



The Arthur Levitt Public Affairs Center Annual Report 2015-2016

The Levitt Center provides opportunities for Hamilton College students to develop the academic knowledge and practical skills needed to understand and address persistent social problems in innovative, effective, and ethical ways. Effective and ethical solutions to social issues require an ability to imagine others' experiences and to respond in meaningful, empathetic ways.

Social Innovation: Our social innovation initiatives introduce students to the ideation and creative problem-solving processes, and nurture creative solutions to social problems with mentoring and financial support.

Public Scholarship: Our research grants, speaker series, and curricular support create opportunities for academic study and deep understanding of complex social problems, the constraints of action, and possibilities for change.

Engaged Citizenship: Our service learning courses, public service internships, and workshops help students understand the needs and circumstances of others, and develop the skills needed to work successfully and ethically with them.

Transformational Leadership: Our leadership programming works to develop self-awareness as a tool to confront challenges. It nurtures transformational leaders who follow ethical principles, inspire others, and use creativity and innovation to implement change.

Photo: Maria Barnard '18, Chidera Onyeoziri '18, and Lilly Pieper '18 participate in LLI. Photo by Nancy Ford.

Levitt Center History

A Brief History of the Arthur Levitt Public Affairs Center

The Arthur Levitt Public Affairs Center was founded in 1980 when the family of Arthur Levitt, a beloved New York State public servant, made a donation in his honor. The center's original purpose was to support Hamilton College's public policy program, which it did by funding student and faculty research and bringing speakers to campus. In the 1990s, the Levitt Center worked to advance Hamilton's research capabilities by opening a technologically-driven research center and developing new research tools.

In the early 2000s, the Levitt Center increasingly turned its attention to community needs. By forming partnerships with local organizations, the center used its substantial research power to fill gaps in local knowledge and aid community planning. In 2004 and 2005, the Levitt Center significantly increased its service learning opportunities by starting two new programs: Project SHINE (Students helping in the Naturalization of Elders) and VITA (Volunteer Income Tax Assistance). These projects, which sent students into local communities, formed the cornerstone of the Levitt Center's many service learning offerings. At the same time, the Levitt Center was expanding its support for student and faculty research with the establishment of the Levitt Fellows program in 2002.

In 2011, with a generous gift from the Winston Foundation, the Levitt Center was able to expand its programming built around 4 key areas: Public Scholarship, Engaged Citizenship, Transformational Leadership, and Social Innovation. The creation of the Levitt Leadership Institute, the Social Innovation Fellows program, and the Social Innovation Lab advanced the Levitt Center's goals.

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Social Innovation

Social Innovation Post-Graduate Fellowship

The Levitt Social Innovation Post-Graduate Fellowship provides funding to graduating seniors or recent graduates (Hamilton alumni who have graduated within three years) to develop and implement social innovation ventures that address persistent problems in disadvantaged communities. The projects may be implemented as a nonprofit, a socially directed for-profit enterprise, a new program connected with an existing organization, or some other appropriate model. We consider both national and international projects, but give preference to projects implemented in Oneida or Herkimer counties. We also look for proposals that use novel approaches and are scalable and sustainable.

Emily Moschowits '16 will be using a Post-Graduate Fellowship to found a new organization that will work to provide low-income Utica residents with access to fresh, local produce and educate them about urban farming and local foods. She plans to work with existing urban gardens in Utica to improve their maintenance, distribution, and educational programs. She is also planning to collaborate with the New York Health Department to create new urban gardens. In particular, she aims to create indoor vertical farms and hydroponics that will be capable of providing fresh food to urban residents year-round. *Based on article on the Hamilton College website by Holly Foster.*

*Levitt Post-Graduate Social Innovation Fellows Tsion Tesfaye, Leonard Kilekwang, Emily Moschowits, and Andy Chen pictured along with Sharif Shrestha '18 (center).
Photo by Nancy Ford.*



Social Innovation

Social Innovation Post-Graduate Fellowship

Tsion Tesfaye '16 was awarded a Social Innovation Post-Graduate Fellowship to develop a program called CareCraft. The goal of CareCraft is to help people with epilepsy in Ethiopia. In Ethiopia there is an immense stigma attached to people with epilepsy and their families. Many Ethiopians believe that epilepsy is caused by demonic possession and is contagious. This means that many people who suffer from epilepsy are shunned, excluded, and unable to get the support they need. Through CareCraft, Tesfaye will be working with another non-profit organization to empower women who have epilepsy and to raise public awareness of the disease.

Andy Chen '16 and **Leonard Kilekwang '16** received a fellowship for their project, Tecnosafi. Tecnosafi is a mobile phone-based population health education service that Chen and Kilekwang first developed as their LLI Commitment to Action project. The pair was inspired to begin their project because East Africa is undergoing a significant technology boom but suffers from waterborne disease epidemics such as cholera and typhoid. Many people in Kenya have little knowledge about these diseases. Tecnosafi will use the large number of cell phones in Kenya to spread public health information through SMS messages. Since participating in LLI, Chen and Kilekwang have received mentorship from Levitt Innovator-in-Residence Cyrus Boga, networked at the Ashoka University Conference, attended CGI U, received funding from the Resolution Project, and won second place in the Hamilton Pitch Competition.

Social Innovation Fellows

The Social Innovation Fellows Program is a Levitt Center program designed to prepare and support students who aim to use innovative and entrepreneurial approaches to address persistent social problems. These innovations can be implemented in a variety of ways: through a for-profit business, a non-profit or student-run organization, an improvement to an existing institutional process, a new network of existing organizations, or some other method. Whatever the approach, these innovations aim to bring a creative, entrepreneurial, and disruptive approach to solving social problems.

The program includes a weeklong workshop with Anke Wessels, who teaches an award-winning course on social innovation at Cornell University. The participants in this year's workshop were:

Abenezer Abera '19, Julia Coash '16, Samantha Donohue '18, Joy-Anne George '16, Anne McGarvey '17, John McGonigle '17, Emily Moschowits '16, Danielle Nelson '16, Flavia Oliveira '16, Tyler Spector '19, Amber Torres '16, Florence Turiaf '17.

Students receive project funding, as well as guidance on developing mentoring support from among alumni and community members. Over the past year, our Social Innovation Fellows have made exciting progress on their projects and been recognized publically for their accomplishments. Here are a few of the milestones our Fellows have reached recently:

Tsion Tesfaye '16 has received multiple recognitions for her Social Innovation project, Youth for Ethiopia (YFE), an academic and leadership program for high school students in Addis Ababa. She was selected to present about her project at a skills building session at the 2016 Clinton Global Initiative University at the University of California, Berkeley. She was also chosen to attend the Human Ecology Lab & Island Odyssey (HELIO) program in Japan this summer, where she will be able to further develop leadership and changemaking skills. Moving forward, Tesfaye hopes to expand YFE to include more student participants and ultimately to become an independent school.

Social Innovation

Social Innovation Fellows

Tyler Spector '19 and **Thomas Guo '19** are making progress on their social innovation project, Muzaic. Muzaic's goal is to foster a passion for music in beginner students and to make music education accessible to individuals in low- and middle-income communities. Spector and Guo plan to accomplish this by creating an online platform where students can find passionate music teachers who fit their needs. Muzaic will use a rigorous application and background check to hire reliable and safe teachers, and students will be able to pay for music lessons through the website. This summer they are building the Muzaic website and surveying parents. They hope to make music lessons accessible to students in New York and Pennsylvania throughout the school year and beyond.

Last year, **Sharif Shrestha '17** received a grant from the Clinton Global Initiative University's Resolution Project social venture capital funding competition for his social innovation project, Herbs for Change. Herbs for Change is a cooperative herb farm in Nepal that provides rural villagers with increased income, improved gender equality, and funding for education. This year, Shrestha was honored at CGI U again by being asked to present his project at the opening plenary session. He presented to an enthusiastic crowd of over 6,500 people. He is launching a fundraising effort in order to make Herbs for Change sustainable in the long-term and to expand it to employ more villagers.

Aleksandra Bogoevska '17 has been working to expand her social innovation project, Helping Hands. Helping Hands employs a carer to visit elderly people who live alone in Bitola, Macedonia. This area of Macedonia does not have many elderly care facilities, so elderly people who live far away from family sometimes struggle to meet their daily needs and go without company. Helping Hands helps to fill those gaps. So far, the program has assisted 8 elderly households, and Bogoevska is organizing support for an additional 6 households. She is also working to develop more community partnerships and reach out to more elderly people who may require support. In addition, she is building up a community education program to educate local people about the needs of the elderly. This spring, Bogoevska was chosen to attend the Clinton Global Initiative University.



Social Innovation Fellow, Flavia Olivera '16, pitches her innovation idea as Joy-Anne George '16 listens. Photo by Nancy Ford.

Social Innovation

Innovator-in-Residence Program

Through our Innovator-in-Residence program, we are able to bring entrepreneurs and innovators to campus to share their expertise through lectures, workshops, and meetings with students. Innovators-in-Residence hold office hours in the Levitt Center Social Innovation Lab and usually remain on campus for 2-4 days. During that time, they typically lead several lectures/workshops, hold individual consultations with student innovators, and meet informally with groups of students over meals. We have been lucky enough to work with a number of returning alumni and community partners who are enthusiastic about sharing their expertise with Hamilton students. This provides students with a great opportunity to receive expert advice and develop their own ideas.

Cyrus Boga '90 is the founder of Novamaya. After working for many years in investment banking and in corporate finance, he spent the better part of a decade establishing and running a multimillion-dollar social entrepreneurial venture that had over 40 employees at its peak. He is grateful for having had the opportunity to straddle many different worlds, and his broad professional and academic experiences have informed his philosophy and passion for relevant, transdisciplinary education. Boga has an M.A. from the Nitze School of Advanced International Studies at Johns Hopkins University, a B.A. from Hamilton College, and undertook coursework and research towards his Ph.D. in Chemical Engineering at Yale University. He is a member of several professional and civic organizations.

Anastasia Plakias is the co-founder and Vice President of Brooklyn Grange Rooftop Farm, a rooftop farming and green roofing business dedicated to organic urban farming. A published writer and photographer, Anastasia is a passionate and outspoken crusader for fresh, healthy foods and greener, more sustainable cities. She is also the co-founder of City Growers, an educational non-profit organization that works to educate New York City youth about agriculture, food, and the urban environment. In addition, she regularly holds workshops and speaks on topics related to urban farming and sustainability.

Melinda Little is an entrepreneur by background, perhaps most widely recognized regionally for leading the successful effort to establish The Community Store in Saranac Lake, the first community-owned department store in NY State. In 1996 she co-founded Independent Means, the leading provider of family-centered financial education programs and products in the United States, and in the late 1980's she founded The Company of Women, a national mail order catalog company that was a for-profit subsidiary of a non-profit battered women's shelter. She is currently focusing her entrepreneurial skills on establishing and coordinating Point Positive, an angel investor group committed to investing in and nurturing promising and scalable start-up and early stage companies within the Adirondacks. Little lives in Saranac Lake. She is a member of the board of ROOST and is president of the Tri-Lakes Humane Society. Little has an MBA from the Kellogg School of Management and a BA from Wellesley College.

