

Graduate Liberal Studies at Georgetown

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GRADUATE
Liberal Studies
AT GEORGETOWN

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About Graduate Liberal Studies at Georgetown

Dean Manuel's forward-looking vision for Graduate Liberal Studies is presented in his article "Looking to the Future" on page four. In the article, he mentions Professor John Seely Brown's new book, *The Power of Pull*. I decided to "google" him and find out more about his career and in the search process, I stumbled across the concept of tag clouds. It struck me that Graduate Liberal Studies at Georgetown did not have a "tag cloud" of its own.

For those who are unfamiliar with tag, text or word clouds, they are the visualization of user-generated "tags" or word frequency in a given web site, text or weighted list. To create the initial Liberal Studies Program tag cloud, I downloaded some articles from the past two years of magazine issues into a tag cloud program and let it "crunch" the words. As a graduate of the MALS program, I was inspired by the initial results. The emotional effect of the visually weighted words was a balance between the expected and the unexpected. In order to make the "cloud" more manageable, I refined the word sets several times so that we could scale it to fit this column. So, I share below this initial attempt at the first Graduate Liberal Studies tag or word cloud. If the cloud below provokes or inspires you to add your own words to the GLS "tag cloud" please email us at lsp@georgetown.edu. We would love to refine and expand the cloud over time.

It is not surprising that FACULTY and Core Faculty were heavily weighted words

in the GLS cloud – the faculty's unswerving dedication to this Program is one of the primary reasons it has been so successful for over thirty-five years. On October 8, 2010, Terrence Reynolds, Ph.D. was awarded the 2010 Annual Outstanding Faculty

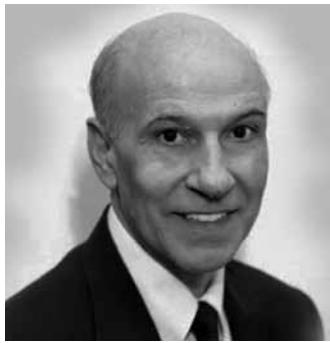


Award by the Association of Graduate Liberal Studies Programs (AGLSP). You may read Dr. Tambasco's warm introduction and Dr. Reynolds' acceptance remarks starting on page six.

Finally, there are many noteworthy events scheduled for spring and summer including the second Annual Graduate Liberal Studies Conference on June 11, 2011, two Philosophy Roundtables, presentations by noted alumni, guest lecturers, and even a parade! Please check the calendar on page 19. Be on the lookout for email invitations from the Graduate Liberal Studies office!

Enjoy.
Sandra Vieira

Director's Notes



In addition to celebrating in this issue some achievements within our Graduate Liberal Studies Program, we also present some items that look forward to the future. We are happy to feature an article by Dean Robert Manuel encouraging us with a vision for Liberal Studies. Also, our spring and summer calendar in this issue highlights a number of events, including again a conference for students in Liberal Studies at universities on the east coast. I am especially grateful for the initiative taken by our students or alumni/ae in organizing or hosting events each semester. This is a perfect illustration of the creativity that Dean Manuel describes in his article. On my page I would like to introduce some new initiatives that we hope will be part of our regular programming.

Two new procedures will be introduced in the fall semester as a result of our self-study. One is to help encourage good writing from the very beginning of a student's program, a skill that will certainly facilitate writing a final thesis. Beginning with the fall semester, our office will send evaluation forms to faculty for all MALS students taking their first course(s). The forms will ask faculty to evaluate the research and writing skills of these students, which will help us to be more pro-active at the beginning of a student's program in guiding some toward the Writing Center. We have begun using similar forms to help guide the DLS students during their coursework, so we think the same practice will be helpful for everyone in graduate studies. The other procedure we want to implement in the fall is a new requirement that MALS students completing their sixth course write and submit to our office a reflective essay that integrates and summarizes what they have learned about human values from the various disciplines they have studied and that gives a preliminary description of the topic for their thesis. This kind of essay was required some years ago and is being restored to help students plan for their thesis topic and mentor before they finish courses and then have to search at the last minute for a topic and/or a mentor.

