“I think the Doyle Program is an effective way to relate studied material to larger societal issues. All in all, this course had a greater impact on me than other Georgetown courses.”

Student, Doyle faculty fellow course. Spring 2012
The Doyle Engaging Difference Program aims to strengthen Georgetown’s commitment to engage more deeply with difference and diversity in the global community.

A campus-wide collaboration between the Berkley Center for Religion, Peace, and World Affairs, the Center for New Designs in Learning and Scholarship (CNDLS), and Georgetown College, the Doyle Program is composed of several distinct elements. These elements include curricular opportunities in the classroom to promote student engagement with themes of difference; broader campus events including an annual student-alumni symposium and a film and culture series, which brings diversity-related films and events to campus; and chances for students studying abroad around the world to reflect on their experiences in cultural settings different from their own.

The Doyle undergraduate programs, including the Junior Year Abroad Network (JYAN) and the Doyle Seminars, are housed within the Berkley Center. CNDLS supports the faculty fellows program and the Doyle Film & Culture Series while also maintaining the main Doyle website. Together, the two centers plan and produce the annual Doyle Student-Alumni Symposium, which brings alumni and the campus community together around issues of engaging difference.

Since the program launched in Fall 2009, over 1,600 students have taken one of 41 courses taught by Doyle faculty fellows from 19 different departments. 168 students have participated in the Junior Year Abroad Network and 74 Doyle undergraduate fellows have engaged in faculty-supported research projects.
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WHAT’S NEW

For the 2011-12 academic year, the Doyle Program added a new programmatic element, the Doyle Film & Culture Series. Each semester, the series presents several film and cultural performance events that raise issues related to diversity and difference. Through these campus-wide events, the Doyle Program hopes to create more opportunities to engage members of the Georgetown community in discussion and reflection about the benefits and challenges of today’s complex world. See page 18 for more.

DOYLE PROGRAM ENDOWMENT

In Fall 2011, thanks to the permanent endowment of the Doyle Engaging Difference Program by Bill and Kathy Doyle, Doyle Program efforts have expanded in the classroom, on campus, and around the world. In addition to the new Film & Culture Series, the Doyle faculty fellows cohort reached four new departments (Arabic and Islamic Studies, the Center for Language Education and Development, Chemistry, and German); Doyle Seminars reached 27 new undergraduate fellows; and the Junior Year Abroad Network includes 53 new students.

DIGITAL DOYLE

Along with the main Doyle website (doyle.georgetown.edu), the Doyle Program now has a presence on the Center for New Designs in Learning & Scholarship’s Teaching Commons, a Georgetown online resource to support faculty teaching practice. The Teaching Commons’ Faculty Stories section includes examples from former Doyle faculty fellows who share their experiences infusing issues of diversity and tolerance into their courses. Both Doyle fellows and other faculty have already found this growing body of materials useful. See page 20 for more.
The 2011–12 Faculty Fellows cohort included 17 faculty from across the university. While this year’s fellows followed the examples of earlier cohorts in redesigning their courses in order to deepen their students’ engagement with issues related to diversity, we also found ourselves addressing the question of the Program’s ongoing impact.

We were moved to address this question in large part because many of the Year 3 fellows joined the program after encouragement from former fellows. It was exciting to see the enthusiasm of fellows from the first two years give birth to the experiences of many of this year’s cohort, and encouraging to see evidence that the program is having an impact beyond the cohort of any particular year. One of the resounding themes of our conversations with both current and former fellows is some version of the statement that “My approach to issues of diversity in the classroom has been changed. It seems that every course I’m teaching now is a Doyle course.” Even beyond this, fellows report that they find new energy for teaching in their year of conversations with other faculty.

We hope that the profiles included in this report provide at least a small sense of the excitement and energy surrounding the work Doyle faculty fellows and their students are doing in the classroom.
For the revision of his Jazz History course, Ben Harbert wanted to create opportunities for his students to make connections between their personal experiences at Georgetown and some of the major influences of jazz music. Harbert found that students feel considerable pressures around conformity and individualism, and struggle with issues related to stereotypes, self-esteem, and collaboration. Since these are also issues that have been a part of the history of jazz, Harbert developed assignments and readings to try to draw out these common themes.

