ABOUT THE DOYLE PROGRAM

The Doyle Engaging Difference Program encourages Georgetown students and faculty to consider the value of difference and to engage it through enhanced learning opportunities inside and outside the classroom.

A campus-wide collaboration between the Center for New Designs in Learning and Scholarship (CNDLS), the Berkley Center for Religion, Peace, and World Affairs, and Georgetown College, the Doyle Program is composed of several distinct elements.

The following report details the work of the CNDLS Doyle Program during the 2014-15 academic year, including:

- **The Doyle Faculty Fellows Program**, which creates curricular opportunities to promote student engagement with themes of difference;
- **The Doyle diversity grants**, which facilitate learning opportunities both inside and outside the classroom; and
- Campus-wide events such as the **Doyle Engaging Difference Symposium**, produced in collaboration with the Berkley Center, and the **Doyle Film and Culture Series**.

These elements work together dynamically to provide a holistic approach to engaging the Georgetown community—creating opportunities for students, faculty, staff, and administrators to explore the complex questions of diversity.
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“There is a strong correlation between positive tolerance and both observational and participatory arts. Georgetown should remove the boundaries of a stage and weave arts into daily life.”

Devika Ranjan (SFS’17)
The 2014-15 year was a particularly exciting one for the Doyle Program as we saw the passage of Georgetown’s new Engaging Diversity core curricular requirement—the first major change to the university curriculum in over 20 years. This change was driven largely by students, many of whom cited their Doyle courses as a model for the proposal. Beginning in Fall 2016, all Georgetown students will take at least two courses that substantively engage topics of diversity and difference. Throughout the year, members of the Doyle team collaborated with the students, faculty, and administrators who designed the requirement.

A fundamental goal of the Doyle Program since its inception in 2009 has been to develop programming that facilitates university-wide conversations about diversity and difference. Therefore, our team was thrilled to be a partner in the curricular change efforts led by Georgetown students. We know from our experiences with Doyle courses over the last six years that incorporating topics of diversity, difference, and inclusion into a course’s curriculum can deepen student engagement with the academic material, as well as enhance students’ empathy, self-awareness, and perceptions of themselves and others. The work of Doyle faculty fellows in their courses and in the cohort has established a model that helped pave the way for this momentous change.

Doyle faculty fellows are at the forefront of establishing dialogue on diversity as an essential aspect of our campus community. Their voices were especially significant this year. In addition to redesigning course content and pedagogy in order to tackle the difficult issues of diversity with their students, they are a significant force for positive change across campus— influencing department and committee cultures, organizing and participating in related events, connecting disparate voices, and engaging in research.

This year’s annual Doyle Symposium, held in collaboration with the Berkley Center for Religion, Peace, and World Affairs, also played a role in bringing attention to the importance of the Engaging Diversity requirement in our campus dialogues. The Symposium program was based on a Call for Ideas issued to students by the Doyle Program. The call challenged our community to develop ideas for how we might better engage diversity and build for the common good. One of the prize presentations was by students from the Last Campaign for Academic Reform, who advocated for the Engaging Diversity curriculum change. The Doyle Program commends not only the students involved in the proposal but also the faculty fellows and students whose Doyle coursework over the past six years has helped to transform Georgetown’s culture and build capacity in a way that enabled this significant step.

This moment in time marks a new beginning for the Doyle Program and its mission to help prepare Georgetown students for the rigors and ethical responsibilities of the coming century.
There are two important ways to think about the influence of the Doyle Program on the Georgetown community. One is to look at the cumulative numbers related to the program’s operations. Less tangible but more consequential is the everyday influence of Doyle participants who shape the culture and climate on campus. The latter is illustrated in the photo above as Doyle grantee Marcia Chatelain and Doyle faculty fellow Douglas Reed spoke with other prestigious panelists at the President’s “Reflections on Ferguson.”

For example, Doyle grantee Marcia Chatelain and Doyle faculty fellow Douglas Reed participated with other panelists at the President’s “Reflections on Ferguson.” This event served as a collective expression of grief and determination in the wake of events in Ferguson, MO. Reed later stated, “The events in Ferguson resonated deeply with members of the Georgetown community, urgently informing the conversations for change that were already in progress, and prompting new ones that continue to animate our campus.”