Another initiative relates to students at the end of their program and to alumni/ae, namely, career development. Within the SCS, Professional Studies Programs find this service an essential. We have found in Liberal Studies that students are often already situated in careers or that students have interest in so many diverse careers that it is very difficult to facilitate placement. I would be interested in hearing your observations or suggestions in this regard. What I have begun doing and hope to expand is facilitating networking around broad areas of interest in the Curricular Fields. As funding permits we will try to host evenings geared to particular interests which will feature a speaker but also allow time for those engaged in or interested in particular careers to meet each other. Career development is also an interest of the new Office of Student Affairs within SCS, so we hope to coordinate and cooperate with them in this venture, as in other programs underway for the alumni/ae.

Before concluding, I want to make one reference to past achievements and congratulate Professor Terry Reynolds for receiving the 2010 Outstanding Faculty Award this past semester at the national convention of the Association of Graduate Liberal Studies Programs. It is richly deserved. Read about it in this issue and enjoy the rest of the magazine.

Anthony Tambasco
Associate Dean of Graduate Liberal Studies

Looking to the Future

***Robert Manuel, Ph.D.
Dean of the School of Continuing Studies***



In the last issue of the Liberal Studies Magazine I promised to share some further thoughts about the future of Graduate Liberal Studies at Georgetown. We start from a position of strength with a well-established Master's program that has just celebrated its thirty-fifth anniversary. This has been the model from which we have been able, within the School of Continuing Studies, to develop a full undergraduate BALS program and a range of quality graduate degree programs in professional studies—all with a commitment to human values and the Jesuit traditions that animate all academic offerings at Georgetown. The MALS program has also been the foundation for the establishment of the only doctoral program in liberal studies in the country. With such a longstanding solid program, a view to the future can focus on maintaining and enhancing qualitative growth. We never want to be in a position of saying that the program is "good enough."

What is particularly interesting about our own time is the way in which quality can be fostered. Professor John Seely Brown, co-author of *The Power of Pull: How Small Moves, Smartly Made, Can Set Big Things in*

Motion, spoke at Georgetown's faculty convocation recently and described the challenges of universities in the twenty-first century. The new information age has influenced two things in our quest for knowledge. It has accentuated the fact that knowledge is not just a store of content (a "know-what"), but also an ever-deepening experience (a "know-how") that opens us to new areas of knowledge. We must move from what we own as knowledge to what we create. Even the timeless quality of the liberal arts is shaped by this current context and offers varied accents and emphases depending on time, place and people. The second thing the information age has done is democratize the flow of knowledge. Creation of knowledge is not just from the "top down" from leaders who tend toward set patterns of learning within traditionally structured institutions but also from the "bottom up" from passionate and committed persons who creatively pull other individuals and institutions in new directions.

Liberal Studies is, of course, well situated for this process, since it is founded on both dedicated faculty and committed students who interact creatively both inside and outside the

classroom. Students come from varied backgrounds and careers bringing their own interests and perspectives to the program. Faculty bring classical liberal arts traditions, but shaped and tailored to the needs and questions of the students. Outside the classroom many of the events are student-generated, such as the Feet First walking tours and the Philosophy Roundtables. As we look to the future, we want to keep this balance between tradition and change, and we want to let the interplay of faculty and students exercise its creative influence on the program. In many ways a vision for the future cannot be set out or predicted ahead of time, since it is creatively developed as it moves along. The role of the administration is to facilitate the creativity and support the resultant development. One good example of innovative academic programming that left room for student creativity and the flow of knowledge was the First Graduate Liberal Studies Conference held at Georgetown last summer for students from Liberal Studies Programs at universities along the entire east coast of the country. The event will be held again this coming summer and is the kind of program I encourage in a vision for the future.

Another result of the shift from knowledge accumulation to knowledge creation is to put stress on the impact of knowledge. We live in an age in which, according to Eric Schmidt, the CEO of Google, more information is created every two days than was created from the beginning of civilization until 2003. This requires our discriminating among data, gravitating toward knowledge that has impact. That is why I evaluate the progress of the School of Continuing Studies less in terms of traditional metrics and more in terms of what a program is trying to develop. We can be proud that SCS has grown from one location to seven, from 13 employees to about 100, from 66 classes to 170, from 113 graduates to 350 and from 500 students to 1,500. Nevertheless, what are more telling are the qualitative effects of our programs, seen in student impact, in the holistic approach to community, in the international expansion of our programs to meet a very wide need, in the attraction of excellent faculty, as well as in curricular innovation.

