



Periclean Faculty Leadership (PFL) Program™ in STEM and Social Sciences
The Arthur Vining Davis Foundations Cohort I
Periclean Faculty Leaders and Courses

Allegheny College, Meadville, PA

Ian Carbone

Assistant Professor of Environmental Science and Sustainability

Course: *Community Energy Design*

Community Partner: Common Roots

Grand Challenge Addressed: Climate Change

Course Description: In order to support the community of Meadville, Pennsylvania as it combats climate change, students from Community Energy Design will facilitate the local adoption of renewables. After an introduction to energy use, climate change, and the electrical grid, students will develop the skills necessary to design and build systems for residential and commercial solar energy production. The course will culminate with the development of a solar proposal for Common Roots, a local housing nonprofit whose mission is to offer healthy and environmentally friendly housing options for Meadville's low-income residents. For a small fee, students will also have the option of testing for the North American Board of Certified Energy Practitioners Photovoltaic Associate Credential.

Bates College, Lewiston, ME

Lori Banks

Assistant Professor of Biology

Course: *Cellular Biochemistry*

Community Partner: Lewiston Public Schools

Grand Challenges Addressed: Public Health; Race and Inequality

Course Description: This is a redesigned 300-level Cellular Biochemistry course to have a public health focus, with attention to race and inequality. In response to the fact that many vitamin deficiency-associated illnesses disproportionately affect marginalized populations in the United States, students will develop research-based multimedia materials exploring the scientific basis for those conditions and identifying possible ways to mitigate them within the social context. These materials will be created in collaboration with Lewiston Middle School and will eventually be made available to other local educators through the online platform, BatesConnect.

Bethune-Cookman University, Daytona Beach, FL

Thometta Y. Cozart and Matilda O. Johnson

Assistant Professors, Public Health and Health Equity

Course: *Public Health Communications*

Community Partner: Florida Chapter of the Society for Public Health Education

Grand Challenge Addressed: Public Health

Course Description: The Bethune-Cookman University Department of Public Health and the Florida Chapter of the Society for Public Health Education (SOPHE) will collaborate on a Communications course for Fall 2021. The course provides an introduction into public health communications and the communications competencies needed to inform and influence individual and community health behavior. The course will provide a practical process model for developing health communication interventions while exploring how the media shapes conceptions and opinions of health, illness, and wellness. In collaboration with members of the Florida Chapter of SOPHE, students will develop projects that address (1) the role of health educators in these areas, (2) increasing general public awareness and knowledge of subtopics in these areas, and (3) creating an advocacy call to action to address and highlight needs and disparities in these areas.

Drew University, Madison, NJ

Alex Bajcz

Assistant Professor of Biology and Environmental Science

Course: *Advanced Environmental Science—Climate Consulting*

Community Partner: Borough of Madison, NJ

Grand Challenge Addressed: Climate Change

Course Description: In this Advanced Environmental Science course, students will do a graduate-level dive into climate science to become experts in the field. They will then directly apply that expertise by serving as environmental impact consultants for small businesses in the local Madison, NJ community. In collaboration with these clients, they will work to produce an actionable and highly defensible product that increases their clients' resiliency to and awareness of potential impending climate disruptions and gives them a thorough, clear, scientific, and objective sense of what their next steps could or should be. Ultimately, we hope to make our clients more competitive, competent, and confident in a climate-altered world and, importantly, help them persevere through the *next* big crisis--our students have been learning *how* to make a real difference in their classes up to this point, and, in this class, they will make the formal transition to *making* that difference in the community they have adopted.

Elon University, Elon, NC

Sandy Marshall and Danielle Lake

Assistant Professor of Geography; Director of Design Thinking and Associate Professor of Philosophy

Course: *Race, Place, and Memory*

Community Partners: The African American Cultural Arts & History Center (AACAHC); Mayco Bigelow Community Center

Grand Challenge Addressed: Race and Inequality

Course Description: The course Geo 378-Race, Place, and Memory examines how the production and design of place and the social construction of collective memory intersects with structural anti-black racism and white supremacy. In the tradition of cultural geography, students will learn to observe how traces of the past are embedded within and erased from the cultural landscape. To do so, students will engage in a creative, community-based research project with our course partners, the African American Cultural Arts and History Center and the Mayco Bigelow Center. Together, we will conduct oral history interviews and create digital stories with community members toward the aim of documenting the hidden histories of displacement and violence embedded in the urban environment, as well as valorizing memories of community strength and resilience, in order to break down the ongoing spatial and racial divisions in our community.

