



**Periclean Faculty Leadership (PFL) Program in the Humanities
Mellon Cohort III
Periclean Faculty Leaders and Courses**

Allegheny College, Meadville, PA

Julia Ludewig

Assistant Professor of German

Course: *From German Environmentalism to Local Civic Action*

Community Partner: Meadville City Council

Grand Challenges Addressed: Climate Change; Voter Engagement

Course Description: Using a comparative socio-cultural analysis of German and U.S. environmentalisms, this course examines how impactful environmental action develops through multiple contributing factors.

Germany's pivotal historical developments, including the mainstreaming of the German Green Party and the longstanding culturally charged connection with, and discourse around, forests provide examples. Students learn how this context impacts Germany's management of climate change today, comparing it with how the U.S. is responding to the climate crisis. Students then explore and take part in voter engagement and experience how community organizing can influence environmental policy in local governments, using the City of Meadville and their own hometowns as tangible examples.

Peers: Robert Eli Sanchez Jr., Occidental College

Bates College, Lewiston, ME

Anelise Hanson Shrout

Assistant Professor of Digital and Computational Studies

Course: *Public History in the Digital Age*

Community Partner: Androscoggin Historical Society

Grand Challenges Addressed: Immigration; Race and Inequality

Course Description: Public history has traditionally emphasized the stories of people with social and political privilege. Increasingly, however, it has come to focus on a greater range of voices and takes place in a wider range of forms: on websites, graphic novels, community-constructed archives, interactive sensory experiences, social media and other digital spaces. This course introduces students to the practice of public history, embedded within Lewiston/Auburn (where Bates College is located). The Lewiston/Auburn metro area is populated by descendants of historical immigrant groups who came to Maine to work in mills along the Androscoggin. It is also home to more recent immigrants, many of whom are refugees from East Africa. Partnering with the Androscoggin Historical Society, this class will begin to scaffold long-term relationships that can support the stories and expertise of Lewiston/Auburn's particular places and communities. In addition to textual documents, it will draw on stories that community members want to share. Instead of relying solely on the academic expertise of people external to communities, it will employ a model of shared authority, one which has the power to produce a more meaningful and usable past. I hope that this class will be a useful resource to community members seeking to tell previously untold stories, and in the process can help to challenge white supremacy and racial inequality.

Peers: Jens Lloyd, Drew University

Bethune Cookman University, Daytona Beach, FL

Dorcas McCoy

Associate Professor of International Studies and Political Science

Course: *Political Theory*

Community Organization: Equal Ground

Grand Challenges Addressed: Race and Inequality; Voter Engagement

Course Description: This upper-level course focuses on broadening perspectives and opening avenues for critical thinking, especially relative to philosophical thought surrounding voter engagement, free and fair elections, the electoral process, analyzing voter trends, recognition of voter suppression, the right to vote and the right to oppose elections in a legal manner. The course uses diverse pedagogy including adventure learning, deliberative dialogue and data investigation to assess perceptions of social justice and a just society. To accomplish these tasks, we will partner with Equal Ground, a community-centered organization engaging the rising American electorate through equal access to education about voting and empowerment.

Peers: Denise Gasalberti, Wagner College

Drew University, Madison, NJ

Jens Lloyd

Assistant Teaching Professor; Director of First-Year Writing, English

Course: *Community Literacy and Public Rhetoric in the Archives*

Community Organization: Cornerstone Family Programs & Morristown Neighborhood House

Grand Challenges Addressed: Education Access; Immigration

Course Description: In this course, Drew University students will serve as archival researchers for Cornerstone Family Programs & Morristown Neighborhood House in Morristown, New Jersey, an organization that has archival materials dating back to the early nineteenth century. Addressing the grand challenges of education access and immigration (which are fundamentally embedded in Neighborhood House's origins as a settlement house), students will explore how the organization has supported the literacy development and community involvement of its diverse range of clients. By working with members of the organization to learn its mission, understand its historical roots, and appreciate its contemporary service, students will be pressed to consider how their emerging skills as archival researchers can support the organization's efforts to document and publicize its rich history.

Peers: Anelise Hanson Shrou, Bates College

Elon University, Elon, NC

Federico 'Fede' Pous

Associate Professor, Peace and Conflict Studies

Course: *Political Displacements: Migration, Climate Justice, and Human Rights in Latin America and the U.S.*

Community Organization: Witness for Peace Southeast (WFPSE)

Grand Challenges Addressed: Climate Change; Immigration

Course Description: This course examines the profound economic, social, and cultural roots of the most recent immigration waves as political displacements, in order to identify different strategies of empowerment carried on by those who are suffering the direct impact of these human right violations in Latin America and the U.S. Students will collaborate with Witness for Peace Southeast, an international organization located in Raleigh that connects communities across the Southern United States and Latin America in solidarity with movements for human rights, environmental justice, and anti-militarism in order to change harmful U.S. policy throughout the hemisphere. In this course, students will carry on community-based research projects along with WFPSE, learning and working with the local Latin American immigrant community to acknowledge and make visible the different journeys that Latin American migrants take to come to the U.S.

