



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

Allegheny College, Meadville, PA

Emily Chivers Yochim

Associate Professor, Communication Arts and Theatre

Course: *Media Ethnography*

Community Partner: Meadville Calendar

Grand Challenges Addressed: Mass Incarceration; Race and Inequality

Course Description: The Meadville Listening Project is a student-run community podcasting project that stitches together local stories to explore how everyday life in the Rust Belt town of Meadville, Pennsylvania is entangled with larger social, cultural, and political-economic forces. Season six of Meadville will partner with The Meadville Calendar and other community organizations to dig into Meadville's opioid crisis, thinking through how local class- and race-based inequalities and a carceral state impact and shape addicts' lives. The project unpacks how large forces bear down on everyday lives, and by highlighting local voices, demonstrates the importance of local media systems for tackling grand challenges.

Bates College, Lewiston, ME

Alison Melnick Dyer

Assistant Professor of Religious Studies

Course: *From Shangri-la to Radical Dharma: Buddhism in North America*

Grand Challenges Addressed: Immigration; Race and Inequality

Community Partner: Vajra Dakini Nunnery

Course Description: This course is called *From Shangri-la to Radical Dharma: Buddhism in North America*, and focuses on the critical issues of sexism, racism, and White supremacy in North American Buddhist spaces. In partnership with Vajra Dakini Nunnery and other Buddhist community partners, we will examine the racism and gender bias that persist in North American Buddhist communities and ways to counteract these forms of racism and inequality. The course seeks to educate students about racism against Black and Indigenous people, and other people of color in Buddhist sanghas, and how racism and sexism continue to function within American Buddhist communities.

Berea College, Berea, KY

Gwendolyn (Gwen) Ferreti

Assistant Professor of Latinx Studies

Course: *Crimmigration: Criminalizing Immigrant Life*

Community Partner: Adelante Alabama Workers Center

Grand Challenges Addressed: Immigration; Mass Incarceration; Race and Inequality

Course Description: How and why is migration made a crime? How *does* “crimmigration” impact migrants, their households, and the communities they reside in? How do migrants respond and resist “crimmigration?” In this course, we will explore how criminal law and immigration law converge to criminalize the act of migration and migrants’ everyday life through activist and engaged research methodologies and praxis, with a focus on Latinx migrants. In-class research and discussion will be combined with collaboration with regional immigrant justice organizations. Specifically, we will work with the Adelante Alabama Worker Center and focus on two of their campaigns: Shut Down the Etowah Detention Center (in

Gasden, AL) and Community Deportation Defense. Thus, students will gain a theoretical and applied understanding of how crimmigration works, how it manifests in the everyday lives of migrants, and how it is challenged by organizations like the Adelante Alabama Worker Center.

Berea College, Berea, KY

Penelope Wong

Associate Professor of Education Studies

Course: *Using Contemplative Pedagogy and Mindfulness Practices as Alternative Approaches to Address Racism, Inequality and Inequitable Educational Access*

Grand Challenges Addressed: Education Access; Race and Inequality

Community Partners: Berea Independent Family Resource/Youth Services Center; Madison

County Public Library - Berea Branch; Berea Teen Mentoring CELTS of Berea College

Course Description: This Education Studies course will explore and study the benefits of a contemplative and mindfulness approach to addressing racial and other associated inequities in the K-12 public schools. While inequities in K-12 educational access have been pervasive and long-standing throughout the U.S. public education system, contemplative and mindfulness approaches and practices are a novel and creative way to imagine possible solutions and ways to address this grand challenge.