Macalester College, Saint Paul, MN

Michael Zis

Senior Instructor of Political Science

Course: *Hungry for Change: Urban Food Politics, Policy, and Movements*

Community Partners: Frogtown Green; Lake Street Council; Homegrown Minneapolis Food Council

Grand Challenges Addressed: Public Health; Race and Inequality

Course Description: Urban food security has risen dramatically over the past year, disproportionately impacting communities of color and neighborhoods of concentrated poverty. Minneapolis civic leaders, like others, are searching for solutions to address this crisis under fiscal constraints. The Homegrown Minneapolis Food Council, which provides ongoing guidance to the City on local food issues, has asked our class to conduct research into what the current crisis reveals about the nature of food insecurity in Minneapolis, what is being done locally in the public, private, and nonprofit sectors to address it, and what it can learn from other similarly situated cities. In collaboration with the Homegrown Minneapolis Food Council, our class will produce a public facing research project aimed at addressing these questions and, in so doing, help the Council in its development of its Minneapolis Food Action Plan (MFAP) -- a roadmap, currently in draft stages, toward building a more equitable, climate resilient, just, and sustainable local food system and local food economy.

New England College, Henniker, NH

Elizabeth Harper

Associate Professor, Natural Sciences and Social Sciences

Course: *Community Action on Climate Change*

Community Partner: Kearsarge Climate Action

Grand Challenges Addressed: Climate Change; Race and Inequality; Voter Engagement

Course Description: Students at New England College will be working with community members who are active in the Kearsarge Climate Action Committee to develop education and outreach materials that can be used during community presentations at local libraries. These presentations will use local stories and examples to illustrate how climate change is impacting our community's ecosystems and economies, and will encourage civil discourse and democratic debate about local and national policy decisions around climate change. During the laboratory portion of the course, students and community members will engage in citizen science projects focused on documenting how climate change is affecting local ecosystems and economies.

The New School, New York, NY

Alexandra Délano Alonso and Abou Farman

Associate Professor and Chair of Global Studies; Assistant Professor of Anthropology

Course: *Sanctuary*

Community Partner: La Morada

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

Course Description: This course examines sanctuary as a practice, an ideal, a theory, an historical proposition, a call to civil disobedience, and a vision of social justice for the present. We want to think together about the possibilities that sanctuary offers in practice and also as a political tool, as a form of imagining different new forms of community, responsibility, solidarity, accountability and mutuality both in our local spaces, in our everyday, but also as a vision for the future, beyond border security, control, enforcement, mass incarceration and the prison-industrial complex. Together with La Morada restaurant in the Bronx, we are focusing specifically on mutual aid and food sovereignty. Students and faculty will work with La Morada to develop its network of solidarity farms and expand its gardening program in the Bronx. We will also work with La Morada to produce a report on its mutual aid efforts and their impact on the community.

Occidental College, Los Angeles, CA

Sabrina Stierwalt

Assistant Professor, Physics

Course: *Physics of Energy: Connecting physics-driven concepts to community-driven efforts to support urban energy needs*

Community Partner: Strategic Concepts in Organizing Policy Education (SCOPE)

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

Course Description: As we face down the inevitable need to adapt our energy usage in our quickly changing climate, the energy infrastructure of the United States is likely to change completely over the next 30 years. This course will prepare students for the growing industry of renewable energy by training them not only in the physics behind energy efficiency and delivery methods, but also in how to adjust that technology to meet community needs. California especially is a leader in clean energy but programs like subsidies for electric vehicles or rooftop solar mainly benefit wealthy neighborhoods. We will work with our community partner SCOPE (Strategic Concepts in Organizing and Policy Education) whose mission is to build grassroots efforts to create social and economic justice for low-income, female, immigrant, black and brown communities in Los Angeles to address this gap. Working from SCOPE's goal of building power from within communities, potential student projects include data collection and analysis related to how people use energy in South LA and developing educational materials to empower community members to make their own renewable energy choices.

Pace University, New York, NY

Anne H. Toomey and **Monica M. Palta**

Assistant Professors, Environmental Studies and Science

Course: *Research in Environmental Science*

Community Partner: New York-New Jersey Harbor & Estuary Program

Grand Challenges Addressed: Climate Change; Public Health

Course Description: It is estimated that by 2030 more than 60 percent of the world's population will live in cities, the majority of which are located in coastal or riparian regions. On a global level, changing public demands and threats posed by climate change have spurred interest in and effort toward sustainability, revitalization, and resilience of urban waterfronts. This interest and effort have generated a wide array of visions about the present and future of urban waterfronts, but it has also raised concerns about how certain values and uses are being privileged over others in waterfront planning and management. This course will use a civic science methodology to assess human-ecological relationships along polluted waterbodies in the Bronx in New York City. The course will be conducted in collaboration with the New York-New Jersey Harbor & Estuary Program (HEP) whose mission is to promote the use and restoration of urban waters, especially in environmental justice communities (communities that are disproportionately impacted by environmental pollution and which are often home to People of Color and/or low-income residents).

Pitzer College, Claremont, CA

Todd Honma

Associate Professor of Asian American Studies

Course: *Science, Race, and Social Change*

Community Partner: Asian Pacific Islander Forward Movement

Grand Challenges Addressed: Climate Change; Public Health; Race and Inequality

Course Description: The course, Science, Race, and Social Change, will focus on community-based science movements, examining both historical and contemporary initiatives to rethink how science is taught, researched, and implemented. The class will collaborate with community partner Asian Pacific Islander Forward Movement (APIFM), whose mission is to cultivate healthy, long-lasting, and vibrant Asian and Pacific Islander communities through grassroots organizing. Students will work on creating digital media to educate residents and elected officials about the levels of disproportionate impact from pollution in Alhambra and Monterey Park. This community-based collaboration will address the topics of climate change, public health, and race and inequality.

