



# CPCGC

HAVERFORD COLLEGE CENTER FOR PEACE & GLOBAL CITIZENSHIP

# YEAR IN REVIEW

# 2013-14

# CONTENTS

## CURRICULAR SUPPORT

Study tours, on-campus speakers, and symposia connected to a course.

2



**JERUSALEM: YESTERDAY AND TODAY** Students and faculty visited Jerusalem to learn about the city's religious history and contemporary society.

## PRACTICAL TRAINING

Off-campus conferences, service learning opportunities, and on-campus seminars and speakers designed to further knowledge and develop practical skills.

4



## NOBEL PEACE SUMMIT

Four Haverford students attended the annual summit of Nobel laureates in Warsaw, Poland.

## INTERNSHIPS

Deeper engagement with global issues around the world during summer break.

8



## 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.

12

## POST-GRADUATE PROGRAMS

Opportunities to engage with global issues after graduation.

14

## ABOUT THE CENTER FOR PEACE AND GLOBAL CITIZENSHIP

Advancing Haverford's commitment to peace and social justice through research, education, and action.

20

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.



A mural at Casa Materna Clinic in Matagalpa, Nicaragua, visited by students learning about reproductive health.

Study tours, on-campus speakers, and symposia connected to a course.



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 IMPORTANCE 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.



COURSE WORK IS THE FOUNDATION OF THE CPGC'S WORK.

# CURRICULAR SUPPORT

**EUGENE JARECKI FILM SCREENING** The Center supported a fall-semester visit to Haverford, organized by Profs. Imke Brust and P.J. Brendesi, 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.

**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.

*During the Jerusalem Field Study, students visited the Temple Mount, a significant historical landmark for Christians, Jews, and Muslims (above).*

*An Israeli archaeologist led participants of the Field Study on a tour of the city's religious history (right).*

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*

**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 SUPPORTED 10 FACULTY PROJECTS LAST YEAR,

INCLUDING STUDY TOURS TO NICARAGUA, MEXICO, AND ISRAEL.



Photo: Brad Larrison

# PRACTICAL TRAINING

CHANGE AGENTS NEED PRACTICAL SKILLS AS WELL AS THEORETICAL KNOWLEDGE.

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.

THE CPGC SPONSORED 39 TRAINING PROJECTS IN 2013-2014.



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.

**(I)MIGRA/CIÓN: 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 WEEK-END IN WASHINGTON, DC**  
A group of Haverford students attended the Friends of Congress 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 Siena 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.

*Students on the CPGC Migration Field Study being interviewed by a Mexican journalist (upper left).*

*A series of on-campus events organized by Haverford and Bryn Mawr interns raised awareness of migration across the U.S.-Mexican border (upper middle).*

*A delegation of students met with their representatives in Congress at the FCNL Spring Lobby Weekend (lower middle).*

*Student volunteers at the NYC Gay Men's Health Crisis, a service learning project supported by the Center (upper right).*

*Haverford students at the summit of Nobel Peace laureates in Poland (right).*

84 STUDENTS PARTICIPATED IN CPGC TRAINING PROGRAMS IN 2013-2014.

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.

*"MY INTEREST IN ATTENDING THE NOBEL PEACE LAUREATES WORLD SUMMIT HAS TO DO WITH THE CONFERENCE'S FOCUS ON HUMAN RIGHTS, INDIVIDUAL ACTIVISM, AND YOUTH INVOLVEMENT, TOPICS THAT ALSO RESONATE DEEPLY WITH MY FUTURE ASPIRATIONS OF BECOMING A SOCIAL ENTREPRENEUR." ~ Oluwatobi Alliyu '16, a member of the Nobel delegation*



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.

# INTERNSHIPS

PUTTING HAVERFORD'S EDUCATIONAL PHILOSOPHY INTO PRACTICE

Students and staff at Jivanjyoti School in Koderma, 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).

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).



