The Doyle Engaging Difference Program began in 2009 as the Doyle Initiative, which was made possible through a generous gift from Georgetown alumnus and Board of Directors member William J. Doyle (C’72). In 2012, Mr. Doyle, chair of Georgetown’s For Generations to Come campaign, endowed the Initiative permanently. Mr. Doyle is President and Chief Executive Officer of PotashCorp, the largest fertilizer enterprise in the world, with locations in Northbrook, Illinois, and Saskatoon, Canada.

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 in their courses; 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 Undergraduate Fellows 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 the Fall 2009, nearly 2,000 students have taken one of 59 courses taught by Doyle Faculty Fellows from 23 different departments. One hundred sixty-eight 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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We are pleased to provide this annual report of Georgetown’s Doyle Engaging Difference Program.

We have worked this year to deepen and broaden the impact of the program by establishing relationships with partners on the Georgetown campus and with collaborators beyond the Hilltop who share our commitment to helping students engage with cultural, religious, and personal differences.

In last year’s Doyle Symposium, the Berkley Center and CNDLS collaborated to share how our educational program, while firmly grounded in the Jesuit tradition (and in some sense because it is grounded in that tradition), uses new technologies and the opportunities for international experiences to deepen students’ engagement with cultures other than their own.

Moreover, both the Berkley Center and CNDLS have contributed insights from our work on the Doyle Program to collaborations with Georgetown’s Global Liberal Education (GLE) Initiative. In one element of GLE, faculty members design course modules that help students to develop a basic knowledge of a global issue and the analytical skills and ethical insights to understand that issue from a variety of perspectives.

Finally, we have begun conversations with Georgetown’s student government, specific student groups, the Division of Student Affairs, the Center for Multicultural Equity and Access, and the Center for Social Justice Research, Teaching, and Service. These conversations have already led to greater connections and stronger collaborations across the university, and they promise to yield exciting programmatic efforts that we expect to describe in our report for next year.
“Breaking up our routines of teaching with these types of ‘reflective interruptions’ offered by Doyle provides a way to shift our horizons of imagination, and thus our person and our teaching.”

Eli McCarthy

Representing 12 different departments, the fellows brought diverse skills, knowledge, and backgrounds to the cohort, and the resulting discussions led to deeper insights into what it means to engage difference in the classroom at a place like Georgetown.

As in years past, each fellow committed to redesigning a course so that themes of difference would play a central role in the course content and the way the course was taught. After gathering for a four-day series of workshops in May 2012, the fellows met ten times over the course of the academic year. At monthly meetings, fellows brought case studies before the group, seeking the advice and wisdom of their colleagues, sharing stories of what had or had not worked in their classes, and developing new ideas for how to move forward with current and future courses. The cohort meetings sought to harness the over 150 years of combined teaching experience of the faculty in the room. Most fellows cite the cohort community and the space it gave them to think seriously about teaching as the most beneficial and rewarding aspects of the faculty fellows program. The brief profiles that follow offer a glimpse into the innovative and important work of the 2012-13 cohort.
A CLOSER LOOK

Brian McCabe, Sociology
*Neighborhoods, Poverty, and Inequality in Washington, D.C.*

Eli McCarthy, Program on Justice and Peace
*Introduction to Justice and Peace Studies*

**Brian McCabe**'s Doyle course examined sociological approaches to studying neighborhoods and poverty using Washington, D.C. as a case study. Students who chose to do the optional community-based learning component of the course reinforced the learning in the classroom by sharing their experiences working at area organizations serving the D.C. community. Professor McCabe worked to weave the community and classroom experiences together through a series of critical and reflective essay assignments focused on diversity. These assignments not only encouraged students to bring an analytical eye to the community work, but also brought their community-based learning experiences into conversation with the scholarly approaches they had studied in class, leading to deeper engagement in both areas. The rich conversations that emerged in the classroom made Professor McCabe appreciate anew students’ valuable insights and perspectives.

