



**Periclean Faculty Leadership (PFL) Program in the STEM and Social Sciences
AVDF Cohort II
Periclean Faculty Leaders and Courses**

Bates College, Lewiston, ME

Yunkyong ‘Yun’ Garrison

Assistant Professor, Psychology

Course: *Community-Based Research Methods*

Community Partner: Maine Community Integration

Grand Challenges Addressed: Immigration; Race and Inequality

Course Description: Informed by a critical and anti-oppressive paradigm and liberation psychology approaches, the intent of the course is to provide college students with authentic experiences within communities of color in the Lewiston-Auburn area in Maine, while co-creating sustained participation and engagement in community settings toward racial justice and betterment of the local community. Throughout the course, students will gain knowledge and skills to carry out real world inquiry and develop cultural humility and ability to give “the ownership of knowledge back into the hands of those who experience it, who need it” (Brown & Stega, 2005). Students will also engage in problematization and work with local community organizations to develop resources and action plans regarding racial healing and justice.

Peers: Edwin Mayorga, Swarthmore College

Bethune Cookman University, Daytona Beach, FL

Dominique DuBose

Assistant Professor, Health and Exercise Science

Course: *Health and Exercise Science*

Community Partner: Gold’s Gym Daytona Beach

Grand Challenge Addressed: Public Health

Course Description: This course will provide regular community-based wellness events by incorporating communication concepts in public health, health equity, and health disparities in the Daytona Beach, Florida community. Health and Exercise Science students in their final semester will work with our community partner to launch a series of free wellness events. Wellness events will target underserved members of our community and will include health screenings, nutritional counseling sessions, and fitness assessments. The course will culminate with the development of personalized assessments that can help community participants identify future health risks and provide evidence-based steps to take to minimize these risks.

Peers: Jessica England, Wagner College

Carleton College, Northfield, MN

Lin Winton

Director of the Quantitative Resource Center and Lecturer in Biology

Course: *Data Visualization as Activism (first year seminar)*

Community Partner: Growing Up Healthy

Grand Challenges Addressed: Public Health; Race and Inequality

Course Description: Data visualization and activism have a common goal: to make the invisible visible. In this first-year seminar course, students will learn how visualization can be used to reveal and tell data stories, in a mode that makes those data accessible to the public from whom the data were gathered. Starting with graphs created by sociologist and civil rights leader W.E.B. DuBois, students will learn how to interpret and synthesize quantitative and qualitative information, consider ethical dimensions of data use, and communicate their findings visually to effect social change. For their final project, students will work with local organization Growing Up Healthy to create data graphics that will be used by the organization and the growing Latina/o/x,

immigrant, and refugee communities in rural Minnesota with whom they collaborate to advocate for systems-level change.

Peers: Peter Hossler, Rhodes College

Chatham University, Pittsburgh, PA

Jennie Sweet-Cushman

Associate Professor, Social Science

Course: *State and Local Government*

Community Partner: Clean Water Action; Humane Action Pittsburgh; PennEnvironment; Sustainable Pittsburgh
Grand Challenge Addressed: Climate Change

Course Description: This course will teach the basic concepts and features of state and local governments, including how federalism impacts public policy domains and jurisdiction. After an introduction to the complexities of environmental policy overlap, students will work closely with City of Pittsburgh officials and several NGOs to develop an implementation plan for Pittsburgh's forthcoming plastic bag ban. In completing the course, students will gather and synthesize community input, research implementation best practices, and learn about communication strategies. They will use this knowledge to propose an overall public education plan that incorporates the needs of plastic bag stakeholders and provide Pittsburgh with templates for multi-modal communication of ban implementation.

Peers: Minjoon Kouh, Drew University

Drew University, Madison, NJ

Minjoon Kouh

Associate Professor of Physics and Neuroscience

Course: *Capstone Seminar in Neuroscience and Physics*

Community Partner: Students 2 Science, Inc.

Grand Challenge Addressed: Education Access

Course Description: Students in this senior capstone course will study recent, peer-reviewed scientific research articles and create video presentations that are understandable to high school students. These videos will be made available to high school students with limited educational access through our partnership with a non-profit organization, Students 2 Science. The goal of this project is to introduce high school students to exciting, cutting-edge science research and to inspire them. At the same time, the college students will have an opportunity to improve their communication skills and integrate their knowledge.

Peers: Jennie Sweet-Cushman, Chatham University

Rhodes College, Memphis, TN

Peter Hossler

Assistant Professor of Urban and Community Health

Course: *Social Justice in the City: From Theorizing to Mobilizing Health Equity*

Community Partner: Wellness and Stress Clinic of Memphis

Grand Challenges Addressed: Public Health; Race and Inequality

Course Description: In the Spring of 2022, myself and the students enrolled in *Social Justice in the City: From Theorizing to Mobilizing Health Equity* will partner with the Wellness and Stress Clinic (WSC) of Memphis and their efforts to reduce racial disparities in health, with an emphasis on improving the health outcomes of low-income communities of color. The course will emphasize two key challenges facing the low-income residents of South Memphis: improving engagement with primary care and vaccination rates. The course will begin with an exploration of the relationship between theory and praxis, exploring theories of social change (i.e., conflict theory, reform/revolution, nonprofits/public policy) with an emphasis the possibilities/limitations of theorizing social change. Students will develop an understanding of mechanisms of social change with theory, nonprofits, and social movements as the three key mobilization spaces. Students will then create a collective one-year

strategic plan that focuses on increasing the number of people who engage with primary care services and the number of Covid-19 vaccinations at the WSC of Memphis. Individually, the students will produce a final essay that articulates the opportunities and challenges of the non-profits institutional form as a vehicle for social change.

