



Penn Arts & Sciences High School Programs

Social Justice Research Academy The University of Pennsylvania

July 10 - July 28, 2023

The Social Justice Research Academy brings students from across the USA and from around the world together with Penn faculty and other experts in a variety of fields to examine the historical importance and the contemporary relevance of struggles to overcome inequality and injustice. Designed to encourage discussion and critical thinking about the political, historical, and cultural context of inequality and resistance, the program welcomes students with a variety of academic interests across the social sciences, humanities, and the arts.

Lectures and Workshops - There will be daily class meetings with teaching staff and guest speakers. Classes and conversations will be led by Penn faculty and Teaching Fellows, as well as community leaders, activists, and experts from a range of subjects. Students will ask questions, debate issues, and participate in and lead lively class discussions. Students will have access to Penn's Van Pelt Library and other University resources, including the program's Canvas website for additional content and homework assignments.

Site Visits - Tour historical and cultural landmarks in Philadelphia such as the Penn Library, Mural Arts Program installations, Eastern State Penitentiary, and Chinatown.

SJRA Daily Schedule

10:00 - 10:30 Attendance, check-in, introduction to the day's activities

10:30 - 12:00 Speakers, Field Trips, and other activities

12:00 - 1:30 Lunch

1:30 - 3:00 Group Discussion in small groups or other activities

3:15 - 4:45 Speakers, Field Trips, and other activities

Course Format and Policies - This course is ungraded. The course consists of daily reading and writing assignments on Canvas, lectures/discussions, field trips, and a Capstone Project. Regular attendance is expected. The course website on Canvas will contain this syllabus, reading assignments and questions, and other course material. You are advised to check Canvas regularly for course updates. We will also send emails to the class via Canvas, so be sure to check your email regularly.

We encourage enthusiastic participation; it is a time for you to explore ideas and ask lots of questions! In addition to participating and keeping up with the readings, everyone will be asked to lead the discussion in your section on at least one occasion. We hope to create a lively, stimulating class environment where you will feel welcome to ask questions, make comments, and debate issues.

Capstone Project – Overview - On the **final day of class**, you will present a capstone project of your own design to your small section. Drawing from coursework and your own interests, you will develop a research question and potential action plan around the themes of the program. You will then explore the answer to

your research question using the University's world-class resources and guidance from the Teaching Fellows. Capstone Projects can take the form of a traditional academic paper or a creative project of your choosing. Each Capstone project should explore either the steps that are being taken to address a social justice problem OR your own individual action plan proposal to address a specific problem in your community. Previous Capstones have included: a spoken word performance surrounding gun deaths among Black men in Philadelphia, a video on the history of red-lining, a graphic novel comparing sex education in China to that in the United States, and a restaurant business plan offering job training to the unhoused.

Capstone Project - Schedule

By the end of Week 1 (Friday, 7/14), you will have developed a topic to research. To do this you will identify a tentative research question and some possible sources. You will upload these to Canvas by the end of the day on Friday. Your teaching fellow will provide feedback.

By the end of Week 2 (Friday, 7/21) you will have your research question finalized, and your research largely completed. You will have developed a thesis, which is the argument you are trying to prove. You will have decided on the form your final project will take and have considered the actions others are taking or that you would like to take.

During Week 3 you should take your research and put it into your final form. Remember that different projects require different outcomes. Art projects require an artist's statement, written papers use footnotes, and all projects should have a works consulted list (sometimes called works cited or bibliography). If you aren't sure how to format footnotes or bibliographies, talk to your teaching fellow. Or use a citation generator like Easybib, Noodletools (which also allows you to manage your research notecards), or Citation Machine. When choosing a citation format use MLA or Chicago Style (sometimes called Turabian).

Location – The main classroom for the Social Justice Research Academy will be in the McNeil Building at 3718 Locust Walk, Room 286-7 (on the 2nd floor by elevators).

Small group sessions will be held in Williams, rooms 302, 303, 317, 318, and 320.

