

Annual Report
2019-2020

SHEPHERD

Poverty Studies | W&L

WASHINGTON AND LEE
UNIVERSITY

By the Numbers

82 Volunteer Venture Participants

116 Students in the Gateway Course

47 Summer Interns

7,000+ Bonner Service Hours

19 Graduated Minors

1,275 CKWL Backpack Program Recipients

**Our Mission: To Understand and Address Poverty
in Ways That Respect the Dignity of Every Person**



Responsibility.

Thinking back over the past year, responsibility is the word that keeps ringing in my ears. The word has an ominous ring to it sometimes. Responsibility and its close cousins (responsible, irresponsible, etc.) are sometimes accusatory. Responsibility often looks backwards, to the past, to see *who caused what*: “Who is responsible for making this mess?”

However, responsibility also has a positive, even hopeful ring to it. While questions about causes matter, questions about causes (and consequences) can only take us so far. Ultimately, responsibility looks forward, to the future, to see *who ought to do what*: “Who is responsible for making this better?”

Responsibility also looks sideways, so to speak. We too often forget that responsibility is fundamentally about *responding*. It involves responding to the *situation* we are in, especially a new situation. Responsibility involves looking around to see what is actually going on.

More importantly, responsibility involves responding to *other people*, near and far. It involves looking around to see *and hear* what our neighbors and strangers want, need, and even demand, especially those who are so often overlooked, ignored, and even oppressed.

For all these reasons, responsibility is a cornerstone of the Shepherd mission:

To prepare students to understand and address the causes and consequences of poverty in ways that respect the dignity of every person.

It has also been the cornerstone of everything Shepherd students, staff, faculty, partners, and alumni have done during the past year and especially during the past few months of the pandemic, the recession, and the ongoing pursuit of racial justice.

With the campus closed, faculty and students went online (via Zoom) to carry on their capstones and classroom conversations about respectful community engagement, social inequality, the social determinants of health, and the right role of justice and mercy in a good society, among other topics. With the campus closed, staff and students also went across town (behind masks) to the Rockbridge Area Relief Association and the Community Table, among other agencies, to carry on their community engagement, including the Campus Kitchen’s efforts to provide nutritional support to more than 700 children each week through the Backpack Program.

Only time will tell what we have learned from our time in Shepherd. Above all, I hope each student has learned a sense of responsibility in one final and broadest sense: *the ability to respond to any situation in ways that respect the dignity of every person.*

Howard Pickett

Academics

A Shepherd education is rooted in the rich, innovative teaching of W&L faculty affiliated with the program. Students are encouraged to understand the complex nature of poverty from a host of disciplinary angles. The firsthand accounts below provide a window into that learning from the student perspective.

POV/SOAN 253* (Brie Belz '20)

This Fall Term, I had the opportunity to take Professor Sascha Goluboff's Narrating Culture, Society, and Identity. Before this course, classes required for my major had limited the range of classes I could take, so I was ecstatic to see that not only did this class fit into my schedule, but it was also hosted at the Augusta Correctional Center, which entailed a split demographic between incarcerated students and W&L students. On our first official day of class, I went in with few expectations and open-mindedness, yet nothing could have prepared me for the three-month-long journey we would experience together. This course challenged me academically, mentally and socially, and made me question my place in society and how this role is heavily influenced by our individual and identity legacies.

We formally explored a variety of narratives across diverse disciplines, whether it be Liana Finck's graphic memoir, Ta-Nehisi Coates's autobiography or Tim O'Brien's intense storytelling. Through exploring these stories, we discovered the spectrum of the human experience. The concept of privilege is only possible if it breeds disadvantage with others, and no individual in the class was exempt from experiencing privilege and disadvantage, even though the degree of this experience

varied from individual to individual. However, a deeper lesson learned was the lack of narratives explored, that there is often a privilege in who has the opportunity to tell their story and, more importantly, whether they have an audience who truly listens.

My biggest fear throughout this course was perpetuating disadvantage by participating in this experience, by learning in profound ways while having the ability to leave the prison. However, this course was truly a journey and a space where we were all vulnerable and empathetic, where we were allowed to express ourselves without the concern of repercussions from our outside reality. At the end of the course, my biggest fear became leaving the classroom knowing that would most likely be the last time I had laughed, listened and lived with many of the students. To me, being involved in the Shepherd Program means being part of something larger than yourself, something revolutionary, something you will forever be in search of again. This course taught me what practicing radical empathy truly means, and how we are all connected by the thread of being human.

**This course was developed in collaboration with the Office of Community-Based Learning.*



Brie Belz '20 and classmates work on a project in POV/SOAN 233.

SOAN 263 (Bryce Crew '21)

In Fall 2019, I was able to take Poverty and Marginality in the Americas with Professor Marcos Perez. The class compared and contrasted the structural causes and experiences of people who are marginalized in both the United States and Latin America. We used ethnographic accounts from Spanish Harlem in New York City and Flammable, a shantytown on the outskirts of Buenos Aires, among other anecdotes, to explore how case studies can inform policy change (or a lack thereof), and how they can humanize trends and statistics. By increasing my understanding of the challenges brought about by deindustrialization, violence and environmental degradation in both regions, I recognized the increasingly complex relationship between Latin America and U.S.

After my Shepherd Summer Internship in Quito, Ecuador, this course felt progressively relevant to my interest in the

connection between health care systems present in Latin America and the U.S. For my final research paper, I was able to explore the diverse medical systems in Latin America in contrast to the U.S. with regard to their magnification of toxic uncertainty. Using my experience in Ecuador and readings from class, I drew interesting connections between urban pollution and its proximity to concentrated poverty.

Overall, this course with Professor Perez provided valuable insight into a field I hope to go into and allowed me to retrospectively consider my time in Ecuador. Before this class, I had never taken a sociology class. I really loved the discussion and analysis involved with the course and the exposure it gave me to sociological concepts in general. Professor Perez always kept things interesting and brought the energy every day!

ENGL 260 (Bri Mondesir '22)

What is Literary Approaches to Poverty? In some ways, it is exactly what the name suggests. But in many other important ways, it is so much more than just what the name suggests. Professor Deborah Miranda intentionally and carefully led us in discussion and thought about five books that centered a different group's experience with poverty in the United States.