The major change Harbert made to address his Doyle goals was the addition of student group performances. Three times during the semester, students worked in groups to arrange and perform their own music, and then wrote a reflection paper about the performance. The groups were formed according to their musical backgrounds. Some groups had jazz performance experience; some had musical but no jazz performance experience; and some had no musical experience at all. Harbert found that the process of preparing and performing their own music was powerful for all of the students, regardless of prior musical experience.

“I used this opportunity to take some risks, which put me in a somewhat similar situation as my students, many of whom had never performed music in front of an audience.”

In the paper, students were asked to reflect on the performance and how the experience connected with issues related to Georgetown and to American society more broadly. This experimental reflective exercise helped students see connections between music and wider social phenomena. Several students reflected on the idea that musical collaboration requires trust. The performance assignment thrust students into a situation where they had to depend on each other and work together, regardless of similarities and differences, which led them to question stereotypes. Students were surprised by what they learned about one another in this context.

Students understood through their own experiences that music, and especially jazz, is entangled in human relationships, and can therefore become a particular way of examining many contemporary social issues. Perhaps more importantly, their experiences with their performance groups also gave them new ways of thinking of themselves and their peers.

Francisca Cho, Theology
Introduction to Buddhism

After teaching Introduction to Buddhism for twenty years, Francisca Cho decided to redesign her course in order to promote student engagement with contemporary Buddhist ethical and political dilemmas. Through a collaborative learning project at the end of the term, student teams explored how traditional Buddhist thought could be utilized to address modern problems, such as abortion and end-of-life questions, the issues surrounding the Dalai Lama and Tibet, and Japanese Zen nationalism during the Second World War. The team strategy allowed Cho to restructure her own methods of assessment, and she believes that her current model better measures and rewards skills developed throughout her course as opposed to skills students already possessed at the beginning of the semester.
Elzbieta Gozdziak, Institute for the Study of International Migration
*The Other: Immigrant Integration in North America and Europe*

Elzbieta Gozdziak wanted to challenge her students to think critically and comparatively about the meanings of difference, identity, and belonging. Drawing on discussions with other Doyle faculty fellows, she designed several assignments that required students to apply theoretical frameworks to new contexts—for example, she asked students to write policy briefs on immigration topics and to analyze works of fiction depicting the immigrant experience. Students found these assignments to be engaging, and Gozdziak in turn was surprised by the diverse perspectives that students brought to class discussions.

Diane Yeager, Theology
*Ethics and Ecology*

In this new course on Ethics and Ecology, Diane Yeager assigned readings that exposed students to the environmental concerns of authors representing Buddhism, Islam, Judaism, and Christianity. Exploring these diverse perspectives helped students see what different communities have at stake in addressing environmental concerns. Students shared comments on these readings with one another online and discussed them as a class. While this assignment may have raised as many questions as answers for Yeager and her students, she hopes that the exposure to different ideas will inspire students to explore these perspectives further.
Benjamin Bogin, Theology  
*Problem of God*

In teaching Problem of God in the past, Ben Bogin has struggled to help students recognize the role of personal commitments in their understanding of religion without letting these commitments become obstacles to learning about other perspectives. For his Doyle course revision, Bogin asked students to visit religious sites in the D.C. community, witness events representing unfamiliar religious traditions, and interpret those events by applying the theories of religion they had studied in class. In the end, Bogin was pleased with the outcomes of the new approach and found that students were able to engage with the subject matter with greater clarity and depth than in previous semesters.

“*This last year was my best year of teaching yet at Georgetown. I cannot say how much I appreciated the monthly meetings of the [faculty fellows’] cohort and how much each one affected my teaching.*”  

Nadia Mahdi

A CLOSER LOOK  
Barbara Mujica, Spanish & Portuguese  
*Early Modern Spanish Theater*

Longtime Georgetown professor Barbara Mujica focused her redesign efforts on her Early Modern Spanish Theater course, an upper-level Spanish course that examines plays from 16th- and 17th-century Catholic Spain. Even though Mujica had taught this course several times previously, this time around she decided to completely reorganize her approach to the course materials. Instead of introducing the plays chronologically, she took a thematic approach that brought to the fore questions of difference. Focusing on themes rather than the chronological evolution of Spanish theater helped students see the ways in which theater both perpetuated and subverted the status quo of early modern Spain.