Students in **Eli McCarthy**’s course could also choose to participate in a community-based learning component organized by the Center for Social Justice, working with disadvantaged and underserved populations in the local community. Furthermore, in the Doyle redesign of the course, Professor McCarthy implemented a conflict transformation group project based on techniques developed for the Theater of the Oppressed movement, which uses role-playing to analyze and re-imagine conflict situations. Each student chose a conflict situation from his or her past that had not ended positively and wrote a personal reflection about it. Then, in the “discernment groups” with which they had worked since the beginning of the course, they reenacted the scenes, using physical positions and movement to focus on each party’s emotions. During a second reenactment of each scenario, classmates were able to stop the conflict at any moment and physically jump in to change the course of action through nonviolent intervention. Compared to their original reflections on the conflict situations, students’ final reflections showed evidence of a more complex understanding of their own and the other parties’ feelings. The empathy students developed, as well as the ability to see more, wiser ways to potentially transform conflict situations, supported Professor McCarthy’s hypothesis that learning is as much an affective and bodily undertaking as an intellectual process.

Fida Adely, Center for Contemporary Arab Studies
*Gender, Labor, and Development in the Middle East and North Africa*

After consulting with the Doyle faculty cohort, Fida Adely crafted two new assignments for her Gender, Labor, and Development seminar to encourage students to reach greater depth in their analytical writing. In two short paper assignments, she asked students to consider the dynamics of gender and labor in two different contexts. In the first analysis, students looked at an international development document focused on issues of labor. In the second paper, students examined gender-labor dynamics in works of literature and film. Professor Adely found that these new assignments, especially the second analysis, drew students into an even more complex engagement with the subject matter than she had witnessed in her previous experiences with the course.

“Listening to brilliant teachers from many different areas talk about the challenges they have encountered, solutions they have devised, and the ideas they have regarding my challenges helped me rethink my teaching altogether.”

Michael Ferreira
Monica Arruda de Almeida,
Center for Latin American Studies
Economic Development in Latin American Countries

Monica Arruda de Almeida chose to emphasize issues of global citizenship in her Doyle course with the aim of “better alerting students to the professional and cultural challenges they are likely to deal with in their careers ahead.” She brought in guest speakers who could address what it is like to work in development in Latin America and assigned weekly blog posts in which students used current events to unpack dense economic theories, adding new energy to the course.

Kerry Danner-McDonald, Theology
Problem of God

For her Doyle course, Kerry Danner-McDonald’s primary goals were to build cultural competency and to help students recognize the impact of religion on their lives, regardless of personal religious affiliations or beliefs. To that end, she diversified the course content, including new units on indigenous spiritualities in the U.S. and on Islam. She also began the semester with an interactive group quiz about religious beliefs and practices. This activity gave Professor Danner-McDonald a sense of students’ prior knowledge. More importantly, it allowed students to see that everyone in the class, regardless of background, had much to learn about the subject. After the quiz and follow-up discussion, Professor Danner-McDonald noticed that students dove into the course with greater confidence and openness than she had experienced in past semesters.

Michael Ferreira, Spanish and Portuguese
Advanced Portuguese Conversation

Michael Ferreira concentrated his Doyle redesign efforts on his Advanced Portuguese Conversation course, which centers around video chat exchanges through the Teletandem program between language learners at Georgetown and students in Brazil who are native Portuguese speakers. Beyond improving Georgetown students’ Portuguese-language skills, the primary learning goal of the course, Professor Ferreira also sought to push students towards more complex understandings of diversity and culture through their interactions with their Brazilian counterparts. He was particularly interested in challenging his students to explore stereotypes, reflecting on how they see others as well as how they are seen by others. Professor Ferreira was pleased with the results of his Doyle redesign and he is confident that he and his students will continue to reap benefits from his time as a Doyle fellow for years to come.

Pamela Fox, English
Reading Motherhood

Reflecting on her previous experience of teaching Reading Motherhood, Pamela Fox identified two main goals for her Doyle course students: harnessing their personal views on motherhood to help engage with the subject from an academic perspective and broadening their awareness of the diversity of worldwide approaches to motherhood, including international surrogacy and transnational adoption. Professor Fox added a journal assignment and with her co-instructor, Professor Elizabeth Velez, revised the syllabus to incorporate more global perspectives from the start. Professor Fox felt these changes enabled students to reflect on the subject in more sophisticated ways than other students had in semesters past.

Pamela Fox discusses the diversity of international perspectives on motherhood.
Michelle Wang, Art and Art History
The “Discovery” of Asian Art
Michelle Wang redesigned her course on the introduction of Asian art to the West with the aim of challenging some of the biases toward Euro-American art that she had observed in students in the past. To address this goal, she implemented a course blog where students interacted with the readings and with their classmates in significant ways. The interaction on the blog led to richer in-class conversations as well.