Social Innovation

Innovation Workshops

Social innovation workshops provide opportunities for students to develop the skills and gain the knowledge necessary for them to make a positive impact on their community.

Key Learnings for Social Entrepreneurs

With Cyrus Boga, CEO of Novamaya and Campus Properties

In this workshop, Boga started by engaging the audience in a discussion about the meaning of social entrepreneurship and its differences from social work and social activism. Boga also clarified some misconceptions about social entrepreneurship, including the myth that projects are low paying and must be not-for-profit. During the two-hour workshop, Boga helped participants understand the different aspects of social entrepreneurship, the challenges associated with it, and the key skills that make a social entrepreneur successful. In addition to teaching core components of social entrepreneurship, this first workshop served as a jumping-off point for Boga's three later workshops. *Written by TSION Tesfaye '16.*

Learnings from a Social Enterprise: the Case of Poseidon Partners

With Cyrus Boga, CEO of Novamaya and Campus Properties

In this workshop, Boga discussed the case of his own successful entrepreneurial venture, Poseidon Partners. This example worked to illustrate the goals, challenges, and opportunities that are part of any entrepreneurial venture and left the participants with insight into how they might apply these learnings to their own enterprises.

Workshop in Entrepreneurial Finance

With Cyrus Boga, CEO of Novamaya and Campus Properties

In this workshop, Boga emphasized the importance of understanding financial systems to creating a successful social venture. Traditionally, many people have looked at the finance sector as mutually exclusive with social good. However, Boga argued it is essential to understand your financial target in order to sustain any project. Boga discussed the significance of financial modeling, valuation for companies, and the influence of investment banks on policymaking. Boga's approach of correlating finance with social change may seem unconventional. However, throughout the workshop he showed participants, many of whom aspire to start their own entrepreneurial ventures, how to leverage the financial system in their projects rather than being passively affected by it. *Written by Sharif Shrestha '17.*



Cyrus Boga '90 leads a workshop in the Levitt Center Conference Room. Photo by Sharif Shrestha '17.

Social Innovation

Innovation Workshops

New Frontiers in Social Entrepreneurship: Opportunities and Challenges

With Cyrus Boga, CEO of Novamaya and Campus Properties

Cyrus Boga's final workshop, "New Frontiers in Social Entrepreneurship: Opportunities and Challenges," focused on the outlook for social entrepreneurship today. During the workshop, participants discussed how the latest theories from the physical and social sciences are contributing to a new paradigm and how social entrepreneurship can capitalize on these emerging ideas. Boga explained current research that highlights some of the most persistent social issues. Next, he led a brainstorming session with participants about how to combat those issues in the most effective way possible, encouraging participants to ask all the necessary questions and develop holistic, promising models. *Written by Ella Dean '17.*

Modeling an Urban Agriculture Business

With Anastasia Plakias, co-founder of Brooklyn Grange Rooftop Farm

Anastasia Plakias ran a workshop to explore the benefits and challenges of growing food in cities. Beginning with a brief glimpse into the history of urban agriculture, she explained the influence of war on urban agriculture, how immigration has introduced new foods, and the repercussions of unsuccessful agricultural methods such as swill mills. She then outlined the goals and benefits of urban agriculture, ranging from food justice to health. Plakias explained that those benefits come with physical and fiscal challenges—in addition to the constant issue of lack of space. She used NYC businesses as examples to provide an overview of the different kinds of possible organizational models, such as commercial businesses, co-ops, and non-profits, and how each kind can be effective for different kinds of endeavors. Plakias closed the workshop with a group activity in which students hypothesized about how an urban agricultural business could address different issues. *Written by Sabrina Boutselis '19.*



Amber Torres '16 pitches her Levitt Social Innovation fellow proposal, "Boston Arts". Photo by Nancy Ford.

Social Innovation

Innovation Workshops

Developing a Financial Plan for Your Organization

With Melinda Little, entrepreneur and Coordinator at Point Positive

Students joined Innovator-in-Residence Melinda Little for a workshop on developing a business plan inside the Levitt Center's Social Innovation Lab. Little first discussed the importance of having a business plan and then led an interactive session on designing a business plan for a hypothetical brownie business. She first asked students to brainstorm names for a brownie pushcart business at a local mall. Later, the group discussed the various costs involved: startup, variable, and fixed. After deciding on several items such as how much to charge for the brownie and how much to pay employees, the group was able to calculate the gross profit. It was an informative exercise in how to draft the financial aspects of a business plan. *Written by Lisa Yang '17.*

Structuring an Organization

With Melinda Little, entrepreneur and Coordinator at Point Positive

This workshop explored the different ways to structure an organization or business, such as not-for-profit, for-profit, LLCs, corporations, and B corps. It also included an overview of the key steps necessary to implementing these structures. The workshop participants learned strategies for getting business ideas off the ground and for facing important decisions, including pitching the idea, attracting investors, and choosing team members. Students gained exposure to basic financial terminology and concepts, and Little shared anecdotes of entrepreneurship, including a definition of passion that includes waking up and conversing on the phone from 7am continuously through to taking the phone into the bathtub at night! *Written by Andy Chen '16.*



*Hamilton students participate in a workshop led by Anastasia Plakias.
Photo by Sharif Shrestha '17.*

Social Innovation

Clinton Global Initiative University

This year seven Levitt Center students (Aleksandra Bogoevska '17, Andy Chen '16, Leonard Kilekwang '16, Alexandru Hirsu '17, Emily Moschowits '16, Sharif Shrestha '17, and Tsion Tesfaye '16) were selected to attend the Clinton Global Initiative University, which took place April 1-3 at the University of California, Berkeley.

The Clinton Global Initiative University (CGI U) is a subset project of the larger Clinton Global Initiative, a mission begun in 2005 by former President Bill Clinton, which hosts annual meetings of world leaders. Each year, CGI U hosts a similar meeting of 1,000+ student leaders, university representatives, and celebrities to discuss and develop innovative ideas to combat current global challenges. Specifically, their work concentrates on five areas: education, environment and climate change, peace and human rights, poverty alleviation, and public health.

In order to attend the CGI U meeting, each student or student group must develop and submit a Commitment to Action. Commitments to Action translate practical goals into meaningful and measurable results. CGI U commitments address specific challenges across CGI U's five focus areas. Commitments are new, specific, and measurable initiatives that can be small or large, local or global, financial or nonmonetary in nature.

Shrestha and Tesfaye were honored by additional recognition at CGI U. Shrestha was one of five students chosen to present a summary of his Commitment to Action project at the opening plenary session. "For CGIU to recognize our hard work and social impact is a huge achievement for me and my team," said Shrestha. "Having worked on this project for two years now, this news only makes me work harder to maximize my impact. Moreover, this is a great platform for us to spread our mission statement to inspire others in similar areas to capitalize on local resources for maximum and sustainable impact."

Tesfaye was selected to present her project, Youth for Ethiopia (YFE) in a skills-building session. She commented, "This recognition serves as an encouragement for the YFE team to continue our hard work in nurturing future leaders. YFE hopes to become a sustainable project and continue expanding. It hopes to train a new cohort of students from multiple schools this coming summer."

Content adapted from articles written by Holly Foster on the Hamilton College website.

Tsion Tesfaye '16, Aleksandra Bogoevska '17, Emily Moschowits '16, Sharf Shrestha '17, Andy Chen '16, Alexandru Hirsu '17, and Leonard Kilekwang '16, Photo by Chris Willemsen.



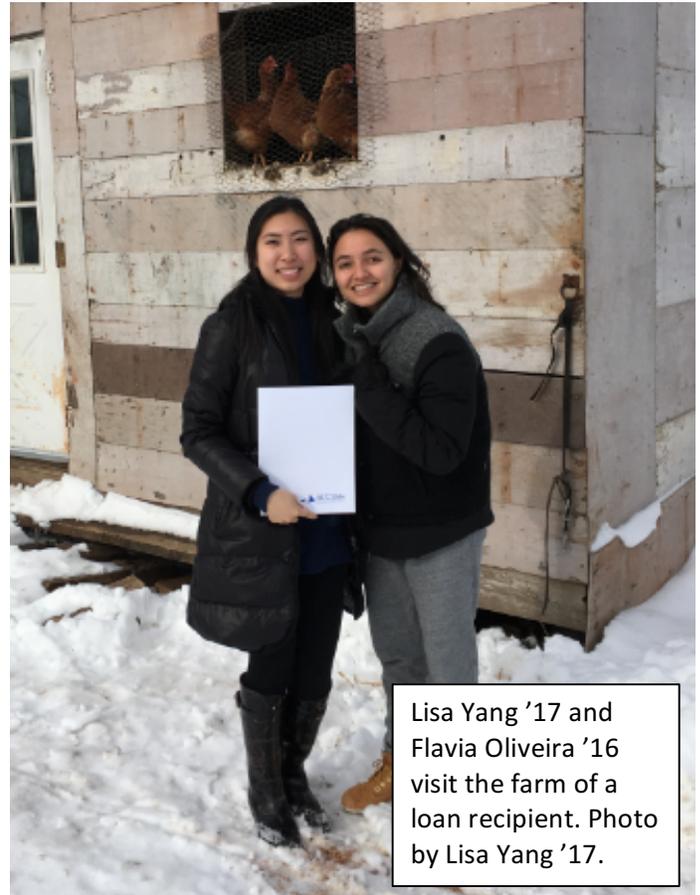
Social Innovation

Hamilton Microfinance

The Levitt Center provides logistical and advisory support to Hamilton Microfinance (HMF), a student-run group that makes microloans to business owners in the community. Through the use of loans rather than grants, HMF helps local entrepreneurs establish credit histories and borrowing power. It also provides student members with hands-on finance experience.

This has been a busy year for HMF. In November, 7 of the club's members attended Lend for America's 7th Annual Summit in Washington, D.C. They attended workshops and panel discussions to learn about best practices for achieving positive impact within their community, particularly by using microloans to help provide their partners with a financial education and with a foundation for business success. In February, the club hosted its 3rd annual Valentine's Date Auction, which raised over \$1,000.

This January, HMF granted a loan of \$2,500 to an Amish farmer in Oriskany Falls named Rudy. Rudy will use the loan in order to buy essential equipment to maintain his sawmill, and the loan enabled him to take advantage of a limited time \$1,000 discount. A few days prior to voting on the loan award, president Lisa Yang '17 and executive board member Flavia Oliveira '16 toured Rudy's farm and met his family. They worked together with Tom Owens, CEO and president of ACCESS Federal Credit Union, to evaluate the loan application. HMF is grateful to Owens and to members of the extended Hamilton Community for their support and donations in making the loans possible.



