2017–18 PROGRAM IMPACT

FACULTY FELLOWS PROGRAM
A faculty cohort model that supports curricular innovations and collaboration to promote student engagement with difference.

16 Faculty Fellows
125 Disciplines
44 since 2009
14 since 2009

DIVERSITY GRANTS
Grants that facilitate connections between the work happening inside the classroom and learning opportunities outside the classroom.

13 Grants
93 since 2011
7 Disciplines
24 since 2011

FILM & CULTURE SERIES & OTHER PROGRAM EVENTS
Events providing further opportunities for campus-wide discussion and reflection on issues of diversity, difference, and inclusion.

8 Events Hosted and Sponsored
42 since 2009

INCLUSIVE PEDAGOGY PROGRAM
Workshops, department consultations, teaching resources, and participation in university-wide conversations around diversity and inclusion.

19 Workshops in the Inclusive Pedagogy Series
28 students and 8 staff members from 2 classes participated in the A Different Dialogue Program

SPOTLIGHT: THE DOYLE SYMPOSIUM
On Friday, March 16, 2018, the Doyle Engaging Difference Program hosted its annual Doyle Symposium in conjunction with the Berkley Center for Religion, Peace and World Affairs. The symposium featured a panel speaking on the subject of "Teaching and Learning for Reconciliation." Moderated by Doyle faculty fellow Marjorie Mandelstam Balzer (Anthropology), the panelists included Deirdre Jonese Austin (SFS 19); Father Ludovic Lado, S.J. (Visiting Professor, SFS); Dr. Cheryl Suzack (English and Indigenous Studies, University of Toronto); and Andrew Walker (SFS 16).

Panelists sought to explore the concept of reconciliation, both historically and as it is enacted in the present day at local and global levels. Examples discussed included Georgetown’s Working Group on Slavery, Memory, and Reconciliation; the effort in Canada to provide recognition and redress to the tens of thousands of First Nations people; reconciliation in the context of gender-based violence and inequality; and South Africa’s Truth and Reconciliation Commission as a model for other nations.

A full video recording of the Symposium can be viewed online at bit.ly/18doylesymposium.

ABOUT THE DOYLE PROGRAM
Launched in 2009 with a generous grant from William J. Doyle (C’72), Chair of the Georgetown University Board of Directors, the Doyle Program is 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 CNDLS Doyle Program challenges Georgetown students and faculty to consider the value of difference and to engage with it through a wide range of enhanced learning opportunities.

Doyle’s core mission is to provide students and faculty with the tools and resources to engage with difference.

Canadian film director Alejandro González Iñárritu, whose film The Revenant won three Oscars at the 2016 Academy Awards, called the Symposium "a very, very powerful example of how we engage with difference, and how we engage with it through a wide range of curricular innovations and opportunities outside the classroom.

Students Reached
19

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Our cornerstone Doyle Faculty Fellows Program continues to evolve to better meet faculty and student needs. This past year we created more opportunities for fellows to facilitate discussion and engage with scholarly works as well as provide more resources and feedback to one another.

Our Doyle Diversity Grants continue to enable faculty to bring course content to life through diversity- and difference-themed extra-curricular activities. In 2017-18, Doyle grants brought an Oscar-nominated Polish filmmaker to campus to discuss socially engaged cinema, supported a seminar that explored the current humanitarian crisis in Puerto Rico, and more. In addition, the Doyle Film & Culture Series deepened and expanded its campus partnerships with events such as post-show conversations following performances of Amanuensis and Caesar, screenings of the films Warehoused and Human Flow; a live podcast and concert featuring the musician Akenya; and support for the Music Department’s “Music of the Travel Ban,” bringing cuatro player Jorge Glém to campus.

Additionally, this year we’ve sharpened our focus on student perspectives in the work of the CNDLS Doyle Program; the intersections of inclusive pedagogy and classroom assessment; community of practice events and workshops that harness the power of our growing Doyle faculty community; and inclusive pedagogy in STEM fields.

These elements allow us to innovate alongside faculty and students, while striving to broaden our impact.

Now in its 9th year, the CNDLS Doyle Engaging Difference Program continues its work to bring Georgetown’s values to life both inside and beyond the classroom, combining rigorous faculty development with support for course-based innovation, and access to thought-provoking programming.