DOYLE BY THE NUMBERS: 2009-2015

<table>
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<tr>
<th>Faculty Fellows</th>
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<tr>
<td><strong>33</strong> Disciplines</td>
<td><strong>47</strong> Courses</td>
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<tr>
<td><strong>85</strong> Faculty</td>
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<td><strong>104</strong> Courses</td>
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<td><strong>Over 2600</strong> Students</td>
<td><strong>18</strong> Campus Events</td>
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DOYLE FACULTY FELLOWS

“This semester I came to appreciate just how challenging – but how valuable – it is to design a course that engages students on both an intellectual and personal level. This requires establishing an openness to both new academic material and to personal vulnerability, because it means that the process will change us. And this is as true for the students as it is for me.”

Matthew Carnes (Government)

The 2014-15 Doyle faculty fellows cohort began in May 2014 with an intensive four-day workshop focused on the interrelated themes of engaging diversity and effective pedagogy. This opportunity for substantive engagement with colleagues from across the university is a critical part of the fellowship. The concentrated time together helps create space for faculty to begin to re-imagine a course and also builds an interdisciplinary learning community that extends into the cohort work of the academic year and beyond.

A key theme at the beginning of the cohort discussions was that of design. Faculty fellows chose whether to design a new class from scratch or redesign a course previously taught, and spent time aligning their diversity-related goals with the course content, activities, and assignments. This work of (re)design and course adjustment continued in small group summer consultations and throughout the year as fellows presented to and critically engaged one another on specific aspects of their Doyle courses.

Course Profiles: While each fellow’s course explored a rich array of diversity-related material and activities, the course profiles (on the following pages) are grouped to provide a brief glimpse into a few of the prominent and overlapping course (re)design themes developed during the 2014-15 year.
D.C. Community Engagement

Many fellows design Doyle courses to integrate the diversity of the surrounding community into their courses, through community-based learning activities, partnerships with other local schools, and class trips to D.C. neighborhoods.

Sabrina Wesley-Nero, Education, Inquiry, and Justice Program

*EDIJ 241: Essentials of Effective Practice*

*Essentials of Effective Practice* is a community-based learning (CBL) course that explores urban education in the U.S. and specifically in Washington, D.C. Sabrina Wesley-Nero redesigned the course goals to more effectively mine the triangle formed by students, course content, and the CBL experience. Specifically, Wesley-Nero added a systems thinking conceptual framework that helped the students situate their personal experience and CBL experience within a broader context. Wesley-Nero changed the CBL portion to create a partnership with D.C. public and public charter schools. Restructured assignments determined the extent to which students could articulate multiple influences on and definitions of school success and failure. Wesley-Nero gained concrete evidence of the impact made by this redesign through a pre- and post-essay prompt and an educational autobiography assignment. These assignments revealed a more nuanced and sophisticated grasp of the course’s theoretic models and their relation to both D.C. schools and the students’ own lives than had manifested in previous course iterations.

Douglas Reed, Government

*GOVT 329: Democracy and Education*

Douglas Reed’s course, *Democracy and Education*, centered on a partnership with Cesar Chavez Public Policy Charter School, in which Georgetown and Chavez students collaborated on a joint “civic actions” project aimed at bringing greater public awareness to the issue of D.C.’s lack of representation in Congress. This collaboration required careful design and execution in order to overcome significant logistical challenges, build rapport between the groups, and enable them to work in genuine partnership. Reed and his Chavez collaborators organized four separate trips during the semester to bring students together. The students used Google Groups and a joint website to help facilitate and showcase collaboration between these sessions. The projects culminated in meetings with Senate staffers on Capitol Hill to discuss the students’ work. In addition to adding the joint “civic actions” project to the course, Reed created a new final assignment—a program evaluation paper—in which Georgetown students reflected on what they had learned about issues of difference and diversity by working with their Chavez student partners.

“This course revision helped the students situate their personal experience and community-based learning experience within a broader context; understand the landscape and the inter-relationships; and move beyond overly simplified knee-jerk responses to the material.”

Sabrina Wesley-Nero (Education, Inquiry, and Justice)
Marc M. Howard, Government

GOVT 219: Prisons and Punishment

Marc Howard’s Prisons and Punishment course analyzed the issues surrounding the punitive nature of the U.S. criminal justice system through the lens of race—both historically and in the contemporary period. For his Doyle course, Howard significantly expanded and front-loaded the course’s exploration of race in order to ensure its function as a constant and primary theme. Additionally, work was done to redesign each class session to better incorporate multimedia and structured group discussion. Group discussions included metacognitive reflection and sessions on students’ own connection to the course material, later distilled in reflective essays. The course made use of documentaries, guest speakers, and the opportunity for students to take a field trip to a local prison. Howard’s time spent working with students before, during, and after the field trip ensured that their experience was not mere observation but that it contributed directly to course goals.