Lisa Yang '17 and Flavia Oliveira '16 visit the farm of a loan recipient. Photo by Lisa Yang '17.

Excerpts taken from articles on the Hamilton website written by Lisa Yang '17 and Joey Rokous '18.

Transformational Leadership

Levitt Leadership Institute

The Levitt Leadership Institute provides students with an opportunity to develop and practice personal leadership skills in the context of their individual career interests with a focus on developing a global mindset, ethical behaviors, and regard for the public good.

LLI is a two-week program that takes place on Hamilton's campus during the first week and in Washington, D.C., the second week, during spring break. Participants learn about their own skills and attitudes as they listen to and work with others in a succession of group challenges, practice active listening, and engage in difficult conversations. The hands-on, practical training culminates with a large group challenge to design two days of activities in Washington, D.C., with leadership practitioners who will put week one's learning into context in areas of interest to the participants. The Institute culminates with the chance to make a real and positive difference through a long-term Commitment to Action project that transfers LLI skills and knowledge into real-life situations.

Former Ambassador Prudence Bushnell and Christine Powers lead the Institute, and it is modeled on the programs used to train the senior Foreign Service staff in the U.S. government. Ambassador Bushnell was responsible for providing leadership training to senior state department officials under Secretary of State Colin Powell. Ms. Powers managed senior leadership training at the State Department from 2007-2010 and continues to train senior embassy staff.

Below you will find excerpts from articles posted to the Hamilton College website written by Deasia Hawkins '18.

In January, the Institute focused on the shifting definition of leadership and its many aspects, including conflict-resolution, communication, and active listening. The team initiatives not only challenged the students to complete a task, but also required them to be inclusive and empathetic. "The team initiatives not only helped us grow as individuals but also as a group," reflected Hersheena Rajaram '19.



Levitt

Alice Chen '18, Christina Florakis '19, Claire Han '19, and Daniela Gonzalez '19 work on a team challenge. Photo by Nancy Ford.

Transformational Leadership

Leadership Institute

Numerous activities prompted the students to leave the traditional classroom setting and explore their collaboration and leadership skills unmonitored. Each student was able to interview a local leader in the Utica community, which allowed them to garner valuable information specific to their own interests. These interviews deeply resonated with many students as they began to consider their current efforts to make a contribution in the community. Students also completed a “Chef Challenge” in McEwen with the help of Bon Appetit and held a reception hosting Larry Gilroy ’81 and President Joan Hinde Stewart.

By the end of the first week, students had become more self-aware because they built off of one another’s strengths, weaknesses, and diverse backgrounds. “The collaborative and friendly atmosphere cultivated by the training team generated an environment in which we could really push the envelope on what we found comfortable,” stated Andy Chen ’16. The diverse perspectives of the group of students added a wealth of knowledge to every discussion and activity.

LLI participants were able to apply their self-awareness, leadership, and networking skills over a week in Washington, D.C. over spring break. In preparation for the trip, participants brainstormed and organized five different events focused on foreign policy, networking, domestic policy, human rights, and social innovation. They employed Hamilton’s alumni network to create a schedule full of impactful presentations and exchanges, discovering how to be passionate, flexible and persistent along the way.

The week of March 14 began with a student-planned reception, which provided a networking opportunity for the LLI participants, other Hamilton students currently in the Washington, D.C., program, and alumni working in the area. The reception allowed the LLI students to hear from alumni about the transition from college to the work force and the careers they had pursued.

The participants organized an interactive panel on the Syrian refugee crisis at the American Foreign Services Club with James H. Yellin ’60, Sam Werberg ’94, William Brodt ’11, and Elizabeth Parker-Magyar ’12. Each participant offered his or her own perspective concerning the refugee crisis and foreign policy. In discussing important leadership skills, Yellin, who now serves as a Foreign Service officer in the State Department, noted how important it is that the students speak up and voice their opinions. Another panel featured Vice President of Government Affairs at Qualcomm Alice Tornquist ’86 and Director of Environmental Advocacy for the Safe Climate Campaign Daniel Becker ’77. The panel, broadly focused on domestic policy, emphasized how important it is to pursue one’s passions while also surrounding oneself with inspiring people who share the same drive to create change.

As Powers, Bushnell, and Susan Mason, Hamilton’s Director of Education Studies, debriefed each event, they challenged students to reflect on the leadership skills displayed in the various panels and institutions and to put these skills into practice by making significant change in our communities. On the final day in Washington, students presented their commitment projects, original service projects in their respective communities – on Hamilton’s campus, in Utica, or in their hometowns.

Levitt Leadership Institute 2016 Participants

Andy Chen ’16, Chidera Onyeoziri ’18, Morgan Walsh ’18, Leah Parker ’17, Genevieve Caffrey ’17, Audrey Nadler ’18, Maria Barnard ’18, Claire Han ’19, Hersheena Rajaram ’19, Risper Kirui ’19, Diana Aguilar ’18, Deasia Hawkins ’18, Christina Florakis ’19, Erica Chen ’18, Alexander Miltenberg ’18, Caroline Corbin ’17, Lilly Pieper ’18, Katherine Guzzetta ’18, Michael Levy ’18, Simao Chen ’18, Jerad McMickle ’19, Daniela Gonzalez ’19, and Jinghong Wang ’19

Transformational Leadership

Commitment Projects

Students who participate in the Levitt Leadership Institute commit to undertaking a project that will make a measurable and positive difference to their community. This year's leaders are in the process of planning and implementing a diverse and ambitious set of projects.

Diana Aguilar '18 is working to overcome the stigma sometimes attached to non-native English speakers and to bridge the gaps between speakers of different languages. She is collaborating with Hamilton American Chinese Exchange (HACE) and Chinese language professors who run the existing Chinese language table to bring international Chinese students and Chinese learners together.

Alice Chen '18 started a new student club called Give It a Shot, which aims to make photography more accessible by using smart phones. The club's members meet regularly to discuss photography, plan exhibits, and share their work on social media. In the future, Chen plans to expand the club to include more members and plan more art exhibits. She hopes to enable more students to explore photography and to share the group's art with a larger audience.

Audrey Nadler '18 and **Hersheena Rajaram '19** are working together on a project to build cultural understanding between local refugees and Hamilton community members. They aim to build connections, spread awareness of the challenges refugees face, and enable refugees to take advantage of Hamilton's resources. In April, they invited two refugee dance groups to participate in the Hamilton Student Dance Alliance showcase. Moving forward, they hope to continue strengthening a long-term relationship with young refugees, considering what their needs are and connecting them with Hamilton students.

Claire Han '19 plans to work together with Audrey Nadler and Hersheena Rajaram to develop a student volunteer program focused on supporting female refugees in Utica. She aims to ease refugee women's transition into the workforce and empower them to support themselves financially. She is planning on working together with the Career Center to develop lesson plans dedicated to building confidence and job skills.

Risper Kirui '19 is using her commitment project to help students in her hometown of Londiani, Kenya perform better on Kenya's national exams, and therefore provide them with better long-term opportunities. Schools in rural villages such as Londiani are often under-funded, and students who cannot afford to attend better private schools are disadvantaged when it comes to getting into college and securing good jobs. Kirui hopes to help students prepare for the exams by reviewing English language skills and other subjects. She also aims to inspire the students with examples of notable individuals who have come from disadvantaged backgrounds and become successful.



The LLI '16 Cohort.
Photo by Nancy Ford.

Transformational Leadership

Commitment Projects

Deasia Hawkins '18 created an organization called Our Voices, We Speak, dedicated to spreading awareness of the roots, prevalence, and repercussions of bullying, self-harm, and suicide. This semester, she organized weekly meetings focused on discussions of depression, bullying, body image, self-love, and autism. The group also put together two campus-wide programs. The first spread body-positive notes around campus to instill self-love and spur conversation about self-image, and the second event invited community members to share their insecurities, culminating in a performance by spoken word poet Porsha O. In the future, Hawkins plans to target children and young adults using a writing-centered curriculum that makes topics such as bullying and self-harm accessible and enables young people to use their own voices to explore them.

Jerad McMickle '19 began a new program series, *Resource Spotlights*, which will be incorporated into Hamilton's First Year Experience starting this fall. The program's goal is to engage first-year students with Hamilton's professional and academic resources early on. Nine campus resource groups have committed to participating in the program, and McMickle is working with them to plan the events.

Christina Florakis '19 is working to launch a peer-tutoring program in which high school students in the same grade will study together and form a personal relationship that helps them to gain confidence, fulfillment, leadership skills, academic success, and compassion. She is working with the staff of New Rochelle High School to begin the program there this fall, and she hopes to expand it to high schools in Westmoreland, Clinton, and Rome as well.

Andy Chen '16 is working with **Leonard Kilekwang '16** to develop Technosafi, a mobile phone-based public health education service in West Pokot, Kenya. The service will use text messages to share sanitation tips and other public health information about water-borne diseases such as cholera and typhoid, which are epidemic during Kenya's wet season. Chen and Kilekwang have obtained seed funding from CGI U, The Resolution Project, the Hamilton Pitch Competition, and the Levitt Center Social Innovation Post-Graduate Fellowship. The pair is moving forward in raising funds and forming partnerships to get Technosafi started.

Maria Barnard '18 is using her Commitment Project to raise awareness in the Hamilton community of human trafficking. She is currently planning a display of signposts along Martin's Way that guide viewers through the experiences of a sex trafficking victim. She plans to use images, quotes, and descriptions to make this experience both accessible and emotionally gripping.

Katie Guzzetta '18 is hoping to establish lasting bonds between Hamilton students and senior citizens in the local area. She has created a student club called Generations Connect, and she is hoping to work with Brookdale Senior Living Home in Clinton to establish regular meetings between students and senior residents. The students will help to teach the residents computer skills such as Facebook and Skype, which will also help them to connect with younger family members.

Daniela Gonzalez '19 plans to return to her hometown, where a lack of access to fresh, healthy foods is one factor contributing to high obesity rates. Gonzalez hopes to spur interest in maintaining a healthy lifestyle in an economic way. This summer, she will start her project by teaching a class on farming through the local Boys and Girls Club, targeting young people who will be the most open to lifestyle changes. She will teach them to plant and tend fruits and vegetables, hopefully leaving them with an awareness of healthy food and an interest in growing their own produce.

Transformational Leadership

Commitment Projects

Sophia Wang '19 is using her project to address the gender wage gap, both by raising awareness and by empowering women. She began by collaborating with the Career Center and Womyn's Center to hold a workshop to teach female students wage negotiation skills. In the future, she's hoping to run the workshop again, to organize a lecture about income inequality, and to expand the project into the Utica community.

