibility, other than researching the protest movement and the (military) base issues, was translating news articles and documents from Japanese into English. Some of these were news articles and others were personal statements from people involved with the American base. I am excited that I am able to help raise awareness of Okinawan and Japanese peace advocacy and anti-base protests in English-speaking communities.” ~ Nicholas Seltzer ’15, Japan
An anthropology major from Paris, France, Deborah Leter ’15 served as a primary school educator at Titagya Schools in northern Ghana. The schools were founded by a Haverford alumnus on a previous internship. “Titagya” means “we have changed” in Dagbani (the local language in much of northern Ghana).

“THROUGH LEARNING ABOUT THE CULTURE AND PEOPLE OF GHANA, I ALSO LEARNED A LOT ABOUT MYSELF. THE WAY I REACTED TO VARIOUS INCIDENTS AND THE THOUGHTS I DEVELOPED DURING MY TIME IN GHANA ALLOWED ME TO BETTER UNDERSTAND MY VALUES. DO I APPROVE OF THIS? WHAT ARE MY THOUGHTS ON WHAT JUST HAPPENED? DO I THINK THIS WAY OF TEACHING IS EFFECTIVE? I WOULD ASK MYSELF REFLECTIVE QUESTIONS ON A DAILY BASIS.” ~ Deborah Leter ’15

Deborah Leter ’15 taught primary school in northern Ghana on her summer internship (left).

Colleen Cumberpatch ’15 spent the summer teaching in Quetzaltenango, Guatemala (below left).

Madeleine Durante ’16 worked with young women at High Rocks Academy in West Virginia (below middle).

Nathalia Trujillo ’15 was an intern at Casa Refugiados in Mexico City (below right).

IN 2013, 63 STUDENTS DID A CPGC INTERNSHIP, EQUAL TO 5% OF ALL HAVERFORD STUDENTS.
ACADEMIC RESEARCH

INNOVATIVE SCHOLARSHIP 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. SUMMER RESEARCH INTERNSHIPS ALLOW FOR MORE IN-DEPTH FIELD WORK THAN IS POSSIBLE DURING THE ACADEMIC YEAR.

DISCOURSES OF BIOFUELS IN BRAZIL
A double major in anthropology and biology with a concentration in peace, justice and human rights, Katie Ulrich ’14 combined all of her academic pursuits in one summer research internship. Katie conducted lab research in Sào Paulo, Brazil, isolating the cell wall of various corn samples. She also interviewed scientists and students for her anthropology thesis on Brazil, biofuels, and science.

ORGANIZING INDIGENOUS WOMEN IN GUATEMALA
With a CPGC student research grant, Ariel Levin ’14 studied the emergence and development of indigenous women’s activism in Guatemala, gaining an understanding of how the Guatemalan conflict and peace process has shaped the mobilization of indigenous women.

THE DOMINICAN REPUBLIC BEYOND THE TRUJILLO ERA IN NEW YORK
Miala Dominguez ’14 spent the summer in New York at a research internship at the CUNY Dominican Studies Institute, the nation’s first university-based research institute devoted to the study of people of Dominican descent. Her research directly contributed to her senior thesis on the transnational permanence of Dominican-Americans in New York City, 1965-2000.

COLONIAL GOVERNANCE IN THE NETHERLANDS
Over winter break, Alexander Jacobs ’14 conducted research for his history thesis on a war between escaped slaves and Dutch colonists in Suriname. His research focused on how Dutch colonial policies were informed by the reliability of knowledge of a tiny colony thousands of miles from Europe.

SOCIOLOGY OF THE URBAN AGRICULTURE MOVEMENT IN NEW YORK
David Robinson ’14 conducted thesis research at his summer internship at the Brooklyn Grange, a for-profit rooftop vegetable farm in Brooklyn and Queens, New York. The company is attempting to produce a model of urban rooftop farming that is economically sustainable. In addition to growing and distributing fresh local vegetables, Brooklyn Grange partners with nonprofit organizations to promote healthy and strong local communities. David’s thesis examined collective identity and exclusivity in the urban agriculture movement.

The sheer breadth of material I found in Prague was staggering. Before my trip to Prague, my thesis lacked the necessary primary evidence. After Prague, I have an abundance of primary evidence. This project contributed greatly to the quality of my thesis and also (to) my academic growth as a student of Russian culture, language, and history.

~ Raymond DeLuca ’14

Raymond Deluca ’14 traveled to the Czech Republic over winter break to do research for his thesis on the Russian émigré community in Prague in the early 20th century. A history and Russian double major, his research focused on how the local Russian community maintained its identity in the 1920s.