“Tried a great deal from our Doyle cohort conversations about teaching and pedagogy. It was fascinating and inspiring to be in a room filled with passionate teachers.”

Marc Howard (Government)
Privilege and Positionality

Several Doyle fellows designed their Doyle courses to encourage students’ self-reflection on their own positions in relationship to the larger fabric of society. Exploring issues of privilege and positionality—particularly with regard to socio-economic structures and communities of identity—was a productive lens for helping students recognize themselves and others within the course material.

Michelle Ohnona, Women’s and Gender Studies Program
WGST 141: Introduction to Sexuality Studies

One of two introductory courses in the Women’s and Gender Studies Program, Introduction to Sexuality Studies is often students’ first encounter with thinking about sexuality in a scholarly context. Working with a course already focused on difference, Michelle Ohnona took advantage of her Doyle redesign to revise and test the efficacy of experiential learning exercises in the classroom to combine both affective and cognitive elements. Her goal was to create links between students and the experiences of those they are learning about. Class sessions incorporated theoretical readings, real-world case scenarios, experiential role-play, and collective debriefing. Elevated levels of student engagement together with the richness of subsequent discussion evidenced the degree to which these experiential class periods impacted student understanding, as well as students’ willingness to examine and challenge their preconceptions. Also, such exercises afforded Ohnona ample opportunity to observe the interpersonal dynamics operating in the classrooms. Finally, these experiential sessions served to demystify and render visible various mechanisms of social normalization, making them available to students for critical assessment.

Maria Cristobalina Moreno, Spanish and Portuguese
SPAN 200: Gateway to Linguistics

Maria Moreno’s Doyle experience proved that substantive engagement with diversity is possible even while satisfying other departmental curricular requirements. Preserving the course as an analysis of the fundamental structures of linguistics, Moreno incorporated a sociolinguistic focus on the people using the language. News articles, films, and assignments were added highlighting the links between ideology, language, and power, along with essay prompts asking students to reflect on these issues. Moreno designed the final essay to add a personal element, directing students to use intellectual frameworks from class to analyze their own socio-cultural experience with Spanish and the systems of privilege this experience manifested. Students also gave in-class presentations critically examining language policy and its impact on individuals’ sense of “self” and “other.” Carefully-designed in-class discussions sustained these themes throughout the semester. Ultimately, students developed a vision of the science of language as a tool they could use to gain a more in-depth understanding of the dynamics that shape society and overall diversity of human experience.

“I have come to recognize the increasing importance of including classroom exercises that teach empathy. Ours is a world that is saturated with information, and our students’ lives are full to the brim with facts, perspectives, reports, and opinions. Our students need more from us than information. If the education we offer is to be truly liberatory, it must do more.”

Michelle Ohnona (Women’s and Gender Studies Program)
Ilia Delio, O.S.F., Catholic Studies
*CATH 325: Facebook and Jesus: God, Computers & Future Life*

Questions of diversity in a pluralistic society are compounded by the dynamic relationship between humans and technology and the role humans have begun to play vis-à-vis their own multiple evolutionary trajectories. The matrix created by cultural and technological control over evolution raises a host of difficult and unsettling questions with regard to identity and the diversity of human experience. Ilia Delio’s course *Facebook and Jesus* attempted to tackle these questions head-on. Delio set up the course around the rotation of small discussion groups with members playing differentiated roles. These groups operated on multiple levels both inside and outside of the classroom to analyze course material and collaborate on course projects. Continuous and rotating collaboration made conspicuous the diversity of the class itself, allowing this to be an ongoing theme for analysis. Additionally, Delio integrated several high-profile guest speakers who discussed further intersections between technology and identity.

“I learned as much, if not more, simply attending the Doyle fellows cohort meetings and listening to colleagues discuss different teaching techniques, as I did preparing exercises for my own class.”