Lilly Pieper '18 hopes to rebuild the relationship between Hamilton College and the Oneida American Indian Nation, which was so important to the establishment of the College. She plans to start by educating students and faculty about the role of the Oneida Nation and the Haudenosaunee tribes in Hamilton's founding through steps such as a student club and a monument on campus. Next, she plans to reach out to the Oneida Nation to see how they might like to build connections to campus. Pieper's ideas so far include establishing a scholarship for a Nation member, creating a science fair on campus for Nation students, and beginning a tutoring program.

Chidera Onyeoziri '18 is working to develop a new internship program called Hamilton Community Connect (HC2). The program will encourage Hamilton students to consider careers in public service and provide them with opportunities to develop professional skills. Onyeoziri is developing partnerships with Utica organizations in the legal, business, public health, and public policy sectors, and she plans to support 3-5 student interns beginning the fall of 2017.

LEAP (Leadership Experience and Preparation Program)

LEAP is a leadership program for first-year students that began as a Commitment Project developed by a group of LLI students in 2013. LEAP participants aim to develop six key skills: self-awareness, organization, negotiation, active listening, public speaking, and networking. Over the past three years, LEAP has taken different forms as a residential learning program and a course-based program. In all its forms, student leaders also serve as mentors for the participating first year students.

The third iteration of the LEAP course was successfully run this past spring. Led by co-directors Heather Tomkowicz '18 and Matthew Bleich '18, with the guidance of Professor Susan Mason, the course was structured as six-week quarter-credit class. Twelve First-Year students participated in the course where each week a different guest speaker would join the class to discuss different facets of leadership. Some of the speakers included: Professor Werner from the Philosophy Department, Professor Okazawa-Rey from the Woman Studies Department, and Professor Ellingson from the Sociology Department. In the fall, Heather and Matt will help lead LEAP's fourth iteration as a lab course connected with Professor Werner's Pursuit of Happiness class with the hope that LEAP will soon be able to run in the Fall and Spring semesters.

Transformational Leadership

Leadership Workshops

Levitt Center leadership workshops provide students with the knowledge and training they need to become effective leaders with the capacity to make a positive difference in the world.

Personal Leadership: Influencing Change in Institutions

With Martha Freymann Miser, Kirkland College alumna and Founder and President of Aduro Consulting; and Professor of Sociology Stephen Ellingson

A group of 18 students and faculty members participated in this two-day workshop to develop their skills as change agents in order to bring about positive change within institutions. The workshops began with an overview of what makes up an organization, including an organization's culture and values, and then moved on to a discussion of how to bring about change within an organization. Participants discussed techniques such as dialogue, collaboration, and cultural shifts. Next, they broke down into small groups to discuss and workshop their own ideas for implementing change at Hamilton and globally. *Written by Lisa Yang '17 and Andy Chen '16.*

Women Exercising Leadership

With Former U.S. Ambassador Prudence Bushnell

Former Ambassador Bushnell led a workshop focused on helping women discover their leadership skills and learn strategies on how to be heard. Before the workshop, she assigned a personal journal exercise to help participants reflect on their own leadership influences and ways they want to make a positive difference. During the workshop, participants split into pairs to discuss times they exercise leadership and their goals for the future. Many participants described the sharing experience as empowering. Some of Ambassador Bushnell's take-away messages were: collaborate, don't simply accommodate; take charge and take care; and be tough when necessary. *Written by Lisa Yang '17.*

Leadership Is a Decision

With Robert J. Sternberg, Professor of Human Development at Cornell University

Students, faculty, and staff attended Dr. Sternberg's workshop to participate in a discussion about what leadership means and how it can be implemented in daily life. In particular, Dr. Sternberg stressed the importance of transformational leadership, which involves taking a traditional system and defying the norm to change it. Dr. Sternberg identified various skills necessary to be an effective transformational leader. Some of these skills include redefining a problem, taking risks, and following one's passion. His anecdotal stories about selling his ideas and maintaining resilience in the face of obstacles added helpful insights as other participants attempted to work through problems they were facing in their own leadership roles. *Written by Kara Pintye-Everett '17.*

The Practice of Inclusive Leadership: Developing Consciousness, Presence, and Skills

With Placida Gallegos, Professor of Human Organization Development at Fielding Graduate University, and Margo Okazawa-Rey, Elihu Root Peace Fund Visiting Professor of Women's Studies

Hamilton students participated in a dinner and discussion on inclusive leadership with Professors Okazawa-Rey and Gallegos in the Dwight Lounge, followed by a plenary discussion on Saturday afternoon, April 16th. During the dinner, Professors Okazawa-Rey and Gallegos facilitated an intergenerational discussion between students, staff, and faculty, while the Saturday workshop focused on leadership skills through storytelling between the students. The workshop covered how organizations and communities can positively impact lives through creative theories of leadership and meaningful participation by all participants. Students explored the practice of leadership across interpersonal and organizational contexts, with a focus on raising self-awareness to become more inclusive of diverse participants. Students developed a possible project to promote the inclusion of minority women in athletics and outdoor sports on campus, and they hope to implement it next year. *Written by Andy Chen '16.*

Public Scholarship

The Hamilton College Levitt Poll

“The Russian Elite 2016”

With Associate Professor of Government Sharon Rivera, James Bryan '16, Brisa Camacho-Lovell '16, Carlos Fineman '17, Nora Klemmer '17, and Emma Raynor '18

This survey, led by Professor Sharon Rivera, analyzed the attitudes of Russian elites towards Vladimir Putin, Russian foreign policy, and the U.S. The survey is the seventh in a series conducted by a Russian polling firm beginning in 1993. This series constitutes the only longitudinal Russian elite survey data in the world, and the 2016 survey may be the only data on the views of Russian elites since the beginning of Putin’s third presidential term.

William Zimmerman, Emeritus Professor of Political Science at the University of Michigan, and Eduard Ponarin, Professor of Sociology at the National Research University Higher School of Economics in St. Petersburg, served as co-principal investigators of the poll. James Bryan '16, Brisa Camacho-Lovell '16, Carlos Fineman '17, Nora Klemmer '17, and Emma Raynor '18 analyzed and presented the survey’s findings in a campus presentation on May 11th.

The group’s analysis is based on 243 face-to-face interviews conducted in February and March of 2016. Interviewees were all high-ranking individuals working within seven sectors of Russian society: the federal bureaucracy, the legislative branch, private businesses, military and security agencies, state-owned enterprises, academic research institutes, and media outlets. The survey, which used methodology consistent with the previous 6 surveys, asked respondents about both domestic and foreign Russian policy.

The 2016 survey found an upward trend in support for Putin and his politics. In 2004, less than 25% of elites claimed a preference for the “current political system,” in contrast with the Soviet system or a Western-style democracy. This year, over 40% of elites said they preferred the current system. They are also confident that Putin and his party will remain in power. Although only about 35% of surveyed elites identified as members of the Kremlin-backed United Russia party (58% were unaffiliated), 79% believed it was unlikely that a party other than United Russia would come into power or that someone other than Vladimir Putin would become president in the next 10 years.

James Bryan '16 presents the results of the Levitt Poll on Russian Elites. Photo by Nancy Ford.



Public Scholarship

The Hamilton College Levitt Poll

In the realm of foreign policy, Russian elites are largely supportive of the Putin administration. 88.4% said that the annexation of Crimea was definitely or probably not a violation of international law. Similarly, the majority of interviewees believed that Russia's intervention in Syria was justified to stop human rights violations and prevent the spread of terrorism to Russia. Remarkably, 2016 saw a dramatic trend reversal in how elite Russians view the country's national interests. Between 1993 and 2012, surveys showed that Russian elites increasingly believed that Russia's national interests should be limited to its existing territory. However, between 2012 and 2016, the percentage of interviewees who believed national interests should extend beyond existing Russian territory jumped from 43.4% to 82.3%.

The survey also probed elite Russians' perception of the United States. In 2016, perceptions of the U.S. as a threat to Russia's national security are at their highest since 1992, reaching a peak of 80.8% of interviewees believing the U.S. represents a threat. Russian elites also believed that the U.S. was primarily responsible for the conflict in Ukraine, citing "attempts by the USA to foment another 'color' revolution in Ukraine" as the primary reason for the crisis, above armed resistance by the Ukrainian opposition or efforts by Ukrainians to join the European Union.

The group's report analyzed these and other questions in detail, providing new insight into contemporary elites' views on Russian domestic and foreign policy.



Brisa Camacho-Lovell '16, Nora Klemmer '17, Carlos Fineman '17, Associate Professor of Government Sharon Rivera, Emma Raynor '18, and James Bryan '16 present their findings. Photo by Nancy Ford.

Public Scholarship

Scholar-in-Residence

Our Scholar-in-Residence program enables us to bring scholars to campus for prolonged interaction with Hamilton College students. Scholars present on topics of intellectual and social importance and also interact directly with students. This year, our scholar-in-residence held a four-part lecture series, a faculty seminar, a student workshop, and a lunch meeting with students.

James Jacobs

Chief Justice Warren E. Burger Professor of Constitutional Law and the Courts at New York University School of Law, Scholar-in-Residence February 24 – March 1, 2016

The Levitt Lectures on Justice and Security: Dissecting Gun Control

What Is the Problem for Which Gun Control Is the Solution?

In the first lecture of his “Dissecting Gun Control” series, James Jacobs presented statistics about U.S. firearm deaths to challenge the notion that there is a firearms epidemic in the U.S. As Jacobs noted, “What you call things matters [and] calling something an epidemic feeds both sides of the debate.” After presenting statistics about firearm deaths, Jacobs highlighted the benefits that firearms generate, such as self-defense and psychic security. Ultimately, Jacobs concluded by revealing the goal of his first lecture: to challenge the audience to think of gun control “as more complex than you may have thought it was.”

The 2nd and 14th Amendments and Gun Culture

In his second lecture, Jacobs discussed constitutional constraints on gun control. He began by highlighting the operative clause of the 2nd Amendment, which is often emphasized by gun rights activists, and the prefatory clause of the 2nd Amendment, which is often emphasized by gun control proponents. Jacobs then highlighted the restrictions that both *District of Columbia v. Heller* (2008) and *McDonald v. Chicago* (2010) placed on gun control in America. Jacobs concluded his lecture by presenting various questions in the wake of the Supreme Court’s rulings: what kinds of firearms are protected by the 2nd Amendment? Who can be prevented from owning weapons?

Gun Controls: Keeping Firearms out of the Hands of Dangerous Users

Jacobs began his third lecture by noting that while law-abiding individuals are free to possess firearms, there is a prevailing opinion that “dangerous and unreliable people” must be prevented from possessing them. However, Jacobs highlighted the difficulty of predicting an individual’s future dangerousness, which limits the ability of the U.S. government to implement effective gun control. Jacobs then discussed the role of background checks and gun control laws in the United States, including the 1968 Gun Control Act and 1993 Brady Law. Jacobs concluded his lecture by questioning the effectiveness of background checks and highlighting significant loopholes in gun control legislation.