SAS Highschool Program Support Staff and Tech Support

- Tiffany Clayton; Director, High School Programs; College of Liberal and Professional Studies, University of Pennsylvania, Tel: (215) 746-2309, email: hsprogs@sas.upenn.edu
- PennKey support: <https://pennkeysupport.upenn.edu/contact>
- Email, two-step verification, and other tech issues: Contact the Tech Center 855-249-3243 (Toll-free) or by email techcenter@upenn.edu
- Penncards: If you have an issue with your Penncard please inform your RC (resident counselor) about your issue
- Penn Canvas login/support: <https://infocanvas.upenn.edu/canvas-login/>
email: canvas@pobox.upenn.edu

Summer Discovery staff

Our residential partner, Summer Discovery, has an Academic Coordinator that is responsible for helping students with their Academic concerns: TBD

SJRA 2022 Staff

Sarah McDowell, the director, is a history teacher and the History Department Chair at Springside Chestnut Hill Academy in Philadelphia. She currently teaches both American and Modern World History and has taught a number of elective courses. Prior to becoming a teacher, Sarah was an attorney and worked as a public defender in Portland, Oregon, representing both adults and juveniles in criminal and family law courts. Before law school Sarah was a trial assistant at both the Public Defender Service in Washington DC and the Southern Center for Human Rights in Atlanta, Georgia. She is a Brown University Choices Teaching Fellow, leading teacher training sessions. Sarah acted as the assistant director of the Social Justice Academy before becoming the director for the 2023 session. Sarah earned her JD at Georgetown University Law Center and a Master of Art in History at Villanova University.



Ashley Cartwright is broadly interested in how systems of power are created and maintained. She primarily explores how racial, economic, gender, and sexual hierarchies among others are (re)produced institutionally and organizationally (e.g., in legal and educational systems). Her intellectual approach is historical, rooted in Black Studies and black traditions, and attentive to 1) the histories, afterlives, and present manifestations of slavery and colonialism and 2) how systems of domination affect the well-being of systematically dominated people. Ashleigh is currently working on an ethnographic and archival study of the A Better Chance organization (ABC). ABC, a still-operating organization, was founded in 1963 to select and train nonwhite children to integrate white public and private schools in the US. Her study examines: 1) how nonwhite children have been selected and trained to integrate white schools from the 1960s to the present, 2) the historical and sociopolitical contexts in which ABC has emerged and flourished, and 3) the economic and sociopolitical interests ABC has served. Ashleigh's research has been supported by the National Science Foundation, Mellon Foundation, Ford Foundation, and Social Science Research Council.

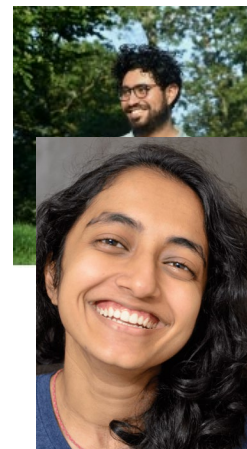


Pablo Aguilera Del Castillo is a Mexico City native and a Ph.D. candidate in socio-cultural anthropology at the University of Pennsylvania. Pablo's research is situated at the interface of Science and Technology Studies (STS), Environmental Anthropology, and Latin American studies. With a background in environmental studies, development studies, and anthropology, Pablo's work has focused on different forms of environmentalism and environmental programs across Latin America bringing him to his current work in Mexico. His doctoral research analyzes the importance of the Yucatec Karst Aquifer System in southeastern Mexico for the articulation of new forms of environmentalism around subterranean spaces such as cenotes, caves, wells, groundwater, etc. As part of this project, he considers nascent forms of collaboration between experts and communities, reconfigured claims of territorial sovereignty, and emergent forms of legal, scientific, and environmental expertise. In his work, Pablo has frequently experimented with photography, participatory mapping, and audio ethnography as multimodal tools to study how people articulate claims of environmental justice and materialize political changes. His graduate research has been supported by the Mexican National Council of Science and Technology (CONACYT), the Wenner Gren Foundation, the Penn Museum, the Center for Latin American and Latino Studies (CLALS), and the Center for Experimental

Ethnography (CEE). He is currently a graduate fellow at the Penn Program for Environmental Humanities (PPEH) and a founding member of Penn's EnviroLab.

Kim Fernandes is a joint doctoral candidate in Education and Anthropology. Their work, based largely in Delhi, is focused on the politics, practices and processes surrounding the production of government statistics about people with disabilities in India. They study this through attention to identity documents, such as the national biometric ID card (Aadhaar), the disability certificate, the unique disability ID card, and large-scale enumeration efforts such as the census. They are also interested in the manner in which discourses around the accuracy of numbers intersect with their use in policy-making and implementation.

Kim earned their M. S. Ed. in Statistics, Measurement, Assessment and Research Technologies from the University of Pennsylvania, their Ed. M. in International Education Policy from Harvard University, and their B. S. F. S. in International Politics (honors) from Georgetown University. Before beginning their doctoral work at Penn, they worked in a range of education and development roles across India. Their doctoral study has been supported by the Social Science Research Council's International Dissertation Research Fellowship (IDRF), the Taraknath Das Foundation's Marion Jemmott Fellowship, the Andrea Mitchell Center and the Center for the Advanced Study of India. At Penn, for the 2022 - 2023 academic year, they have been a Graduate Fellow at the Andrea Mitchell Center, the Sobti Family Fellow at the Center for the Advanced Study of India, and a Graduate Associate at the Perry World House.



