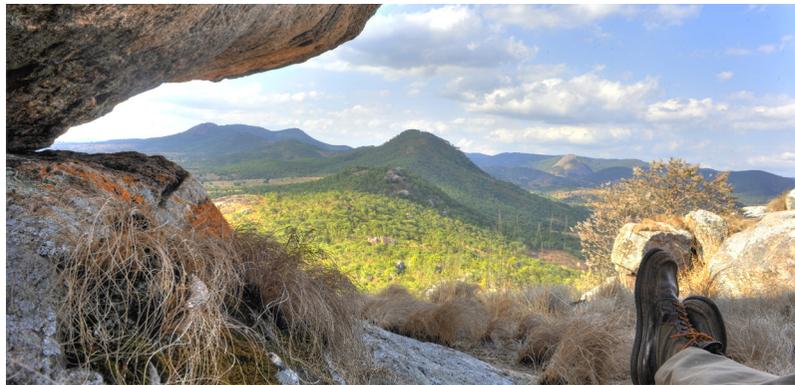


# LIVES OF CIVIC ENGAGEMENT

Reflections on Service Grant Experiences



# [ Introduction ]

Davidson College emphasizes in its mission statement “activities that are mentally, spiritually, and physically liberating” and challenges its students to “engage in service to prepare themselves for lives of growth and giving.” Throughout its history and development from the Community Service Office to The Center for Civic Engagement in 2011, the office has facilitated opportunities for students to enrich their minds and spirits. Beginning in 1989 with President Kuykendall’s efforts to bring experiential learning into the classroom, the College’s dedication to service has grown through Bonner service scholarships and the Center for Civic Engagement’s work to extend and promote overlaps between academics and community engagement. The Center encourages civic involvement and real world skills. It builds lasting partnerships with the Davidson community, provides support and resources for community-based learning, and raises awareness for campus and civic engagement projects. Grants for immersive summer experiences impact both students and the organizations with which they work positively. The Center works with faculty, staff, students, and community members to build partnerships that affect the community, the college, and the world.

In the Spring of 2016, Dr. Shireen Campbell’s English 201 Professional Writing course partnered with the CCE to explore and document how students have become involved with their communities at Davidson, at home, and abroad. The community-based learning course helps students explore researching, reporting, and writing methods applicable to settings beyond academia. Class projects enable the students to

collaborate with community organizations in order to investigate and advertise the work they do. The relationships formed between the students and their communities, Davidson graduates, and service groups encourage students to reflect upon the difficulties, rewards, and reasons for working with and serving others.

The following 17 profiles document the work done by an amazing group of current and former Davidson students. The students in these profiles faced immersive experiences on four continents as they worked with communities in need. These students improved education, provided counseling for individuals who found themselves out of a home, and supported survivors of abuse. Since their experiences, they have gone on to a wide array of careers including establishing non-profits, studying law, teaching, or working in government.

Although each immersive experience was unique, all encouraged resourcefulness, a spirit of adventure, risk taking, flexibility, and an appreciation for difference. Perhaps these experiences encourage such traits, or the people who seek out these experiences already possess them. Whatever the case, their stories reveal that participation through immersion is transformative. Through their experiences, students become part of an operation and community larger than themselves. Their work reveals the importance of becoming civically engaged, however broadly or narrowly we define our involvement.

- Grace Carr ‘16 & Ellie Rifkin ‘18



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# [ AFRICA ]





## An Unexpected Journey

Cy Ferguson '16

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Cy Ferguson '16 went to Uganda with a vision. For his six weeks there, he would spend his days building a goat house, buying goats, and distributing them to families in need. When he arrived, everything seemed to go according to plan. Cy and his peers settled into their home-stays and got to work digging the foundation for the house. Not long into the process, however, a group of Ugandan contractors showed up and declared that they were there to build. The language barrier led to a miscommunication over who would actually build the goat house. Just like that, Cy and his group were disconnected from the primary task they had been assigned for the entirety of their stay in Uganda. "We just felt very unhelpful," Cy said. Confusion gripped the whole group.

Cy was unsure about many unknowns. What would he be doing with his time? Which of his fellow volunteers would still be in Uganda the

next day? However, amidst the disorganization and frustration of his peers, he remained steadfast in one thing – his drive to make a difference. Even as some of the other students packed up and called it quits, Cy felt he had to do something. "We can't leave," he said.

In the days that followed, Cy began hanging around the local school. Then, he got to know one of the teachers, John. John was about to embark on a tour to neighboring schools to give speeches on good study habits and public speaking. As a speaking center tutor at Davidson, Cy saw an opportunity. Cy joined John's tour, traveling to the local schools and imparting his skills to Ugandan students. In the weeks that followed, John and Cy put together workshops on public speaking and debate for schools in Uganda.

After seeing this, the other students on Cy's program became motivated to get involved.

One girl who specialized in math began math-tutoring sessions, while another student who was a science major gave science lessons. Ultimately, Cy felt that both the students and the community were more fulfilled than they would have been with the goat house building project. With these kinds of immersion experiences, Cy recommends, “Not going in with a lot of expectations and just figuring out how you can contribute once you’re there and you see the situation.” By getting to know the community, Cy and his group found ways to make a difference that they never thought possible.

**However, amidst the disorganization and frustration of his peers, he remained steadfast in one thing – his drive to make a difference.**



Beyond making a profound impact in the community, Cy learned that sometimes going with the flow could lead to a better opportunity than you could have imagined. Cy’s resiliency and Davidson education gave him the skillset to make the most of his time in Uganda, especially when his original plan was no longer feasible. Wherever the future takes him, Cy now knows he has the ability to adapt to any situation at hand.

- Grace Harvey ‘16



# International Humanitarian

Katie Morris '10

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As the sun set on the Tanzanian horizon, Katie Morris '10 and her team of emergency health respondents at the Mahama Refugee Camp anxiously waited for the last bus of the Burundian refugees to arrive. In the faces of the refugees, Katie saw her own reflected. Had she been in their shoes, Katie would have felt the same uncertainty. In the midst of accepting the refugees and running them through triage, Katie realized that she was strung along the common thread of humanity where, "we all help each other out in the ways that we can."

Katie spent two of her Davidson summers abroad thanks to funding through the Dean Rusk International Studies Program and the George L. Abernathy Endowment (for international research and humanities studies, respectively). Before her first trip to Uganda in 2008, Katie was an aspiring doctor. However, after exposure to a small piece of the international world, Katie returned to Davidson and changed from pre-med to public health. The following summer in 2009, Katie joined Dr. Kenneth Menkhaus, one of Davidson's political science professors, for a Rift Valley Institute course in the horn of Africa.

Katie didn't leave Africa for long; she spent the spring semester of 2010 abroad in Kenya. Originally, Katie planned on interning in South Sudan, but NGOs (non-governmental organizations) were sent elsewhere instead. Demonstrating her flexibility in the unforeseeable change of plans, Katie was determined to find work in Africa. She discovered a peace-building organization called Pact, which was stationed in Kenya at the time. Pact's mission is to "help the poor and marginalized discover and build their own solutions and take ownership over their future."



Unbeknownst to her, the skills she acquired in Kenya would carry over to her post-graduation career in 2010. With inspiration from Dr. Menkhaus, Katie applied to the Peace Corps. Upon acceptance, Katie was placed in rural Tanzania where she learned a new language and worked with humanitarians from Rwanda, Burundi, and East-Africa.