Gun Controls: Good Guns and Bad Guns

Jacobs’s final lecture was dedicated to a discussion of gun control measures enacted throughout history against various kinds of firearms including “gangster weapons,” “Saturday night specials,” and “assault weapons.” Jacobs noted that the term “assault weapon” is a pejorative term used to describe semi-automatic, military-style rifles and some handguns, which gun manufacturers refer to as modern sporting rifles. After characterizing assault weapons, Jacobs discussed various legislative attempts to limit or ban assault weapons throughout history, including the 1994 Federal Assault Weapons Ban and New York’s recent SAFE Act. Jacobs ultimately concluded his lecture by questioning the dangerousness of assault weapons compared to other types of firearms.

Public Scholarship

Levitt Summer Research Fellows

Every summer, the Levitt Center funds students who wish to pursue a research question of their own design. The students work closely with a faculty advisor on their project, which culminates in a 25-30 page research paper and a poster presentation over Parents' Weekend, when they publically share the results of their research. The goals of the Research Fellows program are to support independent research that aligns with students' academic goals, to create pathways for future research, and to support the development of knowledge and skills that help to understand and address persistent social problems. This past summer, eleven students conducted research projects as Levitt Summer Research Fellows.

Catherine Conroy '16 used her research fellowship to investigate a question she had often wondered about: why are some non-government organizations so successful while others shut down within a few years? She spent her summer researching the factors that can impede the success of NGOs. First, she spent a month on campus studying theories of development and foreign aid with the help of Assistant Professor of Government **Heather Sullivan**. She then travelled to Peru, where she spent several weeks working with two well-established NGOs. She determined that the success of an NGO depends largely on several key factors: having a sustainable business structure, implementing revenue generating programs, and having a high demand for your services in the community.

Rachel Feuerstein '16 spent her summer analyzing a question that has haunted many people: how did the Holocaust happen? She worked to understand the social psychology of the Holocaust, asking how generally good people can commit horrific acts such as murder and genocide. Her work, conducted under the supervision of Professor of Religious Studies **Heidi Ravven**, examined how the "self" can change in response to external influences. About her research, Feuerstein commented, "I hope others will see my findings and understand how vulnerable we are as a society, and how we all need to do our part to prevent this from ever happening again."

Alexandru Hirsu '17 spent his summer researching the impact of European Union membership on corruption in Romania. A former state of the Soviet Union, Romania has undergone many organizational and political transitions since 1989. Its relatively new democratic government has been plagued with corruption. Hirsu set out to analyze what effect collaboration with the EU has had on this corruption. As he conducted research, he drew on media and governmental agency reports, and he met with public officials, political figures, and NGO representatives. Hirsu concluded that the EU failed to provide Romania with sufficient support, and the country is therefore still struggling to combat government corruption. **Alan Cafruny**, Henry Platt Bristol Professor of International Affairs, advised Hirsu.

Hady Hewidy '17 spent his summer examining the factors that contributed to the 2011 revolution in Egypt. Working with Christian A. Johnson Distinguished Professor of Global Political Theory **Edward Walker**, he used interviews, historical developments, and data to analyze the forces leading up to the revolution. Of particular interest were trends in political engagement and participation in the preceding decade. This topic was of personal significance to Hewidy, who is a Cairo native, and he believes it is of the utmost importance to understand what drove the Egyptian revolution.

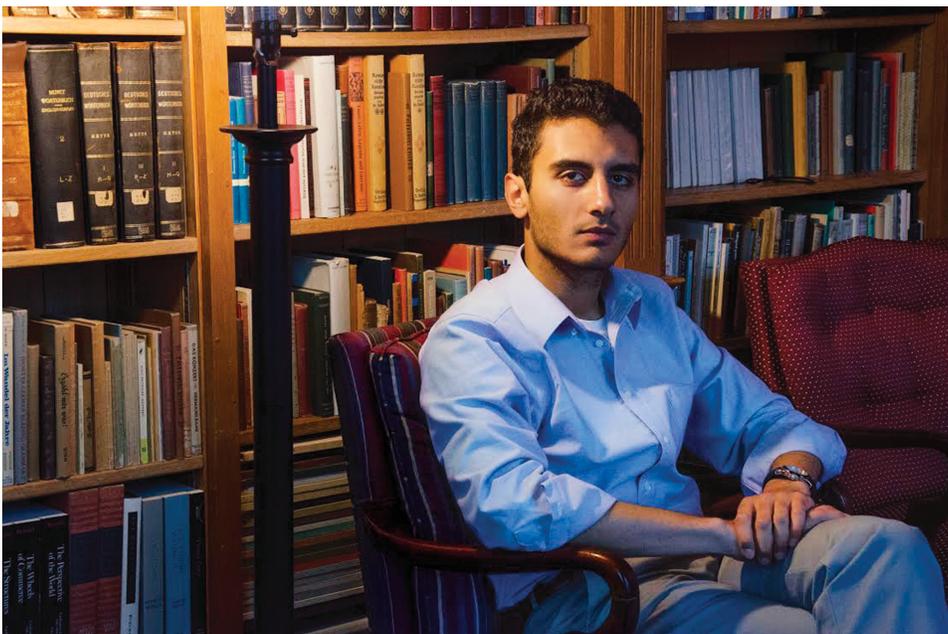
Public Scholarship

Levitt Summer Research Fellows

Peter Jorgensen '16 investigated whether there is a correlation between failings in externally constructed post-conflict programs and the outbreak of endemic disease. He used the outbreak of Ebola in Liberia as a case study. After the Liberian Civil War, development programs largely neglected health services and governmental trust-building. Over the summer, working with Visiting Assistant Professor of Government **Omobolaji Olarinmoye**, Jorgensen analyzed these reconstruction programs and their connections to the outbreak of Ebola. In his ongoing research, he plans to develop recommendations for future post-conflict development programs and response plans for mitigating endemic disease in low-trust communities.

Emily Moschowits '16 travelled all the way to Italy as part of her summer research fellowship. Her goal was to analyze the Slow Food movement, which began in Italy, and develop ideas for how to promote local sustainable food in Upstate New York. In the first half of the summer, she travelled throughout Italy to speak with individuals in the food-production industry, including scholars at the University of Gastronomic Sciences, also known as the "Slow Food University." She then returned to the US, where she interviewed local farmers and members of Upstate New York's food production community. Working with Assistant Professor of Philosophy **Alexandra Plakias**, she then assessed which aspects of the Italian Slow Food movement could successfully be applied in New York. She concluded that elements such as a focus on local produce, environmentally conscious food production, and community involvement could make a positive impact.

James Robbins '16 spent his summer studying the public health debate surrounding water fluoridation in Bennington, Vermont. Although water fluoridation has been shown to have significant health benefits and few risks, many people oppose it due to perceived dangers. Robbins worked with the Bennington Oral Health Coalition, which was working to pass legislation on water fluoridation. He spent time talking to community members to gauge their perception of water fluoridation. He concluded that normalizing fluoridation and decreasing the gap between scientific knowledge and general understanding will be necessary to change the public perception of water fluoridation. Professor of Biology **Herm Lehman** was Robbins's advisor.



Hady Hewidy '17,
Levitt Summer
Research Fellow.
Photo by Nancy Ford.

Public Scholarship

Corinne Smith '17 dedicated her summer to analyzing sexual violence on Hamilton's campus and then developing improved sexual violence prevention programs. She spent the first portion of the summer building an analysis of students' experiences with and thoughts about sexual violence, using sexual assault surveys conducted between 2009 and 2014 by her advisor, Director of the Counseling Center and Lecturer in Psychology **David Walden**. She was struck by the broad range of experiences related to sexual violence on campus. In the second half of the summer, Smith and Walden worked together to create programing recommendations for sexual violence education, prevention, and adjudication tailored to Hamilton.

Elijah Spang '17 spent his summer researching the effects of Pakistan's 18th Amendment on education. In particular, he aimed to understand the effects of the 2010 amendment's decentralization measures and whether they were a positive step for Pakistan. Working with **Frank Anechiarico**, Maynard-Knox Professor of Government and Law, Spang analyzed data released by the Pakistani government and interviews with Pakistani teachers and researchers. He found that the amendment has not improved Pakistan's education system nor improved the country's literacy rate. In fact, the amendment seems to have worsened education inequality and distrust in the public school system. Spang concluded that Pakistan's government will need to formulate a comprehensive education plan and dedicate more resources to education if it wants to improve education.

Tanapat Treyanurak '17 used his summer to research the experience of ESL learners at the Utica BOCES facility. Treyanurak had previous experience with ESL learning through Project SHINE. Over the summer, he continued to work as an English tutor and citizenship coach for refugees in the Utica area. He also conducted interviews and took field notes during class sessions. His goal was to analyze the refugees' learning process and to identify any gaps in the ESL educational system. He worked with Associate Professor of Anthropology **Chaise LaDousa** to apply anthropological theories to his observations.

Levitt Summer Research Groups

Levitt Research Group Grants support groups of Hamilton students completing summer research projects in collaboration with at least once faculty advisor. The research projects last for 8 to 10 weeks and help to answer an overarching research question. Students and their faculty advisors regularly meet face-to-face to communicate and coordinate research efforts. The grants are intended to encourage both faculty and joint faculty-student publications. In particular, we encourage research that will be useful for policy makers or other researchers, especially projects that address local issues. In this way, the grants help to cultivate positive social change. The Levitt Center funded two Research Group projects during the summer of 2015.

Legitimacy, Domination, and State Violence

Leslie Campos '17, Lindsay Heyer '17, and Daniel Reyes '17 with Assistant Professor of Government Heather Sullivan and Visiting Assistant Professor of Government Joel Winkelman

The goal of this research project was to understand how states gain legitimacy. The group examined how the Costa Rican government uses intermediaries such as the media, economic elites, and ethnic and religious leaders to generate support and build legitimacy. The group travelled to San Jose, Costa Rica, where they arranged interviews with a number of academics, public officials, and journalists. Over two weeks, they were able to interview 12 different informants. Back on campus, the students transcribed and analyzed these interviews. The group was able to begin identifying trends in how a Central American state crafts legitimacy. Perhaps more importantly, this summer laid the foundation for future research. The group developed a network of informants, gained access to large databases, and confirmed some of their initial hypotheses. This work will enable efficient future research on questions about legitimacy and the processes of state building in Central America.