Ilia Delio (Catholic Studies Program)

Matthew Carnes, S.J., Government
*GOVT 240: The Politics of Inequality*

Father Matthew Carnes’ course redesign sought to make the phenomenon of inequality—across dimensions as diverse as income, wealth, race, gender, religion, and education—both intellectually comprehensible and personally meaningful to undergraduate students. The goal was to help students understand and grapple with their own place in an increasingly unequal world, allowing them to make choices and decisions about how they will structure their careers, family life, and other commitments. Father Carnes made frequent use of iClicker response devices that provided real-time feedback to implement this overarching goal. Not only did this allow him to track and adjust for student understanding, it also facilitated frequent opportunities for students to express, visualize, and critically examine their individual and collective opinions, as well as how they saw their own relationship to inequality. Students completed a series of writing assignments that encouraged them to articulate their emerging understanding and convictions about the course material. Through such assignments, students applied the theoretical frameworks from class to their own lives, to “implicate themselves” as citizens in an unequal world.
Revamping Course Structures

With an eye toward designing for student engagement with diversity, several of our fellows focused on new course structures or processes that asked students to interact differently with the themes, frameworks, and theories of the course. By creating new modules, revamping course readings, and experimenting with the timing and the nature of assignments and course activities, faculty created opportunities for deeper student learning.

Randall Amster,  
Program on Justice and Peace  
JUPS 123: Introduction to Justice and Peace  

*Introduction to Justice and Peace* is a course already centered on themes related to difference and diversity, including poverty, hunger and homelessness; racism, sexism, and homophobia; and violence, oppression, and marginalization. The seminar, which is pedagogically oriented around student-driven learning and experiential engagement, also offers an optional community-based learning component. In redesigning the course, Randall Amster sought to deepen students’ sense of personal connection to the material by dividing the course into specific thematic units with opportunities for student creativity, collaboration, and reflection. Amster also collaborated with other Doyle fellows in order to experiment with and maximize the effectiveness of various in-class activities and teaching strategies. In particular, he found effective the use of a "spectrogram" (in which participants address various prompts by moving around the room, allowing everyone to see each other’s responses) and a “fishbowl” (in which groups of two or three participants meet in the middle of a larger circle to discuss the implications of prompts focusing on issues that can be difficult to discuss in larger groups).

Elizabeth Velez,  
Women’s and Gender Studies  
WGST 200: Feminist Theory  

For Elizabeth Velez, a key part of redesigning her *Feminist Theory* course was to “take into account the central tension of the class which is to align both Western (and often white) and non-Western, non-white ‘feminisms’ without privileging the former.” This process began with a significant examination and revision of course readings—not only bringing greater balance, but changing pedagogical emphasis in order to “center” non-Western readings. In particular, Velez sought to leverage readings that addressed race for productive in-class discussion. An early writing assignment in the course asked students to draw upon the theoretical frameworks they had studied in order to design their own feminist theory—one that explicitly took difference into account. Ultimately, Velez saw her involvement in Doyle as an initial step in an ongoing process. In the future, she hopes to more fully incorporate some of the innovative exercises she learned in the program, both in and out of the classroom.

“The Doyle cohort experience was an invaluable resource for developing my pedagogy, expanding the substantive offerings in my courses, and building collegial bridges with colleagues from around the university. By focusing on both process and content, as well as providing a faculty forum for processing real-time events in a collaborative setting, the Doyle cohort provided a critical dimension that is often lacking in our relatively isolated faculty work lives.”

Randall Amster (Program on Justice and Peace)
“The Doyle fellowship helped me frame my previous training [at another university] as prologue and see this historic present for what it is: a different university, a new set of students, and an opportunity to discuss issues in a way that works best now.”

Carole Sargent (Center for Scholarly Publications)

Ridgeway Addison, Nursing
HEST 187: The Problem of Suffering, Religious Perspectives

In Ridgeway Addison’s frequently taught course, The Problem of Suffering, students explore approaches to the universal human experience of suffering by each of the five major world religious traditions. The coursework helps students recognize these approaches as important and creative tools for tailoring positive, life-giving, and meaning-centered responses to suffering in the medical world. Addison dedicated himself to thinking through, planning, and adjusting the structure of the explicit agreements he makes with students concerning the nature of their course participation. The resulting participatory “Covenant” highlighted for both professor and students the fact that how we listen and talk together directly affects our learning and the kinds of relationships and communities we develop. Addison restructured the presentation of course materials to highlight key themes and questions in order to facilitate students’ ability to compare and contrast religious approaches to suffering. Another key theme was reflection, which students took up in a variety of ways, from in-class exercises to readings and reflective writing opportunities.