#### 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).

**FAITH-BASED HUMANITARIAN RELIEF IN THE MIDDLE EAST** "I spent my days (at Caritas Jordan) teaching English to Syrian children at the local Catholic school, conducting interviews in Arabic, inputting the data taken from those interviews, distributing food and clothes vouchers, and visiting Syrian households to assess comparative need." ~ Jake Hazen '15, Jordan

**FOSTERING GROWTH, CHANGE, AND SISTERHOOD** "My internship experience (at the Sadie Nash Leadership Program) has truly shown me the importance of social justice education to understand social issues, not as these contemporary occurrences, but as issues with history behind them and institutional power that allows them to persist. My internship has also shown me how much more I have to learn about myself, my leadership, my feminism, and my role in the social justice movement." ~ Ramelcy Uribe '16, New York

**FACING THE REALITY OF MIGRANT LIFE** "On a more personal level this experience (at Casa de los Amigos) reminded me of the humility I must hold on to. It taught me that this line of work is very complicated and that I must be willing to face the realities of the lives of many migrants. It showed me that I have to be strong and tough, but that it is okay to be sensitive as long as it does not wear me out. This experience taught me the fine line one often walks with vulnerable populations that defines our responsibility to 'help' as 'educated people' and as 'human beings.'" ~ Tracy Alvarez BMC '14, Mexico

**LEGAL SERVICES FOR CHILDREN** "The opportunity to directly speak to our clients (at Kids in Need of Defense) and listen to their stories is a wonderful feeling and responsibility. I learned to stay composed and further my patience. Listening to heart wrenching stories humbled me and gave me a greater appreciation for everything. It was great to use and further my Spanish language ability, my communication skills, and knowledge and understanding of immigration. This internship definitely solidified my intention to attend law school and become an immigration attorney." ~ Veronica Jimenez-Lu '14, California

**PUBLIC EDUCATION THROUGH THE LENS OF SOCIOLOGY** "This internship (at the Philadelphia Public School Notebook) was incredibly relevant to my academic work at Haverford. I hope to continue graduate studies in sociology of education, and I was constantly thinking with a sociological lens—from race, class, mobility, and more—as I wrote about public education." ~ Sonia Giebel '14, Philadelphia

**MICRO-SOLAR ENERGY IN RURAL AFRICA** "I remember once talking to a village chief, and spouting facts about solar energy and the negative impacts of kerosene. My boss stopped me and told me (in English) that I wasn't getting through to him at all because I hadn't connected personally first. He said it was like pouring water onto a closed vessel. So I refocused on his community and his thoughts, and he became much more receptive and interested." ~ Idun Klakegg '15, Benin



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



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.

# ACADEMIC RESEARCH

SUPPORTING INNOVATIVE SCHOLARSHIP FOR THE PUBLIC GOOD

## 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 São 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

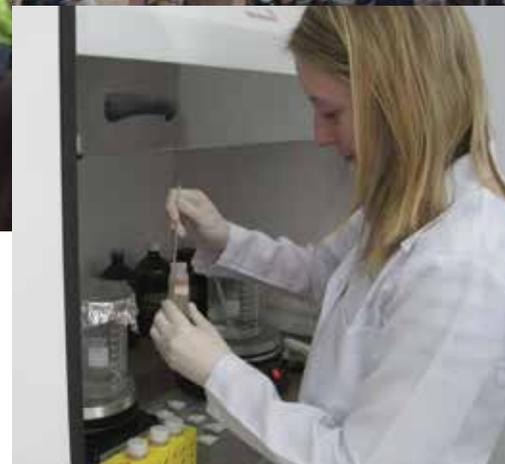
Marla Dominguez '14 spent the summer in New York at a research internship at the CUNY Dominican Studies Institute, the nation's first university-based research institute devoted to the study of people of Dominican descent. Her research directly contributed to her senior thesis on the transnational permanence 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.



Old Town Square in Prague, site of student thesis research using original source documents (above top).

Biology and anthropology major Katie Ulrich '14 conducted research on biofuels at a lab in São Paulo, Brazil (above bottom).

Robin Banerji '15 conducted linguistics research on native languages in Mexico City during spring break (left).

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.

"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



27 STUDENTS USED CPGC FUNDS

TO SUPPORT THEIR SENIOR-THESIS RESEARCH IN 2013-2014.



Photo: Thom Carroll Photography

# POST-GRADUATE

SOCIAL JUSTICE BEYOND GRADUATION

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 non-profit 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.

Three Haverford House fellows discussed their experiences with current students in the CPGC Café (above).

Sumin Park '13 provided health services to homeless persons in Camden, NJ, as part of her Haverford House fellowship (right).





Hannah Michelle Brower '13 and a colleague brought the message of hunger-free communities to Congress (above).