Public Scholarship

Levitt Summer Research Groups

Feminism and Sexual Assault on our College Campuses: A Critical Analysis of Comparative Policies

Sophie Gaulkin '17, Polly Bruce '17, and Taryn Ruf '17 with Professor of Women's Studies Vivyan Adair

This project aimed to create a comparative study of sexual assault on college campuses, sexual assault adjudication, and public responses to sexual assault. The group's research included a history of sexual assault adjudication dating back to the Colonial Period, an original analysis of reporting behaviors across over 1,400 U.S. colleges, and an examination of the national debate surrounding sexual assault on college campuses. Central to this study was an analysis and defense of the feminist response to sexual assault adjudication on college campuses. The group concluded with recommendations about how to address the issue, primarily by reshaping campus culture and encouraging more reporting.

Faculty Workshop on Teaching Change

Jay Friedlander, the Sharpe-McNally Chair of Green and Socially Responsible Business at the College of the Atlantic in Bar Harbor, ME led a group of 15 faculty from nearly as many disciplines in a two-day workshop on teaching social change in the liberal arts classroom. Some challenges that face faculty are balancing academic content with community-engagement, how to evaluate and assess students' experiential learning, and how to prepare students for community-engagement outside of their home communities. Faculty prepared by bringing a specific course or assignment, and working with the group and Professor Friedlander to revise it to a community-engagement component.

Public Scholarship

Course Development Grants

The Levitt Center provides course development grants to faculty wishing to incorporate the theory and practice of social change, using the lenses of transformational leadership and social innovation, into a new or existing course. It is expected that faculty will teach a course in their field of study that helps students gain the academic knowledge and relevant skills needed to address persistent social problems in effective, innovative, and meaningful ways. The Levitt Center awarded 3 grants this year for courses taught in the Psychology, Literature and Creative Writing, and Government departments. That brings the total number of course grants awarded to 17 over four years.

Awards for 2015-16

Azriel Grysman, Visiting Assistant Professor of Psychology

Professor Grysman is further developing an existing Psychology course titled Human Memory. The course examines the complex interactions between memory narratives and the sense of self. Grysman will be using the grant to expand two elements of the course: conversation about memories as a way to build empathy, and the relevance of memory errors to social justice. For the first aspect, the course will explore “how autobiographical memory builds social relationships.” Grysman plans to use the grant to push students “to consider ways of applying these topics in their lives, on campus, and in potential places of employment.” He will be incorporating Narrative 4’s story exchange model into the course. To address eyewitness memory, Grysman plans to use the course grant in order to bring in expert speakers who can speak on the relevance of memory research to the American legal system. “The goal for this element of the course,” Grysman writes, “is for students to realize the potential for applications of research for change in public policy from a social justice perspective.”

Doran Larson, Professor of Literature, and Frank Anechiarico, Maynard-Knox Professor of Government and Law

Professors Larson and Anechiarico have received a grant to begin planning a three-week study abroad program titled Comparative Policing, Judicial, and Carceral Practice. The program will be linked to existing courses on public policy, law, and prisons, and participating students will spend 3 weeks in Sweden studying the country’s prison, judicial, and policing practices. They will also study prison practices in New York in order to make a comparative study, culminating in each student writing a white paper that proposes ways to address a problem in current U.S. penal practice. Larson and Anechiarico write that “this program will help students both to appreciate the historical importance of New York state in the global practice of incarceration, and, in contrast to the deeply problematic mass-scale of U.S. incarceration today, witness criminal justice practices at their optimal operation by studying one example of current European practice.” The course aims to prepare students to be changemakers who are not held to the model of U.S. prison practices. Larson and Anechiarico write, “If we encourage and help students see prisons, policing, and court practices done well (though certainly not perfectly) before they become schooled in mere coping, then the problems in the systems with which they must learn to cope as citizens and professionals will become more apparent, and they will have working models of directions for change.”

Public Scholarship

Speaker Series

The Levitt Center Speaker Series is committed to enhancing the academic experience of our students by introducing them to a wide array of intellectually challenging speakers. The Series features many speakers with substantial academic and policy experience, an invaluable asset in helping students make connections between the classroom and policies enacted in the real world. Students and other Hamilton community members have the opportunity to engage speakers in thoughtful discussion following each lecture. Our four program areas (Inequality and Equity, Justice and Security, Sustainability, and Public Health and Well-Being), as well as our Transformational Leadership and Social Innovation initiatives, provide a focus for our yearlong lecture series. The Levitt Center also co-sponsors talks in conjunction with academic departments and co-curricular centers on campus.

Inequality and Equity Program

The program on Inequality and Equity investigates the factors that affect the distribution of income, distribution of health outcomes, impact of policy on intergenerational equity, welfare analysis, discrimination, access to the legal system, and the role of incentives, race, gender, and immigration. John Bartle, Associate Professor of Russian Language and Literature, is the Director of the Inequality and Equity Program.

Justice and Security Program

The Program on Justice and Security centers on both domestic and international issues, encompassing the safety and protection of persons and property; and the fairness of market exchange, law enforcement, and financial regulation, among other public and private concerns. Frank Anechiarico, Maynard-Knox Professor of Government and Law, is the Director of the Justice and Security Program.

Sustainability Program

The Sustainability Program is an interdisciplinary program that supports research and programs that complement and enrich classroom learning. This broad-based, multi-faceted initiative promotes both academic research on sustainable practices and policies to achieve them, as well as hands-on learning experiences for Hamilton students. Steve Ellingson, Associate Professor of Sociology, is the Director of the Sustainability Program.

Public Health and Well-Being Program

The Public Health and Well-Being Program is a broad-based interdisciplinary program that supports research on all dimensions of public health and well-being, as well as programs that complement and enrich classroom learning. Herm Lehman, Professor of Biology, is the Director of the Public Health and Well-Being Program.

Public Scholarship

2015-16 Speakers

Dmitry Suslov

“The New US-Russia Confrontation: Causes and Future Prospects”

Dmitry Suslov, deputy director for research at the Council on Foreign and Defense Policy, spoke to the Hamilton community about the history and current state of the relationship between the United States and Russia. Suslov discussed the systemic roots of the new confrontation in the opposing narratives each country holds about the end of the Cold War and the role of Russia as it attempts to join the Western system. As the two countries clash, Suslov posed the question: was this recent confrontation inevitable? Though the relationship may appear to be purely adversarial, Suslov asserted that it, like many other international relationships, is complex. The US and Russia simultaneously compete and cooperate, in a parallel - but not joint - fight against common challenges. Though Suslov did not share entirely optimistic beliefs about the future of the relationship, he did point out signs of stabilization under the Obama administration. *Written by Kara Pintye-Everett '17.*

Magdalena Stawkowski

“I Am a Radioactive Mutant: Post-human Adaptation at the Semipalatinsk Nuclear Test Site”

The Levitt Center sponsored a lecture and discussion led by Magdalena Stawkowski, a medical anthropologist and the MacArthur Nuclear Security Postdoctoral Fellow at Stanford University's Center for International Security and Cooperation. Her research focuses on Cold War Nuclear legacies in Kazakhstan. Curious about the lifestyles of people who live on the Soviet-era Semipalatinsk Nuclear Test Site in Kazakhstan, Stawkowski spent 20 months living in the village of Koyan, a small village on the test site, and conducting research; it is the only place in the world where people actually live on a nuclear test site. Ultimately, Stawkowski's research showed the ways in which the changing visions of militarized and nuclear spaces produce specific forms of social, political, and economic exclusion. *Written by Ella Dean '17.*

Danielle Nierenberg

“Cultivating a Better Food System”

Danielle Nierenberg, President and Founder of Food Tank, delivered a lecture on the current state of global agriculture and her vision for a reformed agricultural system designed to be both sustainable and equitable. Citing the astounding impact of global food production on freshwater use, deforestation, and climate change, she asserted that chemical-based industrial agriculture is doomed to fail and must be replaced. Her remedy consists of five elements: preserving soil quality and fertility, eliminating food loss and waste, increasing food production in cities, ensuring universal access to healthy and nutritious produce including fruits and vegetables, and recognizing the crucial role of women in food production around the world. Food Tank, a non-profit organization and network of activists for agricultural reform, aims to turn this vision into reality by conducting research into sustainable agriculture and educating the public on the need and possibilities for a new food system. *Written by Ming Chun Tang '16.*

Public Scholarship

2015-16 Speakers

Nan Aron

“Major Issues Before the Supreme Court”

Nan Aron, the founder and president of Alliance for Justice, came to Hamilton College to speak about the Supreme Court and the critical cases it will be facing in the upcoming term. Cases the Supreme Court will decide upon range from unions to abortion, voting rights, and affirmative action. These cases carry additional weight because they will be judged in the context of the 2016 presidential election. Conversely, the next president will have a huge impact on the future of the Supreme Court. In the next term, the Supreme Court will have four justices in their 80s, leaving room for a significant change in the court. Aron concluded by sharing what she sees as the most important qualities in a Supreme Court Justice. She wants someone who is humble, someone whose mind is not made up already, and someone who will listen to the facts and apply the constitutional laws fairly to those facts. She encourages voters to talk about these issues with family and friends because when we step into the voting booths, we are voting not only for the future president, but the future of the Supreme Court. *Written by Kara Pintye-Everett '17.*

Colum McCann

“Thirteen Ways of Looking”

Colum McCann, acclaimed writer and co-founder of Narrative 4, read excerpts from his book *Thirteen Ways of Looking* to members of the Hamilton community this past November. *Thirteen Ways of Looking* is a work of fiction composed of a novella and three shorter stories that each begin with a stanza from Wallace Stevens's poem, “Thirteen Ways of Looking at a Blackbird.” McCann's work is inspired in part by the trauma he experienced after being attacked on the streets of New Haven and brings together stories about a retired judge and his unpleasant son, a single mother struggling to raise her mute son, a nun who resolves to confront the guerilla-turned-peace negotiator who had brutalized her decades earlier, and a magazine writer trying to come up with a New Year's Eve-themed short story about a female soldier in Afghanistan. McCann's vibrant reading brought his stories to life for an enthusiastic audience. His campus visit was co-sponsored by the Literature and Creative Writing Department and the Dean of Faculty's office. *Written by Cornelia Smith '19.*

David Shirk

“The Drug War in Mexico”

David Shirk, Associate Professor of Political Science and International Relations at the University of San Diego and director of Justice in Mexico, spoke to the Hamilton community about the drug war in Mexico. Dr. Shirk began his talk by sharing a plethora of statistics from different angles of the Mexican drug war. In order to unpack the statistical analyses of the conflict, he showed the more human reality of the drug war through grueling images of extremely public displays of violence. Dr. Shirk highlighted the areas in Mexico where the violence is concentrated and explained that there has actually been more drug war violence recently in other Latin American countries; Americans simply pay more attention to the Mexican drug war given strong U.S.-Mexican relations. Lastly, Dr. Shirk outlined four key steps he believes, if taken, will end the Mexican drug war: increasing accountability for cases of lawlessness, shifting efforts away from kingpin disruption, strengthening the state, and focusing on root causes of the drug war such as socioeconomic factors. *Written by Ella Dean '17.*

Public Scholarship

2015-16 Speakers

John Dau

“Between Two Worlds”

John Dau, a former Lost Boy of Sudan, shared his life experience fleeing from South Sudan at the age of 12 after a horrific attack on his home and village by the northern Arab government. Dau described the Lost Boys’ journey: travelling hundreds of miles amidst violence, disease, and starvation to finally arrive at the Kakuma Refugee Camp in Kenya, the largest camp in the world today. After living in the Kakuma Refugee Camp for close to ten years, Dau immigrated to Syracuse, NY in 2001. Dau described the initial culture shock that he faced, including the abundance of food, hot and cold water, and electricity that we often take for granted. In the United States, Dau often worked two to three jobs at a time to make ends meet before he received an associate’s degree from Onondaga Community College and a bachelor’s degree in Policy Studies at Syracuse University. Dau then founded a number of non-profit organizations, including the Sudanese Lost Boys Foundation of New York, American Care for Sudan Foundation, and his current organization, the John Dau Foundation. Dau concluded his lecture with wisdom and advice, reminding his audience of the following: “Never allow yourself to be held hostage by your past problems. Move on because you have great things left.” *Written by Hunter Green ’17.*



John Dau speaking
in the Chapel.
Photo by Nancy
Ford.

