



HC In Action

Holleran Center Newsletter, 10.2008

UPCOMING EVENTS!

10/27: Community Coalition for Children Event at the Garde Arts Center—Rosalind Wiseman, 7 pm

11/4: Election Day—OVCS will provide shuttles to the polls all day

11/7: IntoxicAsian night/friends of Shelter Associates Event, 6 pm, Cro 1962 Room

11/14: PICA Application Deadline



Holleran Center Welcomes Postdoctoral Fellow Jessica Mulligan

This summer Professor Jessica Mulligan joined the Holleran Center team as one of the three Mellon Postdoctoral Fellows on campus. Mulligan, originally from Florida, has lived in Washington DC, Boston, San Juan and Providence. She received her PhD in Anthropology from Harvard University in June 2007 and she specializes in Medical Anthropology which is the study of local conceptions of healing and illness. Her research studied the privatization of the public health system in Puerto Rico, examining the culture of a managed care organization by conducting fieldwork (extended participant observation) at an HMO. Her research also included interviews with elderly and disabled Puerto Ricans about their experiences

with the health care system over the course of their lives. She is currently revising her dissertation research into a book manuscript.

In her role as a Mellon Postdoc, Mulligan is teaching courses in the Certificate Program in Community and Public Policy (PICA) including the Gateway Course and the Junior Seminar. She is continuing her research and writing about health care in Puerto Rico and beginning a new research project on health disparities locally in New London. For the last project, in collaboration with the PICA students and community organizations, Mulligan will use the qualitative methods of medical anthropology to shed light on local barriers to health care. Her aim is to understand people's health care needs in a broader cultural context that takes into account access to insurance, immigration status, language, gender,

family organization, and racial disparities. As Mulligan describes, "A good deal of health care research focuses on non-compliant behavior by minority and low income populations, my research instead looks at how social inequalities interact to produce clear patterns of health disparities. Working with students and community members, the ultimate aim is to translate these findings into interventions that will improve access to health care in New London."



Jessica Mulligan

New Community Learning Course Underway as a Freshman Seminar: *Conquering Adversity: The Development of Human Resilience*

Human Development Professor Carol Akai designed this new Freshman Seminar which investigates the ability to survive or thrive in the face of adverse circumstances, such as biological, economic or social disadvantage. The first year Connecticut College students enrolled in this course consider the complexities in interpreting levels of risk and critically analyze factors that affect the diverse paths taken by individuals confronted with challenge.

In addition to meeting in the classroom, the fourteen students are engaged in community learning at three local sites. Throughout the semester, all students are working three weeks at the Drop In Learning Center, three weeks at B.P. Learned Mission and three weeks at the New London Homeless Hospitality Center. After completing training and orientation, the students are tutoring, implementing positive youth development activities, and assisting with intake services for people who are homeless. At each of the sites, Connecticut College

students interact with children, youth and adults who face a wide spectrum of adverse circumstances and demonstrate individual paths of resilience to meet those challenges. Following the first weeks of placement, most students indicated that their community service learning placements were positive experiences, difficult but enjoyable. Students from the class stated that they were learning a lot about resilience and felt like they had a positive impact in the lives of others.

Save the Date: 2nd Annual Walk for the Homeless



Saturday, April 25, 2009

Sponsored by the Holleran Center Gateway students and the New London Homeless Hospitality Center

Fellowship Opportunities

Echoing Green Foundation awards two-year fellowships to emerging social innovators creating new organizations. The awards go to individuals with innovative ideas for creating new models for tackling seemingly unsolvable social challenges. The fellowships are to provide awardees with opportunities to develop and test their ideas in communities. The fellows launch, manage and grow organizations that implement and continually expand their ideas for creating lasting social change. During the two-year fellowship, Echoing Green provides both financial and technical support. Echoing Green holds an open application process through which anyone who meets the eligibility criteria and has a compelling new idea for social change is welcome to apply. The 2009 application is due December 1, 2008.

The Education Programs Division of the Rotary Foundation exists to achieve understanding and world peace through the exchange of people internationally. It is the specific mission of the Educational Programs Division to provide quality programs and services to those individuals who apply for funding and logistical support to undertake a term of study or teaching abroad. The Division, in conjunction with Rotarians, Rotary clubs, and Rotary districts provide assistance through scholarship and fellowships. Learn more about

the individual Educational Programs-Ambassadorial Scholarships, Rotary Peace & Conflict Studies, and Rotary Grants for University Teachers at www.rotary.org/foundation/educational/

The Samuel Huntington Public Service Award provides a \$10,000 stipend for a graduating college senior to pursue one year of public service anywhere in the world. The award allows recipients to engage in a meaningful public service activity for one year before proceeding on to graduate school or a career. The application requires you to develop a proposal for a public service project. It can be undertaken by yourself alone or by working through established charitable, religious, educational, governmental, or other public service organizations. The application is due February 13, 2009. Your application should also include a one-page cover sheet, proposal, budget, transcript, resume, and three letters of recommendation. For more information go to www.nationalgridus.com/commitment/d4-1_award.asp

Contact Tracee Reiser, Associate Dean for Community Learning for further information. trei@conncoll.edu

PICA Senior, Hayley Bentley, Advocates for Equal Access to Education



I believe that education is a key to making the world a better place. **Hayley Bentley '09**
In a world riddled with problems and frag-

mented by scattered solutions, working for equal access to quality education can be a first step. While I understand the importance of primary and secondary education, I believe a lack of effective and equal access to higher education for students from economically disadvantaged backgrounds not only hurts this growing group of students who are marginalized, but also society as a whole. In order to better address this problem, we must study not

only the financial barriers to higher education but the many cultural and social barriers that prevent incredibly smart and talented students from achieving their American Dream. Many students and their families lack the resources to navigate the college going process, leaving them with few options despite their potential. As part of my senior integrative project as a scholar in the Holleran Center for Community Action and Public Policy, I am

analyzing the role parents, administrators, and guidance counselors from three local schools - New London High School, Waterford High School, and Norwich Free Academy - have in facilitating access to higher education. As a result of my research, I hope to not only better understand this complex problem but also be able to suggest effective strategies and perhaps better educational policies to widen access to quality education.

Margaret Sheridan Community Learning Grants Awarded to Faculty for Action Research and Community Based Learning

Three Connecticut College faculty are grant recipients in the Holleran Center's second annual Margaret Sheridan Community Learning Grants Program. The Center has a long history of supporting community learning, and this program supports faculty who wish to incorporate community partnerships into their teaching or research. Grants will support Michelle Dunlap with her Black Children and Families action research project; Midge Thomas in the development of a new course "Service Learning Practicum in Music," in which students will teach elementary students how to play musical instruments; and Sunil Bhatia's globalization and cultural identity action research. Funds support stipends, travel, supplies/materials, and student assistantships. These projects support the Holleran Center's mission to explore and implement innovative teaching, learning and research strategies that address issues of public concern through community learning. All recipients will be invited to participate in a community learning workshop for faculty to help foster the success of the funded projects and the development of other community learning courses and research on campus. The annual call for proposals will be released in April 2009 with a late June 2009 submission.

Holleran Center Staff

Sunil Bhatia, *Director and Associate Professor of Human Development*

Tracee Reiser, *Associate Dean for Community Learning*

Rebecca McCue, *Associate Director*

Jessica Mulligan, *Mellon Postdoctoral Fellow*

Kiesha Henry, *Staff Assistant*