

**Lauren Alleyne**  
**Assistant Professor of English**

The *Poet-as-Citizen Project* aims to have students—specifically the students of English 314 (Political Poetry)—inhabit both a social and artistic role and experience the possibilities of one sphere to affect the other. Through group and individual projects required for the class, students will have to negotiate the apparent distance between art and the society in which it exists, and will explore the various ways in which poets can/have used their art to engage important social and political issues. The project will involve both a research and artistic aspect, as the students will have to research their chosen issue extensively – whether it is HIV/AIDS, elder care, Katrina, or domestic violence; and then transform that research into poetry. The students will then organize a mini conference, bring in and workshop with a speaker (hopefully, Sarah Browning, co-founder of DC Poets Against the War) and will give public presentations of their projects, and publish a chapbook of their work, which will be available to the campus and wider community.

**Neeta Bhasin**  
**Assistant Professor of Writing and Rhetoric**

The comprehensive and long-term goal of Immigrant Experiences: Learning to Understand the Other is to enhance and enrich students' understanding of the socio-cultural and political contexts of immigrant discourses, to encourage them to appreciate discursive practices in other languages/cultures and to develop and employ a variety of strategies to unpack the complexity of cultural exchanges and power relations embedded in them. Immigration is a central component of American history, and the search for identity and justice amongst transplanted individuals will be a recurrent theme in this course. The course will examine the historical, political and economic aspects of immigration as well as issues such as ethnicity, culture, and cross-cultural divides through written discourse, discussions, films, and talks by guest speakers for additional insights. The Service Learning component of the course will include i) field trips to local farms and orchards where HWS students will help with farm work and also meet with immigrant and migrant farm workers, and ii) students conducting interviews with local immigrants.

**Meghan Brown**  
**Assistant Professor of Biology**

The landscape of the Finger Lakes has changed remarkably over the last two centuries. Prior to the European settlement the watersheds were mainly forested and many of the 11 lakes drained substantial wetland habitat. It is possible to glimpse their less developed pasts by spending time on Hemlock and Canadice Lakes. Since 1876 Rochester residents have relied upon Hemlock and Canadice for their drinking water supply and the City has protected large portions of their watersheds, including their surrounding shoreline. With the aid of the CTL Teaching and Learning Grant, my Conservation Biology class (BIOL 316) will take four research trips to Canadice and Hemlock Lakes to study landscape differences and undertake water quality analysis to compare with the more developed Finger Lakes (i.e., Seneca, Owasco). The monies will also enable a number of visits with research scientists whose work impacts the conservation of the Finger Lakes, including a fisheries biologist from Cornell and a water conservation officer for the City of Rochester. This project will provide students with (1) a hands-on introduction to local

conservation issues, (2) exposure to one of the more restricted regional conservation areas, and (3) a qualitative comparison between lakes with differing conservation plans.

**Jonathan Iuzzini**

**Assistant Professor of Psychology**

Professor Iuzzini will teach an upper-level seminar on Political Psychology. The grant will allow the members of the class to extend their learning beyond discussion of empirical and theoretical readings to active participation in the political process leading up to the November Presidential elections. The class will travel to debates, panel presentations, and rallies in nearby cities and will work on voter registration drives on campus and in Geneva. These active learning opportunities will enable us to critically reflect on the ways in which the science of social psychology can help to understand how community members engage with the political process

**David Galloway**

**Assistant Professor of Russian Area Studies**

In this project, A Russian Folktale on Film, students from two sections of the first-year seminar "Tales of the Village Idiot," who are members of a Learning Community with first-year Russian (RUS 101), will create a film to illustrate a traditional Russian folktale. Students will direct all aspects of the production, from converting the tale to a script, casting speaking parts, designing sets and building the model characters (on a 6-inch scale), and compiling music and sound effects. After each miniature set or diorama for a given scene is digitally photographed, students will assemble the stills and audio materials to create a short film. This semester-long project will serve as a capstone experience and reinforce the interdisciplinary content of the first-year seminar by allowing students to incorporate a large variety of course materials and to use the knowledge gained in the course to enrich the finished film. The CTL grant will support materials and hardware necessary for the construction of individual scenes, giving students substantial freedom to creatively interpret the folktale. In addition, the project itself will create numerous opportunities for self-reflection through writing assignments which will ask students to think about the artistic choices they have made. The finished film will be a permanent example of the possibilities of collaborative work in the first-year seminar, and the rich learning experiences created through the learning community.