



**Project Pericles**  
**Periclean Faculty Leadership (PFL) Program™ in the Humanities**  
**Mellon Cohort I**  
**Periclean Faculty Leaders and Courses**

**Bates College, Lewiston, ME**

Stephanie Kelley-Romano

Associate Professor of Rhetoric, Film, and Screen Studies

Course: *What is Rhetoric?*

Grand Challenge Addressed: Voter Engagement

Course Description: In our work with local community partners (The Auburn Public Library and the Lewiston Public Library) my students and I will work to address issues of voter engagement. Specifically, I anticipate students making print and video products which will a) inform voters of basic "how to" information (how to vote, how to evaluate a source, how to test reasoning of claims); b) provide specific policy stance information about each of the major party candidates; c) provide historical context for Presidential Debates in the general election and d) inform voters "what to watch for" in debates. These four are what I consider basic, and the final focus of these print and video texts will depend on what the students choose to work on and I will not limit them to these four, but offer them as a starting point.

**Berea College, Berea, KY**

Nicholas D. Hartlep

Robert Charles Endowed Chair in Education; Education Studies Department Chair

Course: *Student Loan Debt as a "Wicked Problem"*

Grand Challenge: Education Access

Course Description: The course explores neoliberalism and how loan-based financing is causing Wicked Problems when it comes to collegians' access to higher education. The course employs a civic engagement perspective that draws from the work of Joel Westheimer and Joseph Kahne (2004), who in their co-authored article "What Kind of Citizen" put forth a taxonomy of civic engagement that asks critical questions and engages citizens in action. The community partner of this course is the Work Colleges Consortium (WCC), which is based on Berea College's campus. The course will result in a Student Debt Summit, hosted at Berea College, whereby speakers, activists, members of the WCC, and Berea Community members who may or may not carry student debt, can voice their experiences, concerns, and solutions.

**Carleton College, Northfield, MN**

Andrea Mazzariello

Assistant Professor of Music

Course: *Co-Creating Music with the Key: Engaged Collaborative Composition and Musical Membership*

Grand Challenge Addressed: Education Access

Course Description: MUSC340, an advanced composition studio, will work with a cohort of Carleton student composers to address inequities in education access, creating and supporting a co-creative music composition model with youth at The Key, an area youth drop-in center. Carleton is a deeply resourced institution, with robust facilities for music composition and production; this project will share that wealth of expertise and material support with local youth who are hungry for the experience of making and sharing music, bringing youth from both spaces into sustained contact and collaboration.

**Drew University, Madison, NJ**

Jason Roberts

Assistant Professor of Anthropology

Course: *Anthropology of Hazards, Disasters, and Climate Change*

Grand Challenge addressed: Climate Change

Course Description: This course will survey anthropological analyses of environmental hazards, disasters, and climate change across space and time. Course content will provide students with a better understanding of how different societies have interpreted such environmental issues, how these societies have been impacted by the processes of environmental change, the ways in which they have responded to these environmental changes, and why certain groups are often disproportionately impacted by these issues. Through a collaboration with the Great Swamp Watershed Association (GSWA), this course material will then be applied to a study of the impacts and community responses to changing regional precipitation patterns on local water quality and quantity in urban downstream areas prone to flushing.

**Hampshire College, Amherst, MA**

Deborah Goffe

Assistant Professor of Dance

Course: *Curating Performance: Fostering Environments of Care*

Grand Challenge addressed: Education Access

Course Description: In "Curating Performance: Fostering Environments of Care" students will be invited to explore curatorial practices as systems of care and nurturance in support of artists' essential work: traveling to other realms, coming back whole, and activating our relationships to worlds of imagination through those journeys. Far from an exclusionary practice of taste making, students will build relationships with local artists and cultural organizers like the Springfield-based performance company, *First Generation*, to disrupt the raced, gendered, sexed, classed, institutionally-biased systems of marginalization that have shaped arts ecosystems.

**Morehouse College, Atlanta, GA**

Andrew Douglas

Associate Professor of Political Science

Course: *Debt and Democracy*

Grand Challenges addressed: Education Access, Race and Inequality

Course Description: Robert F. Smith's gift to the Morehouse graduating class has thrust the College squarely into public debates about student debt and the accessibility of higher education. My course, "Debt and Democracy," a first-year seminar in the humanities field of political theory, will wrestle with normative questions about debt and democratic life—how we ought to understand and address the costs of what we value, the mounting burdens of both public and private debt and the growing influence of finance capital in our economy, reparations for slavery and what history's beneficiaries owe on account of the past. Students will be required to think through these questions in deliberative forums with Morehouse alumni; ultimately the idea is to position the Morehouse community, including partners in its own alumni network, to contribute to national conversations around mounting debt crises.

**Morehouse College, Atlanta, GA**

Nathan Nobis

Associate Professor of Philosophy

Course: *Climate Change Ethics: Collective and Individual Responsibilities*

Grand Challenge addressed: Climate Change

Course Description: I will lead a course on climate change and ethics: what *must* we -- individually and collectively, locally, nationally, and globally -- do to address climate change, and how can we make that happen in just, fair, and effective ways. Students will work with the "Georgia Climate Project" to help tell the personal stories of Georgians impacted by climate change and who are taking steps to respond to climate change.