These books included:

- *Bastard Out of Carolina* by Dorothy Allison, an intense and semi-autobiographical novel that looks at a young girl, "Bone", who grew up in a poor, rural, abusive and stereotypical "white trash" environment;
- *Tracks* by Louise Erdrich is a story that examines the life of four interrelated family members of the Anishinaabe nation as they fight to survive in a cold and greedy landscape ravaged by disease and European colonialism;
- *Winter's Bone* by Daniel Woodrell looks at the life of a young, white girl growing up in the contemporary Ozarks who has to fight to keep her land;
- *Mongrels* by Stephen Graham Jones tells the story of a young werewolf (who may or may not be an analogy for Native American groups) growing up isolated and othered from his society and, sometimes, even his own family; and
- *Salvage the Bones* by Jesmyn Ward, a high suspense novel that follows the life of a young, African American girl living in rural Mississippi days before Hurricane Katrina hit and how she manages to deal with the aftermath of the storm.

All of these novels showcased the breadth and depth of poverty

in the United States, and how poverty can look and feel different depending on who the people are and where they're located. They also highlighted the stories of people who are experiencing poverty that we do not always see in mainstream media or consider during conversations about poverty and its causes and consequences. Being in Professor Miranda's class taught me that there is so much more to learn and, also, how literature can be a powerful tool for underrepresented individuals.

The class also fueled my current passion and interest in public health. All of the topics we discussed during Miranda's course showcased the multifaceted and complex barriers that individuals face when trying to achieve a healthy life. For example, the culture of the neighborhood that the individual grows up in, their family history and, of course, poverty. As a pre-med student, I am eager to learn more about individuals' health problems, but also about the barriers people face to being healthy.

Additionally, during Miranda's course there was a lot of talk about food insecurity and food deserts. This content was really helpful in adding different perspectives to the work I do with the Campus Kitchen, where we also have conversations about food insecurity and the barriers that people in Rockbridge County and other places have to accessing nutritious food. As a result, it was informative to hear personal stories about not having enough food growing up from the books we read and then taking that information back with me as I continued my work with the Campus Kitchen.

Overall, I am interested in continuing to learn more in the future about these complex issues, and in seeing how I can help with diminishing the causes and/or consequences of poverty.

POV 202 (Sydney Lee '22)

Enrolling in POV 202: "Respect, Community, and the Civic Life," taught by Professor Marisa Charley, associate director of the Shepherd Program, was one of the best decisions that I will make during my academic career at W&L. Every day, I was surrounded by what I believe are some of the brightest minds on campus.

We discussed issues such as what values we and our institutions should hold in order to make communities better and how institutions of higher education such as W&L can respectfully engage in their communities. Most of the students had already completed their Shepherd Internship during one of their prior

summers, which meant that they each brought perspectives and knowledge of unique experiences with diverse communities, as well as a developed understanding of how respect works and does not work in different communities. This gave our daily group discussions incredible depth.

There were three main parts of the course: “Respect, Community, and the Self;” “Communities, Institutions, and Responsible Engagement” and “Understanding and Developing the Civic Life.” Throughout each part of the course, we read from a variety of authors such as Sara Lawrence-Lightfoot, author of “Respect: An Exploration,” and Parker Palmer, author of “Healing the Heart of Democracy.” Readings such as Eve Tuck’s “Suspending Damage: A Letter to Communities” pinpointed the ways in which research in academia is often damage-based and

harmful to communities, which led to discussions of whether or not institutions of higher education are obligated to their communities. Every reading that Professor Charley chose for us provided tremendous insight into communities and prompted great discussions in the classroom.

Yet, my favorite part about this course was the vulnerability with which every student was able to approach class discussions and assignments. From the first day we met, Professor Charley created an environment in which any thought could be said without judgement or ridicule. I have never met a group of people more compassionate, loving and open than my POV 202 class, and I will not soon forget the valuable lessons of respectful community engagement and the civic life that I learned from Professor Charley and my peers.

POL 294 (Allie Stankewich '23)

After delving into service, educational series and leadership with Campus Kitchen in my first year at W&L, I was really excited to have the opportunity to take Food Policy (POL-294) for Spring Term with Professor Rebecca Harris. This class offered me a new, eye-opening perspective on the workings of our entire food industry, nutrition, government food assistance programs like SNAP, and the intersections of politics that pervade the way we eat.

My involvement with Campus Kitchen and #Hunger Fighters this past year exposed me to direct-contact, emergency food relief in the programs we operate to feed the community. I have grappled with how this “band-aid effect” remedy can be incorporated into work that truly addresses the root causes of hunger and food insecurity in our country. As I learned in POL-294, policy can be a critical vessel for this systemic, large-scale change.

With Spring Term’s transition to a fully remote platform, our Zoom discussions, class readings and podcasts truly enriched my passion for food advocacy, justice and equity. I also learned so much more than I’d ever before considered about the factors of food access and choices within a food system rooted in politics. The driving question of Food Policy was: “How do we feed our community, our nation, and our

world?” We addressed the economic, societal, cultural, ethical, personal and political drivers that influence every decision made by farmers, marketers, retailers, consumers and government leaders. In short, there is no simple answer! The American food industry runs on what Marion Nestle, a sociologist at NYU, calls a paradox of plenty: With a system of highly subsidized crops and an abundance of food, there are still masses of people undernourished and experiencing chronic food insecurity. Meanwhile, we see the stark contrast of the “food elite,” politically charged voices that police our supermarkets, fad diets and nutrition advice, motivated by a widening gap in socioeconomic status.

Additionally, my work with Shepherd has played into a public health lens in relation to food, and this class highlighted deeper conflicts between constituencies of health officials versus the food industry. The complex network of stakeholders competing in a growing market for consumer attention and profit has taken away the autonomy of all-American consumers--free choice--sometimes even at the expense of public health. Tensions surrounding food policy deal with demonizing one party or the other, certain policies and stakeholders, science versus the “food police,” and even small versus big farmers. Food has become so political and divisive, yet, as we discussed in POV 101, it is a fundamental human basic need and, I believe, an entitlement.