Sara Schotland, School of Continuing Studies
Death Penalty: Kill It or Reform It?
In this diversity-focused course on an already controversial subject, Sara Schotland challenged her students to critically evaluate the different ethical arguments involved in policy decisions relating to the death penalty. In particular, she asked students to pay attention to how the practice disproportionately affects minority, poor, and other marginalized communities in the United States. Professor Schotland plans to “Doylify” all her future Georgetown courses, applying what she learned from her students and her faculty fellow colleagues during her time as a Doyle fellow.

Lauve Steenhuisen, Theology
Feminist Theology as Lived Religion
Lauve Steenhuisen’s Doyle course, Feminist Theology as Lived Religion, focused on foundational feminist theological principles with a goal of “linking feminist theology to those who live it out daily.” She hoped students would see how feminist theology grows from individual and communal experiences, and that understanding those experiences involves carefully listening to diverse voices. Professor Steenhuisen also encouraged students to recognize their own voices and take ownership of their points of view so that they would see the contributions they, too, could make to feminist theology.

In Dennis Williams’ Coming to America course, students looked at their own place in U.S. culture.

Anna Marie Trester, Linguistics
Ethnography of Communication
Anna Marie Trester pushed her students to probe the sources of their understanding, asking how they know what they know as members of a given community. Borrowing the practice of participant observation from anthropology, she assigned students to sit in both familiar and unfamiliar settings, including the student centers at both Georgetown and Gallaudet Universities, and to observe the communication practices in each. Professor Trester asked students to reflect on their feelings as insiders or outsiders in each setting. Her goal was to help students to “cultivate vulnerability,” that is, to become skilled at working at the edges of their comfort zones, so they might develop the capacity to inquire and learn even in situations in which they are uncomfortable.

“The Doyle Program was instrumental in helping me achieve this level of pedagogical success in my teaching, and for that I am immensely grateful.”
Brian Hochman
Dennis Williams, English
*Reading and Writing Seminar: Coming to America*

For his Doyle redesign, Dennis Williams chose his Georgetown Community Scholars course, a freshman seminar for a class of ethnically diverse, first-generation college students who had already studied with him during a five-week residential summer term. Professor Williams asked his students to create group multimedia presentations to analyze historical, cultural, political, and sociological issues in the professor's own novel, *Crossover*. These presentations complemented the course's written assignments and built on skills, such as gathering research to support an argument, that the students had been developing throughout the semester.

Students later wrote reflection essays discussing the ways these teaching strategies impacted their learning and their exploration of what Professor Williams described as “our own place in the American process: where we have come from, what it means to be at Georgetown, and what place (if any) we seek to occupy in the landscape and the imagination of this country.”

“Rather than talking about diversity, we encountered and engaged it.”

Lauve Steenhuisen

Brian Hochman, English
*Literary History II*

Tania Gentic, Spanish and Portuguese
*Survey of Spanish American Literature II*

Playing off of the “contested nature” of his disciplinary field, Brian Hochman developed what he calls a “Rashomon-style” syllabus for his Literary History II course—a reference to Akira Kurosawa’s 1950 movie in which the story of a single incident is told many times over from different perspectives.

Rather than examining works of literature chronologically, from the late 1700s to the present, students “read across time,” revisiting the same period three times as they reflected on three themes that were particularly important in modern literature in English: the histories and legacies of slavery and colonialism; the modern self and its relationship to language, culture, and society; and the workings of human history and memory. In Professor Hochman’s innovative assignments, students discussed literary texts alongside their contemporary cultural sources, adapted passages from one writer in the style of another writer, and developed their own syllabi for a literary history course. This last assignment yielded interesting results that Professor Hochman may even incorporate into his own course syllabus in future iterations.

