In the student teaching program at Swarthmore, we use a paradigm called *backwards design* to plan curricula and lessons. What this means is that we start our planning with the end goals in mind and work backwards. Using a backwards design model for my Lang Project, Collegiate Mentoring, forced me to essentially identify hundreds of tasks that I would need to complete but structured the tasks so that the ultimate goals and purposes were clear...

[Through this project] I’ve come to see how challenging it is to run a program. It’s challenging to be both the visionary and the executive; I’m having to switch back and forth between the big picture and carrying out the more mundane day-to-day details. I am in awe of people who are able to do this as a career. I’ve also come to see just how important money is for the community I serve. My program had already had two cohorts go through the mentoring program but that was when the program was running without any funding. This is my first year executing my program with the stipends available for mentees to defray costs associated with the admissions process. For many mentees, just $250 opened so many more doors in terms of where they could apply to school and what schools they were qualified for. Many of our students could not afford to send their test scores to colleges and universities so they would apply to only four schools that required standardized test scores. I’ve seen a marked improvement in the diversity of schools to which our mentees are able to apply to now that they have access to stipends for fees.”

(Continued on p. 2)
CLASS NOTES

Sa’ed Atshan ’06 (pictured above) will join the Peace and Conflict Studies program at Swarthmore College beginning in Fall 2015. Dr. Atshan graduated from Harvard University in 2013 with a PhD in Anthropology and Middle Eastern Studies. He holds a MA in Social Anthropology from Harvard, a MPP from the Harvard Kennedy School, and a BA in Political Science from Swarthmore College. He is currently a post-doctoral fellow at the Watson Institute for International Studies at Brown University.

Adam Bortner ’12 writes, “One of the digital stories I helped make as part of my Lang Project, Having it Heard, was recently featured in a Humanism in Medicine Symposium for the medical students here at the University of Maryland Baltimore. The goal was to teach students empathy while humanizing the very stigmatized disease of HIV. They learned about the critical role of compassion for doctors when delivering the difficult news of an HIV diagnosis. Afterwards, a couple of classmates shared with me how powerful it was for them to hear the real-life story of a person living with HIV. And the person who made the story told me how awesome it felt to know his story helped educate future physicians to be more sensitive and caring when interacting with patients.”

COLLEGIATE MENTORING (cont’d from p. 1)

“My coursework at Swarthmore drove me to create the mentoring program. In my educational studies courses I learned how the hidden curriculum in schools seeks to perpetuate racial and socioeconomic inequities. In part this hidden curriculum prevents low-income students, no matter how highly qualified they are, from accessing higher education. I saw that as fundamentally unfair and also fixable. There is a whole population of students who are qualified to attend top colleges and can earn the financial aid that makes these institutions affordable. However, they still are unable to access college because of a lack of information about the accessibility of these schools. I sought to begin to close the information gap. In working with the mentoring program, I came to see which mentees had knowledge about the college process and which mentees did not. I ultimately found that students from metropolitan areas with access to things like magnet schools often had the social capital to navigate the admissions process effectively. But students from rural areas often started from scratch with minimal social capital. They were unlikely to come into contact with individuals (peers, teachers, or mentors) who had knowledge about the college process and thus relied primarily on the mentoring program for information. As a result, I decided to write my thesis on college access for students from rural areas. I want to explore the ways in which rural low-income, high-achieving students at top colleges managed to successfully navigate the college process. I then want to explore the possibilities for replicating the supports that have enabled students to be successful.”

To date, of the 30 participants in Hope’s Lang Project, four students have already been accepted through the binding early decision program. They earned full-ride scholarships to Haverford College, Columbia University, University of Pennsylvania, and Colorado College. Fundraising for the Collegiate Mentoring participants continues here http://www.gofundme.com/ol2yco. Meanwhile the other mentees have been accepted to the following colleges and universities, many with scholarships:

Arcadia University; Auburn University; Barnard College; Colorado College; Columbia University; Florida A&M University; Florida International University; Florida State University; Georgetown University; Haverford College; Howard University; LeMoyne College; Massachusetts Institute of Technology (MIT); Northeastern University; Siena College; Susquehanna University; Temple University; University of Alabama Birmingham; University of Chicago; University of Georgia; University of Massachusetts Amherst; University of Pennsylvania; University of South Alabama; University of Tennessee at Knoxville; San Francisco State University; SUNY Binghamton; Worcester Polytechnic Institute; and Yale University.

Join Hope and the entire senior cohort of Lang Scholars to learn more: Friday, March 27 12:30 – 2:00 PM, Scheuer Room. To read Lang Project summaries, visit: http://www.swarthmore.edu/lang-center-civic-social-responsibility/lang-scholar-profiles.
Since 1984, Eugene Lang ’38 has empowered nearly 200 Lang Scholars to put their ideas to work in 30 countries, building local capacities, providing packages of innovative products and services, or building movements to amplify the voices of marginalized groups. Join the Lang Scholar Class of 2015 as they illuminate their projects, the communities they’ve worked with, and the lives they’ve touched.

