Putting it All Together: the Academic and the Action

These are just a few examples; try this approach with other interdisciplinary topics such as human rights, immigration, and more!

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<th>If you’re interested in...</th>
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| **Arts & Social Change**  | - Take a Community-Based Learning Course(s) like DANC 4/MUSI 6 “The Arts as Social Change” or DANC 73B “Community Arts Internship”  
- Volunteer with an organization such as Asian Arts Initiative or the Chester Children’s Gamelan Project  
- Apply for summer internship funding through the Lang Center to work at an organization like Chester Arts Alive or Spiral Q Puppet Theater  
- Create your own project and apply for funding from Davis Projects for Peace or the Lang Center. For instance:  
  - Michaela Shuchman ’16 is creating a drama program, *The Stage of Life*, which will introduce Philadelphia middle school students to acting.  
  - Maria Gloria Robalino ’13 created a project called, *Letters to the Past and Future*, a social action and art project that sought to redress family disintegration as a result of immigration.  
  - Write course papers and senior theses like *The Stories Bursting from Us: Sharing Individual Experiences through Theater as a Means of Peace Building in Northern Ireland* by Samia Abass ’11 |
| **Environment**           | - Take a Community-Based Learning Course(s) like ENGR 4A “Environmental Protection” or POLS 43B: “Environmental Justice: Theory and Action”  
- Pursue interdisciplinary study across Tri-Co with courses like CITYB204001 “Economics of Local Environment Programs” at Bryn Mawr, ANTHH308B001 “DIY (Do it Yourself) Movements and American Environmentalisms” at Haverford or ECON 3A “Environmental Policy & Economics” at Swarthmore College  
- Apply for summer internship funding through the Lang Center to work at an organization like Land Use Law Center or Serenity Garden  
- Volunteer with a Swarthmore student group like Chester Youth Garden Collaborative or Mountain Justice  
- Create your own project and apply for funding from Davis Projects for Peace or the Lang Center. For instance:  
  - Project Pericles Fund recipient, *Power Push: Growing a National Movement for Climate Justice*, aims to connect current Swarthmore students to the growing national student movement and to allow them to serve as visionaries for that movement.  
  - Morgan Bartz ’14 created a project called *Empowering Youth to Re-think and Redesign Waste Management Systems in their Communities* to mitigate the environmental and health impacts of traditional waste management in Delaware County, PA through a zero waste curriculum for youth.  
  - Write course papers and senior theses like *Subverting Discourses of Environmental Power: The Quest for Environmental Justice in Chester, PA* by Sophia Saiyed ’10 or *The Battle Over Blair: Coalition-Building in the Anti-Mountaintop Removal Movement* by Hannah Jones ’12 |
### LGBTQ

- Take a **Community-Based Learning Course(s)** like Linguistics 3 “What Gay Sounds Like: Linguistics of LGBTQ Communities”
- Pursue interdisciplinary study across Tri-Co with courses like ANTH 40J “Queer/Trans: Social Movements in Latin America,” GSST 91 “Queering Matter(s),” LITR 74S “Queer Issues in Latin American Literature & Cinema” or POLS 46 “Lesbians and Gays in American Politics” at Swarthmore College, or HLTHH303B001 “Precarious Life: Illness, Disability, and Queer Politics” at Haverford College.
- **Volunteer** with a Swarthmore student group like Fashion Forward, Queer and Trans Conference (QTC), or Queer Straight Alliance (QSA)
- Apply for summer internship funding through the Lang Center to work at an organization like The Attic, Mazzoni Center, or GALAEI
- Create your own project and apply for funding from Davis Projects for Peace or the Lang Center. For instance:
  - Shane Breitestein ’08 launched The Reel Queer with funding from the Swarthmore Foundation; this project provided queer people in South Florida with the tools they need to develop their identity.
  - Toby Wu ’09 provided a space for young Asian American/Pacific Islander LGBTQ community members to explore and document the ways in which community health policies have affected the AAPI community in New York City and to translate their policy analyses into political expressions of multimedia art
- Write **course papers and senior theses** like *Gay in the Arab World: A Comparison of Cairo and Beirut's LGBT Communities*, by Sa'ed Atshan ’06 or *Conceptions of Gender and Gender Transgression at the Attic Youth Center* by Liz Brainard ’03.