I cite just a couple of examples for Graduate Liberal Studies. We want to continue to attract the caliber of both student and faculty member exempli-

fied in Pablo Molina, who was chosen by Hispanic Business Magazine this last year in the academic field as one of the 100 most influential Hispanics in the country. Pablo is a DLS candidate who also teaches ethics in the Master of Professional Studies in Information Technology. Similarly, Frank Ambrosio, who is directing our doctoral liberal studies candidates, shows the strength of our faculty. He recently joined the ranks of some Georgetown faculty and other prominent scholars whose courses have been made available by The Teaching Company in its "Great Courses" series. The involvement with community and with current events in society has been illustrated in the strong attendance at an event sponsored jointly by Graduate Liberal Studies and the MPS in Journalism, a lecture by Pulitzer Prize winning political satirist, Mark Fiore, who came as part of the Liberal Studies series, "In the Spirit of Mark Twain."

Perhaps the best way to describe the impact we want from the knowledge sought in our programs is to express our mission statement: In keeping with the historic mission of Georgetown University, the School educates students to become more reflective, active, purposeful citizens who strive to improve

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shared world. . .*

themselves and our shared world, embodying Georgetown's Catholic and Jesuit values and heritage and respecting the principles and traditions of each individual. Liberal Studies made this approach to education possible as the signature program in Continuing Studies for many years and in some ways contains all the work that we continue to do in Continuing Studies. So, in summary, we want to preserve and enhance this program that is the seed of what has developed and will continue to develop in all of the School of Continuing Studies. 

Introduction of Terrence Reynolds at the Presentation of the AGLSP Annual Faculty Award

Anthony J. Tambasco, Ph.D.

Associate Dean & Director of Graduate Liberal Studies

Terry Reynolds has been teaching for almost twenty years in the Graduate Liberal Studies Program at Georgetown University to the delight of both other faculty and students. For students his course on "Theology after Freud" has brought many classes into the dialogue between religion and psychology and has had powerful influence on many. One class in particular became so engaged in the discussions and bonded so thoroughly that they decided to continue meeting regularly for some time after the course was over. His course on "Ethical Problems in Contemporary Society" draws on both theology and philosophy and does comparisons with secular thinkers. It has become a core course in the Program's Curricular Field of Ethics and the Professions. He also teaches regularly one of the foundational courses for Georgetown's DLS Program, "The Rise of the Modern Spirit," which explores the history of intellectual thought from the Renaissance to the Modern Era. All of these courses have consistently received exceptional ratings from students, so much so that the Liberal Studies Program gave him *The Excellence in*

Teaching Faculty Award several years ago. Professor Reynolds has also been heavily involved in advising of students, serving as contact person for the Curricular Field of Ethics and the Professions and also as Director of Doctoral Students, which now has over seventy students. Finally, in his direct contact with students he has served as mentor for a number of MALS theses.

With the appreciation of faculty he has been a leader in the Graduate Liberal Studies Program. His singular most important contribution in this regard was his writing and then shepherding of the proposal to establish the DLS Program at Georgetown. Aside from this singular achievement, he has served for a number of years as Chair of the Faculty who serve as the Core for the Graduate Liberal Studies Program, as a member of the Standards Committee for the Program, and as Chair of the Executive Committee for the doctoral program. It is evident that he has been a central figure in Georgetown's Graduate Liberal Studies Program.

In addition to these direct and indirect influences on many

students over many years, Professor Reynolds has given enormous service to the University at large. To highlight just three very significant examples, he presently serves as Chair of the Theology department; he initiated the honor code for the campus and wrote up all the procedures for an honors system—with initial resistance from administrators; he presently serves as Chair of the Executive Faculty, which is the highest faculty governing body on campus and presides over meetings of representatives of every program and department on the main campus.