Like Professor Hochman, Tania Gentic also chose to abandon the traditional chronological structure of her Spanish American Literature II course in favor of a thematic approach. Specifically, she opted to emphasize how the themes of identity and diversity play out in the literature of 19th-, 20th-, and 21st-century Latin America. As she explained, “My goal was for students to recognize how literature responds to social issues, and how certain political, as well as literary, discourses repeat and change over time.” In addition, Professor Gentic hoped to combat her students’ and her own tendency to intellectualize rather than personalize issues of diversity. She began modeling for students her “own relationships to the topics” of study to demonstrate the possibility of personal connections to the material. Another important pedagogical shift Professor Gentic made was to slow down the pace of the course, letting go of some readings she had previously considered essential in order to make room for more conversation, deeper understanding of the main ideas, and chances for students to see how those ideas related to their own lives.
A CLOSER LOOK

Samantha Pinto, English, and Lahra Smith, SFS
The Question of Equality: Literature and Political Theory in the West and Africa

Two fellows, Samantha Pinto and Lahra Smith, joined the Doyle faculty fellows cohort intending to focus on a course they developed together as part of a grant through the National Endowment for the Humanities Enduring Questions program. Professors Pinto and Smith taught the course, The Question of Equality: Literature and Political Theory in the West and Africa, in back-to-back semesters in the 2012-13 academic year. Each approached the course from the perspective of her disciplinary expertise—for Sam, literature, for Lahra, political science—and because their courses were listed in their respective departments, they drew in students with different strengths and interests.

For her Doyle redesign efforts, Professor Pinto developed a teaching and assessment strategy that could make the most of the interdisciplinary richness of the course: history and political science, Western views and African studies, and literary and policy perspectives. She realized the importance of structuring assignments deliberately, modeling the sorts of thinking and writing she hopes students will do, and sequencing steps of the assignments to gradually build students’ competencies.

“There are relatively few if any forums for sharing pedagogical approaches and it was inspiring to discuss how people teach different subjects. I think it will make me a more adventurous and creative teacher, and in fact it already has.”

Lahra Smith

For Professor Smith, seeing students distance themselves from the ethical issues discussed in her classes has been a recurring challenge. As a Doyle fellow, she crafted a writing assignment that asked students to consider the international cut-flower industry at analytical and ethical levels. She purposely structured the assignment to encourage students to think about their involvement in the industry as flower purchasers in addition to considering the theoretical sources they had read as a class. According to both Professor Pinto and Professor Smith, their experiences as Doyle faculty fellows generated a renewed enthusiasm for teaching.

SHARING DOYLE

In October 2012, Doyle team members John Rakestraw, Joselyn Schultz Lewis, and Maureen Walsh led a session entitled “Strategies for Diversifying the Curriculum: A Course Redesign Approach” at the American Association of Colleges and Universities (AAC&U)’s conference, “Modeling Equity, Engaging Difference: New Frameworks for Diversity and Learning,” in Baltimore, MD. The team shared experiences facilitating the Doyle faculty fellows program, discussing the cohort work designed to foster conversations among faculty and highlighting strategies faculty members use to integrate themes of diversity and difference into their courses. Over 40 participants attended the session.

For 2013-14, 15 Doyle faculty fellows from nine departments will redesign their courses to embrace issues of diversity.

**2013–14 FACULTY FELLOWS**

For 2013-14, 15 Doyle faculty fellows from nine departments will redesign their courses to embrace issues of diversity.

Elizabeth Andretta  
_School of Foreign Service_  
—are Qatari  
Introduction to Justice and Peace Studies

Randy Bass  
_English_  
Humanities and Writing I: Writing as Translation

Christine Evans  
_Performing Arts_  
U.S. Latino/a Theater and Performance

Emily Francomano  
_Spanish & Portuguese_  
Survey of Spanish Literature to 1700

Anna von der Goltz  
_BMW Center for German & European Studies_  
Proseminar: 1968: Protest and Rebellion in Europe

Aaron Hanlon  
_English_  
Humanities and Writing I: 99 Problems

Laurie King  
_Anthropology_  
Visual Anthropology

Sherry Linkon  
_English_  
Humanities and Writing I: Writing as Translation

Toby Long  
_Child & Human Development_  
Children with Disabilities

Marjorie Mandelstam Balzer  
_Anthropology_  
Shamans, Priests, and Healers

Marilyn McMorrow  
_School of Foreign Service_  
Human Rights in International Relations

Sylvia Önder  
_Anthropology_  
Cultures and Identities

Erika Seamon  
_American Studies_  
American Civilization I

Elizabeth Stephen  
_School of Foreign Service_  
The Geopolitics of Population Issues in the EU

Sarah Stiles  
_Sociology_  
Law and Society
2012–13 DOYLE SEMINARS

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 implement a rigorous research paper assignment 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.