Carleton College, Northfield, MN

Palmar Álvarez-Blanco

Professor of Spanish

Course: *Radio and News*

Community Partner: Mar Valdecantos/El Super Barrio Latino

Grand Challenges Addressed: Education Access; Immigration; Race and Inequality

Course Description: RADIO AND NEWS 209 is a new course. My goal with this class is to provide an accurate exchange of information on systemic and structural problems affecting the life of the people in the Latinx community in Northfield. The program will have two different sections. The first part will open the conversation to commenting on current news (domestic and from abroad), and the second part will be dedicated to conducting interviews with members of the Carleton and Northfield community with a Hispanic heritage. Each program will be recorded and previewed by everyone involved before we make a selection of fragments for the radio show on Sunday. I want to make sure that the student learners feel comfortable allowing other people to listen to their comments. Once we edit each episode, we will turn it into a podcast that the radio programmers will be able to use on their Sunday Spanish radio show. The creation of a collaborative radio program will support the Vecinxs Unidxs (Neighbors United) group in Northfield in their aim to raise awareness of the diversity in Northfield and at Carleton.

Chatham University, Pittsburgh, PA

Alexandra (Allie) B. Reznik

Assistant Professor of Humanities; Women's and Gender Studies Coordinator

Course: *Introduction to Women's and Gender Studies*

Community Partners: Latino Community Center; Write Pittsburgh

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

Course Description: Introduction to Women's and Gender Studies will teach students how to understand their identity positions and situate themselves within contemporary issues including Climate Change, Education Access, Immigration, Mass Incarceration, Race and Inequality, and Voter Engagement. Students will learn from community advocates, including but not limited to Write Pittsburgh and the Latino Community Center, about how these grand challenges manifest in the Pittsburgh community, and, based on students' identities, what actions students can meaningfully and responsibly take in being civically engaged with these issues.

Dillard University, New Orleans, LA

Nancy Dixon

Associate Professor and Program Coordinator of English

Course: *Special Topics in Literature and Community Involvement*

Community Partner: One Book One New Orleans (OBONO)

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

Course Description: As a Dillard English professor, I have always believed in addressing social issues in my classes, and my students have always responded positively to such class discussions and writing assignments surrounding these issues. Literature is an ideal medium to address civic discourse. The Mellon Periclean Award will allow me to propose a new English course, Literature and Community Involvement, that would expand on my above experience and classroom engagement by working with One Book One New Orleans (OBONO), a campaign for literacy and community that calls on all New Orleans citizens to read the same book at the same time. I have worked with OBONO for years, and this English class will also take students outside the classroom to volunteer with Louisiana's Books 2 Prisoners organization as well as the Literary Alliance of Greater New Orleans and their Adult Literacy program. In other words, what we accomplish in the classroom as well as our community involvement in partnering with One Book One New Orleans is inline with Dillard's mission to "produce graduates who excel, become world leaders and are broadly educated, culturally aware, and concerned with improving the human condition."

Drew University, Madison, NJ

Jeremy Blatter

Assistant Professor of Media and Communications

Course: *Documentary Practice: Civic Media, Local Stories and Community Voices*

Community Partner: Cinema Ed

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

Course Description: This course will explore the ethics, practice and power of the documentary form to amplify marginalized voices, bring attention to local issues, spark critical dialogue, and

encourage civic engagement. Readings on civic media, documentary ethics, and non-fiction storytelling will be combined with thorough technical instruction in documentary filmmaking. In collaboration with the non-profit CinemaEd, undergraduates will be partnered with East Orange and Newark high school students interested in filmmaking to produce civic-minded short documentaries addressing, through a local lens, grand challenges ranging from climate change, education access and immigration to mass incarceration, race and inequality, and voter engagement.

Goucher College, Baltimore, MD

Emily Billo

Associate Professor of Environmental Studies; Program Coordinator, Environmental Studies

Course: *Food Justice*

Community Partner: Black Yield Institute (BYI)

Grand Challenges Addressed: Climate Change; Race and Inequality

Course Description: This course is designed to introduce students to food apartheid, which describes how food access intersects with social, political, and economic systems, such as institutional racism, social class, white supremacy, gender, and patriarchy. Food apartheid illustrates that equitable food access and distribution must also grapple with systemic injustices that underpin society. Students will collaborate with the Black Yield Institute (BYI), a non-profit organization whose mission is Black land and food sovereignty in the neighborhood of Cherry Hill in south Baltimore. The course will support a collaborative research project with BYI focused on histories and practices of food access and distribution in Cherry Hill contributing to more just outcomes today.