Mujica’s course also pushed students to consider the parallels between early modern Spanish society and society today. As a result of her Doyle redesign, Mujica says that her students “became more aware of diversity in their own lives and more sensitive to how marginalized elements of society are portrayed in the media today.”

“I am grateful that the Doyle Program nudged me out of my comfort zone and forced me to rethink my teaching objectives and strategies.”

The challenge Mujica and her students faced throughout the semester was how to consider the plays respectfully in spite of the chasm between the plays’ worldview and the worldview of students today. As Mujica puts it, “[T]he moral values that governed early modern Spain were in some ways very different from our own. [They] did not exalt tolerance or strive for diversity . . . . The moral question we must consider as educators is: How do we judge a culture whose values we find distasteful without adopting the same biased position we condemn in them?”
David Crystal, Psychology  
_Culture and Psychopathology_

David Crystal set out to transform the structure of his course, _Culture and Psychopathology_, to create more opportunities for students to engage personally with the diverse ways culture shapes the understanding of mental illness. His first pedagogical change shifted class meetings away from lectures and towards small group discussions. In this way, Crystal engaged individual student learning processes and turned students into critical consumers of scientific information. Class meetings later in the semester transitioned to a debate format with two teams presenting opening arguments, followed by active discussion. Crystal credits the Doyle redesign process with bringing an unprecedented level of energy and understanding to an already innovative course topic.

Susan Lynskey, Performing Arts  
_Theatre Practicum_

With the encouragement she received from the Doyle Program, Susan Lynskey developed a new model for her _Theatre Practicum_ course, in which she took an interdisciplinary and inter-institutional approach that brought together students from Georgetown and Gallaudet University. Together, students from Georgetown and Gallaudet created the original play _Visible Impact_, the centerpiece of Georgetown’s 2011 DiversABILITY Forum. The play highlighted the perspectives of Deaf and disabled persons and their interactions with others. The final production was performed with both hearing and Deaf audiences in mind and took a “total communication” approach in which all scenes were voiced, signed, and subtitled simultaneously.

You-me Park, Women’s and Gender Studies  
_The DiversABILITY Forum_  

You-me Park has taught _Introduction to Women’s and Gender Studies_ every semester for the last eight years. Based on this depth of experience, Park focused her redesign efforts on what she viewed to be an essential change: to strengthen students’ ability to discuss gender and sexual issues in ways that recognize other identity dynamics also at play, such as race or class issues. Park was especially interested in pushing her students to incorporate socioeconomic class as a category of analysis, because students seemed least practiced in doing so. With this in mind, Park introduced several new assignments. For each week’s post-reading analysis, students were asked to address several questions about socioeconomic class. During oral presentations, students were required to include critical reflection on their own identity positions in relationship to the materials on which they presented. Park asked that student blog posts analyzing 2012 electoral politics pay special attention to issues of class and economic inequality. Lastly, Park asked that students articulate a class-sensitive approach to their final paper research proposals.

“I hope to find more ways to encourage students to develop critical faculty for parsing social structures, recognize their own investments in those structures, and pursue ways to create a more just and equitable world for all.”

Park found that these approaches not only deepened her students’ understanding of how class issues interact with those of gender, race, and sexuality, but also helped them begin to recognize these complexities in their own lives and in events in the larger world. She plans to include similar assignments when she teaches this course in the future.

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“The content was very applicable in a surprising way to my life and my other classes. I really enjoyed the class and found myself thinking about the themes of the plays in relation to the world around me.”

Student, Play Analysis

Jennifer Lubkin, Center for Language and Education Development
High-Intermediate Reading & Writing, English as a Foreign Language

Jennifer Lubkin wanted to expose her international students to different perspectives and to help them develop critical thinking skills as preparation for eventual success in U.S. university programs. The students engaged with local Deaf culture through a reading assignment (the memoir *Deaf in D.C.* by Madan Vasishta), a discussion with the author, events at Georgetown’s DiversABILITY Forum, and a field trip to Gallaudet University. Lubkin was gratified to be able to share in an authentic learning experience with her students, as she herself gained a new perspective on Deaf culture.
Gwen Kirkpatrick, Spanish & Portuguese
Survey of Spanish American Literature II

In revising her Spanish American literature survey, Kirkpatrick set out to help students develop a deep appreciation of the diversity among and within Latin American culture groups. Her hope was that in recognizing Latin American diversity through literary and historical case studies, students would be better equipped to appreciate the dynamics of difference at work in their own lives. One opportunity for discussing parallels between Latin American diversity and the lives of students arose when the class read an article on castes in Spanish colonial America. What ensued was a rich discussion among students about the social divisions that exist on Georgetown’s campus today. In turn, this helped students reflect on the historical world of Latin America and recognize the complexity of the questions about diversity that Kirkpatrick introduced.