**Unbeknownst to her, the skills she acquired in Kenya would carry over to her post-graduation career in 2010.**

Katie returned to America in 2012 as a grad student. While in New York, she conducted practicum research for Save the Children, an international non-governmental organization that promotes children's rights, provides relief, and helps support children in developing countries. Little did she know that Save the Children would provide her with her current job. During our interview, Katie laughed about her current living situation as she has, "suitcases in Los Angeles and Asheville and in Washington, D.C." Because Katie's job stations her in a new city every 6 months, she has friends across the globe in places other people have never seen.

Katie's job is especially demanding, requiring her to overcome language barriers in order to communicate with foreigners to

provide optimal health care. However, Katie had a positive outlook on accepting challenges along the way, "in order to reap the benefits."

Katie urges current students to apply for summer immersion programs because otherwise the resources can be easily taken for granted. Having been abroad three times thanks to Davidson funding, Katie understands the fears of traveling into the unknown. "It all works out and you gain so much confidence. It's so scary, but if you push through, you're opening up a whole new world to yourself, literally."

- Megan Cypcar '16





# A Journey of Education and Trust

Luke Burton '16

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Luke Burton '16 knew his work in Tanzania would change the lives of many schoolchildren for the best: he did not expect his life to be changed in the process. Luke spent the summer of 2014 with a fellow student providing computers for remote schools in Tanzania. He spent almost every day teaching the school children and teachers how to operate computers, improving the schools' capacity to educate, and empowering the students with the agency of their futures.

Luke spent five weeks in Tanzania installing computer labs in five different schools. He used a grant from the Center for Civic Engagement, as well as donations he received fundraising at home, to provide for the trip and the roughly 150 computers he would install. He partnered with Village School International (VSI) to travel to remote areas of Tanzania, installing computers in the schools and teaching students and teachers how to use them. The VSI team

set up generators to power the computers and then spent a week with the people of the school to make sure everyone understood the bells and whistles of the computers. Luke remarks, "we take it for granted that everyone in America knows how to use a computer: we had to talk about how to open the latch, where the power button was, how the left and right click worked."

Perhaps the most monotonous yet satisfying of all was Luke's deliberate presence. He and his classmates did not have the luxury of personal cars; they took the bus everywhere. They had no guaranteed roof over their heads, staying every night with a local family or in the community church. Luke describes the situation as the "best possible scenario for us because, in doing that, we created mutual trust." For him, the most important goal was creating a sustainable learning environment for the kids. This meant long bus rides and countless hours spent with teachers to make sure they could teach others

about computers in the future. By living with locals and doing everything he could to build relationships with the people at the schools, Luke gained insight into Tanzanian perspectives.

Instead of providing a better learning environment himself, he helped the schoolteachers foster a better environment. The mutual trust between Luke and the Tanzanians allowed them to work together to build something worthwhile. Luke remembers this to be the most significant part of his experience: “The most powerful thing I learned in a global perspective is that cross-cultural trust cannot be bought. That was something that I had to learn on the daily basis.”

**“The most powerful thing I learned in a global perspective is that cross-cultural trust cannot be bought.”**

This experience had a lasting impact on Luke. He decided to minor in education after the trip, and he’s now specializing in education after graduation. Swimming is a passion of his: not only did he qualify for the 2016 Olympic trials, but he is interested in drowning prevention. He aspires to start a nonprofit that teaches people how to swim in coastal areas around the world. Since drowning is the third highest cause of accidental death globally, this venture could potentially save many lives. Luke’s service experience in Tanzania made him realize that he loved education and nonprofit work. Although he concedes that he doesn’t have a tangible plan for work after Davidson, the summer in Tanzania certainly affected his general plans and goals.

Burton has advice for students who seek a similar experience: “The best thing you can do is be bold with whatever your idea is.” He admits that he did little concrete planning but thinks that his trip was better because of it. For him, the most important thing for students to keep in mind is



what they are passionate about and what effect they want to have on the world. Burton thinks the important thing to remember is that if you go to the Center for Civic Engagement for help with a cause you’re passionate about, “they’ll make your trip happen, so I would just say: be bolder than you think you should be with an idea, and once you get there just go for it.”

- Bristow Richards ‘19



# Answering Questions

## Sara Bates King '11

gratitude. She speaks about World Vision as an incredible organization and Davidson College as the “perfect place” to pursue opportunities like this one. Sara continued to boldly question her place in improving the standards for mothers in international communities, and through introspection, she realized that her niche was less in policy and more on the relational side of this work.

She talks about a shift after the 2010 internship “from checking boxes of what you’re supposed to do to really paying attention in a way that makes the moment so much more meaningful, if you’re willing to go there.” For Sara, that meaning tends to come from getting her hands dirty and being on the ground. In these moments, she clearly thrives. Sara thought through postgraduate decisions accordingly and won a highly competitive Watson Fellowship her senior year of Davidson. She then spent a year between 2011 and 2012 exploring healthcare systems and connecting with mothers all over the world.

In reflecting on the cultural immersion that has played such a critical role in her story, Sara is quick to encourage Davidson students to “just jump; go for it.” She elaborates, “There are so many different programs or opportunities or scholarships or summer things [at Davidson] that you just have to sign up and go. I mean - the funding is there. The experience can really change your life.”

Currently a student at Vanderbilt University School of Nursing, Sara Bates King '11 spent her collegiate years asking the questions that lead her to undergraduate and postgraduate programs in countries like Zambia, India, New Zealand, and Brazil. While an airport security employee might look at Sara’s passport and notice the extent of her travels, anyone who holds even a short conversation with her would notice her eagerness to connect with others.

Sara fondly remembers her internship in Zambia the summer of 2009 because of these connections she forged. “There was a moment that I got to really put down the clipboard that I was supposed to carry, that I got to weigh the babies and hold kids and look at moms and touch families - moments like that I realized, I feel so much more alive when I’m hands on and when I’m with people this way.” Sara continued to ask herself how she could best use her skill set to contribute to the world of midwifery and health care. Questions of what it might look like to work on the domestic side of international development drove Sara to a Davidson funded DC internship with World Vision International. She spent the summer of 2010 working with the Maternal & Child Health Team, which she smilingly calls “the coolest team.” By the end of her internship, Sara had developed a “Maternal and Newborn Health Fan” pocket guide for World Vision field staff.

While some might boast about producing something that tangibly impacts real families, Sara talks about her work with excitement and





# [ LATIN AMERICA ]



# Learning the System and Working to Fix it

Ellie Marranzini '09

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Heartbreak is a formative part of growing up. For Ellie Marranzini '09, heartbreak came on the very last day of the summer after her junior year in 2008. After months of organizing and overseeing the construction of a “Chicos de la Calle” (Children of the Street) home in Buenos Aires, she was set to leave Argentina. She watched her work get razed to the ground without any idea whether the government would offer any compensation. She would soon find out that they would offer nothing. The homeless children she worked with had helped with the construction, and she had watched them spend the summer taking pride in their work. They too watched their accomplishment demolished.

**Towards the end of the summer, all residents were informed that every structure would be torn down. The rest of Ellie’s time was consumed by a battle with public officials for some kind of solution that would not destroy the housing.**

She first became involved with Argentina’s “Chicos de la Calle” in 2008 during her junior fall abroad. Following her interest in human rights, she began interning for a transitional home that offered the children programs such as art and music classes and tried to place them into more permanent housing. However, she found that the children had their own social network



on the street. Despite risks to their health, legal standing, and general well being, the children placed in homes would often run away.