All six Haverford House fellows were active in their West Philadelphia neighborhood (below).

Inaugural Post-Bac Fellow Kate Irick '13 worked on behalf of refugees and alternative economy projects in Mexico City (right).



### 2013-14 HAVERFORD HOUSE FELLOWS

“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.” ~ *Bridget Gibbons '13 worked at the Housing Unit of Community Legal Services.*

“Haverford House was a challenging experience. From living with five new people to starting a direct service career, it pushed me out of my comfort zone. These challenges were productive to my own personal and professional growth, because the fellowship provided a wealth of support.” ~ *Ben Van Son '13 spent the year working on refugee housing at HIAS Pennsylvania.*

“During my year, I had the privilege of working side by side with doctors, nurses, and social workers who sincerely cared about those in need. I had my first patients here. They allowed me to care for them and work with them to set healthy goals together. I learned how small I was compared to the rest of the world, but I learned how significant I can be for my patients.” ~ *Sumin Park '13 was a case manager at Project H.O.P.E. in Camden, NJ.*

“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 firsthand. 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.*

“Haverford House helped me grow in many dimensions that I couldn’t anticipate as someone just out of college. Professionally, my placement at CLS was a perfect nexus of my interests—the criminal legal system, its consequences for low-income people of color, and the law addressing those social problems. I got to learn from attorneys who were not only practicing at the highest levels of public interest law, but who are also driven by compassion for their clients.” ~ *Michael Riccio '13 worked at the Employment Unit of Community Legal Services.*



### 2014-2015 HAVERFORD HOUSE FELLOWS AND HOST ORGANIZATIONS

**HIBA DHANANI '14**  
Anthropology major from Lexington, MA. Hosted by Project H.O.P.E.

**MARLA DOMINGUEZ '14**  
History major from Bronx, NY. Hosted by Philadelphia Futures.

**IAN GAVIGAN '14**  
History major from Reading, PA. Hosted by Education Law Center.

**MAX REINHARDT '14**  
Growth and Structure of Cities major from Williamstown, MA. Hosted by Community Legal Services.

**CAYA SIMONSEN '14**  
Political Science and Spanish major from Omaha, NE. Hosted by Philadelphia Legal Assistance.

**ALEXANDRA WOLKOFF '14**  
Sociology major from Vestal, NY. Hosted by Puentes de Salud.

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.

# PROJECTS

## 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.

27

Last year the Center sponsored 27 projects in the Philadelphia area alone.

58

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

23

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

- |                   |              |                   |                |                  |
|-------------------|--------------|-------------------|----------------|------------------|
| Argentina: 1      | Ghana: 2     | Mexico: 8         | United States: | New Mexico: 1    |
| Benin: 1          | Guatemala: 3 | Netherlands: 1    | Boston: 1      | New Orleans: 1   |
| Brazil: 1         | Hungary: 1   | Nicaragua: 1      | Chicago: 1     | New York City: 7 |
| Bulgaria: 1       | India: 4     | Poland: 1         | Florida: 1     | Ohio: 1          |
| China: 3          | Indonesia: 6 | South Africa: 3   | Haverford: 25  | Philadelphia: 10 |
| Costa Rica: 1     | Israel: 3    | Tanzania: 1       | Iowa: 1        | Pittsburgh: 1    |
| Czech Republic: 1 | Japan: 1     | United Kingdom: 4 | Los Angeles: 1 | San Francisco: 4 |
| Germany: 1        | Jordan: 1    |                   | Maine: 1       | Seattle: 1       |
|                   |              |                   | Michigan: 2    | Washington DC: 4 |
|                   |              |                   |                | West Virginia: 2 |

185

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

# ABOUT CPGC

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.

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.

**OUR 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.

For more information on the CPGC and its programs, please visit our web site at [www.haverford.edu/cpgc](http://www.haverford.edu/cpgc), or contact us at 610-896-1205. We are located in 107 Stokes Hall on the Haverford campus.



Three Haverford students at the Hispanic Association of Colleges and Universities (HACU) conference in Chicago.

# HAVERFORD COLLEGE

CENTER FOR PEACE & GLOBAL CITIZENSHIP

370 Lancaster Avenue  
Haverford, PA 19041

610-896-1205 phone  
haverford.edu/cpgc



This book printed on 10% post-consumer waste recycled paper  
under environmentally sustainable practices.



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