Carole Sargent, Scholarly Publications
WRIT 015: Writing Within Washington

Carole Sargent’s course redesign looked to guide first-year students to read political literature for issues of diversity and difference, and in turn to use this exploration as a means to make visible their own political and perspectival blind spots. A major goal of the redesign was to create structures that encourage all students, regardless of background, to participate fully, and Sargent dedicated particular attention to various in-class exercises that elicit participation. As another major element of the course redesign, Sargent incorporated regular guest speakers to discuss their work writing government memoranda and political speeches. This creates the opportunity for students to hear these experts share their own approaches to diversity, which is inevitably a critical element in their writing careers. Sargent cited the key role the Doyle faculty cohort played in her course redesign and in her strategizing for future courses.
Faculty fellows carefully strategized how to make their readings, in-class activities, and out-of-class assignments all work together dynamically in order to iterate, emphasize, or link together key concepts and themes related to their Doyle goals. In their redesigns, fellows found ways to integrate the themes of diversity throughout the course for ongoing and rigorous engagement.

“I gained a much more international perspective from this class. I recognize now how much of the way that I have been educated as an American student has affected my perspective on the world. This class has helped me to break outside of some of the assumptions I didn’t even realize I was making as a result of my American education.”

Student, Theresa Keeley’s Doyle course
Theresa Keeley, School of Foreign Service

**INAF 100: Sports, Human Rights, and U.S. Foreign Relations**

Theresa Keeley’s School of Foreign Service proseminar led students to explore diversity-related topics through a familiar vehicle: sports. Taken during the students’ first semester at Georgetown, the course was able to capitalize on their natural willingness to explore new perspectives. Of particular note was a unit focusing on the relationship between civil rights and anti-war movements. Keeley dynamically aligned readings, reflection, in-class discussion, a documentary, and an analytical paper in order to emphasize and explore these themes in multiple contexts. Doing so gave students the opportunity to develop a nuanced understanding of the controversial material and explore both their own and others’ perspectives. Additionally, individual students led thirty minutes of discussion during each session. Evidence based on student performance and reporting suggests the need to address issues of diversity early in the college experience. Keeley’s Doyle experience also convinced her of the importance of maintaining diversity as a semester-long theme in order to allow students a realistic opportunity to develop comfort and competence in addressing the complexities involved.

“This class has forced me to think more critically about what I think I know as well as new information I receive. I feel I now have a much broader appreciation and understanding of differing perspectives and that nothing is black and white. I have learned to try to understand things more fully before developing an opinion. Over the course of the semester, whether it be about a discussion topic or larger issue, I have changed my initial opinion many times.”

Student, Theresa Keeley’s Doyle course

Dima Ayoub, Arabic and Islamic Studies

**ARAB 320: Arab Film**

Through its cinematic exploration of class, sexuality, nation, East/West relations, and religion, Dima Ayoub’s *Arab Film* course is designed to help students first see and then critically assess their assumptions and presuppositions concerning the Arab world. In particular, the course focuses on complicating the function of nationalism as a value that both preserves and occludes diversity. Ayoub added a new module on the experience of Jewish communities in Iraq and North Africa, exploring the complexity of belonging, identity, and conflict. Film and literature were carefully linked together in order to unsettle deeply entrenched assumptions about Arab identity and the binary nature of the Israeli-Palestinian conflict. This in turn led to substantive in-class dialogues and thoughtful student written analysis. Additionally, analysis of the films helped students direct their attention to how films portray living experiences, as well as the ways that these portrayals both aid and obscure understanding. Ayoub’s success in using film to align and facilitate difficult dialogues, highlight textual themes, and improve written analysis has already led her to explore creative uses of film and literature in other language courses.

Katherine Benton-Cohen, History

**HIST 181: U.S. History since 1865**

Katherine Benton-Cohen redesigned her U.S. History Survey, a course she has taught many times over the years, around separate modules, each making systematic use of primary source material from diverse perspectives (e.g., by race, class, gender, region, and politics). In addition to helping students see that history relies on diverse, often disagreeing perspectives, this modular redesign intrinsically connects diversity and empathy to the course materials. Benton-Cohen challenged students to approach primary source material with critical empathy and avoid stereotyping the source subjects and points of view. In order to implement these goals, Benton-Cohen revised course materials, attached methodological practices to each module, and added small group assignments.
The 2015-16 Doyle faculty fellows cohort will continue and expand upon the work of previous cohorts through the development of new Doyle courses for the Fall 2015 and Spring 2016 semesters.