One impactful quote I took away from this course was a line from economist Amartya Sen: “Choosing may itself be a valuable part of living, and a life of genuine choice with serious options may be seen to be-- for that reason-- richer.” Consumers, producers, retailers and politicians are constantly faced with choices, but certain voices are heard much louder than others in the conversation and operations of the system at large. This course challenged me to consider who is making these decisions. Whose voices and needs are (and are not) being heard and represented? How do we respect and promote the agency and dignity of every person as we try to increase nutrition, food access and food security while constrained by the systemic barriers that the food industry is built upon? I know that through my future Shepherd experiences, these questions and conversations will continue to deepen and open my own perspectives surrounding these issues.



Allie Stankewich '23 presents nutrition education during her Campus Kitchen internship.

COURSEWORK FOR POVERTY STUDIES CREDIT

Course	Title	Faculty
ACCT 256	Federal Tax Policy and Planning	Bovay, John C. (Jack)
ARTH 378	Border Art: Contemporary Chicanx and U.S. Latinx Art	Lepage, Andrea C.
BUS 390	Social Innovation in Scandinavia	Hess, Andrew M. (Drew)
CBSC 269	Stereotyping, Prejudice, and Discrimination	Woodzicka, Julie A.
CBSC 295	Addiction: A Brain Disease of Chronic Relapse	Jenney, Christopher B.
and Implications for Science, Society, and Government		
CLAS 295A	The Roman Empire and its Peoples	Easton, Jeffrey A.
ECON 222	Current Public Policy Debates	Handy, Christopher M. (Chris) and
Shester, Katharine L.		
ECON 235	The Economics of Social Issues	Goldsmith, Arthur H. (Art)
ECON 241	Economics of War and Peace	Silwal, Shikha B.
ECON 276	Health Economics in Developing Countries	Blunch, Niels-Hugo (Hugo)
ECON 280	Development Economics	Casey, James F. (Jim)
ECON 295A	The Economics of Race	Goldsmith, Arthur H. (Art)
ECON 376	Health: A Social Science Exploration	Blunch, Niels-Hugo (Hugo)
ECON 380	Economics of Culture and Development	Silwal, Shikha B.
ECON 395A	U.S. Economic History	Shester, Katharine L.
ECON/SOAN 286	Lakota Land Culture, Economics, and History	Guse, Aaron J. (Joseph) and
Markowitz, Harvey J.		
EDUC 200	Foundations of Education	Moffa, Eric D.
EDUC 302	Teaching the Exceptional Learner	Bouchelle, Joseph S. (Joe)
ENGL 260	Literary Approaches to Poverty	Miranda, Deborah A.
ENGL 295	Postcolonial and Decolonial Poetry	Kharputly, Nadeen
ENGL 394B	She Had Some Horses: Native American Women's	Miranda, Deborah A.
Literatures 1900-2019		
ENV 295A	Water Policy and Politics	Bleicher, Sonny S.
HIST 211	Scandal, Crime, and Spectacle in the 19th Century	Horowitz, Sarah
JOUR 268	News Media, Race, and Ethnicity	Colon, Aly A.
JOUR 295	Women, Minorities, and Yoga	Bhalla, Nandini
LJS 232	Civil Rights and the U.S. Department of Justice's	Simpson, Tammi R.
Civil Rights Division		
PHIL 242	Social Inequality and Fair Opportunity	Bell, Melina C.
PHIL 346	Medical Ethics	Taylor, Erin P.
PHIL/POV 247	Medicine, Research, and Poverty	Taylor, Erin P.
POL 232	Public Policy	Harris, Rebecca C.
POL 247	Latin American Politics	Ponce de Leon Seijas, Zoila
POL 250	Race and Equality	Morel, Lucas E.
POL 294	Food Policy	Harris, Rebecca C.
POL 380A	Immigration Attitudes	Ponce de Leon Seijas, Zoila
POL 380B	The Architecture of Urban Community	LeBlanc, Robin M.
POL 396A	Gandhi and His Critics	Gray, Stuart J., Jr.
POV 101	Poverty and Human Capability:	Pickett, Howard Y. and Taylor, Erin P.
An Interdisciplinary Introduction		
POV 102	Fieldwork in Poverty and Human Capability	Charley, Marisa S. and
Diette, Timothy M. (Tim)		
POV 202	Respect, Community, and the Civic Life	Charley, Marisa S.
POV 296	Justice and Mercy	Pickett, Howard Y.
POV 423	Poverty and Human Capability: A Research Seminar	Perez, Marcos E. and Pickett, Howard Y.
SOAN 228	Race and Ethnic Relations	Mondal, Lipon K.
SOAN 250	Revolutions and Revolutionaries	Perez, Marcos E.
SOAN 263	Poverty and Marginality in the Americas	Perez, Marcos E.
SOAN 266	Neighborhoods, Culture, Poverty	Eastwood, Jonathan R. (Jon)
SOAN 290	Global Urban Sociology	Perez, Marcos E.
SOAN 291B	Archeology of Inequality	Bell, Alison K.
SOAN/POV 253	Narrating Our Stories: Culture, Society, and Identity	Goluboff, Sascha