Shiloh Krupar concentrated the redesign of her critical geography course on diversifying her own pedagogical approach in order to push her students to engage more deeply with the diversity already present in the subject matter of the class.

Krupar began by replacing the weekly written reflections she had always required of students with an assignment to create one-page concept maps, which pushed students to synthesize class readings, key ideas, and debates in nonlinear ways. The result was a weekly collection of student maps demonstrating diverse ways to organize and engage with the same body of information. Her students found the exercise demanding in its call for rigorous synthesis of the course materials, but also rewarding, particularly because it was open to creative approaches and helped them appreciate their own group’s diverse ways of learning.

Another major revision for Krupar was the inclusion of a new pedagogical tactic she calls “unsettling” pedagogy. In the first part of the course, through selected readings and exercises, Krupar built an expectation among her students that simple geographical connections made between identity and territory—i.e. that identity can simply be mapped as dots on a two-dimensional x-y grid—are always problematic and necessarily contribute to systems of inequality. However, to further challenge her students, later in the semester, Krupar presented a lecture and case study that broke down this same assumption. She utilized these linked categories of identity and territory—the same categories the class had extensively critiqued—in order to show how they might be put to work to counter existing inequalities.

“I learned that students really need—and appreciate—opportunities to reflect on their experiences... and to develop subjective experiences into more formal questions and projects.”

While the students found the 180-degree-turn unsettling, by the end of the semester many referred back to this “switch” as an important turning point in their understanding of critical geography. Students indicated that the shift had helped them to understand how categories—while never innocent constructions—can be put to work in order to show something in a new way and, possibly, to make an argument for change.
Astrid Weigert, German
*Witches in History, Literature, and Film*

In Astrid Weigert’s course on witches, assigned historical texts often prove challenging for students. This year, Weigert asked students to post reactions on a course blog, focusing on the idea of “constructing and reacting to difference.” She found that students not only moved beyond simply summarizing the texts; they were also able to engage more deeply with the idea of the other. Weigert also invited representatives from Georgetown’s Berkley Center for Religion, Peace, and World Affairs to visit her class to talk about religious diversity at Georgetown. Students were interested to learn about the Center’s work and several of them have pursued further involvement with the Center.

Jennifer Swift, Chemistry
*Molecular Gastronomy*

In this new course, Jennifer Swift set out to build students’ capacity to think scientifically using food as a case study, and in the spirit of the Doyle program, she also wanted to increase student awareness about socioeconomic issues related to food. Swift introduced students to the chemistry of food through a series of lectures and in-class demonstrations. Guest speaker Michael Curtin of the community organization D.C. Central Kitchen and a field trip exercise that asked students to compare grocery stores in different neighborhoods inspired students to think about the economics of food availability, quality, and diversity. All of these activities prepared students for the final project of presenting a proposal for a new restaurant, taking into account location, cuisine type, and the chemical processes that occur during food preparation. This assignment showcased students’ intellectual creativity and allowed Swift to assess student learning in a new way that went beyond the traditional chemistry exam.

“Participating in the [Doyle faculty fellowship]... was the first time, outside of my own department, that I was able to talk about teaching in a substantive and sincere way. Knowing that I had support . . . and that I didn’t have to already know everything was liberating in its own way. It freed me to pay more attention to my students and less to myself.”

Gwen Kirkpatrick
For her Doyle curriculum infusion project, Libbie Rifkin targeted her Humanities and Writing course on The Poetry and Culture of Washington, D.C. Her first-year students, who came from Georgetown’s Community Scholars program, represented racially and ethnically diverse backgrounds. These students had spent the previous summer on campus getting acclimated to college life. For her Doyle course, Rifkin hoped to capitalize on the tight bond formed among her students over the summer to foster peer-to-peer teaching and learning.

