



# WINTER 2018 NEWSLETTER

*Vision: To engage in inclusive, sustainable, reciprocal relationships that foster student learning and faculty development, fulfill community identified needs, and promote an equitable and peaceful society.*

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*Carleton students ran a mini science fair at Greenvale Elementary School!*

## SAVE THE DATE:

**EMPTY BOWLS -  
Fri May 11th,  
Bald Spot**

**LIGHTEN UP -  
June 22nd & 23rd,  
Laird Stadium**

**WHAT'S INSIDE:**

- 1. Global Issues:** CCCE's New Focus Area
- 2. ACE Spotlight:** Mini Science Fair
- 3. Student Spotlight:** Finding her path with Laura Baker Services
- 4. Reflections from our graduating fellows**

# TAKING THE LOCAL GLOBAL: CCCE'S NEW FOCUS AREA

This Fall, the CCCE added a Global Issues focus area, increasing student engagement on an international level.

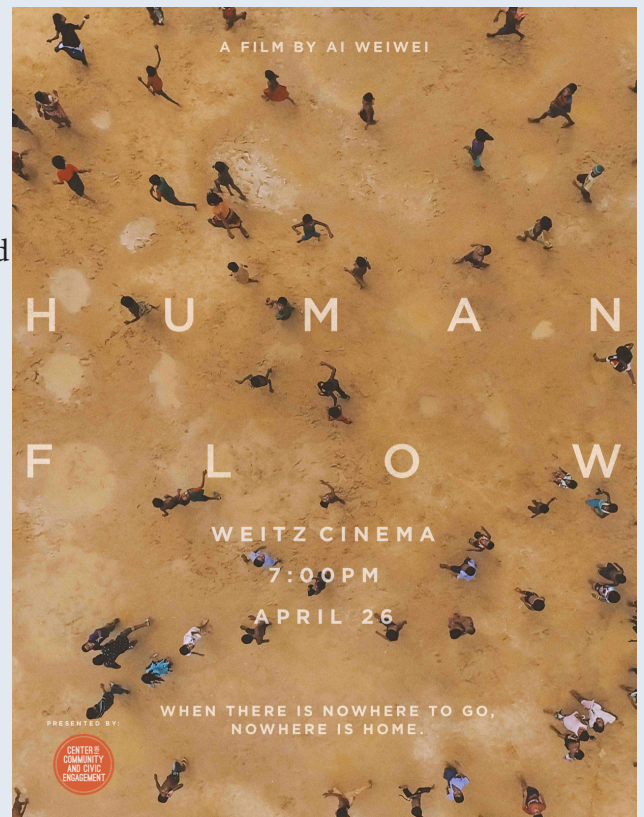
Carleton's Center for Community and Civic Engagement (CCCE) introduced a new focus area this fall: Global Issues. Designed as a forum to create connections between local civic engagement and international topics, Global Issues is focused on raising student awareness and activism. This broad category has enabled Global Issues to focus on a diversity of topics including the global refugee crisis, peace and conflict issues, and racial justice and inequality in the United States. Responding to student interest, CCCE director, Amel Gorani, established this focus as a space for passionate Carls to discuss current affairs, learn more about our interdependent world, and become involved with engagement opportunities supported by the office. CCCE also added a new Global Issues fellow position at the beginning of this academic year. Miko Zeldes-Roth is the first CCCE fellow to serve in this role.

While the CCCE has long been focused on building opportunities for Carleton students to get involved in Northfield and nearby communities, the Global Issues portfolio is new in that it emphasizes student engagement on both a local and global praxis. To this end, CCCE has worked in partnership with student and community organizations to organize film screenings and events with outside guests for students and community members. Some of the films CCCE has brought to campus include the acclaimed documentaries *I Am Not Your Negro* and *Whose Streets?*, along with *Human Flow*, which will be screened on campus this spring. The films have been accompanied by student-led discussions, which generated meaningful interactions between students, community members, and Carleton faculty members on challenging issues.

Additionally, the CCCE organized talks by Palestinian-Quaker professor Sa'ed Atshan and Israeli author Ayelet Gundar-Goshen. These events were aimed at providing students an opportunity to learn more about different perspectives from the Middle East from individuals with on-the-ground experience with peace activism in the region. CCCE also held open dialogues on peace and conflict in celebration of International Peace Day.

Global Issues includes programs such as Paper Airplanes in which Carleton students tutor Syrians impacted by the Civil War. This program, founded at Carleton by Bailey Ulbricht '15, has rapidly expanded to 60 colleges across the United States and is an example of students' deep interest in world affairs and desire to engage with current issues. Paper Airplanes offers Carleton students an opportunity to have a direct, positive influence on individuals impacted by political violence and destabilization. The organization won an award from the MIT Enterprise Forum for the Pan Arab Region.