Public Scholarship

2015-16 Speakers

Michael Mann

“The Hockey Stick and the Climate Wars”

Michael Mann's lecture explored how cultural, political, and corporate forces have hindered climate change from becoming a priority issue. Mann first illuminated the 200-year history of climate science and detailed a variety of evidence supporting human-induced climate change. He then criticized the American perception of global warming as a remote threat and listed recent US droughts and hurricanes linked to climate change that have caused severe damage. Lastly, he explored the "climate wars," the conflict between scientists whose work shows the necessity of addressing climate change and corporations who are recruiting politicians and scientists to discredit the facts of human-induced climate change. Mann described his experience publishing the "Hockey Stick" graph, which shows an alarming rise in recent global temperatures. He claimed that, among many unfounded attacks, the corporate-influenced government outstepped its bounds and attempted to tarnish the graph. However, Mann remains optimistic because he has observed a developing ethical relationship between science and politics. *Written by Nathaniel Colburn '19.*

Alison Waldman

“Refugees on the Move: Lesvos and Beyond”

Alison Guben Waldman '91, gave a lecture that contributed to campus discussions of the ongoing refugee crisis. Waldman had recently returned from time volunteering in Lesvos, Greece, the primary gateway into Europe for refugees. On campus, she discussed her experience working on Lesvos's beaches and in refugee camps, shedding light on the involvement of NGOs, the Greek government, the United Nations, and international volunteers. In addition, she offered advice on the best ways for Hamilton community members to get involved and help the refugees. *Written by Meghan Woolley.*

Robert Jensen

“Understanding Gender Bias in the Developing World”

Robert Jensen, a Professor of Business Economics and Public Policy at the Wharton School of the University of Pennsylvania, spoke about the use of economics and statistics in understanding gender bias in developing countries. Jensen, while traveling in India as a graduate student, noticed a discrepancy in the ratio of men to women. After attempting to find an explanation through observation and interviews, Jensen turned to quantitative data and ran two experiments. First, he examined the relationship between awareness of business process outsourcing (BPO) jobs in rural areas and reported preference for sons. He concluded that if parents could see the economic benefit of having daughters, they would not prefer to have sons over daughters. In his second experiment, Jensen tracked the relationship between cable television and women's participation in household decision-making. He found that in households with access to cable, women had more influence in household decision making, girls were more likely to enroll in schools, and reported preference for sons was lower. Jensen concluded that culture, norms, and attitudes influence behavior, but behavior can be influenced by exposure to different ways of life. *Written by Sabrina Boutselis '19.*

Engaged Citizenship

Levitt Public Service Interns

Levitt Public Service Internship Awards provide funding for students who have secured an unpaid summer internship that focuses on some aspect of public service. Thanks to this program, 11 students were able to explore careers in public service by working with a government agency, a non-profit, or a non-governmental organization.

Genevieve Caffrey '17 interned with the New Jersey Division of Child Protection and Permanency (DCP&PI) in Cranford, N.J. Her internship included both office and field work for foster care services. Foster care was already a subject of great interest for her, and her internship provided further insight into the challenges that face the system. Caffrey described how her experience with DCP&PI gave her “a better understanding of the flaws ingrained into foster care’s bureaucratic structure as well as the obstacles unique to working within foster care.” The internship affirmed her belief in the need for more work to address broad social issues, which she sees as the underlying cause of the problems that face foster care.

Carolyn Kossow '17 spent the summer interning in Washington, D.C., at the National Women’s Law Center, a non-profit organization working to promote women’s rights. As an outreach intern for the center’s Health and Reproductive Rights section, she updated social media accounts, created visual graphics, wrote blog posts, and helped to plan events. Kossow considered her internship rewarding both for the valuable career experience and for the opportunity to advocate for women. She commented, “I feel like my work...actually has an effect on the livelihoods of American women and families, and that is just so empowering.”

Christopher Powell '17’s summer internship took him all the way to Guatemala, where he worked with Tree 4 Hope, a U.S.-based non-profit organization dedicated to improving the education, health, and mental wellness of children and elders in Guatemala. Powell worked primarily on the organization’s sponsorship program for children at the Hogar Miguel Magone orphanage, which helps to provide food for over 300 children. He also led two service trips. For Powell, the most rewarding part of the internship was working with the children at the orphanage. He commented, “This work is really rewarding because of them, and how much they express their gratitude to everyone that works with them.”

Hunter Sobczak '17 completed a summer internship with the Arapahoe County District Court. His work included researching case law, reading briefs, and observing court cases. He was able to witness dozens of court cases, including DUI cases, domestic violence cases, and a murder trial. This experience gave him firsthand knowledge of criminal legal procedure and insight into courtroom interactions. He summarized, “I have learned a lot about the criminal procedure as well as the human condition itself.”

This past summer, **Chidera Onyeoziri '18** worked as an intern at Ashoka, an organization that supports social entrepreneurs. Onyeoziri worked as part of Ashoka’s Global Venture and Fellowship team and contributed to two major projects. The first was to create a fundraising campaign that will raise more funds to support leading social entrepreneurs around the world. The second project was an Annual Fellow Report that aimed to map paradigm shifts in order to help Ashoka’s entrepreneur fellows meet the world’s current needs. In the course of her work, Onyeoziri was exposed to people within Ashoka’s network who work on criminal justice issues. She learned about state-sanctioned violence on a large scale, concluding, “There is a connection between the police brutality we may see as isolated incidents on TV, and a larger system that is disenfranchising black individuals from being able to realize full citizenship.” This experience strengthened her conviction to address injustices. She is planning a series titled “Innovation in the Criminal Justice System” on campus this year and hopes to one day become a criminal lawyer.

Engaged Citizenship

Levitt Public Service Interns

Mei Lin Pratt '16 interned this past summer with World Teach, an organization that sends volunteers to teach in developing countries. Pratt volunteered as a teacher in Costa Rica, where she taught English to children between 1st and 6th grades. Throughout the summer, Pratt learned how to engage with her students, how to communicate with them, and how to teach effectively, and she found that working closely with the students was the most rewarding part of her experience. Ultimately, she concluded that it was more important to leave the students with motivation for learning than with a broad range of specific knowledge. The internship increased her passion for public service, and she plans to continue working with children in the future.

Annel Monsalvo '17 spent the summer as a Community Relations Intern for the Hollenbeck Community Police Station in Los Angeles. She worked closely alongside police officers and helped to analyze intelligence information, translate for Spanish-speaking victims, and assess claims. From speaking with the upper administration and doing “ride alongs” with patrol officers, she gained insight into the police officers’ daily activities and their efforts to build positive relationships with the community. She commented that the internship “really opened my eyes to what law enforcement officials have to do to protect and serve.” Her experience also helped her to determine whether she will pursue a career with the LAPD.

Jeanne Penne '17 completed an internship with the International Food Policy Research Institute (IFPRI) in Washington, D.C. Her work included writing blog posts about IFPRI’s events, researching and writing articles about current food policy issues, and interviewing researchers in the food and agriculture industries. Her work helped her to develop her writing and research skills and to build on her knowledge about food systems. In addition, she was excited to contribute to IFPRI’s work to promote food security in developing countries. She commented, “It was especially rewarding to know that my time was spent helping further IFPRI’s goal to eliminate hunger and malnutrition through reducing poverty across the world.”

Jackson Herndon '17 interned at the Legal Aid Society in Staten Island, a not-for-profit organization that provides legal representation to low-income New Yorkers. He did a wide range of work to assist attorneys’ investigations into misdemeanors and low-level felonies. His tasks included interviewing witnesses, photographing crime scenes, and transcribing audio logs. On his internship experience, Herndon commented, “The LAS does extremely important work in defending those without a voice and is one of the great legal equalizers in the nation, I have never felt more like my work was meaningful and directly impacting the lives of individuals than I did when I was at the LAS.”

Brenda Narvaez '17 spent her summer interning with WeCount!, an organization that works to empower Latin American immigrants in Homestead, Florida. She worked hard to improve WeCount!’s financial circumstances by writing grant proposals, editing existing grants, and starting a fundraising campaign. Her work was essential to bring WeCount! the funding it needs to address injustices against immigrants and to support the community of immigrants in Homestead.

Margaret Sanderson '16 worked as an External Engagement Intern for Citizens Schools, a non-profit organization that helps public middle schools in low-income communities to provide students with more learning and enrichment opportunities. Her primary job was to research prospective donors. As Citizens Schools developed new fundraising approaches and searched for new donors, Sanderson conducted detailed research on funding prospects to pinpoint people with goals and experiences that lined up with the organization’s mission. For Sanderson, fundraising was a new experience within the non-profit world and provided a different perspective than her previous hands-on work. By the end of the internship, she felt she had gained a better understanding of “the different components that make a successful non-profit thrive.”

Engaged Citizenship

VITA

VITA (Volunteer Income Tax Assistance) is a service-learning program that offers free tax help to low- and middle-income families. VITA is a joint project of the Levitt Center, the Hamilton College Economics Department, and the Mohawk Valley Asset-Building Coalition, a group of over 30 community agencies in the local area.

Students who wish to participate in VITA must take Policy, Poverty, and Practice, a quarter-credit economics course taught by Lecturer in Economics Margaret Morgan-Davie. This course addresses topics including income inequality, tax policy, and government policies to alleviate poverty. Student volunteers also complete IRS TaxWise training to become certified tax preparers and complete cultural competency training. This framework provides students with the practical and theoretical knowledge they need to prepare tax returns and understand the significance of the service they are performing.