In 2017-18, the CNDLS Doyle Program built on our previous work to expand intergroup dialogue. In this era of increased political division, our efforts to create opportunities for students, staff, and faculty to learn to talk across difference feels especially urgent. An important site for this work was our A Different Dialogue (DD) Program where we added two new DD courses this year. Students in these two courses earned an additional credit and engaged in intergroup dialogue to seek better understanding on issues of social identity, social conflict, and creating allyships.

To learn more about the work of the Doyle Engaging Difference Program, visit: Doyle.georgetown.edu

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Each year the Doyle Faculty Fellows Program brings together an interdisciplinary cohort of faculty for 14 months to redesign one of their courses. Below is a sample of faculty work that took place over the 2017-18 academic year.

The Doyle faculty fellows cohort met monthly throughout the 2017-18 academic year.

For more information on the faculty redesign projects, please visit our website at doyle.georgetown.edu.

NICOLE MEYER, MATHEMATICS AND STATISTICS

Introduction to Mathematical Statistics
In Introduction to Mathematical Statistics, Nicole Meyer sought to equip students with the tools to assess and critique the myriad ways in which statistics are used to describe differences both between and within groups of people. This was accomplished through the use of a variety of in-class, group-based data analysis projects, which were paired with analysis and discussion of historically significant uses of statistical reasoning within the criminal court system. In order to increase the students’ intuitive understanding of statistics, Meyer refocused the course on applying statistics to questions of diversity and difference through discussion assignments focusing on historical events involving probabilistic and statistical argumentation, as well as data analysis labs which required students to draw conclusions and argue for the validity of their position. Meyer observed that previous iterations of the course often left students overlooking the broad applicability of statistical thinking to issues of justice and equality. Through the new assignments that she introduced, students were able to understand that statistics have a direct impact on the world around them.

HUAPING LU-ADLER, PHILOSOPHY

History of Modern Philosophy
In History of Modern Philosophy, Huaping Lu-Adler made the canon of modern philosophy itself an object of philosophica investigation and provided students with a broadened exposure to 17th- and 18th-century philosophers. While one aspect of her goal was to bolster the representation of women philosophers from that period, she further hoped to engage students in a metacognitive process in which they would reflect on the many ways in which a discipline’s canon might be established. Lu-Adler wanted to encourage her students to be able to “evaluate a philosophical theory in terms of the quality of its content, regardless of what status historians have assigned to its author.” Finally, the course encouraged students to develop transferable critical thinking and communication skills in order to equip them to be respectful, open-minded, and engaged thinkers.

DAVID MOLK, PERFORMING ARTS

Elements of Music
David Molk redesigned a two-semester music theory course, with the goal of encouraging students to move beyond the purely technical components of music in order to approach music as a social and cultural phenomenon. Although listening to music is often characterized as a leisure activity, Molk attempted to elucidate the dynamics that shape the elements of labor and privilege that often accompany the production and consumption of music. Achieving this goal required attention to the ways in which race and gender—among other power differentials—impact the study of music. Through a broadening of the musical styles presented in the course material, Molk challenged students to consider questions of representation, authenticicity, and personal taste in music, as well as to examine the role of music in galvanizing and expressing resistance in various forms. Reflective writing assignments and in-class discussions further allowed students to engage with one another and to deepen their exploration of the course content.

2017-18 FACULTY FELLOWS

Alayne Adams, International Health
Gender, Health and Development

Mun Chun (MC) Chan, Biology
Biological Chemistry

C. Wakaba Futamura, French and Francophone Studies
Advanced French Grammar and Writing

Keren Hammerschlag, Art and Art History
Colonialism and the Art of Race

Fatemeh Hosseini, Women’s and Gender Studies
Sexual Politics in the Arab World

Amrita Ibrahim, Anthropology
Introduction to Cultural Anthropology

Shareen Joshi, School of Foreign Service
Researching Sex, Power, Politics, and Markets

Huaping Lu-Adler, Philosophy
History of Modern Philosophy

Nicole Meyer, Mathematics and Statistics
Introduction to Mathematical Statistics

David Molk, Performing Arts
Elements of Music

Jill Neuendorf, Slavic Languages
Sixth-Level Russian

Norma Tilden, English
Creative Nonfiction Writing

Matthew Tinkcom, Communication, Culture and Technology
Global Science Fiction Cinema