Goucher College, Baltimore, MD

Martin Shuster

Assistant Professor of Philosophy; Director, Center for Geographies of Justice

Course: *Environmental Ethics*

Community Partner: Backyard Basecamp and Bliss Meadows

Grand Challenges Addressed: Climate Change; Education Access; Race and Inequality

Course Description: This course addresses both the challenge of “Climate Change” and “Race and Inequality” by taking “environment” in an expansive, robust sense, understanding that the very construction of the human environment (“nature”)—a project already always going on and in our contemporary world, already always wrought by race, gender, and class—is itself a core ethical issue. By partnering with two Baltimore city organizations (Bliss Meadows and Backyard Basecamp), the class will amplify their transformative, environmental projects while aiming to critically assess the entire construction of environment and nature from a philosophical, historical, and ethical perspective.

Macalester College, Saint Paul, MN

Teresa Mesa-Adamuz

Senior Lecturer, Department of Spanish and Portuguese

Course: *Translating Human Rights*

Community Partner: Centro Tyrone Guzman

Grand Challenges Addressed: Education Access; Immigration; Race and Inequality

Course Description: In collaboration with Centro Tyrone Guzman and the Minnesota History Center, students in this course will serve as guides and museum interpreters in Spanish for Latinx elders - some of whom have Alzheimer's - and their families. This project addresses issues of Immigration, Education (Language and Culture) Access, and Race and Inequality.

Macalester College, Saint Paul, MN

Joëlle Vitiello

Professor and Chair, French and Francophone Studies

Course: *Francophone Cultures of/in America*

Grand Challenges Addressed: Immigration; Race and Inequality

Community Partners: Alliance Française; Saint Paul Academy High School

Course Description: The course French 311, Francophone Cultures of/in America will be revised significantly and taught during Spring 2022, in partnership with an advanced French class at Saint Paul Academy High School and the Minneapolis/Saint Paul. The course will focus on and engage with issues of Immigration and Race and Inequality through education and engagement with the very diverse communities of French heritage in North America, including the Twin Cities; students will learn, reflect, and participate in activities that thoughtfully engage in understanding and supporting marginalized perspectives on the history of that diverse heritage, especially the co-curating of a month long cultural program with and for the Alliance Française.

The New School, New York, NY

Benoit Challand

Associate Professor of Sociology, New School for Social Research

Course: *Blind Spots of NYC: Capitalism, Settler Colonialism and Exclusion*

Community Partner: Black Gotham Experience

Grand Challenges Addressed: Immigration; Race and Inequality

Course Description: The course is done in collaboration with visual artist Kamau Ware's Black Gotham Experience, an organization that celebrates the impact of the African Diaspora on New York City. With an eye on race and inequality, as well as immigration, the project is a combination of regular seminars, debating literature on slavery, collective memory, racializing forms of violence and exclusion, the selective memory of and in public spaces, and five walking tours or visits of Lower Manhattan in order to re-imagine a different NYC, with urban spaces that would do justice to the multiple and continuous forms of erasure.

The New School, New York, NY

Cecilia Rubino

Associate Professor of Theater; Arts in Context Program Director, Lang College/The New School

Course: *IHD-Theater/Eco Justice & Climate Citizenship Education Seminar*

Community Partner: I HAVE A DREAM: Chelsea Elliott III Program

Grand Challenges Addressed: Climate Change; Education Access

Course Description: Lang college students will explore the connection between engaged theater and issues of Environmental Justice, as they participate in running ZOOM PLAYS -- a virtual Afterschool Drama Program for NYC elementary school students. In online seminar sessions, students will be exposed to critical pedagogy and transformative arts education, as they explore the politics and practice of Theater in Education, its connections to the Gaming and Improv moments and the challenging themes of eco-justice. Covid-19 has disrupted not only the regular school day

in New York City but also afterschool which remains critical to both young people and working parents. Through seminar sessions, Lang students will plan and develop their own Environmental Justice/theater workshop sessions for NYC afterschool students which they will co-teach via zoom sessions. At the end of the semester Lang students will help facilitate a ZOOM PLAYS final sharing with their NYC afterschool students for families and the community. Coursework also includes readings, weekly written reflections, and a final project in which students will create curriculum proposals for their own Arts & Education projects.