“I HAVE AN ABUNDANCE OF PRIMARY EVIDENCE. THIS PROJECT CONTRIBUTED GREATLY TO THE QUALITY OF MY THESIS AND ALSO (TO) MY ACADEMIC GROWTH AS A STUDENT OF RUSSIAN CULTURE, LANGUAGE, AND HISTORY.”

– Raymond DeLuca ’14
POST-GRADUATE PROGRAMS SERVE AS CAPSTONE EXPERIENCES, WHERE A STUDENT’S INTELLECTUAL, EXPERIENTIAL, AND PHYSICAL PREPARATIONS CAN BE PUT TO USE. THE CENTER PROVIDES SEVERAL PROGRAMS FOR RECENT GRADUATES TO FURTHER DEVELOP AS SOCIAL CHANGE AGENTS.

HAVERFORD HOUSE was established in 2002 to strengthen the connection between the College and the City of Philadelphia. In the decade since its founding, the program has contributed 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.

POST-BACCALAUREATE FELLOWSHIPS provide an opportunity for Haverford graduates to continue working for social change in their first year after college. In 2013, the Center rolled out its inaugural fellowship in Mexico City. Based on the success of this program, a second fellowship will be offered in 2014 in Hyderabad, India.

SENIOR BRIDGE INTERNSHIPS serve as a “bridge” between college and careers. While the majority of internships are carried out by underclassmen (see Internships section), in 2013 the Center funded four students for internships in the summer following their senior year.
From attending Las Posadas in a Mexican church with local families, to realizing the scope and horrors of the Philadelphia school crisis, to designing and implementing an adolescent girls' empowerment group, I learned more than I ever could have imagined. My placement has solidified my desire to work for social justice as a physician.

~ Jemma Benson ’13 worked for the Hacia el Futuro Program at Puentes de Salud.

“My fellowship allowed me to develop my passion for direct service and social justice by plugging me into the Philadelphia nonprofit scene. It was a year of exploring how dynamic communities can be built—both inside and outside the walls of Haverford House. My Haverford House experience can be summed up by its mission of ‘community building community.’

I was able to explore my interest in public health, while connecting Haverford students with Philadelphia and living in a supportive community. I designed a program in which Haverford students could learn about homelessness with women who have experienced it first-hand. I do not know of any other opportunity that would have allowed me to use my creativity and initiative in this way.”

~ Hannah Michelle Brower ’13 worked for the Center for Hunger-Free Communities at Drexel University.

Kate Irick ’13 spent 11 months working at Mexico City’s Casa de los Amigos as the Center’s inaugural international post-bac fellow. Kate spent her time immersed in the Casa’s programs, including hospitality for asylum seekers and refugees. Kate represented the Casa at a UN High Commission on Refugees conference in November, and her work directly supported the on-campus (I)Migra/cion week in November 2013 and the January 2014 Migration Field Study. She also created a new logo for the Flor de Mazahua women’s cooperative, and her prints have been displayed at venues throughout Mexico.
Last year the Center sponsored 27 projects in the Philadelphia area alone.

In addition to internships, the CPGC sponsored 58 academic programs in 2013-14.

In 2013-2014, 100 students traveled to 23 countries on CPGC programs.

The number of students in 2013-14 who participated in CPGC domestic programs.

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2013-14 PROJECTS SPONSORED BY CPGC
For most of higher education, the word “global” is synonymous with “international.” The CPGC supports projects that address global issues in our own backyard, across the United States, as well as around the world.
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.

For more information on the CPGC and its programs, please visit our web site at www.haverford.edu/cpgc, or contact us at 610-896-1205.

We are located in 107 Stokes Hall on the Haverford campus.

OUR MISSION

The Center stands squarely at the forefront of Haverford’s efforts to create an institutional pipeline of social change. This 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. Taken as a whole, they constitute a continuum of interconnected learning experiences over the course of a Haverford career (and beyond) designed to prepare individuals for work on behalf of the greater good.

The CPGC Café provides members of the Haverford community with a place to meet in a relaxed atmosphere. During the academic year, it offers drinks and baked goods prepared by student workers. The Café strives to be a model of sustainability, including strict use of biodegradable supplies and utensils, single-stream recycling of glass, paper, and plastics; a composting system for use on the campus grounds; and sales of organic, fair-trade coffee and other products.

The Center for Peace and Global Citizenship grew out of faculty and student interests that emerged in the late 1990s. Since then, the Center has developed and expanded into a flourishing nexus of social responsibility, civic engagement, and global peace work, both on campus and in the greater community.

ABOUT CPGC
Photograph of incense on display at a market in Jerusalem taken during a CPGC-supported field study in Israel.