### 2015–16 Faculty Fellows

Fifteen faculty fellows, including three returning fellows, will join the 2015-16 Doyle Faculty Fellows Program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Program/Academic Area</th>
<th>Courses/Topics</th>
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<tbody>
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<td>Elham Atashi</td>
<td>Program on Justice and Peace</td>
<td>Conflict Transformation</td>
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<td>Lioudmlia Fedorova</td>
<td>Slavic Languages</td>
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<td>Diana Guelespe</td>
<td>Program on Justice and Peace</td>
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<td>Kathleen Guidroz</td>
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<td>Sarah Stewart Johnson</td>
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<td>Laurie King</td>
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<td>Charles McNelis</td>
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<td>Maya Roth</td>
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<td>Heather Weger</td>
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<td>Timothy Wickham-Crowley</td>
<td>Sociology</td>
<td>Race, Color, Culture</td>
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This word cloud was created as part of the 2015 Doyle Symposium from the language in student submissions to the Doyle Call for Ideas (see pages 18—21). The diversity and creativity of these submissions mirrored the themes present in conversations on campus and in Doyle courses.
Doyle diversity grants help faculty take advantage of resources that facilitate activities targeting the themes of diversity, plurality, and social justice both inside and outside the classroom. As such, these grants elevate classroom experiences and help students connect course content to the broader community.

The grants fund such activities as cultural dinners, invited guest speakers, field trips, and other events designed to merge the curricular and co-curricular. Such opportunities help students make more meaningful connections by fostering increased experience with and dialogue about diversity. In 2014-15, faculty teaching 19 courses from 9 different departments won Doyle diversity grants. The following are highlights of some of the Doyle grant-supported activities.

Sponsored by a Doyle diversity grant, GU Women of Color, Black Movements Dance Theatre, and the Office of the President hosted “Leading Lady: A Conversation with Misty Copeland” during Women’s History Month.

DOYLE DIVERSITY GRANTS

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GU Women of Color, Black Movements Dance Theatre, and the Office of the President hosted “Leading Lady: A Conversation with Misty Copeland” during Women’s History Month, an event which was sponsored by a Doyle diversity grant and the Department of Performing Arts. Professor Soyica Colbert (Performing Arts, past Doyle Fellow) led a conversation with Misty Copeland discussing Copeland’s journey from early childhood to becoming one of the first African-American soloists for the American Ballet Theater (ABT). This unique event allowed students across campus to participate outside of the classroom in a dialogue regarding diversity and one focused on a particular profession in the performing arts.
A field trip to the Anacostia River in Southeast D.C. created an opportunity for students in Professors Shiloh Krupar’s and Mark Giordano’s SFS proseminars to witness first-hand the impact of global water issues on our local community. Photo by Jennifer Boyer.

With a Doyle diversity grant, Professor Dima Ayoub (Arabic and Islamic Studies) hosted two cultural dinners for students in her class on Arab film. These dinners allowed for constructive conversation around topics covered in films screened for the course, specifically around issues of the Israeli-Palestinian conflict and sexuality in the Middle East. Ayoub observed that, as a result of the dinners, “[she] had the chance to partake in discussion with students who seemed more reluctant to participate in classroom discussions.”

Professors Shiloh Krupar and Mark Giordano (School of Foreign Service) collaborated to combine their two School of Foreign Service proseminars for a field trip to the Anacostia River. With a Doyle diversity grant, the combined class embarked on a guided riverboat tour led by Lee Cain from the Anacostia Watershed Society. The trip connected students to issues of pollution and water improvement in the community as well as efforts to address socioeconomic and racial inequality.

“Students found the course content more compelling when they saw how global water issues and their relationship to different peoples and identities are also in play here in their local community. These issues came to life as students physically experienced the sites where they unfold.”

Mark Giordano (School of Foreign Service)
2015 Annual Symposium

“It is Not Enough to Refrain from Injustice”

April 10, 2015

Each year the Doyle Program hosts a symposium that brings together members from across the Georgetown University community to engage in dialogue about diversity, difference, and understanding on campus, in our lives, and around the world. For the 2015 symposium the Doyle Program issued a “Call for Ideas” in response to the message “On Citizenship and a Just Society” that President DeGioia shared with the Georgetown campus community in December 2014. President DeGioia asked students to “identify concrete projects through which, together, we can build for the common good” in order to grapple with America’s “persistent legacy of segregation, discrimination, inequality: of injustice.” Receiving an array of impressive and creative responses, judges selected not only first, second, and third place prizes, but also two honorable mentions and a jury prize.

Following brief presentations by the awardees and discussions of the thought-provoking proposals, the symposium concluded with a call for continued conversation on how to work toward a more just society at Georgetown.
CALL FOR IDEAS

In December of 2014, President DeGioia challenged students to submit ideas for projects, events, and transformative initiatives that might contribute to “rebuilding the commonweal.” The Doyle Program then sent out a Call for Ideas, asking students to respond to the following:

Concretely, how ought Georgetown University or its particular constituencies respond to President DeGioia’s call? What projects should we create or modify?