POVERTY STUDIES CAPSTONES

Author	Title
Brie Belz '20	Investigating the Role of Implicit Class Bias in the Clinical Encounter: A Call to Eliminate Health Disparities
Laura Calhoun '20	Incarceration and Creative Expression: Why Prisons Should Increase Access to Art Materials for Incarcerated People
Emma Derr '20	Community Empowerment: Mural Arts Philadelphia's Community Muralism Process and Product
Jake Gigliotti '20	Obstacles to Rural Health and Current Directions in Overcoming Them
Julia Hernandez '20 *	The Power of Language: Multilingualism and Status in Morocco
Marshall Hesse '20	The LIHTC Balancing Act: San Francisco's Housing Crisis and Problems and Solutions Concerning Affordable Housing Development
Jack Jahries '20	Learning to Wonder: Transformative College Education in Prison
Bri Karpowich '20 *	The Haven Community Action Plan Data Analysis
Sawera Khan '21	Questioning the Answers: Causes of Low Vaccination Rates in Pakistan and How to Address Them
Anna Krenyin '20 *	Exploring the Relationship Between Religiosity and Attitudes Toward Immigrants in Israel
Claire Mackin '20	Which Corporate Social Responsibility (CSR) Models Most Effectively Enable Firms to Increase Profits Ethically?
Molly Mann '20	Medicaid Eligibility and Accessibility: Exploring the Intersection of Poverty, Mental Health, and Incarceration from an Ethical Perspective
Rose Maxwell '20 *	Group Therapy Lesson Plan: Supporting Children of Incarcerated Parents
Megan Philips '20	Expanding Financial Inclusion in the United States: The Positive Externalities that Reach Beyond the Individual and the Public Policy Implementation Needed to Achieve Them
Frances Marie Pugh '20	Childhood Exposure to Domestic Violence and the Legal System: Moving Toward Statutory Reform
Anne Rodgers '20	United States Asylum Law: Creating a Space for Gender-Based Asylum Claims
Sophie Rogers '21L	An Analysis of the Stated and Implicit Goals of the U.S. Bankruptcy System
Isabel Ryan '21	Considering Childhood Development Stages and Youth Autonomy in the Efficacy of Intervention Methods of Parental Incarceration
Victoria Seymour '21	American Misperceptions of Immigration
Joëlle Simeu '20 * and Literary Activism	Addressing the Perception of Mental Health Among Nigerians through Sociopolitical
Taylor Thiessen '21	What Do We Really Mean by "White Savior?" A Little Due Diligence Is the Minimum Requirement
Christopher Watt '21	Small-Scale Fisheries and the Global Fisheries Crisis: A Capabilities Approach
Kana White '20	The Most Generous Nation in the World? A Critical Analysis of the Charitable Contribution Deduction in the United States' Internal Revenue Code
Alex Woodward '21	Sex for Survival: Prostitution, Poverty, and Inequality

*Indicates a capstone project completed outside of POV 423

Shepherd Cohort: Non-Monetary Value of Work

This year the Shepherd Cohort, organized by Jon Eastwood and Chris Handy, focused on key questions in international development.

September 24: Cohort participants read excerpts from a popular book by Daron Acemoglu and James Robinson, *Why Nations Fail*, that expresses a very influential argument in contemporary discussions of development. Chris Handy led discussion.

October 22: The topic for the second session was the content and legacy of the so-called Washington Consensus. The readings were an essay ("The Co-Evolution of the Washington Consensus and the Economic Development Discourse") by Ravi Kanbur and a recent paper ("In Search of Reforms for Growth") by William Easterly. Hugo Blunch led the discussion.

November 19: The topic for our third session was ethical issues related to the use of randomized control trials in developing countries with readings from Peter Singer, Arthur Baker, and Johannes Haushofer ("Are Randomized Poverty-Alleviation

Experiments Ethical?) and Angus Deaton ("Randomization in the Tropics Revisited"). Howard Pickett led discussion.

February 4: Winter Term kicked off with further discussion of problems with RCTs based on a working paper ("Context Matters for Size") by Lant Pritchett and Justin Sandefur and a piece ("Understanding the Average Effect of Microcredit") by Rachael Meager. Jon Eastwood led a discussion to consider some of the questions Pritchett and Sandefur raise about the reliance on RCT-based evidence for making decisions in development practice and the implications of their arguments for the kinds of questions our students sometimes raise about development research and policy.

March 3: Joseph Guse led a discussion on a paper ("Two Approaches to Economic Development on American Indian Reservations") by Stephen Cornell and Joseph P. Kalt, focusing on approaches to economic development on American Indian reservations.

March 31: The session was canceled due to the Covid-19 pandemic.

Volunteer Venture

Baltimore • Charleston • Greensboro • Lexington • Richmond
Roanoke • Washington, D.C.

Volunteer Venture is a one-week service-learning pre-orientation program for incoming students. It introduces them not only to each other, but also to the Shepherd Program, its academic offerings in poverty and human capability studies, and opportunities in community engagement.

In each host community, trip participants learn about a poverty-related issue and serve with organizations addressing it. In Baltimore, participants explore the intersection of education and the criminal justice system. Rural health and

nutrition are the focus of the trip to Charleston, West Virginia. In Greensboro, participants visit the Civil Rights Museum and explore immigration policy. One trip option stays in Lexington and Roanoke to focus on building a home, both literally with Habitat for Humanity and figuratively as students get to know the surrounding Rockbridge community. In Richmond, trip participants look at the intersection of health and opportunity for children. And in Washington, D.C., students focus on homelessness and hunger.



VV participants volunteer at United Way of the National Capital Area in Washington, D.C.



Dario Fumarola '23 and Sofi Daniels '23 assemble harm reduction kits for Health Brigade's needle exchange program in Richmond.

“Interacting directly with the individuals that we were providing services for drastically changed my views on poverty and individuals experiencing homelessness.”

— Volunteer Venture Lexington Participant

“The most valuable aspect of my Volunteer Venture experience was its offering of a multitude of perspectives on the causation of poverty in the Appalachian region. I became aware that issues of poverty and sustainability do not have simple, black-and-white solutions, but rather that solutions are hard to grasp and often exist in a gray area of understanding. It was tough to accept the realization that problems of poverty require multidisciplinary solutions that are not unaware of the future because this is surely more complicated than an easily procured, one-sided solution.”

— Volunteer Venture Charleston Participant

“The trip immersed me in the issues of homelessness and poverty, which I had not been directly involved in prior. The volunteer work my group did at various shelters, community organizations and schools was eye-opening and educational. The Injustice Walk we did throughout a section of Baltimore and being able to interact with people at Paul's Place in particular were highly rewarding experiences. On top of all of that, I was very nervous about college, but this program allowed me to connect and bond with both other first years and upperclassmen, making me much more comfortable and confident upon my return to campus!”

— Volunteer Venture Baltimore Participant

Bonner

Service Hours 7,000+ | Training Enrichment Hours 1,500+

The **Bonner Program** is a unique community-based learning program for students with an interest in service and civic engagement. Bonner provides students with the framework to be leaders in community service while also providing financial support to help make their education more affordable. Bonners commit to 1,800 hours of service and leadership training over the course of their four years in college.

In addition to substantial service in the local community, Bonners participate in a training and enrichment (T&E) curriculum. These trainings involve articles, documentaries and guest speakers, and they offer students an opportunity to understand and reflect deeply on poverty, justice and civic life.