The CCCE has also participated actively in the planning and launch of Carleton's new Center for Global and Regional Studies, its affiliated offices known as "the Global Commons" and a national conference that Carleton hosted on global engagement last September. These partnerships will allow Global Issues to serve as a more effective repository for students to learn and become more involved with peace and conflict issues locally and around the world. ♦



The film "Human Flow" will be screened on April 26th.

# MINI SCIENCE FAIR

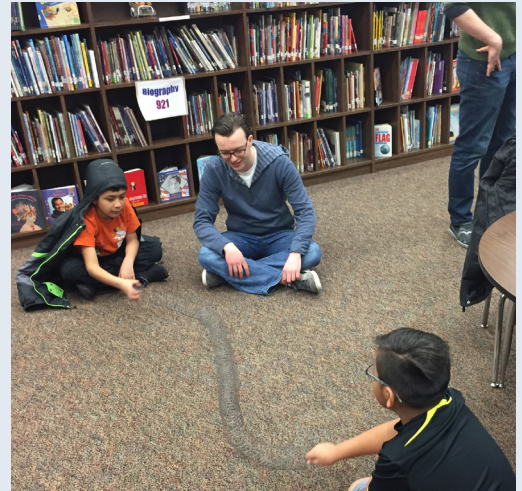
Academic civic engagement (ACE) courses offer students the chance to spread what they're learning to the greater community. Last month, different science classes came together to create a mini science fair for students at Greenvale Elementary School.

"That was all really cool," announced a young boy in glasses, gesturing to the many tables set up in the library of the Greenvale Park Elementary school which featured exhibits developed by Carleton physics and biology students.

The February 9th Mini-Science Fair was the very cool result of an interdisciplinary STEM ACE collaboration where Professors Rika Anderson, Frank McNally and Greenvale Community School Director Laura Berdahl worked with the CCCE to plan hands-on demonstrations, experiments, and activities for students of all ages and their families.

Attendees were invited to touch, observe, explore and learn about scientific concepts in physics, biology, geology, and chemistry. Students sifted through dirt retrieved from a local site, learning about fossils found in the area that demonstrated Minnesota's geological history. Another project, which explored natural selection, had students pretend to have different finch beak types and compete with each other to collect different seeds, providing lessons about adaptation and diversification.

"I definitely saw one or two 'Eureka' moments," reflected Andrew Wheeler '18, who helped Greenvale students create DNA molecules using toothpicks, Twizzlers and marshmallows, "when kids understood how the order of DNA base pairs encodes information for specific traits... they seemed very excited by the double helix structure of DNA, and hopefully some of that excitement stuck."



Students from McNally's Waves course used Tibetan singing bowls and Chinese spouting bowls placed in water to help show how sound is really vibration.

"They were very excited to try out the demos themselves, and there were even students explaining to each other how to produce vibrations, and what would happen if they put objects in the water," recounted a physics student in Professor McNally's Waves course.

The impetus for the science night in Northfield came from Professor Anderson, who teaches in the biology department and herself graduated with the Carleton class of 2006. She has experience with organizing similar events in Washington State. In addition to the value of promoting STEM to community youth, she found that when her college students taught course concepts in dynamic and creative ways, the concepts were better reinforced in their minds.

Professor McNally of the Physics department, who is a 2009 alum, echoed these sentiments after the mini-science night at Greenvale. "I remember doing the Traveling Waves Show as a student at Carleton, and it's wonderful to see the effects of outreach from the professor's perspective. I hoped it would push my students to try and explain complex topics at a level that an elementary school student will not just understand, but enjoy. In that way, it was successful, with the unexpected benefit that I saw sides of my students I had not seen: quiet students becoming animated, and others conversing with parents in Spanish." ♦

# FINDING HER PATH WITH LAURA BAKER SERVICES ASSOCIATION

Senior Rachel Gallagher discusses her four years volunteering with Laura Baker Services Association, a partner organization that provides education, housing, and support services to individuals with special needs.

*This article has been taken with permission from the Laura Baker website.*

Before attending her first class at Carleton College, Rachel Gallagher knew she wanted to supplement her college career by volunteering with individuals who have special needs. Inspired by a friend from high school who had autism and an aunt who worked in the Philippines with children who have special needs, Rachel researched offerings through Carleton's Center for Community and Civic Engagement (CCCE), and then signed up with Laura Baker Services Association's College Buddies program.