How does our history, economic and social organization, or overall position and privilege intersect with the “persistent legacy of injustice” we now face as a society?

Theoretically, what criteria exist to determine the ethical validity and impact of potential new “projects”?

What role can Georgetown University play in a broader D.C. community conversation around these issues?

How does Georgetown’s identity as a Jesuit, Catholic university in the liberal arts tradition inform our responses?

What options and obligations do students have? In what ways are we and can we be more than passive inheritors of a legacy of injustice?

What more can Georgetown do as an elite university to further democratic principles and social justice in our 21st century society and global community?

IMAGE BELOW: Doyle Program lead Joselyn Schultz Lewis (left) introducing 2nd Prize winner Katherine Potocka (C’15).
Jury prize awardees Esther Owolabi (C’15) and Esi Ozemebhoya (C’15), together with members from the Last Campaign for Academic Reform student group, authored “A Proposal for Core Curriculum Academic Diversity.” Through the leadership and hard work of its authors, this proposal became part of a campus-wide conversation and decision process reviewed by the Core Curriculum Committee and Main Campus Executive Faculty. The proposal called for a change to Georgetown’s undergraduate core curriculum with the implementation of a requirement for all students to take two courses engaging themes of diversity. Students representing the Last Campaign for Academic Reform emphasized the urgency for undergraduate core curriculum reform, stating that Georgetown educates emerging leaders, and that it is critical for students who serve their communities in positions of public life to develop an understanding of how power and privilege shape participation in the world.

First prize awardee Devika Ranjan (SFS’17) put the concept of her project, “Disturbance Art: Engaging Difference through Pop-Up Music, Dance, Theatre, and Visual Arts,” into practice during her presentation. Modeling her point, student volunteers stood up to read fragmented portions of her talk from their cellphones, and a guitarist played music from the balcony of Riggs library. Ranjan called for more spontaneity in campus culture through the use of disturbance art to renew appreciation for peers, community, and surroundings. She cited the pre-existing model of Georgetown University Student Association’s Arts Week and projected examples of art on campus for the audience, including the recently painted mural in Lauinger Library, “Starry Night Over Georgetown” (see page 2) by Agree Ahmed (SFS’15). By “removing the boundaries of a stage,” Ranjan proposed that disturbance art fosters creativity, eliminates passivity, and serves as a tool for social justice and education.
SYMPOSIUM AWARDEES

Jury Prize:
“A Proposal for Core Curriculum Academic Diversity” by Esther Owolabi (C’15), Esi Ozemebhoya (C’15), and The Last Campaign for Academic Reform
The Last Campaign for Academic Reform proposes a two-course “Engaging Difference” requirement to be implemented in Georgetown’s undergraduate core curriculum.

1st Prize:
“Disturbance Art: Engaging Difference through Pop-Up Music, Dance, Theatre, and Visual Arts” by Devika Ranjan (SFS’17)
Ranjan proposes community art around campus to celebrate and educate others on the diversity at Georgetown by “removing the boundaries of a stage.”

2nd Prize:
“Rebuilding the Commonweal by Improving Campus Mental Health” by Katherine Potocka (C’15)
Potocka seeks to overcome both the cultural stigma and resource shortages affecting mental health services by enlisting and training students as campus mental health workers.

3rd Prize
“Creating a Modern Equivalent of the Original Hull House” by Micaela Beltran (C’17), with support from Lilyan Tay (C’17)
Drawing on past models of settlement houses, Beltran and Tay urge the establishment of a house as part of a multifaceted, direct engagement between Georgetown and a low-income D.C. community.

Honorable Mention
“Social Justice Initiatives at Georgetown University: Practical Applications of Moral, Professional, and Educational Responsibility” by M. Anela Malik (MSFS’16)
In addition to curricular changes, Malik suggests changes to freshman orientation and a sustained public awareness campaign tackling issues of race and class.