Pace University, New York, NY

Stephanie Hsu

Associate Professor of English; Director, American Studies Program; Associate Director, Pace University Press

Course: *Introduction to Literature, Culture, and Media*

Community Partner: Bowery Residents' Committee (BRC)

Grand Challenges Addressed: Education Access; Race and Inequality

Course Description: To address the themes of Education Access and Race and Inequality, and in partnership with a NYC nonprofit that operates family homeless shelters (Bowery Residents' Committee), I am developing a new course called "Book Club" that joins undergraduate English majors with youth and young adults whose formal education has been disrupted by housing instability in an exploration of our shared power as readers and writers.

Pace University, New York, NY

Rachel Simon

Interim Director Office of Multicultural Affairs; LGBTQQ Coordinator; Adjunct Faculty of English and Women's and Gender Studies

Course: *Sexuality and Society*

Community Partners: The LOFT LGBTQA Community Center

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

Course Description: The SP 2021 course Sexuality and Society will allow a cohort of undergraduate students to engage with The LOFT, our local LGBTQA Center in White Plains, NY and ask them to evaluate the needs of the center and work to address those in a way that empowers them to action in concert with the LOFT community and leadership. The LOFT's programming is wide-ranging and students will address current areas of urgency for the organization including the intersection of gender and sexuality with some of the following: post-incarceration, immigration status, systemic racism and inequality, voter engagement, climate change, and possibly the global pandemic.

Pitzer College, Claremont CA

Kathleen (Kathy) S. Yep

Professor, Asian American Studies

Course: *Asian/Pacific Islander/Desi Voices: Immigrant Detention and Leading Change*

Community Partner: Interfaith Movement for Human Integrity

Grand Challenges Addressed: Immigration; Mass Incarceration; Race and Inequality

Course Description: This course provides students with a broad and comprehensive overview of the social context and determinants of population health among Asian, Asian American, Pacific

Islander, and Desi communities. This course also explores the concept of public narrative as a therapeutic, policy, and investigative tool in public health. This course includes community engagement collaborations with older immigrants and refugees and those impacted by immigration detention centers.

Rhodes College, Memphis, TN

Stephen (Steve) R. Haynes

Professor of Religious Studies

Course: *Mass Incarceration: Theoretical and Practical Perspectives*

Community Partners: Tennessee Department of Correction; Women's Therapeutic Residential Center

Grand Challenge Addressed: Mass Incarceration

Course Description: "Mass Incarceration: Theoretical and Practical Perspectives" will introduce students to the realities of mass incarceration through various perspectives on the problem, including advocates for criminal justice reform, staff of the Tennessee Department of Correction and the incarcerated themselves.

Skidmore College, Saratoga Springs, NY

Eunice S. Ferreira

Associate Professor of Theater

Course: *Theater for Social Justice & Change*

Community Partners: MLK Saratoga; Saratoga's Humanitarian Youth for Transformation (SHYFT)

Grand Challenge Addressed: Race and Inequality

Course Description: Students from a variety of disciplines will integrate their creative talents with social consciousness and activism in this participatory seminar/studio course that is rooted in Augusto Boal's Theatre of the Oppressed techniques. Students will research and practice the application of theater in a variety of settings to educate, build community, address social justice issues, foster civic engagement, and serve as a catalyst for social change. Students will collaborate with community partners MLK Saratoga and local youth program SHYFT to address issues of race and inequality with original projects offered on campus and in the local community.