The training and enrichment aspects of the Bonner Program remain an experiential credit-bearing course, testifying to the academic nature of the Bonner curriculum and experience. Successful completion of POV197 requires full participation in the Bonner Program, which includes the following additional training events:

- The general POV197 curriculum, which was redesigned this year to allow a deeper focus on the experiences of each class year in their development as students and community members. In addition to extra student mentorship provided by Fran Elrod with

the upper-division Bonners, Fran's expertise, developed through her years of leadership with the internship and Elrod Fellows programs, allowed us to expand our work in the context of student training and enrichment across all class years. Programs this year included:

- Networking for community impact
- Time management and wellness in student community engagement
- Identity and perspective
- Service to solidarity in community-based movements
- Media ethics in community reporting
- Sense of place and respectful engagement
- The First-Year Service Trip includes examinations of policy and social issues related to homelessness, hunger and essential human services. Student feedback on community impact and the nature of respectful and responsible engagement called us to consider the benefits and drawbacks of visiting and serving in other communities during this pivotal experience. Thanks to this thoughtful work, largely shaped by the knowledge students gained in complementary community-based courses and experiences, the First-Year Trip was held here in the Rockbridge Area. During this week-long experience, students explored issues in-depth with significant service and intentional reflection, which both brought their course-based experiences to the trip and allowed them to deepen and share their own understanding of the complexities of our community with others.
- Finally, all Bonners complete a capstone project prior to graduation. The capstone project requires that Bonners use one or more academic skills, broadly conceived, to advance the mission and/or work of a community organization, typically achieved through the Community-Academic Research Alliance (CARA).

The Bonner Foundation granted the W&L Bonner program a \$12,500 **Community-Engaged Teaching and Learning Grant** for building and delivering POV designated and/or related community-based courses in disciplines across campus. This work included faculty fellows Chelsea Fisher from Environmental Studies, Eric Moffa from Education Studies, Howard Pickett from Shepherd, and Beth Staples from English. There was also substantial community partnership with Eric Wilson from the Rockbridge Historical Society, Holly Ostby from Carillion Clinic, and stakeholders from local schools. Given COVID-19 restrictions there was a delay in the expected timeline, but barring further complications the courses will be offered during academic year 2021-2022



Fatou Lemon '23 and Emily Brookfield '23 represent W&L Bonners at Bonner Congress.



Bonnors pose with a resident chicken on their first-year service trip over February Break.



Bonner Love' is a catchphrase for the program nationally.

CARA/Community Academic Research Alliance

The **Community-Academic Research Alliance (CARA)** supports research partnerships between Washington and Lee University students and community partners in the Rockbridge area to address pressing community challenges. This year, Bonner and other Shepherd students participated in the completion of the following community-based research projects:

- Data analysis and outreach with the Rockbridge Area Prevention Coalition
- Green space evaluation for Live Healthy Rockbridge
- Analysis and delivery of nutrition programming with the Virginia Cooperative Extension Office
- Resource and policy research in partnership with the national Bonner Foundation

- STEM curriculum development with Rockbridge County High School
- Ongoing project design and development with community partners

These rich academic experiences highlight a reciprocal approach to partnership, one that acknowledges the expertise that resides both within and beyond campus walls. It also demonstrates our program's commitment to promising forms of community-based learning. The community-based research conducted through CARA in the last year not only achieved these goals, but also provided a foundation for teaching and engaging that is inclusive and collaborative of our invaluable community partnerships.

Campus Kitchen

650 volunteers
2,400 hours served
1,275 children served through the
Backpack Program
38,500 meals delivered
11,000 lbs of food recovered

The **Campus Kitchen** at Washington and Lee serves to address the issues of food waste and food insecurity through collaborations with local supermarkets, Washington and Lee Dining Facilities and local area partners. Led by a team of approximately 25 students, the Campus Kitchen recovers, prepares and delivers food to locations around the county. Just as importantly, participating students develop long-term, meaningful connections with a variety of folks in the Lexington-Rockbridge community.

In addition to the delivery of around 270 meals on a weekly basis, the Campus Kitchen operates two auxiliary programs, the Mobile Food Pantry and the Backpack Program. The Mobile Food Pantry aims to address food access issues due to transportation difficulties and food availability in remote parts of the county. It does so in partnership with the Rockbridge Area Relief Association through the delivery of dry goods, fresh produce and frozen meat to several locations outside of Lexington city limits, including Natural Bridge Station, Buena Vista, Goshen, Raphine, Rockbridge Baths and the South Buffalo area. In FY 2020-2021, we are looking forward to adding another delivery route to the Fairfield area.



"Gabriela Gomez-Misserian '21 and Ryann Carpenter '20 spread Turkeypalooza cheer."

Alongside the Mobile Food Pantry, CKWL also operates the Backpack Program, which delivers bags of prepackaged snacks and meal supplements to approximately 780 children on free and reduced lunch programs at the elementary schools and middle schools around the county. Operating on a weekly basis throughout the school year, this program serves to address the meal gap experienced by these children over the weekend. With the onset of school closures resulting from the COVID-19 pandemic, the number of backpacks delivered each week jumped to almost 1,300. Continued support from donors and emergency grant funding allowed CKWL to meet this increase in demand and continue to operate the program through the summer months.

This past year, the Campus Kitchen began sponsoring an educational series of documentaries, lectures and readings to complement the institution of the #HungerFighters First-Year Program. Students with #HFs and the Campus Kitchen Leadership Team attended these events and held discussions around the topics presented throughout the year. This year's series included:

- A public screening of the documentary *A Place at the Table*
- A public talk by John Bovay '07, Assistant Professor of Agricultural and Applied Economics at Virginia Tech and a former Shepherd student, titled "The Economics of Food Waste and Food Insecurity"; and
- A public talk by Salaam Bhatti, Director of Virginia Hunger Solutions and a staff attorney with a specialty in public benefits at the Virginia Poverty Law Center, titled "Fighting Hunger in all its Forms."



Hannah Puckett '23, Rose Bull '20 and Kush Attal '21 serve meals during the Magnolia Center's Halloween celebration.

The Nabors Service League

2 service days / 2 alternative break trips

The Nabors Service League (NSL) is a student-run community service organization that strives to promote and encourage a spirit of service and to connect service with learning. The NSL team connects W&L students with local agencies through community-wide service days. The team hosted two service days in the Fall Term.

NSL sponsored a First-Year student cohort, known as Good Nabors, for the first time in 2019-2020. The nine members were intentionally introduced to the assets and challenges of the Rockbridge community and provided guidance in connecting to ongoing service opportunities.