Volunteers commit to a minimum of 15 hours of volunteer time at the Resource Center for Independent Living, a tax preparation site in Utica. Students work one-on-one with tax filers with the support of the site staff. Through their efforts, these Hamilton students are becoming more aware of their civic duties and increasingly proficient in the language of tax returns. They are also able to make a positive impact on families within the local community. This year, 5 students participated in VITA.



Claire Han '19 works with Theo Haden as he prepares his tax return. Photo by Nancy Ford.

Engaged Citizenship

Project SHINE

Project SHINE is a service-learning program through which students act as English coaches to refugees and immigrants in the Utica area. Through this program, students provide a valuable service to the community's newest residents and gain an understanding of the needs and circumstances of others through working directly in the community. Each year students come back with stories of their broadened horizons and of people with different experiences, as well as an appreciation of a person's ability and commitment to learn without the numerous resources that many of their peers have had.

Students must participate in Project SHINE through an academic course. This requirement provides students with an academic framework through which to understand their volunteer experience, and it enables faculty to develop courses that foster ethical, informed, and engaged citizenship. Over the past 5 years, students have participated in SHINE through courses in the Anthropology, Arabic, Chinese Language, Communications, Education, English and Creative Writing, Government, Religious Studies, Sociology, Women's Studies, and Writing departments.

This year, students participated in Project SHINE through the following six courses:

- English and Creative Writing 215: **Introduction to Creative Writing** with Associate Professor of English Tina Hall
- Literature 129: **Truth and Justice, the American Way** with Professor of Literature and Creative Writing Doran Larson
- Sociology 278: **Race, Class, and Gender** with Assistant Professor of Sociology Jamie Kucinkas
- Education 201: **Methods in Tutoring ESOL Students** with Director of the English for Speakers of Other Languages Program Barbara Britt-Hysell (fall) and Associate Professor of Russian Languages and Literatures John Bartle (spring)
- Anthropology 270: **Ethnography of Communication** with Associate Professor of Anthropology Chaise LaDousa
- Anthropology 318: **Anthropology of Education** with Associate Professor of Anthropology Chaise LaDousa

This year, SHINE volunteers worked with adult refugees at the BOCES (Board of Cooperative Educational Services) site in Utica. 13 students participated in SHINE in the fall, and 31 volunteered in the spring. Together, they completed over 530 hours of volunteer time.



Juliet Miller '18
tutors May Say.
Photo by Nancy
Ford.

Engaged Citizenship

Empathy Initiative

This year the Levitt Center worked together with the Literature and Creative Writing Department and the Dean of Faculty office to initiate collaboration with Narrative 4, an organization that aims to foster empathy through the power of storytelling, to develop an empathy initiative on campus. The initiative began in November with a workshop led by author and founder Colum McCann and executive director Lisa Consiglio, where over 60 students, faculty, and staff gathered to gain insight into how empathy can drive social change.

The crux of the workshops was a story exchange, an abbreviated version of Narrative 4's signature storytelling model. Participants broke up into pairs and shared meaningful stories with each other. The goal was to listen carefully, to understand the other person's experience and take guardianship of their story. Then, three pairs volunteered to share their stories with the group. Using the first person, each partner shared the other's story. The result was an emotional exchange that forged connections and understanding.

In February, representatives from Narrative 4 returned to campus to train campus leaders as part of an ongoing empathy initiative. Participants took part in a story exchange and then underwent training in how to use Narrative 4's storytelling techniques to build empathy and bridge differences. Participants of the workshop are already developing innovative ways to implement empathy through storytelling into the Hamilton community. Faculty members such as Shelley Haley and Azriel Grysman are incorporating story exchanges into Hamilton courses, the Dean of Students office plans to make storytelling a part of new student orientation, and student leaders are planning ways to integrate these practices into student life.



Professor of English and Creative Writing Naomi Gutman exchanges stories with a student at the Interactive Empathy Workshop.

Engaged Citizenship

Engaged Citizenship Workshops

Community Engagement Workshops

With Steve Yank, Training Consultant at Training Resources Group, this workshop, offered every semester, is designed to help students to understand the ethics of and best practices for community engagement projects, to be aware of the impacts of their community-based activities, and to develop positive relations with both community partner organizations and with community members, particularly when there are differences in culture, race, ethnicity, language, and education. During the workshop, participants reflected on their different motivations for promoting community engagement and discussed the challenges that face forging community connections. They then developed a list of ideas for building relationships with the community, finishing the workshop with not only a better understanding of their own reasons for community engagement but with renewed motivation for forging community bonds. *Written by Kara Pintye-Everett '17 and Ella Dean '17.*

Interactive Empathy Workshop

With Colum McCann, award-winning novelist and Co-Founder of Narrative 4

On November 5th, Colum McCann and Lisa Consiglio of Narrative 4 ran a workshop on building empathy through exchanging stories. Narrative 4, an organization founded by authors and educators, works to build connections and develop leaders through storytelling. For Colum McCann, exchanging stories is about learning to understand someone else and seeing the world through their eyes. In the past, Narrative 4 has led story exchanges in Israel, South Africa, Newtown, CT, and other places all over the world. At Hamilton, over 60 students, faculty, and staff members participated in a workshop. The group split up into pairs, and each person related a personal story to his or her partner. Each person listened carefully to internalize the other's experience. Then, 3 pairs shared their stories with the entire group. Instead of telling their own stories, each person retold their partner's story in the first person. This kind of exchange enabled the participants to take guardianship of someone else's memory and to fully connect with a different perspective. *Written by Meghan Woolley.*

Empathy Story Exchange and Training

With Lisa Consiglio and Lee Keylock of Narrative 4

Building on the previous empathy workshop, trainers from Narrative 4 led a story exchange followed by training in how to use Narrative 4's storytelling techniques to build empathy and understanding within communities and across divides. Participants are now implementing Narrative 4's empathy-building techniques into classrooms, new student orientation, and more. *Written by Meghan Woolley.*



Lisa Yang '17 makes a point in a community engagement workshop as Associate Prof John Bartle and other participants listen.
Photo by Sharif Shrestha.

Levitt Center

Levitt Council Members and Levitt Center Staff

- **Frank Anechiarico** is the Director of the Justice and Security Program and the Maynard-Knox Professor of Government and Law.
- **John Bartle** is the Director of the Inequality and Equity Program and Professor of Russian Languages and Literatures.
- **Heather Buchman** is a member of the Levitt Council and Associate Professor of Music.
- **Katheryn Doran** is a member of the Levitt Council and Associate Professor of Philosophy.
- **Steve Ellingson** is the Director of the Sustainability Program and Associate Professor of Sociology.
- **Nathan Goodale** is a member of the Levitt Council and Assistant Professor of Anthropology.
- **Shoshana Keller** is a member of the Levitt Council and Professor of History.
- **Herm Lehman** is the Director of the Public Health and Well-Being Program and Professor of Biology.
- **Ruth Lessman** is a Levitt Center office assistant.
- **Judit Temesvary** is a member of the Levitt Council and Assistant Professor of Economics.
- **Sharon Topi** is the Coordinator of Leadership Programming.
- **Julio Videras** is the Director of the Levitt Center and Professor of Economics.
- **Chris Willemsen** is the Associate Director of the Levitt Center.

The Levitt Center

is fortunate to have a large staff of dedicated and talented student workers:

Writing and Publicity Team: Ella Dean '17, Kara Pintye-Everett '17, Amy Song '16, Nora Demere '18, Cornelia Smith '19, Sabrina Boutselis '19, Rylee Carrillo-Waggoner '19, Nathaniel Colburn '19

Social Innovation Team: Emma Wilkinson '16, Sharif Shrestha '17, Zach Pilson '16, Andy Chen '16, Chidera Onyeoziri '18, Tsion Tesfaye '16, Aleksandra Bogoevska '17, Lisa Yang '17, Arthur Williams '16

Leadership Team: Matt Bleich '18, Hunter Green '16, Sarah Hogoboom '17, Heather Tomkowicz '17, Ella Dean '17, Kara Pintye-Everett '17, James Mesiti '17

Office Team: Wenlu Weng '16, Brisa Camacho-Lovell '16, Ming Tang '16

Drivers and Dispatchers: Bianca Apollon, Eric Walborn, Finley Cruger, Heather Tomkowicz, James Novick-Smith, Joannie Frost, Calvin Nash, Osaruese Odeh, Sophie Aron, Emily Bigwood, Emily Randrup, Stephanie Hruza, James Mesiti, Zachary Pilson, Sarah Hogoboom, Kwasi Amoako, Matt Casadei, Samantha Gordon, Ianthe Lekometros, Anna Maglio, Gillian Mak, Alex Miltenberg, Rui Osaka, Nick Pace, Ellie Pinto, Rachel Williams, and Mia Caterisano

Levitt Center

Changing of the Director

Professor of Economics Julio Videras will be stepping down this summer after 5 year as director of the Levitt Center. Under his leadership, the Levitt Center has undergone a period of significant growth and developed programming focused on social innovation, public scholarship, transformational leadership, and engaged citizenship.

Marianne Janack, Professor of Philosophy, will replace Julio as Director as of July 1, 2016. Marianne has been a strong supporter of Levitt Center programming, actively participated in the Ashoka U designation process, and has been the Director of the Diversity and Social Justice Project at Hamilton.

Thank you and best wishes to Julio, and welcome to Marianne.

Guest Mentors

A special thanks to our guest mentors who make their knowledge and expertise on transformational leadership and social innovation available to Hamilton students.

- Ambassador Prudence Bushnell (Rtd), designer and facilitator of the Levitt Leadership Institute
- Chris Powers, facilitator of the Levitt Leadership Institute
- Isabelle Van Hook '11, facilitator for the Levitt Leadership Institute
- Susan Mason, facilitator for the Levitt Leadership Institute
- Anke Wessels, facilitator of the Social Innovation Fellows Workshop
- Martha Freymann Miser K'75, designer and facilitator of the Institutional Change Workshop
- Steve Yank, facilitator of the Community Engagement Workshops



Ambassador
Bushnell with the
LLI 2016 cohort.
Photo by Nancy
Ford



The Arthur Levitt Public Affairs Center Annual Report 2015-2016

The mission of the Arthur Levitt Public Affairs Center is to strengthen and support the study of public affairs at Hamilton College.

The goals of the Center are:

- ***To enable students to engage in public affairs through research, service-learning, lectures, discussion, and practice.***
- ***To foster creative, ethical, and informed responses to public issues by providing opportunities for students to engage with the local community, develop leadership skills, and explore careers in public service.***
- ***To support interdisciplinary collaboration and discussion; and to encourage faculty to address public affairs in their own research and in collaborative research with Hamilton students.***



Social Innovation Fellows, Emily Moschowits '16, Anne McGarvey '17, Abenezer Abera '19, and Tyler Spector '19 listen to a social innovation pitch. *Photo by Nancy Ford.*

Hamilton