Swarthmore College, Swarthmore, PA

Lei X. Ouyang

Associate Professor of Music

Course: *Taiko and Asian American Experiences*

Community Partner: Asian Arts Initiative

Grand Challenge Addressed: Race and Inequality

Course Description: In this course students will examine the origins of Taiko drumming in post-war Japan and consider how the tradition continued to develop in North America and beyond. We will discuss the role of Taiko drumming in the Asian American Movement of the 1960s and 1970s, explore different styles of contemporary Taiko in Asian America, and gain basic drumming competency. Through the integration of academic and performance study we will consider and experience Taiko drumming as a prominent and dynamic Asian American performing art. A semester-long community-based project will investigate how Taiko as a site of cultural production within Asian American communities may help facilitate visibility, learning, and social change on

the topic of race and inequality in the United States. Our community partner is Philadelphia based Asian Arts Initiative, an organization committed to connecting cultural expression and social change.

Ursinus College, Collegeville, PA

John Spencer

Associate Professor and Chair, Education Department

Course: *Education and Inequality*

Community Partner: Perkiomen Valley School District (PVSD)

Grand Challenges Addressed: Education Access; Race and Inequality

Course Description: In my course, I will partner with nearby Perkiomen Valley School District (PVSD) to address the “wicked problems” of education access and race and inequality. In their academic work in the course, students will examine the interplay of individual educational stories, as revealed in memoirs and journalistic accounts; and the larger historical and social forces (especially racial and class discrimination) that shape those stories, affording differential levels of access to educational opportunity in America. Students will then extend and apply their learning by choosing a specific area of focus and engaging with members of the PVSD community on that issue.

Wagner College, Staten Island, NY

Joshua (Josh) Mullenite

Assistant Professor of Anthropology and Environmental Studies

Course: *Introduction to Discard Studies*

Community Partner: Snug Harbor Botanical Garden and Cultural Center

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

Course Description: Students in this course will work with Snug Harbor Botanical Garden and Cultural Center to understand both how the production of waste contributes to climate change and the uneven racial and ethnic exposure to pollutants in the United States. With the recent closure of the NYC Compost Program, students will work to develop an alternative composting program based at the college for the Staten Island North Shore neighborhoods near our campus.

Wagner College, Staten Island, NY

Lindsay A. Sabatino

Assistant Professor of English; Director of the Writing Center

Course: *Writing Intensive Tutoring*

Community Partner: Port Richmond High School

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

Course Description: The students will learn about the impact of literacy and how language shapes our perceptions of the world; specifically, students will dissect the roots of racism and power associated with the insistence of “Standard English,” gain an understanding of language diversity, and learn strategies for how to address language choices that perpetuate oppression in order to focus on education access, racial inequality, and voter engagement. Through our partnership with Port Richmond High School, the students will address education access by conducting workshops for the high school writers to develop their writing and prepare them for college and careers.

Whitman College, Walla Walla, WA

Kaitlyn G. Patia

Assistant Professor, Rhetoric, Writing & Public Discourse

Course: *Rhetorical Field Methods: Equity and Access in Education*

Community Partners: Walla Walla Public Schools; Community Resilience Initiative

Grand Challenge Addressed: Education Access

Course Description: In 2016, residents of Walla Walla County and the surrounding region in Washington state identified access to education as their number one priority as a community. In this course, students will research, through course readings, seminar discussions, and work with organizations in the Walla Walla community, the barriers that exist to equitable access to education from pre-K to higher education. Through the course and their work with community organizations, students will be introduced to methodologies from the field of rhetoric that focus on incorporating civic engagement, advocacy, community involvement, and personal reflection into their research. Students will not only learn about the challenges surrounding access to education in Walla Walla, but will participate in local efforts to address issues ranging from trauma-informed education to college preparation, as well as related issues such as access to healthcare and affordable housing that can impede equitable access to education.

Widener University, Chester, PA

Jayne M. Thompson

Assistant Teaching Professor of English: Director Chester Writer's House

Course: *Community Literacy and Social Justice*

Community Partner: State Correctional Institution at Chester

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

Course Description: Community Literacy and Social Justice focuses on putting writing center theory and pedagogy to work in establishing sustainable writing centers across the community, the first at State Correctional Institution at Chester, and each with the signature feature of collaborative student leadership of writing workshops and the editing and publishing of writing emerging from those workshops.

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