Skidmore College, Saratoga Springs, NY

June C. Paul

Assistant Professor, Social Work

Course: *Social Policy & Social Justice*

Community Partner: National Association of Social Workers-NYS

Grand Challenges Addressed: Climate Change; Education Access; Immigration; Mass Incarceration; Public Health; Race and Inequality; Voter Engagement

Course Description: A major focus of this course will be on the policy-advocacy component in which students will work directly with the National Association of Social Workers, New York State (NASW-NYS) to gain hands-on experience addressing one or more of the following social justice issues: climate change, education access, immigration, mass incarceration, public health, race and inequality, and voter engagement. As a part of this project, students will 1) work with NASW-NYS to identify a state or local social policy they would like to see implemented and/or reformed in relation to one of the social justice issues above, and 2) develop a formal letter to an official (e.g., elected representative, public department or agency head, cabinet member) that includes a proposal for a grassroots effort to engage the public on this policy issue. Student's letters, and the proposal, will be mailed to identified officials at the end of the semester. NASW-NYS will also work with students to identify potential officials, refine their proposals to ensure that they are effectively rooted in community-based needs, and assist them with plans to present their proposals in a public format.

Swarthmore College, Swarthmore, PA

Barbara Thelamour

Assistant Professor, Psychology

Course: *Psychology in Schools*

Community Partner: Chester Charter Scholars Academy

Grand Challenges Addressed: Education Access; Race and Inequality

Course Description: In *Psychology in Schools*, as students are engaged with theory and research pertaining to student learning, motivation, and school belonging, we will address the challenge of education access, particularly college matriculation. We will collaborate with the Chester Charter Scholars Academy (CCSA) in Chester, PA by providing a College Experiences Panel where in groups of my students will share their experiences applying to and transitioning to college as well as provide other insights into their first year. As every student at CCSA is to apply to a postsecondary school before graduating, the school's teachers and administrators wanted an experience where the 7-9th grade students could learn firsthand from those who are currently in college. Through this project, we seek to demystify the college application and transition process for middle and high school students who are just beginning to think about higher education.

Ursinus College, Collegeville, PA

Catherine van de Ruit

Assistant Professor, Health and Exercise Physiology

Course: *Community Health*

Community Partners: Frederick Living; Phoenixville Area Positive Alternatives

Grand Challenge Addressed: Public Health

Course Description: Community Health is a public health course taught at Ursinus College and offered to students primarily in STEM disciplines. Students will examine the root causes of health inequity produced by the Covid-19 pandemic, by conducting service for an organization supporting populations with high vulnerability to Covid-19 and have experienced the negative socioeconomic repercussions of the pandemic. Two community organizations based in Montgomery County, PA are partners in this course: First, Phoenixville Area Positive Alternatives (PAPA) a community organization supporting the youth of Phoenixville in becoming successful and productive adults through programs that have a positive impact on self-esteem and life skills development. Second, Frederick Living cares for and enriches the lives of older adults. Over the course of their service, students will work to redress social and health inequity by providing remote tutoring for middle school PAPA students and hold online discussion sessions with seniors living in long-term isolation at Frederick Living.

Wagner College, Staten Island, NY

John P. Esser and Abraham Unger

Professor, Sociology; Director of Urban Programs and Associate Professor, Government and Politics

Course: *Freshman Reflective Tutorial (RFT) for Learning Community 14: Society and the City*

Community Partner: Catholic Charities Betances Houses

Grand Challenge Addressed: Public Health

Course Description: This course addresses the immediate public health crisis of COVID-19 in a disadvantaged urban community of New York City. Using an IRB approved structured survey instrument and social science methodology in analyzing the data, students will produce a needs assessment report for a major New York City non-profit agency that supports social service delivery for a public-private housing project in the South Bronx for low- and moderate-income New Yorkers. The report deals with issues faced by affordable housing tenants during this public health crisis and will recommend what measures need to be taken by community stakeholders.

Widener University, Chester, PA

Sarah Blake

Assistant Teaching Professor, Sociology

Course: *Food, Water, and Social Justice*

Community Partner: Boys and Girls Club of Chester

Grand Challenges Addressed: Climate Change; Public Health

Course Description: Our Food, Water, and Social Justice course will address the grand challenge of climate change by connecting theories of environmental transformation and environmental justice to issues of social sustainability through a discussion of small scale, historical solutions to food insecurity (i.e. food banks) and their evolution to community gardens, farms, and kitchens. Students will engage with the Boys and Girls Club of Chester to create a community garden on the Widener campus. The garden will extend the community organization's current efforts by providing additional garden space for educational experiences and community-building between Boys and Girls Club members and Widener students. Additionally, students will connect theory to practice by engaging in evaluation research to better understand community needs and tailor the garden programming to fit those needs.

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