When she met Mario, a former street orphan who worked informally with the kids and allowed them to stay in his house, she “quickly began to realize that the kids weren’t responding to the transitional shelters.” Mario, however, connected with the kids, and they came to him when they had problems or needed help. She began spend to her free time with Mario and the children he worked with, getting to know them and their individual situations.

It enlightened her to the complications beyond what she could see in the context of the transitional housing. Some of them, for example, needed help with childcare because between

fourteen and fifteen they had children of their own. She began her own social work, trying to find new places for the kids or reunite them with their families.

When her semester ended, she wanted to extend the experience but did not want to miss out on another semester at Davidson. She was able to return that summer thanks to an Earnest Finney Patterson Award and a Dean Rusk International Studies Program Grant. She worked with Mario and his kids for the summer “trying to build both an organization and an actual structure.” Their goal was to build a new home for “Los Chicos de Mario”. She did everything from seeking government permits to convincing construction supply companies to offer donations or discounts.

Ellie said the land where they were building was a shanty village. Towards the end of the summer, all residents were informed that every structure would be torn down. The rest of Ellie’s time was consumed by a battle with public officials for some kind of solution that would not destroy the housing. The bulldozers came just in time for her to watch.

Ellie flew home at summer’s end firmly set on a path to help people. She went on to study at Duke law to be a criminal defense lawyer. As she explains, “that whole experience with people who are at the margins of society and who don’t have a voice that is heard by people in power is what motivated me to become a lawyer because I wanted to be able to have the



tools to actually navigate the legal system and to represent people.” She is now working every day for human rights in the legal system.

Despite heartbreak and devastation, when it comes to an immersive service experience, Ellie said, “I can’t recommend it enough”. She appreciated the experience for being “hugely eye-opening”. She said it allowed her to be immersed in a new culture, and apply skills she absorbed in the Davidson classroom to the real world. Ellie gives the program a large vote of confidence, saying that she “loved Davidson for encouraging us to get a variety of those types of experiences and appreciated all the different opportunities.”

- Ellie Rifkin ‘18





## Finding a Home

Kim Muhich '09

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When a 12-year-old third grader draws only penises on a paper because he has been constantly abused, there is no clearer cry for help. Through the Children's Impact Network, Kim Muhich provided help to abandoned young boys like this one, giving them hope where there had been none. In the summers of 2007 and 2008, Kim traveled to Cochabamba, Bolivia through community service and Dean Rusk grants. She had attended Lake Forest Church when she was a student and heard they partnered with an orphanage that takes in abandoned boys, run with aid from CIN.

After hearing the Network's founder speak and learning about its summer internship programs, Kim strengthened her Spanish-speaking skills and interest in education into two summers of incredible work. While Kim was in Cochabamba, she led small teams of Americans in service work, and recounts having a lot more patience for the Bolivians than Americans.

Her experience, she says, "was a really good reminder of where I had started too and ... a lens to look at myself." Working and living in Bolivia made Kim realize how we live materially here, and showed her how you can affect change for many people.

**As someone who  
had never left the  
United States,  
Kim's travels  
opened her eyes to  
how big the world  
is and the fortitude  
of its people.**

Kim and her teams did morning projects like painting and building and in the afternoons went to impoverished local villages to partner with a church running a children's program. The teams stayed overnight at the orphanage and spent their evenings throwing pizza parties, reading to the boys, or having "tickle time" with the littlest ones; the nights, she recalls, "were totally wild and so much fun!" They partnered with a project lead by the Bolivians, and Kim notes, importantly, that "white saviors" weren't coming in to do everything; the program aligned with what the local people were already doing and relied on Bolivians to do the work and on the Americans to advocate at home. Most of the boys Kim worked with came from excruciatingly different backgrounds; many had STDs from sex trafficking; most were abused and lived on the street, and almost all had very low levels of formal education. Witnessing and affecting the transformation of the boys as they grew and persevered into accomplished young men is one of the ways that Kim feels most privileged. Kim worked with one boy who is now getting ready to graduate from college with an architecture degree.

As someone who had never left the United States, Kim's travels opened her eyes to how big the world is and the fortitude of its people. Kim recollects that "as a Christian it was really neat to meet people who are worshipping the same god but in different language and different culture and custom." Her experience was also influential on her career choices. After graduating, Kim taught at a low-income school and currently works with special needs kids. In this, "Bolivia was always in the back of [her] mind," giving her the desire to partner with people in need.

As a former behavioral analyst for kids with autism and now third grade teacher in Charlotte, Kim provides "some hope and some dignity and some assistance" for her students like she did for the orphaned boys in Cochabamba. Her experience affected why she chose certain work "over the big bucks," and it was a "very powerful way to reach outside of that bubble in a way that was supported by the

school... this is almost 10 years later and it still impacts me daily." Kim says that she is ever grateful for the financial support of such an incredible experience; the "best thing you can do with the summer is find an opportunity like that."

- Grace Carr '16

**Witnessing and affecting the transformation of the boys as they grew and persevered into accomplished young men is one of the ways that Kim feels most privileged.**



# A Vision for Sustainable Development

Megan Blanchard '07

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Have you ever considered the privilege of electricity? Or running water? We may forget just how fortunate we are to have these amenities at our fingertips. When Megan Blanchard '07 returned from a summer in Honduras, she vowed to never take for granted those basic privileges. She explains, "I didn't know what poverty looked like until I lived it."

In 2004, Megan Blanchard was awarded a Dean Rusk grant to travel to Intibuca, Honduras for an 8-week Red Cross project with AMIGOS de las Americas. The main goals of AMIGOS were to assist community members with basic home improvements and engage with the children in teaching better hygiene. Inspired by Dr. Maiz-Pena, Professor of Hispanic Studies, Megan was eager to combine her interests in Spanish and Political Science with community outreach and service. Little did she expect that such an opportunity would inform her future study and career choices.

Currently pursuing a master's degree in International Development and Theological Studies, Megan points to her time in Honduras as pivotal. While living in a community so afflicted with poverty, she experienced first-hand the disparity between the developed and underdeveloped world. Though Intibuca was extremely poor: with no electricity or running water, Megan found that "the people were motivated to make their lives better." In turn, this motivated Megan to engage with the community in designing sustainable projects that would generate income, food, or other basic necessities.

In her effort, Megan teamed up with a local schoolteacher named Gloria to help her achieve her dream: to start a chick cooperative that would sell eggs and extra poultry to the local market. Their challenge was to secure the funds to purchase the materials to build the hatchery (roughly \$800). As Megan explains, \$800 may seem inexpensive, but for Gloria and other residents of Intibuca, it was insurmountable.



Ultimately, they were unable to fund the chicken cooperative. The complications of this project, however, fueled Megan forward. She explains, "Meeting Gloria left me with a constant ache for something deeper and more substantial. It is this ache that assures me that I am being called to be a catalyst for change around the world."

The project strengthened Megan's passion for sustainable development and the promotion of woman's rights. She explains, "There were very specific roles to play as either male or female." The problem with the chicken cooperative was largely gendered: the men wished to spend their money elsewhere, and so it was. The dreams of one woman, who spoke for a larger community of women, had no weight. Therefore, it became Megan's challenge to find the balance between respecting the gender-powered culture while also forwarding that idea that women are just as capable as men.

**The complications of this project, however, fueled Megan forward.**

**She explains,  
“Meeting Gloria left me with a constant ache for something deeper and more substantial.”**

In Megan’s experience, the children became a bridge to that barrier. In other words, “regardless if you are male or female, you are concerned about your children and the future they are going to have.” Megan was able to cultivate relationships with the children in her daily health workshops in order to further emphasize her message of woman’s rights. This drives her to fulfill what she calls, “a deeper calling to use [her] gifts to help women like Gloria in small towns throughout the world.”