It was through College Buddies that Rachel met Glenn during first semester of her freshman year. Since that time, she and Glenn have developed a strong connection. "Visiting Glenn at the house gives me perspective that there is life beyond campus and being a student," she says. "I enjoy getting to interact with Glenn and the other residents and staff there." Rachel has had many fond memories of her experiences at LBSA over the years. One of her favorite moments has been Wii® bowling with Glenn. "Watching him be so happy – it's the small moments that are most inspiring."

When asked about Rachel, Glenn says, "She likes me. She comes to see me. She makes me laugh." The staff at Prairie House have appreciated Rachel's dedication to the College Buddies program and the consistency of her visits. She's dependable, responsible and able to think on her feet if an issue arises.

Rachel's interest and experience working with people who have developmental disabilities was the inspiration for a comprehensive research project she completed for her sociology and anthropology major. Her project, titled "Hopes, Dreams but No Plans: Aging Parents of Individuals With Intellectual and Development Disabilities," was the culmination of 14 interviews of parents of people with special needs. The topic was created by Rachel's advisor, Professor Annette Nierobisz of Carleton College, who plans to expand this pilot study in the near future. Reflecting on her conversations with parents, Rachel says, "What they do is inspiring, and they have very little support. It's heartbreaking. It becomes hard for them to plan for the future."

As her college career winds down, Rachel is considering taking a year or two off and working for an organization like LBSA and then going on to medical school. Although the exact career path for Rachel is undefined, one certainty is that she plans to work with people with special needs in some capacity. She says, "The more I've worked in the field, the more I realize I have always been drawn to people who may see the world differently."

LBSA has benefited greatly from Rachel's contributions over the last four years! ♦



# REFLECTIONS FROM OUR SENIORS:

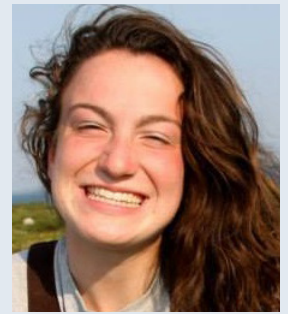
In a few short months, we'll have to say goodbye to our amazing senior fellows! Before they leave, we asked them one of two questions. Here are their reflections on working with the CCCE:

**What is a particularly memorable project, event, or community partner relationship that has been meaningful to you in your time as a fellow?**



“One of the most memorable projects that I worked on was helping to plan visual arts and dance related activities for the Open Door Preschoolers. I was lucky enough to work with other Carleton students passionate about working with preschoolers and help them come up with engaging but also meaningful activities, including an art project that centered around a Columbian photography exhibit, and ballet stretches and dance. It was really lovely to help young children become exposed to aspects of arts that adults usually deem too complicated or abstract for them to understand.” - Christine Zheng, English and Studio Art

“I have especially enjoyed working with Girls Circle, an after school mentoring program at the middle school. Girls Circle has taught me a lot about the power of working with young people and learning from them. It has also been a really cool chance to try out lesson plans on topics that can be difficult to talk about, like body image, mental health, support systems, relationships, and bullying.” - Naomi Borowsky, Sociology & Anthropology



“I particularly enjoyed one of my projects last year where I created a handout for volunteers about the history of Faribault and a bit about the city’s current demographics and culture. Through this assignment, I was able to better contextualize the CCCE’s work in Faribault and examine this community through a new historical lens. As a history major, I loved that!”

-Lizzy Ehren, History

“In the past three years, I’ve seen students come and go through the TORCH office at Northfield High School. Though the little victories that came while helping students with assignments never went unappreciated, I have always loved seeing what students go on to do after graduating. It’s a bittersweet feeling because you get to know them and then just like that they’ve graduated! It’s been such a great opportunity to be able to get to know these students and hear about their lives. I’ve been lucky.” - Victor Huerta, American Studies



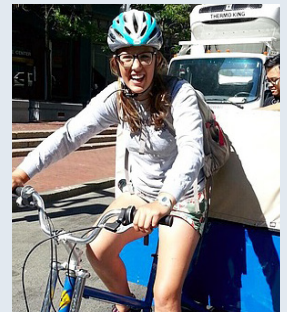


“I have really loved getting to build relationships with the students I tutor, first at the middle school and this year at the high school. There’s often a point when I’ve worked with the same student for a few weeks, and they suddenly go from awkward small talk and reluctant homework to actually talking about their lives and asking for help when they need it. The students always cheer me up and inspire me, and I usually have a lot more energy after tutoring.”