Rifkin set out to create the conditions that would allow her students to help each other. Feeling like her teaching style had become too “top-down,” Rifkin sought ways “to disseminate authority, particularly with respect to developing ideas for papers.” Her redesign efforts centered on blog assignments that asked students to mentor one another as writers. While she found that her students still needed significant guidance from her during the paper-writing process, Rifkin was impressed with the quality of their informal writing on the blog and found that her new approach led to “far better, richer, and more carefully thought through [writing] than in previous semesters.”

“...the motivation for my Doyle project was to find ways to get out of the way and enable students to teach each other more effectively.”

The blogging assignment also allowed Rifkin to tap into her students’ personal experiences by providing a forum that bridged analytical and reflective writing. Through the blog, students were able to see how their experiences differed from their classmates’. Ultimately, this diversity of perspective became the basis of their writing practice as they used the blog interaction with peers to bring their own writing into better focus.
Natalie Khazaal, Department of Arabic and Islamic Studies

*Arab History on Film*

In her course Arab History on Film, Natalie Khazaal screened a number of films and assigned readings connected with them to highlight larger historical trends. This complement of assignments led students to evaluate cultural stereotypes of the other from two different perspectives: the Arab and the American. Khazaal’s final assignment required students to write and cast a hypothetical film dealing with similar issues to those presented in class. The assignment design pushed students to acquire the tools necessary to deal with stereotypes that are both perpetuated by and aimed at members of their own communities.

“...This course was an ideal intersection of my majors in Psychology and Spanish and minor in Justice and Peace studies. I enjoyed the Doyle aspect of the course and the emphasis on diversity and real life application. I would recommend a Doyle course to other students in the future.”

Student, Culture and Psychopathology

Nadia Mahdi, Performing Arts

*Play Analysis*

In her Play Analysis course, Nadia Mahdi wanted to equip her students with the critical tools to engage with plays ranging from Greek tragedy to modern works, and to reflect on the complex societal issues they bring to light. Inspired by her Doyle colleagues, she experimented with a number of strategies to vary class discussions, such as beginning class with brief writing exercises to spark conversation. She found that letting go of her instinct to control the classroom allowed students to bring the diversity of their experiences into the classroom, and that framing the course in terms of students’ ethical and social roles as analysts empowered them to speak more authoritatively about the ideas presented in the plays.
### 2012–13 Faculty Fellows Cohort

In 2012–13, 18 Doyle faculty fellows from 12 departments will embark to redesign their courses to include principles of diversity. The aim of the Doyle fellows is to encourage students to think critically about diversity as it relates to their lives and surroundings.

<table>
<thead>
<tr>
<th>Faculty Fellow</th>
<th>Department/Program</th>
<th>Course Title</th>
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<tbody>
<tr>
<td><strong>Fida Adely</strong></td>
<td>School of Foreign Service</td>
<td>Gender, Labor, and Development in the Middle East and North Africa</td>
</tr>
<tr>
<td><strong>Monica Arruda de Almeida</strong></td>
<td>Center for Latin American Studies</td>
<td>Latin American Economic Development</td>
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<tr>
<td><strong>Patricia Cloonan</strong></td>
<td>Health Systems Administration</td>
<td>Health Care Quality Internship</td>
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<tr>
<td><strong>Kerry Danner-McDonald</strong></td>
<td>Theology</td>
<td>The Problem of God</td>
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<tr>
<td><strong>Michael Ferreira</strong></td>
<td>Spanish &amp; Portuguese</td>
<td>Advanced Portuguese Conversation</td>
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<tr>
<td><strong>Pamela Fox</strong></td>
<td>English</td>
<td>Motherhood: Representations</td>
</tr>
<tr>
<td><strong>Tania Gentic</strong></td>
<td>Spanish &amp; Portuguese</td>
<td>Survey of Spanish American Literature II: 1800—Present</td>
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<tr>
<td><strong>Brian Hochman</strong></td>
<td>English</td>
<td>Literary History II</td>
</tr>
<tr>
<td><strong>Maurice Jackson</strong></td>
<td>History</td>
<td>Introduction to Early History: Atlantic World</td>
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<tr>
<td><strong>Brian McCabe</strong></td>
<td>Sociology</td>
<td>Neighborhoods, Poverty and Inequality in Washington D.C.*</td>
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<tr>
<td><strong>Eli McCarthy</strong></td>
<td>Program on Justice and Peace</td>
<td>Introduction to Justice and Peace Studies*</td>
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<tr>
<td><strong>Samantha Pinto</strong></td>
<td>English</td>
<td>The Question of Equality: Literature and Political Theory in Africa and the West</td>
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<td><strong>Sara Schotland</strong></td>
<td>Liberal Studies</td>
<td>Death Penalty: Kill it or Reform it?</td>
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<tr>
<td><strong>Lahra Smith</strong></td>
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<tr>
<td><strong>Lauve Steenhuisen</strong></td>
<td>Theology</td>
<td>Feminist Theology as Lived Religion</td>
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<tr>
<td><strong>Anna Marie Trester</strong></td>
<td>Linguistics</td>
<td>Ethnography of Communication</td>
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<tr>
<td><strong>Michelle Wang</strong></td>
<td>Art and Art History</td>
<td>The Discovery of Asian Art</td>
</tr>
<tr>
<td><strong>Dennis Williams</strong></td>
<td>English</td>
<td>Humanities and Writing: Coming to America</td>
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</tbody>
</table>