Megan’s experience in Honduras provided new understanding of the world outside of her comfort zone. For this reason, when asked to give advice to a current Davidson student contemplating a similar experience, she replied; “Just do it!” To this day, Megan can see the faces of the many men, women, and children she worked with. It is their image that continues to fuel her desire to show those in poverty they can attain those things we often take for granted.

- Virginia Saylor ‘17





## ‘Yankee Abroad’ Turned Natural Volunteer

Anna Drake ‘08

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Volunteer work was always a part of Anna Drake’s ‘08 life, but Davidson changed her entire perception of service. In high school, community service is not personal for many; but instead a prerequisite for college. Once you get to college, service is not necessarily a requirement anymore and therefore becomes more meaningful. Through her various service experiences during her time at Davidson, volunteering for Anna became an ingrained part of how she views her “humanness and responsibility as a person.”

In the summer of 2006, Anna went with a group of other Bonner Scholars to Guatemala to work on a Habitat for Humanity build. Excited for a chance to put her Spanish skills to the test and to experience a new culture, she went into the trip with hopeful anticipation.

But the trip would not be all smiles. Entering a different culture made Anna and her fellow Davidson students the minority. The group was in a village where many of the kids

had never seen anybody who was white-skinned before. As soon as they got off the shuttle from the airport, Guatemalan children swarmed them, mesmerized by these foreigners, staring at them and trying to touch their hair. Anna recalls, “You see just how foreign you are to them and the way they must perceive Americans and white people and that was a very sobering experience.”

Anna stresses the importance of being sensitive to these perceptions of Americans and white people when doing service abroad. Her time in Guatemala made her wary of volunteer tourism and the idea of the ‘Yankee abroad.’ When asked how she dealt with this perception, Anna says “I don’t really know how to balance [volunteer tourism] with the importance of cultural exchange, cultural immersion, and cultural interaction, but I feel like that is something that is really important to read about, and talk about, and think about, and to talk to people in other countries and cultures about that because it is

a privilege for us to go and do these things and it seems just so sacrificial and selfless but we really do it for ourselves.”

When going on a service trip like this, Anna thinks the best thing you can do is to be open and keep yourself in check. It’s important to try and keep yourself on the same playing field as those you are helping, never acting from a place of superiority. While being immersed in a completely different culture is difficult, the experience provides endless benefits as well. Anna cites her time with the family receiving the Habitat house as the best part of the trip.

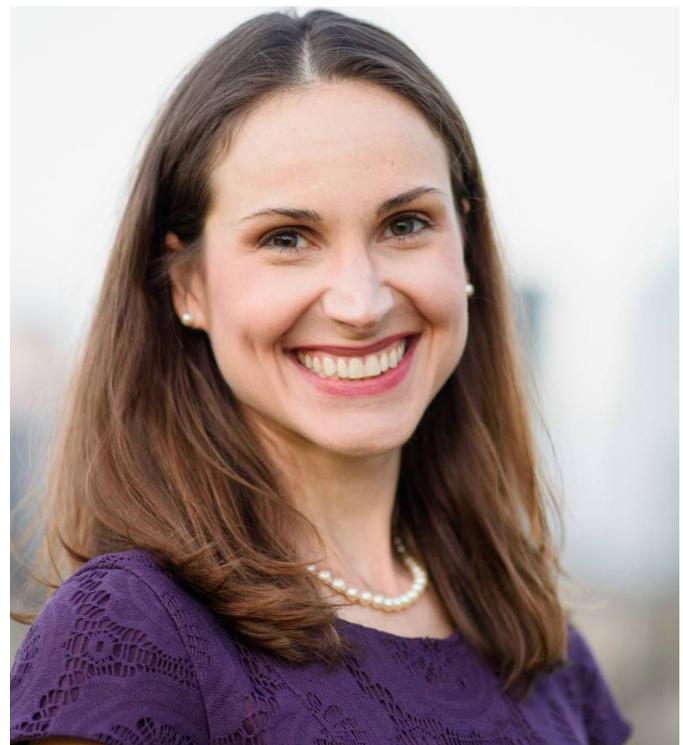
She notes that when students travel

**“I don’t really know how to balance [volunteer tourism] with the importance of cultural exchange, cultural immersion, and cultural interaction, but I feel like that is something that is really important to read about, and talk about, and think about, and to talk to people in other countries and cultures about that because it is a privilege for us to go and do these things and it seems just so sacrificial and selfless but we really do it for ourselves.”**

abroad and meet different people, they don’t necessarily spend as much time interacting with the local people in their living spaces, which makes her trip to Guatemala unique. Taking the children into the market to buy delicious fresh fruit and hearing stories from their grandfather about his life are memories that made her service in Guatemala so special.

As a Bonner Scholar, Anna participated in many service opportunities at Davidson. These experiences molded her self-perception and influenced the way she pursued her career after Davidson. Currently pursuing her PhD in higher education and policy in Texas, Anna finds it harder now to feel like service is an ingrained part of her life, but views her degree as a part of giving back and does as much volunteering as she can. For Anna, community involvement is something we should all do as humans. In her own words, “[Volunteering] is not about professionalism; it’s about relationships.”

- Jacob Hege ‘18



# Realizing Disparity: An Eye Opening Journey

Leslie Buechele Mosteller '08

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It was her first time leaving the United States, and as her plane touched down in the Dominican Republic, Leslie Buechele Mosteller '08, looked out the window and realized the full impact of her decision, "I remember thinking, 'wow this is real.' There are so many communities different from the ones I've been to before."

Thanks to the Leonard Fund, a fund supported by Paul and Judy Leonard that supports students' summer service projects, for the next few weeks of the summer of 2005, Leslie spent her time setting up day clinics in Santo Domingo for local families in need. Together with Medical Ministry International, a Catholic ministry focused on developing medical facilities, infrastructure and services in developing countries, local Dominican doctors, nurses and volunteers from around the world provided families needed medical care. At these clinics, Leslie worked in the makeshift pharmacy because of her previous experience volunteering as a pharm nurse tech through the Community Free Clinic in Concord. There she saw the need and the disparity between healthcare in developing and developed countries: she recalled, "the need I saw, it's a while other level internationally, being there by myself without anybody really, as a nineteen-year-old was the hardest part. Trying to process those feelings, and the disparity, trying to reconcile that."

Leslie's strong interest in medicine began in high school. She remembers developing a passion working with underserved populations even before she came to Davidson. Due to this experience, she

reminiscences, "from the moment I walked onto campus I wanted to get plugged in locally, but also get involved with international work." The opportunity to get involved internationally arose when a fellow pre-med student recommended service trips through Medical Ministry. Leslie said she was interested in going with an organization that hired and trained local communities. She says, "I didn't want to take a trip and help out for two weeks and come back leaving everyone in the same place they were in: reliant." This made Medical Ministry International a perfect fit for her.

**"I didn't want to take a trip and help out for two weeks and come back leaving everyone in the same place they were in: reliant."**

Her trip to the Dominican Republic after her freshman year at Davidson cemented her interest in medicine, and expanded her interest in public health and population health. Two summers later, Leslie worked in Washington DC, thanks to another service grant; there she researched and edited health statistics for every country in the Americas. Because of her trip to the Dominican Republic, she "could see the faces behind the statistics, for co-morbidities, nutrition, attrition rates in health programs – faces of refugees and migrants, of young mothers and children." After graduating Davidson pre-med with an English degree, she went on to receive her masters in Health Communications at the University of Sydney. Leslie then spent a few months working with patients. Today, Leslie is in Physician Assistants School.