Jesus Christ in a Pluralistic Age | FALL 2012
Leo Lefebure, Theology

This course explored understandings of Jesus Christ in African and Asian cultures and in relation to a variety of religious traditions. The course examined the place of Jesus in dialogues of Christians with Jews, Muslims, Hindus, Taoists, and Buddhists. It also explored the development of recent interpretations of Jesus in relation to the cultures of Africa and Asia. The report for this course features excerpts and abstracts from rigorous, in-depth student research conducted as part of the seminar that addresses Christianity in its relationships to Santeria, Buddhism, Hinduism, Shinto, and Chinese communism.
Culture and Globalization | FALL 2012
Gwendolyn Mikell, Anthropology

This course examined anthropology’s exploration of globalization, particularly the intersection among culture, power, and history. It focused on how a few anthropological themes in the study of culture (family and gender relations, racial/ethnic and religious identity, local-national-global governance, the impact of technology on culture, and conflict and violence) have undergone transformation as control over human lives expands from the local to also include global influences. The class focused on different cultural areas, including the United States, Asia, Africa, and the Caribbean. Using contemporary ethnographies and articles, theoretical essays by anthropologists, as well as analyses from political science and other disciplines, it examined how the ethnography and anthropological discourse have been influenced by the expanding market, technology, terrorism, and policies of the 21st century.

International History | FALL 2012
Bryan McCann, History

In this course, students honed their skills of scholarly analysis while developing a strong understanding of the large themes and movements that have shaped the modern world. They came to view global historical change as a set of processes that have not simply expanded from center to periphery, but that have often doubled back upon themselves, bringing the periphery to the center in ways that significantly alter both.

The report for the course features excerpts from rigorous, in-depth student research conducted as part of the seminar. Topics range from the impact of socially subordinate individuals on the history of French West Africa to the role of French law in Arab judicial development to political theology in revolutionary Iran and Nicaragua. Also addressed are British and American colonial efforts in East Asia and the impact of World War I on national identity in India and Senegal.

Gender and Performance | SPRING 2013
Natsu Onoda Power, Performing Arts

This course investigated the question of gender as performance, gender in performance, performance of gender, and performance as gendered. Professor Onoda Power described the course as an attempt to scratch the surface of the vast, diverse, and ongoing discourse in this area. Students read a wide range of literature, ranging from novels to comic books to theoretical essays, and examined them collaboratively in class, through online discussions, workshops, and performances.
Heresy and Authority in the Middle Ages | SPRING 2013
David J. Collins, History
This course examined “false beliefs” in medieval Europe, the individuals and
groups who adhered to them, and the authorities who prosecuted them. The
course was structured around case studies and primary materials, and its goal
was to shed light on legal, institutional, intellectual, and cultural developments
in the West: beginning chronologically with the Athenian condemnation of
Socrates and concluding with the Church’s seventeenth-century condemnation
of Galileo. Intervening topics included medieval heresy, civil suppression of
heresy, judicial torture, and the Inquisition.

Interstellar Relations: The Politics of Speculative Fiction | SPRING 2013
Daniel Nexon, Government
Authors writing in the Science Fiction/Speculative Fiction (SF) genre have
long explored political themes—such as the rise and decline of empires, the
impact of technological change on individual liberty, the nature of revolutionary
struggles, the workings of totalitarianism, and the impact of socio-political
collapse on humankind. This seminar approached SF as social-scientific and
social-theoretic text. Subjects included the politics of contact, alterity, identity,
games, and warfare.

The Poetics of Emotion in Medieval Literature and Culture: A Global Perspective | SPRING 2013
Sarah McNamer, English
In this seminar, students moved beyond the borders of England and English literature
in order to investigate a broad question: how does literature shape and express emotion in
diverse cultural contexts? This question was put into global as well as historical perspective by
investigating how one of the most complex and fundamental of human emotions—romantic
love—was constructed in the courtly literatures of medieval Europe (12th-13th centuries),
Persia during the later Abbasid Caliphate (ca. 970-1258), and Heian Japan (794-1185).