Peers: Lin Winton, Carleton College

Swarthmore College, Swarthmore, PA

Edwin Mayorga

Assistant Professor, Educational Studies

Course: *Sanctuary Schooling: Community-driven research, pedagogy and politics at the urban school and community nexus*

Community Partner: Kensington Health Sciences Academy (School District of Philadelphia)

Grand Challenges Addressed: Education Access; Race and Inequality

Course Description: This course deploys notions of sanctuary and abolition as praxes, or processes of action and reflection, amongst students and community members to contribute to the creation of schools and neighborhoods as protective and liberatory places in the face of racial and economic inequality. In preparation for working alongside our community partners, Kensington Health Sciences Academy (KHSA) and its surrounding neighborhood of Kensington in Philadelphia, we will examine different theories and histories of urban development, education, environmental racism, as well as traditions of local resistance like the Black Power and Sanctuary movements. We will then apply our historical and social understandings to work with members of the KHSA and Kensington neighborhood communities through critical, participatory action research (CPAR) and community-based research methods to understand current toxic conditions more deeply in the school & neighborhood ecosystem. Our community-driven methods will provide students and partners opportunities to conduct a range of qualitative research methods including interviews, focus groups, online narrative writing and community survey. Finally, by engaging community members through report backs and other data sharing opportunities students will facilitate conversational forums where we will ask ourselves *what would it take for schools and their surrounding communities to become sanctuary spaces where community members would be supported in engaging in processes of healing themselves and their communities?* Students will organize collected data and forum comments into an action guide that proposes a set of sanctuary practices needed to support the work being done to address racial and other intersecting forms of inequality in Kensington and across the city.

Peers: Yunkyoungh ‘Yun’ Garrison, Bates College

Ursinus College, Collegeville, PA

Carlita Favero

Associate Professor of Biology and Neurobiology

Course: *Developmental Neurobiology*

Community Partners: Orion Communities; Code Blue; Daily Bread Community Food Pantry

Grand Challenges Addressed: Public Health; Education Access; Race and Inequality; Mass Incarceration; Immigration

Course Description: In support of the communities of Collegeville and Phoenixville, Pennsylvania, students from my Developmental Neurobiology course will partner with Orion Communities, Code Blue, and the Daily Bread Community Food Pantry. Prior to and during their work with these partners, students will do two reflection sessions with Dr. Selena Cozart about racial justice and privilege. Students will choose to work in small groups on one of the following projects: 1) design a 4-week STEM summer camp for children of the STARS program at Orion Communities, 2) develop a resource center at the Code Blue homeless shelter for assistance with substance abuse, food supports, and finding housing, and 3) develop nutrition resources emphasizing health food preparation using ingredients available at the food pantry.

Peers: Lauren O’Neil Shermer, Widener University

Wagner College, Staten Island, NY

Jessica England

Assistant Professor of Psychology

Course: *Psychopathology*

Community Partner: Staten Island Technical High School

Grand Challenges Addressed: Education Access; Public Health; Race and Inequality; Voter Engagement

Course Description: Through my *Psychopathology* course, students will examine the multicultural and societal contexts that shape diagnosis and treatment in mental health and develop a critical lens in exploring how such contexts impact public health, access to healthcare and education, and racial inequality. Students will also reflect on the importance of voter engagement in shaping public policy, equitable access, and the advancement of social justice. The course includes a community-based project in which Wagner students will work with Staten Island Technical High School's group, My Sister's Keeper, which includes highly motivated and civically engaged students focusing on social justice and equity. To address challenges in education access, students in the Psychopathology course will collaborate with the My Sister's Keeper group to provide workshops focused on what they have learned throughout the course.

Peers: Dominique Dubose, Bethune-Cookman University

Widener University, Chester, PA

Lauren O'Neil Shermer

Professor of Criminal Justice

Course: *Advocacy for Justice Issues*

Community Partner: Project New Start

Grand Challenges Addressed: Mass Incarceration; Race and Inequality; Voter Engagement

Course Description: Students from Advocacy for Justice Issues will work to combat race and inequality across different aspects of the criminal justice system. Following lessons on how to understand the issues, different types of advocacy, and planning an advocacy project, students will partner with Project New Start and Innocence Delaware on public outreach advocacy projects involving prisoner reentry and wrongful convictions. Special attention will be paid to presenting information effectively given that students will also be involved in social media campaigns for both organizations to better educate people on the consequences of these inequities for society.

Peers: Carlita Favero, Ursinus College

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