- Kat Romanelli '16

# [ INDIAN SUBCONTINENT ]





## Putting Ideas into Practice

Alanna Ford '11

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“Even the way they switch light switches is different than the way we switch light switches,” observed Alanna Ford ‘11, reminiscing on her three months in India.

In 2009, Alanna pieced together funds from her Belk Scholarship, a Dean Rusk grant, and the Leonard grant for community service work to spend her summer between her sophomore and junior year living and volunteering in India. She worked with the artisan cooperative at the Self-Employed Woman’s Association (SEWA), India’s largest trade union. Alanna’s work at SWEA focused mostly on woman artisans and the preservation of designs. Working in this office surrounded by other women designing and producing handmade pieces, Alanna was able to have hands-on impact in the organization.

Reflecting on her time abroad, Alanna remarks that she did not even know how brave she was at the time. To step into another culture completely different from her own, without the comfort of a program, this 19-year-

old woman flew by the seat of her pants. Clearly not deterred by the challenge of being of being in place where she sticks out like a sore (white, female) thumb who could not read or speak the language, Alanna fully engaged in the newness of the people and landscape around her.

After her work at SEWA ended, Alanna



traveled around studying art and visiting religious and cultural monuments throughout India. After a day spent at the ancient Ajanta and Ellora Caves, it all hit her. "Riding on the bus after that experience... I wrote down in my journal these images, these visions that came instantly about the interconnectedness and how my sense of justice is directly connected to my belief expressions of that same divine source. And so it was just a confirmation, it was an articulation for myself and a confirmation that I need to use my time on the planet wisely. And that my fate is intertwined with all of our fates."

In what she refers to now as her "personal philosophy," Alanna composed on that bus ride the images, phrases, mottos, and reflections on her time in India and her place in the world that still shapes her life today. She works in international development in D.C. and remarks that "no matter what I'm working in, or what sector, there's always going to be a real sense of purpose infused in my work and a lot of that has to thank to, or is to the credit of these experiences that I got at Davidson, like the one to go to India."

**"I wrote down in my journal these images, these visions that came instantly about the interconnectedness and how my sense of justice is directly connected to my belief expressions of that same divine source."**

"I'm just grateful to Davidson that a girl from Georgia who had a whole bunch of ideas and not necessarily access to a lot of resources was able to really put her ideas into practice in the world and see things come to life. That is what Davidson gave me."

- Molly Goode '16

**Working in this office surrounded by other women designing and producing handmade pieces, Alanna was able to have hands-on impact in the organization.**



# The Challenge of the Rickshaw

Eli Kahn '13



Having traveled all over the world with a variety of philanthropic and non-profit causes, there isn't much community service work that gets Eli Kahn out of his comfort zone. This trip did.

"Being dumped in a country on the other side of the world and, not only being there as a tourist, but truly interacting with locals while driving a rickshaw across the country – this was an experience that was so far out of my wheelhouse."

Always craving an adventure, Eli Kahn '13 had wanted to do "an amazing race style" trip for his entire life, but he felt he never had the time or the resources to follow through with his outlandish idea. That is, until he and his roommate found a way in the summer of 2011 to weave their passion for service into their thirst for an adrenaline rush. The answer: The Rickshaw Challenge.

The Rickshaw Challenge is a 10-day automobile rally across India, starting in Goa and ending in Mumbai. Most teams consist of two people who ride roughly 100-150 miles each day in a motorized rickshaw. The rickshaws themselves, according to Eli, are essentially three wheeled mopeds with a tin roof and a windshield, each with a top speed of around 35 mph, "Definitely not a Lamborghini or anything close," said Eli. The Rickshaw Challenge has no philanthropic related elements, which is where Eli differed from the rest of the participants.

Eli and his roommate Colin Ristig had heard about Unite to Light, an organization that provides

solar powered reading lights to underprivileged, underfunded communities. The organization did most of its work in sub-Saharan Africa. Believing that a similar opportunity existed in India, Eli and Colin reached out and asked the non-profit for permission to take their product with them on the journey. The foundation agreed. However, Eli's means of distribution would be quite different than Unite the Light's. Instead of selling lights at community centers, Eli and Colin wanted to distribute the lights over the course of the Rickshaw Challenge.

Eli and Colin received both a Dean Rusk grant and a grant from the Center for Civic Engagement, making the trip possible. The grant helped pay for the lights upfront and also covered the high cost of the rickshaw rental and necessary insurance. But even going on the trip, Eli didn't know what he was signing up for. "You really have no idea what you're going to get yourself into, even if you think you do," Eli said of most immersive experiences. However for Eli, this was not a drawback.

**"You really have no idea what you're going to get yourself into, even if you think you do."**

Eli and Colin spent time in the communities they served, a level of immersion that made the service work itself much more rewarding. "It's one thing to see discussion of third world countries and slums in India on TV, but when you're driving through these towns and small villages, it really hits you in the gut." For Eli, it was an eye-opening experience to witness, first hand, such impoverishment. And while he won't spend the rest of his career distributing solar powered reading lights to Indian schools via rickshaw, the experience reinforced his interest in helping those in need.

- Jack McDowell '16

# A Life of Service

Gagan Gupta '07

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"I didn't feel like I was contributing a whole lot, I was really just taking, in terms of learning," Gagan Gupta '07 humbly comments about his time doing flood relief in New Orleans and India as a Davidson student.

Gagan travelled to New Orleans and southeastern India in 2006, the summer before his senior year, with the help of the Baker Scholarship summer stipend, a Dean Rusk Grant, and an Abernathy research grant. In India, Gagan reconstructed a school for girls which had been devastated by the tsunami. In New Orleans, he gutted homes that had been destroyed in the Hurricane Katrina. He recalls the frantic energy of these places, devastated by natural disaster, and at times he admits to feeling helpless. He explains, "It was challenging just seeing the devastation, seeing these lives be so broken, and especially at 21 not really knowing what to do about that, or not really knowing what my place was."

However, Gagan was continuously struck by people's kindness and positive outlook in the midst of their circumstances. Looking back, Gagan understands that he gained more than he was able to give. Gagan left New Orleans and India feeling hopeful; the warmth and gratitude he experienced from locals helped him gain a greater understanding that serving in seemingly small ways made the greatest impact.

Reflecting on his time at Davidson and why these trips, in particular, were so meaningful,

Gagan says, "we learn about all kinds of things in theory, and we learn how to read about them, how to write about them, how to research into them, and how to critique them, but the tremendous opportunity at Davidson to engage in service learning is the other side of that coin, the other side of the equation which is to apply that stuff in practice." He recommends that all Davidson students pursue the opportunity to get out of the classroom, both to apply what they have learned at Davidson and to test their convictions. Gagan elaborates, "I think it's really important that it's not observational learning, but it's service learning. There's a witnessing component, but there's an active engagement component as well, and it just deepens the understanding of the things that we're learning in the classroom, and really instills this otherwise abstract message of a service-driven life which Davidson is trying to impart. Without these opportunities it's hard to really instill that in a life-long way."