* Denotes community-based learning course
Doyle Seminars are intended to deepen student learning about diversity and difference through enhanced research opportunities, interaction with thought leaders, and dialogue with the Georgetown community and beyond. Eligible seminars address questions of national, social, cultural, religious, moral, and other forms of difference. Faculty receive activity funds for their course, implement a rigorous research paper requirement, and arrange for one or more guest experts to provide feedback on student research. A final report documents the research projects completed by each student.
Should health care professionals be able to refuse to deliver services or medicines they deem to be immoral, such as abortion or birth control pills? Should laws permitting same-sex unions include accommodations for businesses and government officials to be able to refuse to participate in the union? Often labeled “rights of conscience,” these protections allow persons with moral and religious objections to particular policies to exempt themselves from participation. Conscience rights are an important new frontier in many debates about the free exercise of religion and the scope of legal regulation about important social policies and practices.

Undergraduate students in this course examined the theoretical arguments about the role of conscience in recent political theory, moral theory, theological ethics, and legal theory. The class explored many legal cases and proposed legislative schemes involving issues such as conscientious objector status, medical services (abortion, pharmaceutical sales, sterilization, fertility, removal of life support), and same-sex marriage.

Students collaborated on a research project focused on a series of interviews with legal scholars and advocates. After refining a set of questions, students reached out to leading scholars who shared their perspectives on a range of questions about the nature of conscience, whether the state should defer to conscience claims in some instances through exemptions from generally applicable laws, and when and how those exemptions should be crafted. Students compiled the interview responses to produce a final report.

There are a variety of theoretical models for resolving conflict and establishing post-conflict justice, but which actually work in the field? What are the tools available to policymakers and activists to engage diverse societal groups around the world in pursuit of peace, human rights, and the rule of law? To which models (e.g. transitional justice, conflict resolution, just peacebuilding) do diplomats and civil society turn at war’s end? What are the normative commitments of each of these schools? How have those tools been applied in specific cases, and to what effect? How might they be improved into the future? Furthermore, conflict resolution theory, various peacemaking approaches, and transitional justice are often lumped together into a single, all-encompassing field. However, what distinguishes different approaches?

Through an examination of critical case studies and original research organized around student interviews with government and NGO experts, students in the course evaluated models, including the “responsibility to rebuild” doctrine and U.S. government frameworks for reconstruction and stabilization. The course paid particular attention to the efforts of religious actors engaged in peacebuilding. Over the course of the semester, students interviewed foreign policy experts, in and out of government, on the elements of peacebuilding, and published their findings in their end-of-semester report.
The Symposium drew students, faculty, and alumni together to discuss issues of diversity and difference in real-world situations. The Symposium began with a panel discussion among three distinguished Georgetown University alumni: Maria Gomez (N’77), president and CEO of Mary’s Center for Maternal and Child Care; Jamal Epps (C’01), Executive Director of OTC Derivatives for JPMorgan Chase; and Jess Rimington (SFS’09), Executive Director and founder of One World Youth Project.