I served as Chair of Theology for two terms and am now administering Liberal Studies and I can say from personal experience that Terry is a wonderful colleague to work with. From this and from all that I have described you can see why it is my great pleasure to present to you for the AGLSP Award Professor Terrence Reynolds of Georgetown University. LS

AGLSP Teaching Award Acceptance Address, *Questions of Meaning and the Oasis of the Imagination*

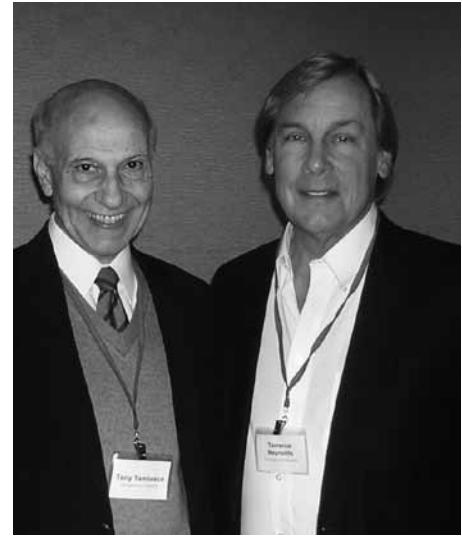
Terrence Reynolds, Ph.D.
*Chair, Liberal Studies Core Faculty
& Chair of the Theology Department*

I'd like to begin by sincerely thanking the AGLSP for this award, particularly James Pappas, Barbara Amen, and all the members of the Awards Committee. It never occurs to me that anything I do is worthy of awarding, and so I'm deeply grateful that your distinguished organization has seen fit to honor me. It means a great deal to me and I thank you for that. I also wish to thank Dr. Phyllis O'Callaghan, a past president of the AGLSP, who first offered me an opportunity to teach in Georgetown's Liberal Studies Program some twenty years ago. She and I also co-wrote the proposal for Georgetown's Doctoral Program and then spent three years together working through what I would call a Kafka-esque process toward its ultimate approval. As many of you know, Phyllis is a woman of uncommon principle and wisdom, and I wish she could be here in Dallas to be thanked more personally. A word of thanks is also in order to Tony Tambasco for his generous introduction and also for the friendship we've shared since I came to Georgetown. As I hope he knows, I have always held Tony in the highest possible regard. I also want to thank Anne Ridder, who has been indispensable to the Graduate Liberal Studies program for many, many years. She's loved by students and faculty

alike, and I don't know how the program would function without her. Tony and Anne have been colleagues and friends for over twenty years, and they have always been kinder to me than was expected or deserved, and I want to thank them for it.

When one wins a teaching award and is asked to say a few words, I suppose the assumption is that one will say something about teaching. The problem is that I have never thought of myself as someone who has anything distinctive to say about methodology. What I have thought about a bit is how we should communicate with each other, especially when it comes to questions involving meaning and values. With your forbearance, I'll divide my talk into two sections the first will focus briefly on method, and the second will be a bit more personal.

I'd like to begin with a brief story. A number of years ago, a first-year student came to my office late in the afternoon to talk over an assignment. As I always do, I asked him if he had thoughts about a major or any plans for his education. The question seemed to animate him, and he told me that he knew exactly what he intended to do. "I want to major in Government," he said. "And I want to get a 3.75 grade



point average, because I always get good grades. And I want to get a 3.75 grade point average because I want to go to Law School. And I want to go to Georgetown Law School because they have an excellent program in Import/Export Law. And I want to major in Import/Export Law and do a sub-specialty in International Tariff Law. And then I want to get a job in a law firm in Boston or New York." He paused a moment and then went on. "So it's all mapped out," he said, "major in Government, a 3.75 grade point average, go to Georgetown Law, specialize in Import/Export Law, sub-specialize in International Tariff Law, and then get a job at 'Brown, Brown, & Brown' in Boston." He paused for a moment and then leaned



*Terry, Lyn, and
Colin Reynolds
with Tony
Tambasco.*

closer to my desk and, in a confidential tone, asked me. "And do you know why I want to do that?" When I told him that I had no idea, he whispered to me, "Because you make a lot of money."

I tell this story because it speaks eloquently of the narrative that shapes so much of our culture and the world from which our students come, particularly those who come to us in our Liberal Studies programs. Unlike my seventeen-year-old friend who hadn't yet spent much time in the "real" world, our graduate Liberal Studies students actually spend the better part of their days and their lives there. So they know well the demands, obligations, deadlines, and the stress associated with that world. By day, they are defined by their functions in the workplace, by their performance in those functions, and by their degree of success or, as my student put it so well, whether or not they "make a lot of money." Yet something about that world proves less than fully satisfying to them. Apparently, they long for something more. They recognize that their lives are not defined by their title or paycheck, but by the ideals or virtues to which they commit themselves, and they also realize that the part

of themselves that aches for that "something more" is rarely given time in that world for the reflection it seeks. With one foot in the so-called real world, they also want very much to keep the other foot in the realm of ideas.