### Peace & Conflict

- Take a **Community-Based Learning Course(s)** like PEAC 71B/SOCI 71B “Research Seminar: Strategy and Non-Violent Struggle”
- Pursue interdisciplinary study across Tri-Co with courses like ENGL 83 “On Violence” at Swarthmore College, or PEACH201B001 “Applied Ethics of Peace, Justice and Human Rights” at Haverford College
- Apply for summer internship funding through the Lang Center to work at an organization like Sylvia River Law Project or California Innocence Project
- **Volunteer** with a Swarthmore student group like Amnesty International, Chester Youth Court Volunteers, or Swatties of a DREAM
- Create your own project and apply for funding from Davis Projects for Peace or the Lang Center. For instance:
  - The student group Taller de Paz received a Davis Projects for Peace grant to provide interactive and educational empowerment workshops for children and their families who have been displaced by the 60+ year internal conflict in Bogota, Colombia.
  - Leah Gallant ’15 received a Davis Projects for Peace grant to provide an activist toolkit for the next generation of organizers to fight mass incarceration with her project called “Coding for Justice,” focused on computer science, political advocacy, and social media literacy.
- Write **course papers and senior theses** like *Training for Change: Moving from Theory to Practice in Adult Education for Empowerment* by Elown Corby ‘13.
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<td>- Take a Community-Based Learning Course(s) like LING 95 “Community Service Credit: Literacy and Hard-of-Hearing or Deaf People,” or EDUC 26 /PSYC 26 “Special Education: Issues and Practice”</td>
<td>- Pursue interdisciplinary study across Tri-Co with courses like ECON B314001 “Economics of Social Policy” at Bryn Mawr or ICPRH218 “Experiencing and Responding to Illness and Disability: 1793-1930” at Haverford</td>
<td>- Volunteer with a Swarthmore student group like Global Neighbours or TopSoccer</td>
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<td>- Apply for summer internship funding through the Lang Center to work at an organization like Children and Adult Disability Education Services (CADES) or Center for the Blind and Visually Impaired</td>
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<td>- The student group Global Neighbours, whose mission is to eliminate the discrimination and promote the dignity of people marginalized because of medical and/or physical conditions, received Project Pericles Funds.</td>
<td>- Tom Liu ’12 implemented a Lang Project called “The Screening and Early Eye-Care Referral (SEER) Program” to integrate telemedicine, awareness raising, medical training volunteers, and cataract screenings.</td>
<td>- Project Ké, the Lang Project of Alexander ’17, is designed to improve Haiti’s healthcare system by establishing a CPR standard for healthcare providers and by creating an organization in partnership with Haitian hospitals and communities through which CPR can be learned.</td>
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<td>- Write course papers and senior theses on related topics.</td>
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<td>- Write papers and senior theses like &quot;We’re Not All Dead&quot;: Healing from and Challenging AIDS-Related Stigma with Digital Storytelling by Adam Bortner ’12, or Where There Is No Service: Understanding the Utilization of Maternal Health Services in Churu, Rajasthan by Aarti Rao ’14.</td>
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<td>- Pursue interdisciplinary study across Tri-Co with courses like HIST B249001 “History of Global Health” at Bryn Mawr, ANTH 260 “Cultures of Health &amp; Healing” at Haverford, or HIST 84 “Modern Addiction: Smoking in the 20th Century” at Swarthmore</td>
<td>- Apply for summer internship funding through the Lang Center to work at an organization like Global Youth Coalition on HIV/AIDS or ERACE Cancer</td>
<td>- Create your own project and apply for funding from Davis Projects for Peace or the Lang Center. For instance:</td>
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<td>- Apply for summer internship funding through the Lang Center to work at an organization like Global Youth Coalition on HIV/AIDS or ERACE Cancer</td>
<td>- Volunteer with a Swarthmore student group like Global Health Forum</td>
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<td>- Project Ké, the Lang Project of Alexander ’17, is designed to improve Haiti’s healthcare system by establishing a CPR standard for healthcare providers and by creating an organization in partnership with Haitian hospitals and communities through which CPR can be learned.</td>
<td>- Aarti Rao ’14 created the Neonatal Care Geographic Information Systems (NCGIS) project to analyze and increase the efficacy of current Bhoruka Charitable Trust (BCT) maternal and child projects using GIS technology, and to implement a web-based mobile health notification system to increase community awareness of ongoing BCT services.</td>
<td>- Write papers and senior theses like &quot;We’re Not All Dead&quot;: Healing from and Challenging AIDS-Related Stigma with Digital Storytelling by Adam Bortner ’12, or Where There Is No Service: Understanding the Utilization of Maternal Health Services in Churu, Rajasthan by Aarti Rao ’14.</td>
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<td>- Take a Community-Based Learning Course(s) like SOCI 40L “Urban Crime and Punishment” or SOCI 40I “Race and Place: A Philadelphia Story”</td>
<td>- Pursue interdisciplinary study across Tri-Co with courses like SWSR 218 “Perspectives on Inequality in the US” at Bryn Mawr, ICPR H244 Quaker</td>
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Social Witness” at Haverford, or ECON 73 “Race, Ethnicity, and Gender in Economics” at Swarthmore