The NSL team also sponsors Alternative Break Trips. During the fall Reading Days, 12 students served locally with Habitat for Humanity, Rockbridge Area Relief Association and the Campus Kitchen. In February, 15 students traveled to Atlanta to serve and learn with Friends of Refugees. The students stayed with alumni hosts in the area. The planned trip to Nashville, Tennessee, for spring break was canceled because of the COVID-19 pandemic.

By partnering with anti-poverty agencies locally and on alternative break trips, the Nabors Service League creates opportunities for students to learn how to address poverty in ways that respect the dignity of all people.



Carolina Rubio Regalado '22, Jackie Tamez '22 and Savannah Johnson '22 garden at Yellow Brick Road Early Learning Center during Nabors Service Day.



Maggie Hawley '23, Allie Stankewich '23 and Katherine Ho '23 serve at Habitat for Humanity during the Reading Days service immersion.



NSL Leadership and first-year Good Nabors participants decorate holiday cookies at Jenny Davidson's home.



W&L students served with Friends of Refugees in Clarkston, Georgia, during Washington Break.

Shepherd Internship Program

The **Shepherd Internship Program** helps students to understand and address the obstacles communities face requires engagement in and collaboration with those communities. Therefore, the Summer Internship Program is and always has been a core feature of the Shepherd experience. Through full-time work with community agencies, students come to know a city, a possible profession and themselves better.

In summer 2019 the Shepherd Program at W&L supported 47 students: 29 SHECP internships, 3 non-SHECP domestic internships, 11 international internships and 4 interns from the W&L School of Law.

Over half the students (29) participated in the Shepherd Higher Education Consortium on Poverty (SHECP), which seeks to transform the study of poverty in the United States by building a vibrant consortium of colleges and universities that lead the development of undergraduate poverty studies programs and support innovative poverty-related pedagogy. The internships included outreach to people experiencing homelessness and residing in the subway stations of New York City; conducting needle exchanges in Charleston, West Virginia; working with asylee women experiencing violence in Baltimore, Maryland and building capabilities through a running program in Washington, D.C.

The SHECP further developed its Ambassadors Program

following its inaugural year in 2018. Ambassadors facilitated key sessions during the opening conference, were available as mentors to interns throughout the summer, and supported SHECP fundraising. Fifteen W&L students, former SHECP interns, served as Ambassadors in 2019.

Beyond SHECP, the Shepherd Program supported 18 interns in domestic and international internships, seven domestic and eleven abroad. Among those that interned abroad, five were enrolled in INTR 453, a course based in the Williams School with full-time internships in Cape Town, South Africa. Associated faculty and students reported that having a Shepherd-oriented cohort allowed for deeper reflection around critical questions of justice, freedom and the problem of white saviorism.

Two students traveled together to Nepal's Oda Foundation, which provides rural health care and education to a small village in the mountains. Oda has deep ties to Washington and Lee; Oda's founder, John Christopher '09, is a W&L alum and the organization has hosted a number of Shepherd students and recent graduates over the last five years.

A Shepherd education also depends on the rich and innovative learning that comes with collaboration with community agencies through the summer internship program. The firsthand accounts below provide a window into that learning from the student perspective.

Mural project, Oda Foundation (James Ricks '21)

James Ricks '21 (Biochemistry and English Major, Poverty and Human Capability Studies Minor) completed an internship with the Oda Foundation, which promotes the health and education of local residents in Nepal.

"Heading into this summer, it was hard to not feel awkward when people would congratulate me on my decision to 'help people in a third-world country.' Ideally, our interactions with the communities in which we work are much less unilateral. Working in Oda, Nepal with the Oda Foundation was a breakthrough for me in this way. Though funding largely comes from U.S. donors, the foundation is helmed by Oda community members who ensure that the organization addresses the needs most pertinent to the community in a way that respects Nepali culture and conventions. It pays off in dividends. The foundation has an incredible, trusting relationship with community members and the local government, ensuring that community development in the region leaves no one behind. Though one's role in a community setting like the Oda Foundation is dynamic, and privilege complicates it, having the opportunity to work with a community partner as careful and intentional as the Oda Foundation showed me a model for sustainable community development."



Youth participant working on a mural at the Oda Foundation. James Ricks '21 organized a mural project as part of health education raising awareness about tobacco use.

Work Board, Asylee Women's Enterprise, Baltimore, MD

(Sarah Jaramillo '21)

Sarah Jaramillo '21 (Accounting Major, Poverty and Human Capability Studies Minor) completed an internship with the Asylee Women Enterprise, which supports asylum seekers in Baltimore, Maryland.

"I soon began to learn there were many people in Baltimore who had no idea there was such a significant number of asylum seekers and other forced migrants living in the city. From the Department of Social Services to Baltimore City Public Schools, I found consistent issues with language access and misinformed directions to enroll in ESOL classes (for English Speakers of Other Languages). I received feedback that services like those were extremely underdeveloped because of the other problems the city was dealing with. I found myself wondering at what point someone's suffering becomes a greater priority than another, and how Baltimore was in the midst of trying to handle this. Despite the challenges, I also saw multiple instances that the city was a perfect place for an asylum seeker to build a new

community, examples including an increased chance of finding a resource that could help with a problem, a greater chance to find employment once a work permit was granted, and the accessibility of public transport."

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9:30	Welcome! Coffee & Tea! Welcome!			
10am - 12pm	English Classes	English Classes	English Classes	English Class Computer Practice
12pm	Lunch!			
1-2:30pm	3 rd Chair	Creative Arts with Barbara Produce Distribution	Garden Activity w/ Lauren Trip to Druid Hill Farmers Market	Computer Class Pantry + Produce

Weekly schedule board at Asylee Women's Enterprise in Baltimore, MD.

Logo, Kirstin's Haven Inc.,

Camp Springs, MD (Patrick Hofstedt '21)

Patrick Hofstedt '21 (Environmental Studies Major, Classics Minor) completed an internship with Kristin's Haven, which serves military veterans in the D.C. Metro area.