Honorable Mention
“Interreligious Dialogue: Engaging Difference Through our Catholic Identity” by Spencer Crawford (SFS’16)
Drawing on Georgetown’s unique religious tradition, Crawford proposes ongoing interreligious dialogues and the establishment of dedicated spaces for each of the major religious traditions on campus.
DOYLE FILM & CULTURE SERIES

The Doyle Engaging Difference Program collaborated with Georgetown University faculty and student organizations to coordinate seven events for the Doyle Film & Culture Series during the 2014-15 academic year. Each event in the series included a discussion hosted by guest speakers to engage attendees in a dialogue addressing issues of diversity and difference. Guest speakers included current Georgetown students, alumni, and faculty, as well as speakers from the D.C. area who specialize in these issues.

Wrenched

The Doyle Program co-sponsored the screening of *Wrenched*, a biopic on author and ecological activist Edward Abbey, as part of Washington, D.C.’s 2015 Environmental Film Festival. The post-film panel discussion included Jasmina Bojic (Founder and Director of the United Nations Association Film Festival), Edward M. Barrows (Director of Georgetown University Center for the Environment), James C. Olsen (Philosophy Department and Center for New Designs in Learning and Scholarship), Colin Hickey (Philosophy Department), and Cosima Dannoritzer (documentary filmmaker with Twin Time TV). The discussion centered on the ethics of civil disobedience and property destruction, the impact of social movements, and the power of film as a catalyst for social change.
Two Days in October

Pulitzer Prize-winning journalist David Maraniss led a post-film discussion on the Vietnam documentary *Two Days in October*, which focuses on details intentionally suppressed for many years to make the Battle of Ong Thanh appear like a victory. (The film is based on Maraniss’s book, *They Marched into Sunlight,*.) In the discussion, Maraniss reflected on his involvement investigating the story of this U.S. battalion during his time at *The Washington Post,* shared his experiences of campus protests at the University of Wisconsin, and answered attendees’ questions about social justice, history, and journalism.

Out in the Night

Award-winning documentary *Out in the Night* examines the sensational case of four women who fought an uphill battle in the justice system after they were charged with assault following a fight initiated by an assailant. The film highlights the role that race, gender identity, and sexuality play in our criminal justice system. Following the screening, Doyle faculty fellow Michelle Ohnona (Women’s and Gender Studies) led a discussion on media representation of gender and sexuality in the face of intersectional diversity. She discussed the gendered language of law and policy, as well as how it connects to the negative media portrayal of the four African American lesbians in the documentary. Conversation also centered on the connection between these themes and Georgetown students’ lives.

Loving Lampposts

Lydia Brown (C’15), president of the Washington Metro Disabled Students Collective, led a post-film discussion centered on the controversies in autism explored in the documentary *Loving Lampposts*—the debate between the “recovery movement” that prioritizes a search for a cure for autism and the “neurodiversity movement” that seeks to provide support and acceptance for neurodiverse individuals. Brown also discussed plans to develop a Disabilities Cultural Center on campus amidst an administration proposal to consolidate the LGBTQ Center, Women’s Center, and Center for Multicultural Equity and Access into a unified diversity center at Georgetown.
Central Park Five

*Central Park Five*, a documentary focused on the 1989 case of five teenagers wrongfully convicted of a brutal crime, was directed by award-winning filmmaker Ken Burns, his daughter Sarah Burns, and her husband David McMahon. Following the on-campus screening, Doyle faculty fellow Marc Howard (Government) led a post-film discussion drawing on his personal experience with a childhood friend who also was wrongly incarcerated. Howard also shared his volunteer work with the Jessup Correctional Institution Scholars Program, teaching college courses in prisons. Howard answered questions from students about the issues of social justice and wrongful incarceration highlighted in the documentary.

Crenshaw

Following a screening of the documentary *Crenshaw*, which tells the story of attempted reforms to a public high school in South Los Angeles, filmmaker Lena Jackson (SFS'07) led a discussion that included updates on the students, teachers, and parents interviewed in the film. Highlights from the discussion included dialogue about the different types of educational models implemented at Crenshaw High prior to the reconstitution, including the Extended Learning Cultural Model used to restructure curriculum into units that focused on interdisciplinary approaches to neighborhood problem-solving.

Flexibility & Its Discontents

Professors Margaret Price (English, Spelman College) and Stephanie L. Kerschbaum (English, University of Delaware) gave a talk titled “Flexibility and Its Discontents: Rethinking Disability in Academic Spaces.” Their talk highlighted “universal design” approaches to accessibility in higher education. In particular, they noted that to focus solely on accessibility issues limits us to only one dimension, neglecting the arts and community of disability culture. Kerschbaum and Price recognized the efforts of Lydia Brown (C’15) as well as other students, faculty, and staff to create a Disability Studies minor and Disability Cultural Center at Georgetown.
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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