- Volunteer with a Swarthmore student group like Student Run Emergency Housing Unit of Philadelphia (SREHUP), Swarthmore Labor Action Project (SLAP), or Volunteer Income Tax Assistance (VITA)
- Apply for summer internship funding through the Lang Center to work at an organization like the Chester Housing Authority, or Pathways PA, or the Urban Justice Center
- Create your own project and apply for funding from Davis Projects for Peace or the Lang Center. For instance:
  - Isabel Sacks ’15 created a project, Pedagogy for Social Action, to initiate teacher-led workshops addressing issues of social justice with high school students at a rural school in the Dominican Republic.
  - Al Brooks ’16 has proposed The Student Equity Action Network (SEAN), to be a small, grassroots organization dedicated to closing the achievement gap in the Palo Alto (CA) Unified School District.
  - Write course papers and senior theses like Communal strategies for social protest and change: communes as indirect challenges to systems of authority during the Civil Rights movement by Shandra Bernath-Plaisted

Social Entrepreneurship

- Take a Community-Based Learning Course(s) like ENGR 57/ECON 32 “Operations Research” or PEAC “Social Entrepreneurship in Theory & Practice” at Swarthmore College
- Pursue interdisciplinary study across Tri-Co with courses like ECONH206B001 “Microfinance: Theory, Practice and Challenges” at Haverford or PEAC “Sustainable Problem Solving: Social Entrepreneurship” at Swarthmore
- Apply for summer internship funding through the Lang Center to work at an organization like EntrepreneurWorks, Good, or Ashoka
- Volunteer with a Swarthmore student group like the Entrepreneurship Club, the Social Innovation Hub, or a Periclean or Lang Scholars’ project.
- Create your own project and apply for funding from Davis Projects for Peace or the Lang Center. For instance:
  - Periclean Scholar and Davis Projects for Peace recipient Nimesh Ghimire ’15 created the Peace Innovation Lab, a creative space for people in rural communities in Nepal to design and implement contributions to local peace building and grassroots innovation efforts.
  - Sedinam Worlanyo ’17 proposes to set up a dedicated entrepreneurial/innovation space, NextGen Vocational Leaders, to develop an entrepreneur mentorship network, to provide instruction on digital literacy and entrepreneurial skills, and to arrange for apprenticeships.
  - The main goal of Project Tumaini, the Lang Project of Lizah Masis ’12, was to provide seed capital to women of Kenya so that they could engage in income-generating activities, thereby contributing to the economic reconstruction of a village devastated by violence.
  - Participate in SwatTank, Swarthmore’s business plan competition.
  - Write course papers and senior theses like Microfinance in a Ugandan Community of Internally Displaced Persons: Repayment Frequency, Impact, and the Challenges of Program Development by Katherine Camillus ’08