"One of the most oft-discussed causes of both poverty and mental issues among our patients is a disconnect from society. The military can sometimes form a bubble around service men and women. The confusion of returning to society leads to lack of motivation and feelings of dejection, putting veterans into a

spiral that can lead to mental illness and poverty. Oftentimes in my experience mental illnesses are not covered or are ignored by the Department of Veterans Affairs. Veterans with these conditions are left to fend for themselves. Helping provide affordable mental health care to veterans facing these issues is one of the primary reasons Kirstin's Haven was founded. Most, if not all, of KH's patients were enlisted personnel (as opposed to officers), many of whom enlisted for the purpose of serving our country and its citizens. As a recompense for this protection, our society also bears part of the responsibility for providing care to discharged members of the military."

Bradley Free Clinic, Roanoke, VA

(Isabel Ryan '21)

Isabel Ryan '21 (Neuroscience Major, Creative Writing and Poverty and Human Capability Studies Minors) completed an internship with the Bradley Free Clinic, which provides free health care to low-income residents of Roanoke, Virginia.

"Because we receive patients that must qualify within our clinic's thresholds (138%-250% below the poverty level), many patients are currently working low-income jobs or are unemployed. It is simple to say a job's environment and hours will affect a person's outlook, physical body and paycheck. What becomes more disheartening and frustrating to hear are the experiences of individuals who voice their lack of choice on what terms they get work. From work-induced arthritis to skewed sleep schedules, working lower-income jobs informs a person's liberty of cooking healthy meals, getting consistent exercise and sleep, or feeling content. The providers have been receptive to patient concerns and situations, but prescribing an occupation change is not easy, nor does the clinic have the resources/department to find job opportunities. Investing in this patient-provider relationship is rooted not only in the patient's health, but also in their human dignity and autonomy.

As health providers become more and more cognizant of the individual's story, and once they take those stories as real concerns and truths, doctors can provide more informed recommendations, resources and treatment."



Isabel Ryan '21 standing outside the Bradley Free Clinic.

2019 SHEPHERD INTERNSHIPS

Student	Internship Partner Agency	Location
Bridget Bartley '21	Chatham Savannah Authority for the Homeless	Savannah, GA
Lexi Baumeyer '22	West Virginia Health Right Clinic	Charleston, WV
William Baya '22	Saint Joseph's Carpenter Society	Camden, NJ
Danika Brockman '21	Oda Foundation	Odanaku, Nepal
Christophe Chino '21L	Office of the Colorado State Public Defender	Denver, CO
Bryce Crew '21	Public Hospital	Quito, Ecuador
Annie Cunningham '21	Career Collaborative	Boston, MA
Katie Daly '21	Charleston Area Medical Center	Charleston, WV
Jacob Day '21	Fundación Potenciar Solidario	Buenos Aires, Argentina
Amanda Dorsey '21	Latika Roy Foundation	Dehradun, India
Khadija Dukes '21L	Asylee Women Enterprise	Baltimore, MD
Julia Foxen '21	Cabbage Patch Settlement House	Louisville, KY
Hannah Freibert '21	Health Brigade	Richmond, VA
Bo Garfinkel '22	House of Ruth	Baltimore, MD
Seliom Gobeze '22	Harlem Children's Zone	New York City, NY
Townes Good '21	Foundation Communities	Austin, TX
Natalie Gordon '20L	Louisiana Capital Assistance Center	New Orleans, LA
Elizabeth Grist '22	Bowery Residents' Committee	New York City, NY
Elizabeth Herman '22	Rhode Island Center for Justice	Providence, RI
Patrick Hofstedt '21	Kristin's Haven	Camp Springs, MD
Grace Anne Holladay '21	Camden Coalition of Healthcare Providers	Camden, NJ
Jack Jahries '20	Community Solutions	Washington, D.C.
Sarah Jaramillo '21	Asylee Women Enterprise	Baltimore, MD
Ashton Jenne '21	City of Refuge	Atlanta, GA
Emma Jennings '20L	Federal Public Defender	MN & TX
Meghan Kelley '21	New American Pathways	Atlanta, GA
Sawera Khan '21	Self Help Group for Cerebral Palsy	Kathmandu, Nepal
Anthony Kim '22	Parks & People Foundation	Baltimore, MD
Jeremiah Kohl '22	Children's Regional Hospital at Cooper	Camden, NJ
Johnny Lavette '21	Cooper's Ferry Partnership	Camden, NJ
Julio Leon '21	New American Pathways	Atlanta, GA
Hellen Li '21	Embrace Dignity	Cape Town, South Africa
Peyton McCann '21	Maryland Office of the Public Defender	Baltimore, MD
Robert Moore '20	Rural & Migrant Ministry	Poughkeepsie, NY
Alexandra Pearson '21	Family Scholar House	Louisville, KY
James Ricks '21	Oda Foundation	Odanaku, Nepal
Isabel Ryan '21	Bradley Free Clinic	Roanoke, VA
Janeth Sandoval '22	Cleveland Clinic – Lutheran Hospital	Cleveland, OH
Alankrit Shatadal '21	Ronald McDonald House Charities	Madison, WI
Margaret Shetler '21	Caritas of Austin	Austin, TX
Jenny Sobkowiak '21	Langa	Cape Town, South Africa
Elsbeth Suber '21	Central Susquehanna Opportunities	Shamokin, PA
Taylor Thiessen '21	The Message Trust	Cape Town, South Africa
Mansi Tripathi '22	Gateway Center	Atlanta, GA
Jonathan Tucker '21	Public Defender Service for the District of Columbia	Washington, D.C.
Jamie Winslett '21	Etafeni Community Day Care Centre	Cape Town, South Africa
Alex Woodward '21	Vheneka	Cape Town, South Africa

Living the Shepherd Dream

During W&L's 2019 Young Alumni Weekend, Shepherd students and alumni gathered for panel presentations and small group mentoring sessions. The Futures in Health panel featured Dr. Charlotte Collins '14, Natasha Lerner '13, Alvin Thomas '14 and Dr. Jonathan Wortham '04. The Personalized

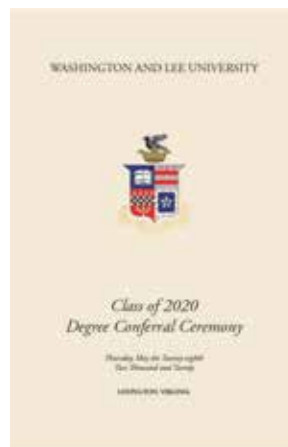
Paths panel featured The Rev. Dane Boston '08, Leah Gose '15, Mason Grist '18 and Angelica Tillander '14. In addition to the panelists, many members of the Shepherd Advisory Board met one-on-one with current Shepherd students to discuss career paths and plans.