**Reed College, Portland, OR**

Catherine (Kate) Ming T'ien Duffly

Associate Professor of Theatre

Course: *Community-Based Performance*

Grand challenge addressed: Race and Inequality

Course Description: "Community-Based Performance" explores the role of theatre-making in civic change around race and inequality, by encouraging students to think about how they can develop the form of theatre to directly interact with the civic life of their diverse communities, and how the history of theatre can be better understood as being intertwined with and responsible to the lives of the people. In collaboration with Theatre Diaspora and the August Wilson Red Door Project, students will incorporate their classroom studies on historically relevant theatre practices (such as Augusto Boal's Theatre of the Oppressed; the United Farmworker's El Teatro Campesino; and the Black Arts Movement) with a firsthand engagement in local community-based theatre groups and non-arts organizations using theatre for community engagement, in order to ultimately produce a) a theatre piece rooted in an issue significant to their community and which utilizes community-based performance techniques; or b) a written proposal to established local commercial theatre companies detailing possible ways of furthering community engagement.

**Skidmore College, Saratoga Springs, NY**

Sarah DiPasquale

Assistant Professor of Dance

Course: *Dancing Toward Success: Arts Education for Public Schools*

Grand Challenge addressed: Education Access

Course Description: *Dancing Toward Success: Arts Education for Public Schools* is a community-based learning course that will investigate and decode the issues surrounding arts education access, funding, and the relationship between arts and learning. Collaborating with a public elementary school with high rates of poverty, college students will design and implement a dance residency, sharing the power of art and movement with children in their community.

**Swarthmore College, Swarthmore, PA**

Mark I. Wallace

Professor of Religion and Environmental Studies

Courses: *Radical Jesus* and *Apocalypse: Hope and Despair in the Last Days*

Grand Challenges addressed: Climate Change, Education Access

I will teach two classes in 2020/21 that will require students to participate in two civic leadership programs in the under-resourced city of Chester, PA. Experimentally, the first class will take place in Chester, not the Swarthmore College campus, and if this venue change is successful, the second class may be sited in Chester as well. Chester Eastside Inc., under the direction of Zuline Wilkinson, and Quaker Earthcare Witness African Diaspora Coalition, under the direction of Pamela Boyce Simms, will be my community partners in this effort. Each partner will provide civic engagement opportunities for students that address issues such as educational access (Chester Eastside) and climate change (Quaker Earthcare Witness) along with their combined foci on community self-development, race and inequality, and environmental sustainability. (In turn, selective students from these two community-based classes will be recruited to serve in the following academic year as year-long civic interns in Swarthmore's inaugural ChesterSemesters program.)

**Ursinus College, Collegetown, PA**

Doron Taussig

Assistant Professor

Course: *Documenting Inequity in Public Schools*

Grand Challenge addressed: Education Access

Course Description: Ursinus College will partner with the news organization the *Pottstown Mercury* to address the "grand challenge" of education access. Students will produce multimedia journalism about the practical effects of public school funding disparities in Pennsylvania, by interviewing administrators, teachers, parents, and students in different school districts about their experiences in their neighborhood schools. The work will be published as text stories and web videos on the *Mercury's* platforms, and shared in a community forum co-hosted by Ursinus and the newspaper, in the hope of advancing public understanding and enabling civil discourse about this important issue.

**Wagner College, Staten Island, NY**

Alison Arant

Professor of English; Faculty Director of the Center for Leadership & Community Engagement

Course: *English III: World Literature*

Grand Challenge addressed: Immigration

Course Description: This section of English III: World Literature will have Immigration as its theme, and through readings and discussions in class, students will learn the history and context of immigration in the US. The students and I will also collaborate with El Centro, our community partner, in offering opportunities for adults who are English language learners to practice skills in reading, listening, and speaking English, which is one need our community partners identified.

**Wagner College, Staten Island, NY**

Sarah Donovan

Professor of Philosophy

Course: *Ethics and Society*

Grand Challenge addressed: Voter Engagement

Course Description: Wagner students enrolled in the philosophy course *Ethics and Society* will partner with local middle school students at IS51 to practice critical thinking and dialogue skills. Wagner College has an established partnership with IS51 centered around programming to help middle school students become college ready. Wagner students in *Ethics and Society* will contribute to this partnership as they inspire middle school students to think about their future as civically engaged, voting citizens. Wagner students will draw on social and political philosophy from *Ethics and Society* as they utilize voter modules (either existing Periclean modules or ones that they design) to develop workshops for middle school students on important voting issues. College and middle school students will showcase their work on a particular issue at the end of the semester in a poster presentation at the middle school.

**Widener University, Chester, PA**

Jordan Smith

Assistant Professor of History

Course: *Practices in Public History: History and Memory in Chester*

Grand Challenge addressed: Race and Inequality

Course Description: Students in "Practices in Public History: History and Memory in Chester" will conduct original research on the Chester NAACP chapter and its long-time leader, George Raymond. Based on readings and observations in the field of public history, this group of Widener University students will then set out to create a traveling museum exhibit detailing the history of race and inequality--and abiding attempts to mitigate this "grand challenge"--in twentieth-century Chester, Pennsylvania. Building the exhibit will depend on collaboration between local institutions, and the finished project will be an educational tool that can be used by local schools and civic organizations.

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