Studying a science fiction/speculative fiction landscape of the imaginary in Daniel Nexon’s Interstellar Relations seminar pushed students to contemplate contemporary sociopolitical concerns from new perspectives.
Law, Ethics, and Politics: The Case of Marriage | FALL 2012

Michael Kessler, Government and Law Center

The meaning of marriage is hotly contested today. Does the state have a role in supporting particular goals for marriage (is marriage about contractual assurances or companionship or social stability or procreation or something else)? Can the state legitimately exclude some types of relationships from the status of marriage? Do “civil unions” provide an acceptable alternative to marriage for same-sex couples? On what grounds are other modes of relationships excluded from “marriage” status (e.g. polygamy)? Are the substance and goals of marriage a public issue at all, or a purely private religious/moral issue? This course explored the historical, theological, philosophical, and legal dimensions of the Western traditions of marriages and studied how individuals, moral and cultural communities, and political institutions seek to find a way to balance conflicting demands about what constitutes a legitimate marriage.

The University as a Design Problem: Redesigning Georgetown for the Global Century | SPRING 2013

Randy Bass, English, Center for New Designs in Learning and Scholarship

Ann Pendleton-Jullian, Distinguished Visiting Professor of Design at Georgetown, Architect, and Former Director, Knowlton School of Architecture, The Ohio State University

This course envisioned a new model for the university as a learning-focused ecosystem, through the processes of a design studio. The studio took Georgetown University as its specific “site”, focusing on its unique role in a global century in which four fundamental forces are profoundly affecting everything we do: digitization, globalization, urbanization, and the increasing role of culture, religion, and diversity.

2013-14
DOYLE SEMINARS

FALL

Immigration in the United States
Katherine Benton-Cohen | History

Jesuits & Globalization
José Casanova | Sociology and Berkley Center

Jazz, Civil Rights, & American Society
Maurice Jackson | History

Economics, Morality, & Law: Justice in a Global Order
Michael Kessler | Government and Berkley Center

Judaism Under Crescent & Cross
Jonathan Ray | Theology

Literature, Media, Social Change
Henry Schwarz | English

SPRING

Shamans, Priests and Healers
Marjorie Mandelstam Balzer | Anthropology

Role of Islam in Politics
Jocelyne Cesari | Government

Black Power and Black Theology of Liberation
Terrence L. Johnson | Theology

Peacemaker and Peacemaking
William Werpehowski | Theology
On February 14, 2013, students, faculty, staff, and alumni gathered for the fourth annual Doyle Symposium to examine how the university’s engagement with difference and diversity could make Georgetown’s liberal arts education even more effective.

“Ethical judgment, self-reflection, and engaging difference are the core values of a new model for liberal education.”

Randy Bass

The symposium took up several important questions:

What does a 21st-century liberal arts education look like, and what does it mean to engage difference in this context? What opportunities and challenges exist, and how do we best prepare students for them? What can we learn from Georgetown’s Jesuit heritage? How might new technologies reshape and inspire us to rethink more traditional educational practices in the liberal arts? How can study abroad programs best promote intercultural competence?
The symposium began with a plenary panel composed of Berkley Center Director Thomas Banchoff, Professor John W. O’Malley, SJ (Theology), and Associate Dean Dennis Williams. The panel looked backward and forward as it examined the Jesuit roots underpinning Georgetown’s commitment to engaging difference and facilitated conversation on how that heritage plays out today in liberal education for a global era. They discussed strategies for helping students move from initial reactions of surprise when confronted with diversity outlets on campus to interest and engagement, and for creating incentives for greater faculty involvement.

The second panel featured Associate Provost Randy Bass, Soliya founder Lucas Welch, and Shavonnia Corbin-Johnson (SFS’14) and focused on the power of new communications technologies, specifically the Soliya Project, to encourage intercultural engagement by connecting students from around the world. Panelist Lucas Welch commented, “It’s not about new technology, but about pushing people to connect directly with diversity through technology.” The discussion highlighted that success in intercultural dialogue has to be marked by more than the mere connection of people; rather, technology must be harnessed in ways that push us toward meaningful discussions of difference.

The symposium closed with a look at the Georgetown Junior Year Abroad experience and the Berkley Center’s Junior Year Abroad Network with Professor Michael Kessler (Berkley Center), Nicole Fleury (SFS’14), and Audrey Wilson (SFS’14).

Highlighting the increasingly robust exchange system at Georgetown, their panel considered how the rich study abroad experience can shape and deepen student engagement with issues of intercultural and interreligious understanding. As panelist Audrey Wilson observed, “Once in an unfamiliar country, you are unable to tune out the cultural experiences.” Panelists also emphasized the critical need to integrate students directly into families and other elements of the local community.