**"It was challenging just seeing the devastation, seeing these lives be so broken, and especially at 21 not really knowing what to do about that, or not really knowing what my place was."**

After graduating from Davidson, Gagan went on to work at the Corporation for National Community Service as a political appointee under the Obama Administration. He has since implemented policy and assisted in envisioning service on a national level. Gagan ardently believes that the immersive experiences he had in India and New Orleans have played a major role in shaping his career. Gagan proudly asserts, "if I had not gone to New Orleans that week with the community service office, I just don't think my five years after Davidson would have looked that way. And so I'm tremendously grateful for that launching pad."

- Sarah Gomper '18



# A Fight for Women's Rights

Laura Pepper '07

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Davidson graduate Laura Pepper '07 worked with the Bangladeshi entrepreneur, banker, economist, and civil society leader Muhammad Yunus just one year before he won the Nobel Peace prize. Yunus, founder of the Grameen Bank, pioneered the concepts of microcredit and microfinance.

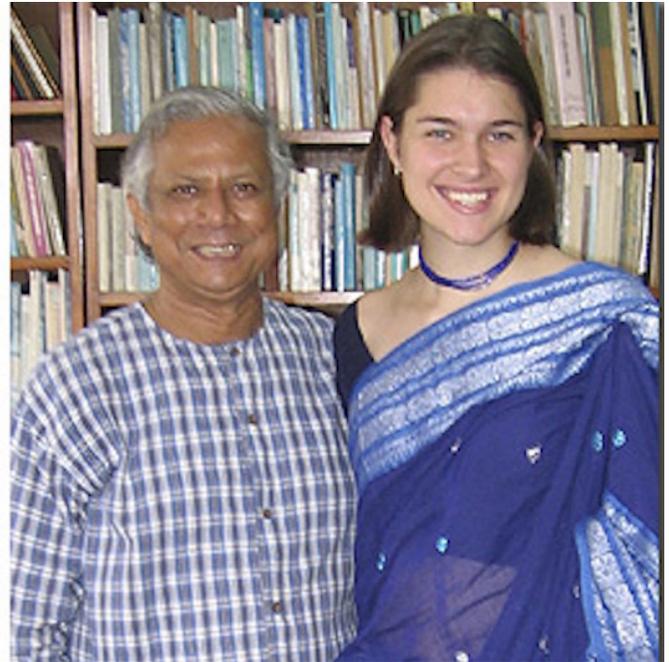
A current member of the Women Advancing Microfinance chapter in Chicago, Pepper travelled to Bangladesh in 2005 to learn more about microfinance and its impact on international societies. There, she interned at the Grameen Bank, a for-profit company that provided social capital for people that didn't have enough money to take out a loan. The bank would give out loans of \$50, usually to women in rural areas. Pepper noted, "We found that women typically reinvested the money in their families more so than men did."

Pepper recognized that people who live below the poverty line are in a continual cycle of predatory lending from loan sharks. The bank thought that if women were given just \$50 to buy a sewing machine, they could start businesses and continue making money for themselves and their families as opposed to being stuck perpetually borrowing money for the next day.

Pepper's professor, Peter Hess, had inspired her to get involved in civic engagement. In an economic development course, Hess mentioned the Grameen Bank and what it did, which immediately grabbed her attention. During this economics course, Pepper was doing an internship with a program, The Lily Summer Discernment Institute, run out of Sewanee. The internship called for a 6-week study abroad program. After learning about the Grameen Bank, she knew that she wanted to spend that time in Bangladesh.

Pepper found the overall experience very different than her expectations. She said, "I thought I would be going over there to do all of this helpful stuff. The reality is, I can't speak Bengali. I can't read Bengali. So there wasn't really a lot that I could do in terms of communicating with them."

Her inability to communicate with the natives left Pepper helpless on more than one occasion. She recalled a day when a Bangladeshi man wanted to drive the company car because he



wanted to spend time with the Americans. Although "nothing bad happened," the man dropped them off several miles from where they wanted to go. A translator explained that this was not the location that they had agreed upon, but it did not matter; the man was not budging. The women were furious. "It was the first time I had experienced someone basically completely shutting you down because of gender."

Because she didn't feel like she had that much impact on the women in Bangladesh, Pepper was hesitant to recommend this particular adventure to others. However, she regarded her overall experience of living in a foreign country as life changing. She explained, "To get that perspective of being a part of the international community and understanding that not everything revolves around you - It's incredibly eye-opening." She took the time to reflect and asked herself: "are you doing service for yourself or are you doing it for others?"

Pepper left Bangladesh a different woman than when she arrived. She discovered how to have an impact in a situation where she was unable to communicate; she also learned to see everyone as an equal, and she understood how a little help could go a long way.

- Vicky Bruce '16

# [ UNITED STATES ]



# Tutoring to Non-Profit Development

Elizabeth Devlin '04



“Watching her run around the classroom, crawl under tables – anything to avoid that time of having to read – was eye-opening for me.” As Elizabeth Devlin '04 looks back on her time as a Davidson student, she highlights tutoring as one of the most informative experiences of her undergraduate career. She recalls her astonishment at finding children reluctant to read. “In my own home experience,” she says, “reading had always been an enjoyable thing, a comfortable thing, a positive thing,” and seeing students’ distaste for the activity “was an ‘aha’ moment. I thought, not everyone has had the same experience as me.”

Elizabeth came to Davidson’s campus in August 2000 a recruited swimmer with no thought of education. “I had no idea what I wanted to do; I figured it out along the way.” Wandering through the Community Service Fair her freshman fall, Elizabeth was drawn to Ada Jenkins, but the tight schedule of a student-athlete didn’t lend itself to much involvement. She passed the table by. The next year she decided to drop swimming and signed up to tutor. “It was a defining experience,” Elizabeth says of the decision. “Ada Jenkins solidified a passion for education” that led her

to create a small book club (which itself would morph into a non-profit) and embark on a successful career in education.

In 2004, Elizabeth worked with English Professor Dr. Shireen Campbell in an independent study that focused on “creating positive literacy environments in afterschool programs.” This experience provided the mentorship and academic groundwork that would help her engagement within the community. After tutoring at Ada Jenkins for two years, Elizabeth had the idea of a book club for girls that would provide a safe space for them to explore reading and become empowered by literacy.

Elizabeth remembers the first grade student who sparked the idea of “GirlTalk”, as the book club would be called. “We had to read with the kids every day after they finished their homework, and it was the biggest challenge trying to get her to read. I was just baffled by that.” Elizabeth took to reading aloud for the girl instead, and she was moved by the realization that her own positive experience with reading – one that was liberating and enjoyable – was not shared by all. “At a place like Davidson where you’re so focused on academics, worried about being successful in this bubble, [civic engagement] can give you a good perspective on that larger world that’s out there.” Not everyone has had the same positive experience most Davidson students have had with education, and when entering a classroom of kids not necessarily thinking about a small-liberal-arts future, it’s important to be sensitive to the wide range of backgrounds from which students come.

Elizabeth received a Sunshine Lady Grant, which funds programs dedicated to the educational advancement of underprivileged students. This funding allowed her to fulfill the dream of GirlTalk in 2003. The book club expanded to become PageTurners, a non-profit organization that aims at increasing literacy among young females. One of Elizabeth’s

Davidson Mentors, Dr. Campbell, served as a board member.

Elizabeth cites this experience with Ada Jenkins and the book club as the springboard of her career, and the resolve to make education empowering and fun remains central to both her vocational and personal outlook. She now works as the Grant Director at Chesapeake College in Maryland where people of all ages and educational backgrounds come to achieve their educational goals. “We help them to get through to whatever outcome they want, whether it’s to transfer to a four-year school, to get a job, or to finish a degree. Closing that achievement gap has always been important to me.”