And so they come to us from all walks of life as an oasis for the imagination, a place where they can discuss values, meaning, and self-transcendence. As I'm sure you do, we specifically tell our students that Georgetown's graduate Liberal Studies program is not geared to workplace success. We offer no certificates of achievement, and we make no promises that their degrees will enhance their status in the workplace. We simply offer them a place to learn for its own sake. We offer them a place to come for a few hours each week to discuss ideas and great thinkers without much reference to the world they leave behind. And they come to us in large numbers, so large that our program can't accommodate them all. Moreover, they even pay us for the privilege of being in our company and in the company of others who want to reflect on those things that matter most. They ache for a place where their minds can be engaged with others and where

they can ponder who they are, what they are, and why.

In our new Doctoral Program in Liberal Studies, for example, we have physicians, lawyers, a three-star general, a member of Congress, heads of major corporations, the head of our military chaplains, librarians, housewives and house husbands, retirees, teachers, and grandparents. But none of that matters. In our classrooms, all rank, all measures of worldly success, and all reference to resumés are of no consequence. We meet as equals in the realm of ideas, a kind of community of the imagination and of the possible, and our task is to help our students reflect on the meaning and values that have given shape to their lives.

For guidance on how best to structure that time together, I've relied on a thinker who has always impressed me with his wisdom and his candor, the 19th century Danish theologian, philosopher, iconoclast, and social critic, Soren Kierkegaard. In his early writings, Kierkegaard proved himself a master of "indirect communication." As he understood the term, indirect communication refers to the Socratic approach in which one anonymously conveys to his

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readership the vast range of possibilities present to the human self. For Kierkegaard, the presentation of the possible, absent the usual "objective" argumentation of the author himself, exposed the radical freedom available to the existing individual. In his view, choosing and becoming a distinctive individual constituted the essence of authentic selfhood and life. And so Kierkegaard, writing in a variety of pseudonyms, could offer to his readers a number of perspectives on religious faith, the genuine self, and the meaningful life by presenting different views not as truth claims, but as possibilities. Instead of arguing and debating, for example, whether Christianity is true, the indirect approach would be to present the issue as a question: "What if it were true?" What might it mean to one's life if one took it seriously?

With far less skill than Kierkegaard, I attempt to assist my students in making authentic, informed decisions about the ideas and values to which they will commit themselves. I take very seriously the obligation to place before them the best in theological and ethical reflection, so that they have the opportunity to confront the finest human and spiritual ideals and the possibilities they offer. If Kierkegaard was correct that be-

coming a self entails the appropriation and approximation of ideals over time, then I hope in some small way to play a role in that appropriation process.

When asked to assess my achievements in teaching, I choose not to point to courses I've developed or to my input into the curriculum at Georgetown. Instead, I prefer to allow the lives of my students to speak in their own way to whatever impact I may have had on their thinking, feeling, and being. For Kierkegaard, the agent of indirect communication was content to go largely unnoticed, having provided his readers with a sense of the possibilities offered by life, and having prodded them to recognize the existential import of their decisions. As all of us know, the clock only moves one way and the

choices we make require commitments of time that we can never recapture. If I have achieved anything as a teacher, I have helped my students consider the challenge of authenticity and, perhaps, evoked in them a sense of the importance of choosing with passion and living with courage out of one's decisions. Since my most significant achievements are personal and largely unverifiable, I prefer not to reflect upon them. I only hope that my former students, in their own voices and in their own lives, embody my successes as no one else can.

Allow me one final personal note. To some extent, I suppose, all of us are products of our biographies. I grew up in the inner city of New York. We lived in an apartment that was about 750 square feet with two small bedrooms and one five-by-eight bath. Living in the apartment were my mother and father, three children, my grandmother, and about eight cats. The neighborhood itself was carved into jurisdictions overseen by a variety of gangs: the Pharoahs, the Brigands, the Polk Avenue Boys, the Saddle Tramps, and the Parkside Gents, to name a few. Obviously, it wasn't an ideal situation, but it never occurred to me that we weren't living well, and I suppose I realized

They recognize that their lives are not defined by their title or paycheck, but by the ideals or virtues to which they commit themselves. . . .