Peers: Sarah Wagner-McCoy, Reed College

Occidental College, Los Angeles, CA

Robert Eli Sanchez Jr.

Associate Professor of Philosophy

Course: *Latinx Philosophy*

Community Organization: Libros Schmibros

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

Course Description: This course examines philosophical reflections on the Latinx experience, particularly questions concerning gender, racial, ethnic, and political identity; the ethics of immigration; whether Latinxs pose a threat to “American” values, as some argue; and why we now use the “x” in “Latinx”. We will address challenges concerning immigration, race, and inequality, and will focus on the contributions of U.S. philosophers of Latin American descent who are committed to the idea that philosophy can be an instrument of empowerment and social change. In collaboration with Libros Schmibros, a lending library in Boyle Heights, CA, students will contribute to our effort to make philosophy available to a public audience in East Los Angeles, a historically Mexican American community.

Peers: Julia Ludewig and Kerstin Ams, Allegheny College

Reed College, Portland, OR

Sarah Wagner-McCoy

Associate Professor of English and the Humanities

Course: *American Pastoral: Literature and the Environment*

Community Organizations: Reed Community Pantry; McDaniel High School Urban Farm Program (Portland Public Schools)

Grand Challenges Addressed: Climate Change; Race and Inequality

Course Description: This course examines the cultural history of environmental literature over two transformative centuries of U.S. nature writing to connect the politics of representation to the problem of climate change. We will analyze the narrative traditions that have constructed ideals of wilderness, cultivation, place, and space for centuries, influencing policy and protest alike. Local partnerships will allow students to connect our study of the pastoral imagination to sustainable agriculture initiatives in our community, from camas revitalization to urban education. Project proposals, reflective writing, and final papers engaging with course themes on, and off campus will encourage students to explore the humanistic questions at stake in environmental justice work today.

Peers: Federico ‘Fede’ Pous, Elon University

Skidmore College, Saratoga Springs, NY

Evan Mack and David Howson

Senior Teaching Professor, Music; Senior Teaching Professor and Arthur Zankel Executive Director of Arts Administration

Course: *Save the Music: Civic Engagement and Program Building in Rural Public Schools*

Community Organizations: We Are Instrumental; The Ticonderoga Festival Guild; The CEF library system

Grand Challenges Addressed: Education Access; Race and Inequality

Course Description: This course is designed to introduce students to the challenges associated with generational poverty and education access in the Adirondack Park, a complex rural region of more than six million acres in upstate New York. Through the lens of select public school music programs, students will collaborate with the Ticonderoga Festival Guild, our community partner, to design musical instrument collection drives to provide repaired and refurbished instruments in the hands of school students, replacing obsolete and inferior practice instruments. Through a hands-on, civically engaged approach, the course will provide students with the framework to identify social problems and develop similar creative solutions in their own communities. Plans are in development for a field residency in Spring 2022 to further connect students and community.

Peers: Paloma Checa-Gismero, Swarthmore College

Swarthmore College, Swarthmore, PA

Paloma Checa-Gismero

Assistant Professor of Art History

Course: *Socially Engaged Art in the Americas*

Community Organizations: The Village of the Arts and the Humanities; The Philadelphia Folklore Project

Grand Challenges Addressed: Immigration; Race and Inequality

Course Description: This course is designed to introduce students to the study and practice of socially engaged art, an artistic paradigm that defends art's embeddedness in social life and its agency to help shape a better world. Students in this course will collaborate with the Philadelphia Folklore Project (PFP), a non-profit organization that works to preserve and strengthen the folk cultural life of Philadelphia's oldest and newest communities, moved by the belief that the quality of urban life is directly related to the persistence, diversity and vitality of the city's vernacular folk cultures. This course will introduce students to the histories, theories, and models of socially engaged art practice in the American continent since 1960 to then design, develop, and produce a socially engaged art project in collaboration with PFP constituents.

Peers: Evan Mack and David Howson, Skidmore College

Wagner College, Staten Island, NY

Denise Gasalberti

Associate Professor, Gender Studies (Nursing)

Course: *Human Sexuality*

Community Organization: Birth Haven

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

Course Description: Over the course of the semester, students and the young women at Birth Haven will challenge how historical accounts and today's (social) media affect conceptualizations of reproducing bodies, gender and biological components, parental leave policies and other pertinent topics. This exchange of ideas will hopefully lead to both groups having more in-depth knowledge about the issues at hand and about different life experiences. In the end, educated and empowered individuals will be better advocates for their needs as it relates to most issues, including (medical) services around sexuality. Topics covered in this class include but are not limited to issues around reproduction and the medical and ethical implications of various technologies as they intersect with the personal meaning of creating human life. In addition, this course will also analyze the intersections of human sexuality with gender, ethnicity, culture, history, philosophy, and religion as these deeply affect reproductive practices, ideas about birth control, labor and delivery experiences, rituals around marriage, and practices during the postpartum period, among others.

Peers: Dorcas McCoy, Bethune-Cookman University

*Project Pericles appreciates the generous support of
The Mellon Foundation and The Eugene M. Lang Foundation.*

Project Pericles, Inc. | 551 Fifth Avenue, Suite 1910 | New York, NY 10176
www.projectpericles.org