The inspiring conversations among the panelists and audience members reflected deep interest in issues of difference and engagement with diversity at Georgetown. They also showed that positive engagement with these issues is not a matter of mere contact or tolerance. In addition to utilizing the tools of a 21st-century university to create spaces for interaction, we must actively nurture a positive culture of diversity. The Doyle Symposium helps foster this culture by connecting various people and programs across the university that are involved in this important work.
FILM & CULTURE SERIES

In the second year of the Doyle Film & Culture Series, the program hosted three events. The first two, on-campus screenings of critically acclaimed films, were followed by post-film discussions facilitated by Doyle faculty fellows. For the third event, the Doyle Program co-sponsored a pre-play discussion panel in conjunction with the Department of Performing Arts’ production of A Civil War Christmas.

Tsotsi

In October 2012, the Doyle Program presented the 2005 Academy Award winner for Best Foreign Language Film, Tsotsi. The movie follows a young South African thief, Tsotsi, who steals a car only to discover a baby in the back seat. He must now handle the gang politics of his neighborhood while trying to take care of and return the unwanted child, all at the risk of his own life. After the screening, professors Samantha Pinto (English) and Lahra Smith (SFS) led a stimulating discussion on what Smith called “the humanizing portrayal of a young man traumatized by his own loss and loneliness, the structural inequality which is so vividly on display, and the gender and racial dimensions to contemporary urban violence in South Africa.”

The Other City

The series continued with The Other City, a documentary about HIV/AIDS in Washington, D.C. The film introduced students to a side of the city that they may never have encountered while at Georgetown and drove home the sobering fact that the nation’s capital has the highest HIV/AIDS rate in the country, even rivaling some African countries. Sociology professor Brian McCabe led a post-film discussion on the tragedy of HIV/AIDS in Washington in which students started to grapple with their own relationship to the city and its challenges.

Brian McCabe

A Civil War Christmas

The panel event entitled A Civil War Christmas: Exploring the World of the Play Through Our Own brought together Professors Christine Evans (Performing Arts), Nadia Mahdi (Performing Arts) and Chandra Manning (History) as well as co-moderators Nina Billone Prieur and Sasha Elkin (COL ’14) for a conversation and discussion about the play. Panelists and audience members discussed the ways in which the 1864 Christmastime of Washington, D.C. does and does not still resonate with Washington, D.C. today. Discussion also centered on some of the more salient questions posed by the play: where has there been progress, and where do the issues of nearly 150 years ago still endure? How much do we recognize the Georgetown community in the play’s themes of family, reconciliation, and communal hope? Following the panel discussion, all in attendance enjoyed a reception and an evening performance of the play.

A number of exciting events are planned for the 2013-14 Doyle Film & Culture Series, including several documentaries presented in collaboration with the Georgetown University Student Association.

Please visit doyle.georgetown.edu for a schedule of upcoming Doyle Film & Culture Series events.
UNDERGRADUATE LEARNING AND INTERRELIGIOUS UNDERSTANDING (ULIU)

This longitudinal study tracked attitudinal changes towards religious and cultural diversity among the student body over a four-year period at Georgetown University. The project’s goal is to help educators at Georgetown and around the world identify best practices in building tolerance as part of an holistic educational experience.

460 students responded to the initial survey and were tracked over four years of focus groups and a final survey before graduation. In entering as freshmen, about two-thirds of students felt confident in their knowledge of other religions.

The ULIU Survey Process

The final survey report focuses on the following themes:

1. Students develop their perspectives about religion and religious adherents (or people with no religious affiliation) primarily through the classroom/curriculum and through interactions with friends. Greater academic knowledge leads to more positive perceptions, or at least greater interreligious and intercultural tolerance. Students report enjoying and expanding friendships with people who have different religious or spiritual beliefs.

2. Lack of knowledge often inhibits student participation in religious services and diminishes self-confidence in discussing religious beliefs and practices. Conversely, an increase in religious literacy leads students to discern that religion is complex and should not be disregarded or discounted politically, intellectually, or theologically.

3. Most students agree that there is something unique about the Catholic/Jesuit identity and campus climate of Georgetown that fosters interreligious understanding and facilitates interfaith dialogue.