LOSS Program Review

Dr. Jon Isham, Director of the Center for Social Entrepreneurship and Professor of Economics at Middlebury College, will serve as the external reviewer of the entire LOS Program. Jon will be on campus March 26-27 to meet with current Lang Scholars, staff, local alumni, and faculty who have been involved with the LOS Program. Guiding research questions include: To what extent does the LOS Program appear to be nurturing undergraduate social entrepreneurship? How does this compare to other such programs? And what are some areas for improvement? Once the written report is complete, it will be available for viewing.

New Cohort of Lang Scholars Named

As the newest recipients of the Eugene M. Lang Opportunity Scholarship, six Swarthmore sophomores will be designing projects for social impact around the globe. They are:

Tyler Alexander ’17 Project Ké, Tyler’s Lang Project, is designed to improve Haiti’s healthcare system by establishing a CPR standard for Haitian healthcare providers and by creating an organization, in partnership with Haitian hospitals and communities, through which CPR can be taught and learned.

SUBMISSIONS Welcome

If you have a “class note,” “dogfish story,” picture, or other information you’d like to share, please send an email to jmagee1@swarthmore.edu.

Dogfish Stories is e-published during spring break and fall break each year. Submission deadlines are March 1 and October 1, respectively.
LANG CENTER LEADERSHIP TRANSITION

At the end of the current academic year, Prof. Joy Charlton (above, center) will conclude her tenure as Executive Director of the Lang Center for Civic and Social Responsibility. After taking a long-overdue sabbatical, Joy will return to teaching in the Department of Sociology and Anthropology. Since 2007, Joy has led the Lang Center with vision and dedication. We are deeply grateful for her personal example, tireless effort, and meaningful accomplishments!

VISITING SWARTHMORE?

If your travels bring you to campus during the school year, or for instance, if you plan to attend Alumni Weekend, June 5-7, we hope you’ll let us know so that we might connect with you in person!

WITH GRATITUDE

Heartfelt thanks to Eugene M. Lang ’38 for his continued support and generosity to the LOS Program!

NEW COHORT OF LANG SCHOLARS NAMED (cont’d from p. 3)

Raven Bennett ’17 Rape Prevention through Early Education, Raven’s Lang Project, aims to prevent rape by delivering consent education to high school aged youth.

Fatima Boozarjomehri ’17 Fatima plans to scale up the summer 2014 English learning program she began in a rural village (Vavan) close to Tehran, Iran with her Lang Project, Giving Wings: Bringing English Literacy and Cultural Understanding to Rural Iran.

Bolutife Fakoya ’17 The Abuja Science and Community Resource Center (ASCRC), Bolu’s Lang Project, will be a non-profit initiative that aims to provide an enriching environment where secondary school students in the Abuja region of Nigeria can explore the ways in which they can bridge the divide between their science education and their communities.

Chase Fuller ’17 For his Lang Project, Sabemos: Financial Empowerment for Recently Immigrated Communities, Chase plans to develop a financial empowerment program tailored to the needs of recently immigrated Latino communities in Philadelphia, PA, and then to scale up the target population as the curriculum receives community input, gaining traction, and nuance.

Sedinam Worlanyo ’17 For her Lang Project, NextGen Vocational Leaders, Sedi proposes to set up a dedicated entrepreneurial/innovation space to develop an entrepreneur mentorship network, to provide instruction on digital literacy and entrepreneurial skills, and to arrange for apprenticeships.

Lang Scholars @ Lax Conference on Entrepreneurship (April 11)

12:30 – 1:50 Lang Scholars, alumni, parents, staff, and faculty are invited to participate in the lunchtime affinity group, “Lang Scholars: Social Change Makers.” Come hear Lang Scholars’ change-making stories, network with like-minded others, and discuss the challenges and rewards of social change work.

2:00 – 3:00 Lang Scholar Dan Hammer ’07, Presidential Innovation Fellow, National Aeronautics and Space Administration (NASA), will participate as a discussion leader in the “Technology and Innovation: Intrapreneurship across Sectors” discussion group.

3:15 – 4:15 Julie Abrams, microfinance expert and parent of Lang Scholar Isabel Sacks ’15, will give a SwatTalk, “Investing in the Base of the Pyramid.” Julie will also co-lead a session, “Impact Investing: Hope, Hype, and Here to Stay,” with Michael Chodos ’80, Senior Fellow, Director of Impact Investing and Professor of Practice at Georgetown University’s Beeck Center for Social Impact and Innovation.

The 16th Annual Lax Conference on Entrepreneurship will be held on Saturday, April 11, 9:00 AM – 5:15 PM, Science Center, Swarthmore College. For more information and to register, visit: http://www.swarthmore.edu/lax-conference