From a freshman swimmer to a senior non-profit developer, Elizabeth transformed at Davidson, and the crucible of that change was civic engagement. “It helped me find my niche and what I cared about,” she says of the time at Ada Jenkins. “If you can have different experiences off campus and do different things like that, you get a greater understanding of the bigger picture.”

Community involvement proved a central element of Elizabeth’s own education. The effects of the experience extended far beyond herself even while she was a student, and they have certainly extended beyond Davidson with her continued efforts to bring education to underprivileged students.

“I think you should take the chance,” she advises any student considering civic engagement. “Sometimes it can feel uncomfortable, opening yourself up to people, but doing it makes you a stronger person, and you learn as much as you give.”

**“In my own home experience,” she says, “reading had always been an enjoyable thing, a comfortable thing, a positive thing,” and seeing students’ distaste for the activity “was an ‘ah-ha’ moment. I thought, not everyone has had the same experience as me.”**



- Jonathan Ferguson '16

# Striving to Improve Public Education

Lena Parker '17

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The day before her summer internship in the Charlotte Mecklenburg Schools Office of the Deputy Superintendent began, Lena Parker '17 received a call from CMS Deputy Superintendent Ann Clark '80 asking Lena to wake up at 6:30 am. Like many students, she wasn't used to waking up that early, but when someone you revere asks you to do something, you do.

When Clark picked Lena up the next morning outside her summer housing at Johnson C. Smith University, she mentioned that she was picking up Lena early for a special event. They drove to Hornet's Nest Elementary, a public school located in Charlotte, and Clark explained that the newly renamed Charlotte Hornets were holding a big rebranding kick off at the school. On her very first day of work, Lena met Michael Jordan and the team's players – an experience that Lena claimed to be “representative of the wild up and down summer I had with Clark.”

Through Davidson College's Education Scholars program, a 9-week summer program based in Charlotte for ten Davidson students who want to improve the public education system, Lena was responsible for improving the Smith

Family Center. The Family Center is a place where international families can go for support services; families new to the district can go to enroll students, to have their children tested for learning disabilities and more. Her project involved making the center more accessible and easy for families to navigate, ultimately getting the help they needed. This meant putting up signs and improving the facility as a whole. Clark essentially handed all the responsibility over to Lena, giving her a budget, and letting her decide how to improve the facility. The amount of autonomy given to Lena left her surprised. According to Lena, “the experience for me was overwhelming because I had never experienced that much freedom.”

This freedom, however, presented many challenges. At times Lena didn't feel fully competent for the job. She constantly felt like she was ‘winging it,’ but it was part of the learning process. Receiving a ‘good job’ after a project presentation was always a pleasant surprise. When asked about these challenges, Lena noted, “I'd say that was the hardest part, the discomfort of [wondering] am I making the right

decisions, am I doing this right? Am I working hard enough? Am I approaching this from the right angles?" The challenges, however, helped her learn more about being in a project based position and how to adapt when problems arise.

During her internship, Lena worked in the central office with 8 young teachers who "took [her] under their wings" and convinced her to teach – a path she never considered before. Prior to the experience, Lena didn't think there was a future for her in education; she had tutored at her high school and as a Bonner Scholar through the Ada Jenkins center, but thought it was nothing more than interacting with kids, helping them with their homework and teaching them different ways to learn. The following summer, Davidson's Civic Engagement Center



funded Lena to work with the Urban Education Leadership Program (UELIP). She worked in the Data and Strategy office for DC Public Schools. Looking back at the friendships and connections she made through this experience, Lena highly recommends the Education Scholars program. "It's a program that will take care of you,... a Davidson program that's trusted, [where you will be] with other Davidson students who are really passionate." After her experiences, Lena now looks forward to pursuing a career in education, a decision that would surprise her past self.

**Clark essentially handed all the responsibility over to Lena, giving her a budget and letting her decide how to improve the facility. The amount of autonomy given to Lena left her surprised. According to Lena, "the experience for me was overwhelming in terms of I have never experienced that much freedom."**



- Luki Elizalde '19

# A Heart for the Homeless

Davis Greene '09

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Many times it is difficult to face something that takes us out of our comfort zone; too often we tend to look past those whose presence troubles us or whose lives we do not understand. Davis Greene '09, does not. Davis has always had a heart for the homeless. His desire to help those less fortunate began with some volunteer work throughout high school at his homeless shelter back home in Jacksonville, FL. Although the next chapter of his life would begin at Davidson, his interest in exploring the systematic causes of homelessness brought him back to the shelter. Davis received a grant through the Center for Civic Engagement and went back to Jacksonville, FL in the summer of 2006, fully immersing himself in their lives and consequentially them in his.

The grant enabled Davis to spend his summer volunteering at The Sulzbacher Center for the Homeless, a well-equipped shelter where homeless men and women can stay up to sixty days. During these stays, individuals could and would receive counseling, and this is where Davis was instrumental. Davis spent his time counseling men one-on-one to help treat their mental illnesses, whether substance abuse related or caused by mental disorders such as split personality and schizophrenia.

At only 19, Davis found this experience both moving and extremely difficult. He constantly asked himself, "How can I gain credibility and show them I have experience to handle their story sensibly and sensitively?" Davis noticed an apparent lack of and relative dearth of resources available to these

men and women, making it challenging to get them the adequate help they need. While there may have been limited immediate efficacy in Davis's work, he had to learn how intractable problems are in order to address them in the first place. Resources aside, sometimes all a struggling individual needs is someone to listen, and that's who David was – someone they could trust.