Their dialogue centered on a discussion of education and diversity in the 21st century. The panelists shared their thoughts on building relationships and cultivating empathy and understanding in the professional world. Drawing on over 30 years of work in health care delivery, Gomez discussed issues related to the diversity of the staff and clientele of Mary’s Center. She highlighted the importance of openness and honesty when developing successful professional relationships. Gomez also noted that her commitment to serving patients of all backgrounds throughout the D.C. community has helped build a network of trust around her organization.
Epps expressed a similar sentiment when he noted that his openness to collaborate and his ability to build partnerships across his company have served as catalysts in his career. He also shared his belief that companies that do not attempt to build dialogues around the engagement of difference are likely to fall behind those that do.

Rimington addressed the issue of diversity education when she discussed the need to think about global competency and cultural exchange in educating for and engaging with diversity. She also stressed her belief that while human connectivity can sometimes be an innate attribute, the skills for engaging diversity productively are teachable.

The panel was followed by a discussion session in which audience members — including students, current and former Doyle Program faculty fellows, and other members of the Georgetown community — voiced their thoughts on the techniques and strategies that might be part of a “toolbox” of skills for diversity education.

After the Symposium, the endowment celebration officially began with a reception and the presentation of a video in which Georgetown faculty, students, and administrators talked about the power and impact of the Doyle Program. The video presentation was followed by remarks from Dean Chester Gillis (Georgetown College), former Doyle faculty fellow Ricardo Ortíz, Doyle undergraduate fellow Colin Steele, and President of Georgetown University, John J. DeGioia.

“[The Doyle Program] helps our faculty and students be better teachers and learners, and it helps prepare our students for the lives they will lead in an increasingly connected and diverse world. It would not have happened without Bill and Kathy Doyle, and it will continue now through their ongoing support.”

John J. DeGioia, President, Georgetown University
For the inaugural year of the Doyle Film & Culture Series, the Doyle Program presented screenings of five critically-acclaimed films, including both narrative and documentary features. The films tackled a wide range of issues related to intercultural engagement and the diversity of the human experience.

In Fall 2011, the Doyle Program partnered with Georgetown’s Film and Media Studies Program and the International Women’s Media Foundation to bring renowned documentarian Marina Goldovskaya and her film, *A Bitter Taste of Freedom*, to campus. Goldovskaya’s film is the portrait of the life of Anna Politkovskaya, a Russian journalist and human rights activist who was murdered in 2006. At the screening, Goldovskaya discussed her “personal diary” documentary style, her reflections on the filmmaking process, and her friendship with and respect for the outspoken journalist.

In January 2012, the series began the spring semester with a screening of *The Class (Entre le murs)*, a French language, documentary-style film starring a nonprofessional cast of real teachers and students. The film, based on teacher François Bégaudeau’s real-life experiences with an unruly high school class, explores the difficult issues facing contemporary society and urban education today.

The second event of the spring semester was a screening and discussion of the narrative feature *Amreeka*, the story of a Palestinian mother and son who move to a small town in Illinois in the wake of 9-11. Doyle faculty fellow Natalie Khazaal, Visiting Professor from the Department of Arabic and Islamic Studies, led the post-film discussion. Students engaged in a rich conversation about the modern immigrant experience as depicted on screen and reflected on the film’s portrayal of the complexities of cultural biases and social misunderstandings.

The Film & Culture Series continued with a screening of the 2000 Academy Award-nominated documentary *Sound and Fury*, which portrays one family’s struggle over whether to provide their children with cochlear hearing implants. One of those children in the film, Heather Artinian, now a Georgetown undergraduate, was present at the screening to answer audience questions and offer her reflections both on the filming process and on the impact of cochlear implant technology on Deaf society.

The final 2011-12 Film & Culture Series event was another Academy Award-nominated documentary, *The Garden*. This story, largely told in Spanish, follows the struggle between community farmers in South Central Los Angeles and developers seeking to take over their land. These farmers, many of whom were political exiles from Latin America engaging with the American legal system for the first time, sought to bring international attention to their fight over the contested property.

A number of exciting events are lined up for the 2012-13 Doyle Film & Culture Series, including several films and a play presented by Georgetown’s Department of Performing Arts.