Students attend the Living the Shepherd Dream panel 'Personalized Paths.'

Commencement

The virtual conferral of degrees was a different sort of celebration this year because of the COVID-19 pandemic. Poverty Studies minor Joëlle Simeu was a recipient of the Algernon Sydney Sullivan Award. The Shepherd team looks forward to celebrating the class of 2020 in person in the spring of 2021.



Joëlle Andrea Simeu Juegouo

Elrod Fellowship

The John and Mimi Elrod Fellowship provides mentorship and programming for W&L students and young alumni interested in social impact careers. Its mission is to extend and integrate the learning of the Shepherd Program into participants' post-graduation civic and professional lives. The Elrod Fellowship program bridges the gap between eager, well-equipped seniors and alumni associated with employers in the social impact sector.

In 2019, seven W&L graduates participated in the Elrod Fellowship in Washington, D.C. and Baltimore. Through one-on-one advising with Elrod Fellowship Coordinator Fran Elrod, seniors create an application and discern a range of job interests. A team of alumni, Career Development staff and faculty work with the Elrod Fellowship Coordinator to help students navigate the search for social impact jobs with not-for-profit, for-profit and governmental organizations. Once students secure a social impact job in a participating city, Elrod Fellows participate in programs that connect them with other fellows and with supporting alumni, who provide ongoing

learning and mentorship opportunities that help with the transition to a new job in a new area.

Additionally, professional development and social programming is offered during the year. Building on previous success, a welcome gathering seminar at Pathways to Housing and a social impact trip for incoming fellows was offered.

A social impact careers trip for prospective Elrod Fellows took place in Washington DC during February Break. The weekend consisted of panels with current Elrod Fellows and alumni in social impact careers. The program included:

- Meeting with DC Councilmember (Ward 6) and Shepherd alum Charles Allen '98
- Meeting with DC Attorney General Karl Racine
- A tour of The John Wilson Building, home of the DC mayor and city council offices
- A tour of the US Institute for Peace with W&L alumnus George Foote '71
- Panels with current and former alumni working with social impact organizations



Social Impact D.C. Trip, U.S. Institute for Peace



Social Impact D.C. Trip, dinner with current and prospective fellows and mentors

2019 Elrod Fellows

Sarah Clifford '19

Biology Major
Employed by National Institutes of Health
Washington, D.C.
Mentor: Kali McFarland Samuel '12

Alex Dolwick '19

Psychology Major
Poverty and Human Capability Studies Minor
Employed by National Institutes of Health
Washington, D.C.
Mentor: Brian Becker '04

Lorena Hernandez '19

Economics Major
Education Policy and Poverty and Human Capability Studies Minors
Employed by Medicaid (Public Policy Advisor)
Washington, D.C.
Mentor: Shiri Yadlin '12

Cate Peabody '19

Psychology Major
Poverty and Human Capability Studies and Women, Gender, and Sexuality Studies Minors
Employed by Senior

Services of Alexandria
Washington, D.C.

Mentor: Tran Kim-Senior '05

Jackson Roberts '19

Anthropology and Neuroscience Majors
Poverty and Human Capability Studies Minor
Employed by Johns Hopkins University (Research Assistant)
Baltimore, Maryland
Mentor: Michele Farquharson '11

Annalise Thole '19

Biochemistry Major
Employed by Pathways to Housing
Washington, D.C.
Mentor: Lainey Johnson '16

Tommy Willingham '19

Economics Major
Poverty and Human Capability Studies Minor
Employed by Federal Tax Commission
Washington, D.C.
Mentor: Norman Kim-Senior '05

Staff Directory

HOWARD PICKETT

Associate Professor of Ethics and Poverty Studies, and Director of the Shepherd Program for the Interdisciplinary Study of Poverty and Human Capability, and Adjunct Professor of Law on leave 2020-2021

TIM DIETTE

Acting Shepherd Director 2020-20211, Senior Advisor to the President for Strategic Analysis, and Professor of Economics

RYAN BRINK

Campus Kitchen Coordinator

MARISA CHARLEY

Associate Director | Bonner Program Director | Instructor of Poverty and Human Capability Studies

JENNY DAVIDSON

Assistant Director

FRAN ELROD

Associate Director

SHAUNDEL SANCHEZ

Visiting Assistant Professor of Poverty Studies

Shepherd Advisory Board

VICTORIA KUMPURIS BROWN '98

Dallas, TX

DAVID FOSTER '98

Havertown, PA
and Africana Studies

NORMAN KIM-SENIOR '05

Alexandria, VA
Alexandria, VA

NANCY McINTYRE

Senior Director of Development
Raleigh, NC

EDDIE AND DORIS NABORS '02P

Homewood, AL
Chevy Chase, MD

MAISIE OSTEEN '14L

Columbia, SC
Boston, MA

CLAIBORNE TAYLOR '02

Philadelphia, PA
Philadelphia, PA

ERIC WHITE '74, '10P

Richmond, VA
Decatur, GA

DUKE CANCELMO '80

Houston, TX

LENA HILL

Dean of the College and Professor of English

TRAN KIM-SENIOR '05

QUIANA MCKENZIE '08

JOHN NOLAN '70

SONIA SIU '07

STACY McLOUGHLIN TAYLOR '02

DR. JONATHAN WORTHAM '04



POV 102 students welcome SNAP Educator Rebecca Wilder to class.



Students gather for Mattingly Monday, the Shepherd Program's weekly drop-in lunch.



Hugo Blunch facilitates a discussion on international development for faculty and staff.



Naveed Javid '23 introduces his parents to Professor Marisa Charley at a Shepherd Open House.



James Ricks '21, Danika Brockman '21, Brie Belz '20, Gabriella Miggin '19, Taylor Thiessen '21 and Jack Jahries '20 at the Living the Shepherd Dream Young Alumni '20 at the Living the Shepherd Dream Young Alumni Weekend reception.



Hannah Puckett '23, Ryan Brink '18, Bri Mondesir '22 and Jenny Davidson '08 attend the annual Magnolia Center Christmas Play. The Magnolia Center is a regular delivery site of the Campus Kitchen.