The data collected through this study strongly indicates that interreligious and intercultural understanding increases through the college academic and co-curricular experience and through individual relationships.
JUNIOR YEAR ABROAD NETWORK (JYAN)

Study abroad is an opportunity for learning, discovery, and self-transformation. Students broaden their experience and enrich their education through encounters with different cultures 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 Bolivia to Egypt to Tajikistan—share their experiences and observations through a series of blogs that are posted on the Berkley Center website.

Participating students write two academic blogs over the course of the semester and provide commentary on blogs from other students. Through their online posts, students comment on topics ranging from religious freedom and interfaith dialogue to secularization, globalization, democracy, and economics. This year, many students wrote about the treatment and integration of immigrant and minority communities, socioeconomic disparity, and interreligious dialogue, often contrasting the situation in their host countries with that in the United States. Others offered observations on cultural differences between the United States and their host countries on everything from norms surrounding food and drink to attitudes towards the state. Additionally, some students reflected on the complex concept of collective identity on the local and national level. Upon their return to campus, students participate in a panel discussion that explores common issues and challenges in their respective countries.

In the seven years since the program began, more than 350 students have participated, studying in nearly 50 countries. JYAN is part of the Doyle Engaging Difference Program and a collaboration with the Office of International Programs.
A CLOSER LOOK

The brief excerpts below illustrate the breadth of experiences and topics students engage with in their writing.

While the blogs represent dramatically different global contexts, the emergence of common themes offers a unique opportunity for participants to reflect on issues of cultural difference on a cross-regional level while abroad.

“Just as democracy and rule of law are entrenched in American society, evasion of rules and authoritarian traditions seem to be entwined with the Russian way of life.”

Jessica Craig (SFS’14), RUSSIA

“Unlike in the United States, where the separation of church and state remains an important tradition, Italy tends to allow the two to converge without much opposition.”

Emily Coccia (C’15), ITALY

“I asked my younger brother if he knew how to do the cueca, the traditional dance of Chile. He looked at me and said ‘No, I am not Chilean. I am Mapuche. We are a different culture.’”

Sarah Baran (C’14), CHILE

“While the government has attempted to downplay religion in Tanzania, people nonetheless place it front and center in their public lives.”

Kieran Halloran, (SFS’14), TANZANIA

“Each night in my apartment in Alanya, I listen as the American pop music blasting from the clubs mingles with the call to prayer, creating an auditory identity crisis at once totally strange and vaguely beautiful.”

Audrey Wilson (SFS’14), TURKEY

See the below map for a complete list of locations visited by participating students.
Masha Goncharova (C’14) conducted research on Russian émigrés in Paris, focusing on the role of religious education in the preservation of group identity through Orthodox schools, seminaries, and youth summer camps.

While policy analysts have documented the widespread failure of governments to meet this imperative, we still know relatively little about successful local efforts led by religious communities to advance economic and social development through education.

Now in its third year, the Education and Social Justice Project provides four students with summer research fellowships to travel abroad to conduct in-depth examinations of innovative initiatives, with a focus on the work of Jesuit institutions. With faculty guidance, the students gather information through interviews, analyze best practices, and share their reports and conclusions with a wider global audience.

2012 RESEARCH PROJECTS

Masha Goncharova (C’14) conducted research on Russian émigrés in Paris, focusing on the role of religious education in the preservation of group identity through Orthodox schools, seminaries, and youth summer camps.

Lisa Frank (C’13) examined the role of faith and values in the programs of Fe y Alegría Bolivia, a network of Jesuit-run public schools and educational programs.

Shea Houlihan (SFS’13) traveled to Gulu, Uganda to investigate the role of education in post-conflict reconstruction at OCER Campion Jesuit College, a secondary boarding school in northern Uganda and the first Jesuit school in the country.

Charlotte Markson (SFS’13) partnered with the Catholic University in Montevideo, Uruguay to explore the university’s initiatives to engage the topic of social justice in the context of Uruguayan secularism.

Only through better access to education will the world’s poor be able to seize opportunities in an increasingly global economy.

2009-13: DOYLE BY THE NUMBERS

55 FACULTY FELLOWS

76 FACULTY FELLOWS COURSES

2,003 FACULTY FELLOWS COURSE STUDENTS

23 DISCIPLINES

18 SEMINARS
ABOUT THE BERKLEY CENTER

The Berkeley 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

DOYLE PROGRAM

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