Please visit doyle.georgetown.edu for a schedule of upcoming Doyle Film & Culture Series events.
Through the Junior Year Abroad Network and the Doyle Program’s digital presence, the reach of the program extends well beyond the boundaries of the campus.

JUNIOR YEAR ABROAD NETWORK (JYAN)

Study abroad is an opportunity for discovery and self-transformation. Students broaden their experience and enrich their education through engagement with different peoples around the world.

The Berkley Center Junior Year Abroad Network connects study abroad students in a global conversation on religion, politics, and culture. Students immersed in diverse settings—from Chile to France, from Egypt to China—share their experiences and observations through a series of letters that are posted on the Berkley Center website. JYAN students engage in a dialogue about diversity and tolerance with each other and with the wider Georgetown community.

“Understanding the concept of *botho* is the single most profound understanding I have gained from my study abroad experience in Botswana. *Botho* incompletely translates from Setswana into English as ‘respect.’ The concept is commonly expressed in the phrase ‘*Mtho ke mtho ka batho*’ meaning ‘I am because you are.’”

Liana Mehring (SFS’13), Botswana

“My experience thus far in Jordan has been quite beautiful, as I have come to witness and experience the Society of Jesus in a different light. The word ‘accompaniment’ encompasses much of what I have felt, heard, witnessed, and experienced.”

Matthew Ippel (SFS’13), Jordan

“Like with many things in Vietnam, traditional practices continue to mesh with Western influences in a way that creates differences in thinking between the older generations and the younger.”

Bonnie Duncan (C’13), Vietnam

“[T]here is strong sensitivity to different faith, or no faith, backgrounds. In my own anecdotal experience, I have found that students at Georgetown are far more likely to share personal ‘testimony’ stories, or what some call their journeys in faith, than students that I have met here.”

Shea Houlihan (SFS’13), United Kingdom
DIGITAL DOYLE

The Doyle Engaging Difference Program’s web presence includes several elements that extend the reach and impact of the program within the Georgetown community and beyond.

The main website for the program (doyle.georgetown.edu) presents background on the program, shares current updates, and highlights participants in Doyle projects. It often features news about Doyle courses and faculty as well as videos from Doyle events or trailers for upcoming Doyle Film & Culture Series presentations. The space also serves as a hub for resources specific to diversity work in higher education, including articles and information about relevant campus organizations.

In an effort to meet the demand for pedagogical resources related to diversity, the Center for New Designs in Learning and Scholarship (CNDLS) has added Doyle-specific examples to its own Teaching Commons (commons.georgetown.edu/teaching), an extensive online resource designed to support faculty teaching practice. Within the Teaching Commons, the stories of former Doyle faculty fellows and their course redesign efforts demonstrate some of the most innovative teaching experiments taking place across the university. Many current and prospective Doyle fellows, as well as other faculty, utilize this resource as they consider ways to bring aspects of diversity and difference into their courses.

Finally, current Doyle faculty fellows make use of a private blog that serves as an additional space for the fellows to interact outside the monthly cohort meetings. The activity on the blog enriches and enlivens the time spent together face-to-face while also creating a forum for faculty to reflect further on their teaching practice and share ideas and tips.
ABOUT THE BERKLEY CENTER

The Berkley Center for Religion, Peace, and World Affairs at Georgetown University, created within the Office of the President in 2006, is dedicated to the interdisciplinary study of religion, ethics, and public life. Through research, teaching, and service, the Center explores global challenges of democracy and human rights; economic and social development; international diplomacy; and interreligious understanding. Two premises guide the Center’s work: that a deep examination of faith and values is critical to address these challenges, and that the open engagement of religious and cultural traditions with one another can promote peace.

berkleycenter.georgetown.edu

ABOUT CNDLS

Since 2000, The Center for New Designs in Learning & Scholarship (CNDLS) at Georgetown University has supported faculty and graduate students with tools, resources, and opportunities for new learning environments. The Center began with a mission to bridge a historic gulf between pedagogy and technological advances, and today CNDLS integrates a teaching and learning center with the latest educational technology. Our team of experienced educators facilitates a broad-based program that promotes discovery, engagement, and diversity in an ever-expanding conception of learning.

cndls.georgetown.edu

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