Rehana Odendall is a joint degree Ph.D. student between the University of Pennsylvania's Sociology department and the Education, Culture and Society program in the Graduate School of Education. She is a Fulbright International Fellow from Cape Town, South Africa where she completed her BSocSci and MA degrees at the University of Cape Town. Originally trained as a historian, Rehana's previous research includes topics like; the public roles and responsibilities of higher education institutions, public memorialization, and oral histories with a focus on 20th-century South Africa. She is particularly interested in how political and civic education contribute to social change and the impact of transnational and global experiences on African development.

This interest draws on her experiences as co-ordinator for Stellenbosch University's JustLead! co-curriculum, online leadership development course (2018-2019), and her ongoing work with Dr. Krystal Strong's [African Youth Leadership Study](#). Rehana's doctoral work is interested in understanding how youth's positioning in the global South/North shapes their understanding and organizing around climate change and environmental justice.



Joao Victor Nery Fiocchi Rodrigues is a sociology Ph.D. candidate at Penn. His research interests focus on the ways anti-colonial struggles of the Black diaspora through the Atlantic have played a central role in disputes around the concept of citizenship and how these experiences shape our modern world. He is interested in how these studies intersect with nowadays racialized processes of forced population displacements, legal institutions, the nation-state, and its national borders. João earned his Bachelor of Laws and Master of Laws degrees from the University of Brasilia and volunteered for a year at the Institute

Migration and Human Rights (IMDH) in Brasilia, where he provided legal support to refugees and asylum seekers. He also studied at the University of Porto, Portugal as a Santander Luso-Brazilian undergraduate scholar. His paper “No Negro Citizens: Slavery and Citizenship in Comparative Perspective” won the Nancy M. Farriss award for best graduate student paper (2022). His doctoral research has been supported by the Center for Latin American and Latinx Studies (CLALS), and the Center for the Study of Ethnicity, Race, and Immigration (CSERI).



Natasha Williams is a Fontaine Fellow and a joint doctoral student in Communication and Political Science at the Annenberg School for Communication and the Department of Political Science at the School of Arts and Sciences. Williams is fascinated by issues lying at the nexus of technology’s emerging roles in political communication, democratization, and security. Her research engages both qualitative and computational methods, and centers on topics such as digital information warfare, propaganda, censorship, and disinformation on social media. She is specifically interested in the disproportionate effect of these activities on Global South communities, and how these activities differentially play out under democratic versus authoritarian regimes. At Penn, Williams is a doctoral fellow with the Center for Media at Risk and is a member of the Center for Information Networks and Democracy. Prior to attending the University of Pennsylvania, Williams worked in private research. She received her Bachelor of Arts in International Relations and Economics summa cum laude from New York University. Her senior thesis titled, “The Politics of a Super-Presidential State: The Use of Information and Communication Technology for Electoral Manipulation in Putin’s Russia,” was awarded Best Honors Thesis and Best Poster Presentation.



Schedule – Week of July 10

Introduction to course Nick Okrent Library Tour	Prof. Kermit Roosevelt America’s Narrative Prof. Iain Pollock Poetry and Social Justice	Tara Murtha, Women’s Law Penn Museum, Anne Tiballi	Mural Arts Fieldtrip Prof. Scott Hanson , Immigration and Pluralism	Prof. Albert Broussard , textbooks and social justice Work on Capstone
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Schedule – Week of July 17

Habitat for Humanity Prof. Dennis Culhane - homelessness	James Densley Violence Project Malik Muhammad LGBTQ Penn Center	Jennifer Chiccarino Federal Defender Brandon Flood , Cease Fire PA	Dariya Orlova (Zoom from Ukraine) Journalism in War Prof. Eileen Doherty-Sil International	Work on Capstone Eastern State Penitentiary , tour
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Schedule – Week of July 24

Tanner House Black Cultural Heritage	Dr. Dan Taylor Poverty and child health	Chinatown Fieldtrip	Prof. Vincent Lloyd open dialogue	Capstone Presentations
Shawmar Pitts Environmental activism	Jordie Hannum Better World UN	Prof. Gwendolyn Beetham gender and sexuality	Work on Capstone	Party