- Lillie Schneyer, Sociology & Anthropology

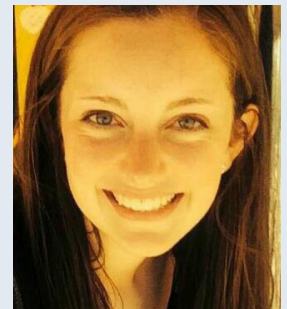
“I’ve had the opportunity to sit down with a number of Carleton faculty and staff to learn about how they practice Public Scholarship in their teaching and research. It’s been exciting to learn about the range of forms of Public Scholarship.”

- Flora Richey, Sociology & Anthropology



“I have loved working with the many passionate CCCE fellows and helping them bring their projects and events to fruition. Talking with and highlighting the work or experiences of fellows has been a wonderful opportunity to learn about all the work that the CCCE does for both students and the community. Being part of the communications cohort has also been a very positive experience, allowing me to be part of a consistently fun and supportive working environment.” - Melannie Wurm, English

“One of the most memorable parts of my time as a fellow was being involved with the TORCH program my sophomore and junior years. I loved being able to go to the middle school each week and form connections with the students there. Watching the students experience a confidence boost when they finally mastered a concept or improved a skill was a very meaningful experience for me, and I’m so grateful I had the opportunity to participate in this program through the CCCE.” - Laura Rafferty, Economics



“I think the most meaningful experience that I have had so far during my time as a fellow was the ability to witness growth of the students I have worked with at the Northfield high school. I was able to monitor the changes in their work ethics, their attitudes towards a subject, their ability to become more independent learners, their critical thinking skills, etc. In addition, I learned more about their backgrounds and their experiences which to me was very valuable. I was able to create a lot of friendships with the students that I worked with that I still to this day cherish!” - Phuong Nguyen, Chemistry

## How does your Fellow role shape your immediate or long-term plans post-graduation?

“My job as a Fellow has helped cement my desire to do community-based work for the rest of my life. I’ve learned so much from the CCCE’s emphasis on reciprocity and the importance of working with community organizations as true partners-- not as recipients of service. That lesson is something that I will keep in mind during all the work I do in the future. As far as my immediate plans go, I’m planning to be part of a year of service program next year, where I will live in an intentional community and work on social justice issues.”

- Natalie Jacobson, American Studies

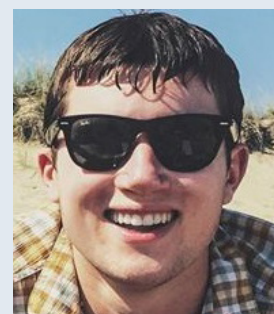


“As a Fellow, I have seen the impact caring individuals can have on their community through intentional work. I have chosen to be a special education teacher in a low-income greater Boston community because I want to continue the type of work that I do in the CCCE. As a teacher, I hope to work towards closing the achievement gap, giving equal opportunities to all students to become the best they can be regardless of their circumstances. My work at the CCCE, and those who I have had the pleasure of working alongside have shown me that passionate, intentional work in the community has the power to enact real change, and I wish to continue that mission through my next adventure.”

- Nick Leeke, Economics and French & Francophone Studies

“Working in the CCCE has showed me that regardless of my (still uncertain) career path, there is always time to work within and understand local communities. I believe that the CCCE really instills the value of seeing community members as partners, not recipients of service, and I plan to carry that understanding into my future work.”

- Alex Adamczyk, Political Science

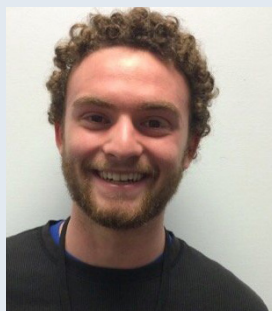


“My experiences in the CCCE have reinforced how important it is to me to be connected to community in whatever I do. They have also broadened my understanding of what community engagement looks like. There are so many more ways to be involved in a community than I imagined when I graduated high school. My time as a fellow has encouraged me to prioritize this connection to community in my career and life.”

-Kate Faber, Chemistry

“Both the positions that I’ve held at the CCCE (ACE & Faribault HS) have taught me a lot about how to work closely with coworkers as well as supervisors. My time working as a Faribault Education Fellow has particularly shown me the importance of being accountable and delivering for the good of the team. I am sure that these team-working skills will be useful to me after I graduate.”

- Saul Melo Lira, English



“I think that my work as a fellow has clarified my interest in the global refugee/migration crisis and helped me further understand my own positionality vis a vi this issue. Going to meetings with activists and coordinating events on campus have made me more interested in pursuing a career that will allow me to help address the crisis, since those experiences showed me how intimately related the issue is with the stability of our society. My time as a Global Affairs fellow has also challenged me to further develop my skills in organizing, event management, and communication--all skills that I imagine will be of great use to me after graduation.”

- Miko Zeldes-Roth, Political Science