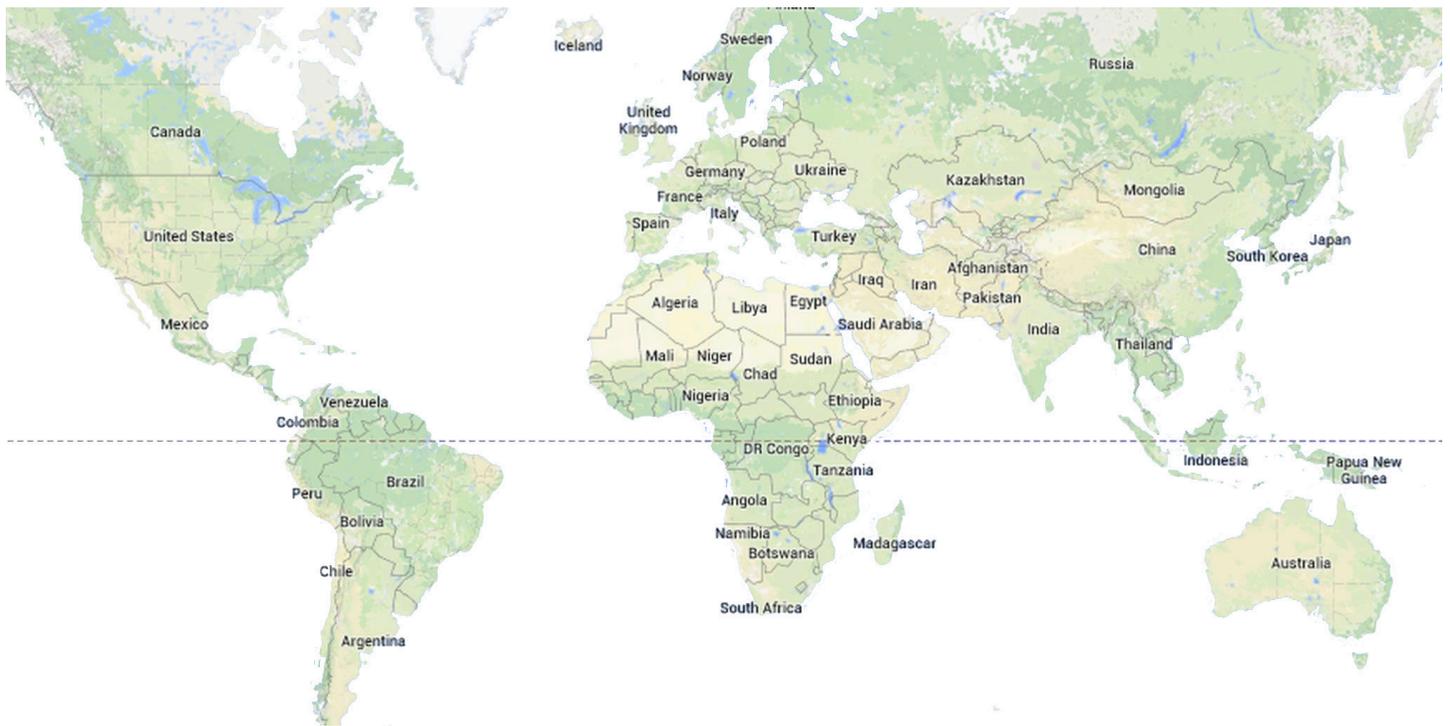
While trying to help shelter and counsel residents, Davis himself grew and learned through an immersive experience unlike what he found in his college classes. As he explains, "These immersive opportunities allow you to ask what you really care about. It doesn't matter, [The Center for Civic Engagement will] fund it for the most part and that's a unique incentive." Even ten years removed, his involvement continues to inform him. Since that summer, Davis served time running a micro loan fund for a non-profit that serves rural populations and as a health consultant. Both jobs taught him a lot about a community of people different from himself, developed his skills as a leader, and opened his sensibilities to additional issues of justice. This particular experience showed Davis the importance of social justice, and subsequently his career path reflects this. As he explains, "Every career change I've made has been centered on how I can best be an agent of social change."

Even today, he uses his experience in all facets of his life. As he explains, "on a selfish level I really do oddly refer back to that experience even though I was 19 and now I'm 29; because of the skills: communication-wise, managing different types of people, and sort of having responsibility for others through counseling and consulting them." Selfish or not, Davis's service and experience allowed him to gain a better appreciation of his community.

Davis is now in business school at the Kellogg School of Management in Chicago, but his consciousness for community goes with him. In his words, "when I'm living in a community now, I'm much more aware of that population; the circumstances they face and trying to be a good citizen to that community by engaging on some level whether it be employment, housing, education, or healthcare. To serve that population and not leave it aside."

- Chris Boyarizo '16

# [ GLOBE TROTTERS ]





## One Woman, Multiple Lives

Amelia Lumpkin '13

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Most college freshmen spend the summer after their first-year lifeguarding or working in a retail store. Amelia Lumpkin '13 spent her summer in Damascus, Syria. The recipient of the Center for Civic Engagement and Dean Rusk travel grants, Amelia divided her time abroad between taking classes at a local university and volunteering at a center for disabled youths. As a Bonner Scholar and prospective Arabic minor, she hoped this experience would allow her to improve her Arabic language skills while performing community service in new cultural contexts.

In regards to her language goals, Amelia considers her summer in Damascus extremely successful. "I was forced to speak Arabic all the time," she said, reflecting back on that summer. "that was the fastest my Arabic improved ever."

In addition to accelerating her language proficiency, Amelia also credits this abroad experience with building her self-confidence about her capacity to "discover a new community, and her place within it." In her words, "Once I

did the summer in Damascus, I was like 'I can do anything.'" Developing this confidence empowered Amelia to pursue three additional abroad experiences. By her senior year, she had collected a lifetime of adventures, traveling around the world while pursuing her passion for languages, volunteerism, theater, and social action.

**"Going on immersive experiences teaches you how to match where you are and where you fit in."**

Funded by a Craig Wall Summer Fellows grant and the Leonard Fund, Amelia's next abroad experience took place the summer following her sophomore year. For seven weeks, Amelia supported Houston-based non-profit AMIGOS de las Americas' mission by running a youth summer camp in Wiscoyol, Nicaragua.

In addition to bonding with local children through summer camp, she engaged them in social activism to address parental absenteeism – an issue prevalent in the small community. To accomplish this, she and the children worked together to create a play about the issue, which was later performed at a regional gathering held by AMIGOS.

Amelia also noticed the community's need for greater access to clean water during her time in Nicaragua. She discovered that increasing the community's access to water would require building two wells: one with a pump, and one with a roof. She led a fundraising initiative to purchase the materials necessary to make this happen. After collecting sufficient funds, Amelia supported community members as they organized themselves to install the wells; the people of Wiscoyol still benefit from these wells today.

The summer following her junior year, Amelia joined The Bonner Network and its partner organization, Peacework, to participate in a weeklong international service trip to Orange Walk, Belize. Funded by the Craig Wall Summer Fellows Grant, Amelia spent this experience serving the community as a sustainability analyst. To fulfill her role, she taught lessons, led reflections, and developed a standard curriculum for an 8th grade civic engagement course.

Amelia's final abroad experience before graduation was spent exploring how cultural

identity is being redefined in Bolivia. There Amelia pioneered two artistic initiatives, both conducted entirely in Spanish. She collaborated with local Afro-Bolivians to further the first initiative: the creation and performance of *Canela, Cafe o Chocolate*, an original play about the black experience in Bolivia. To pursue the second initiative, Amelia interviewed local people, compiled their responses, and used them to devise a documentary titled *Estamos Aqui*.

As a result of exhibiting leadership in these cultural challenging herself in new ways, Amelia was inducted into the Phi Delta and Omicron Delta Kappa Honor societies. She was also awarded a Center for Civic engagement award "in recognition of going above and beyond the concept of volunteerism to live a sustained ethic of care of the world."

Amelia's work in Bolivia relates to what she does part-time. When not at The Theater

**Amelia also credits this abroad experience with building her self-confidence about her capacity to “discover a new community, and her place within it.”**

Offensive, a social justice oriented theater that strives to empower LGBT people of color living in Boston, Amelia acts for Company One, another Boston-based social-justice oriented theater.

Beyond scholarly recognition and increasing her competency in several languages, Amelia credits her abroad experiences with teaching her profound life skills that can't be learned in the classroom. In her words, "going on immersive experiences teaches you how to match where you are and where you fit in."

- Franzia Martin '17





*The Center for Civic Engagement (CCE) provides grants and seed funding to support service and social action throughout the United States and abroad. Since the spring of 2003, such opportunities have been made possible through the generous support of Davidson residents Paul '62 and Judy Leonard. In the spring of 2014, CCE staff collaborated with Paul on a study to understand the learning experiences of individuals who received summer service grants through the Center. The hope was that through sharing the findings more students would be inspired to engage in social action work and more donors would fund similar experiences, all designed to bring our world closer together and help alleviate the conditions of poverty, injustice, homelessness and disease that impact 1.5 billion people today. Participants were very generous with sharing their stories and experiences and it is clear that the experiences contributed to personal growth. With the goal of telling the stories that emerged from the research in more depth, the staff in the CCE and Paul approached Dr. Campbell's English 201 students to create a set of profiles highlighting the stories that are the focus of this booklet. We are grateful for their leadership on this project.*

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