early on that there was more to one's life than the circumstances surrounding one's living arrangements. I recall that I often went up on the roof of our apartment building at night and stared at the city skyline, wondering what I'd do one day. I realized early on that the world had existed for a long, long time without me and would continue on for a long, long time after I was gone. Knowing that I was hardly indispensable, I still wondered how I'd fit in and to what I should devote the years I had ahead of me. Questions of purpose regularly crossed my mind when I looked at the great city and reflected on what role I'd one day fill, and why. Whatever I imagined in those days, I know with certainty that the thought of going to Princeton and Brown and ultimately teaching at Georgetown never crossed my mind. If you had asked me then if my future would turn out as it has, I would simply have smiled at you. Call it what you will—grace or good



fortune—but things have worked out for me far better than I had any right to imagine, and I've always felt deeply grateful for all the opportunities life has brought my way.

For whatever reason, I've always felt honored to be in a classroom with students who look to me for guidance in examining questions of meaning and value. In all our programs, we're privileged to work with students who, in their moments of quietude, have asked themselves the same questions I asked myself so many years ago on that rooftop in New York. So I feel as if I know my students and genuinely like

them, and I want them to discover as much personal satisfaction and happiness as life will permit.

In short, I love what I do, and I feel especially fortunate tonight to be honored for something I do because I enjoy it. So, thank you again very much. You have been very kind. LS

. . . I've always felt honored to be in a classroom with students who look to me for guidance in examining questions of meaning and value.

Educating Public Intellectuals

**Frank Ambrosio, Ph.D.
Interim Director, DLS Program**



Anyone familiar with Liberal Studies is aware of the two characteristics that distinguish it as a field of study from the more traditional academic disciplines and departments: its interdisciplinarity and values reflection.

But when it comes to identifying the purpose of a doctoral degree in Liberal Studies as opposed to a PhD degree, the picture can be somewhat less clear. Candidates for a PhD degree are being trained as researchers to work in a professional capacity in academia or in other established research venues, and the goal of that research is to produce new knowledge in a specialized field of investigation. The contribution of that research is justified by the presumption that knowledge is a value in itself, however many may be its practical applications.

The goal of the doctoral degree in liberal studies is not primarily the production of new knowledge, though it may well be the case that interdisciplinary research has that result as a secondary effect. Rather, I would suggest that the proper purpose of the kind of interdisciplinary framing of questions and issues together with reflection upon the significance of those issues for the well-being of persons and societies is best characterized as the education of public intellectuals.

In the sense that I'm using the term here, a public intellectual is first and foremost an educator in the best tradition of liberal arts education, consonant with the first emergence of that tradition with the Greeks, especially Plato in his *Republic* where he envisioned education as focused on the formation of the whole person

toward the ideal of citizenship. Obviously in this context, the public intellectual as educator is not to be found exclusively or even primarily in academic institutions, but rather working in every field of endeavor and social concern to create communities of dialogue and deliberative judgment about how best to conduct the workings of society for the common good. Public intellectuals as educators take their place by assuming leadership roles in creating functional communal groups engaged in authentic dialogue, which is neither debate nor the search for rational consensus. Rather their effort remains focused on how best to deal practically with issues that resist both theoretical resolution and adequate majority decision. They seek to foster participation in the process of discerning the best ways to create and maintain the most effective conditions for innovation, experimentation, implementation and evaluation of new approaches that respond directly to the immediate needs and long-range goals of the people and institutions most directly affected.

This conception of public intellectuals as liberal arts educators outside the boundaries of traditional academic institutions is deeply consonant with the Jesuit educational tradition in which Georgetown stands. While always affirming knowledge as a value in itself, authentic Jesuit education is never satisfied with knowledge simply for its own sake, but rather strives to put that knowledge in the service of "the greater good" which is the good of human persons and their societies. The DLS de-

gree is a professional degree in the sense that all doctoral degrees, including the PhD, are aimed at professional practice in a specific field of endeavor. But in the case of the DLS, that field of professional practice is not only research but also leadership and public service, and specifically the service of educating the populace to be more capable of confronting the complex issues and making the difficult deliberative decisions about situations like climate change, scarcity of natural resources, international law and policy, gender and racial/ethnic diversity, economic and social justice, and the myriad of other questions for which our culture is urgently in search of responses that we all can live with and live by with a sense of dignity and accomplishment.

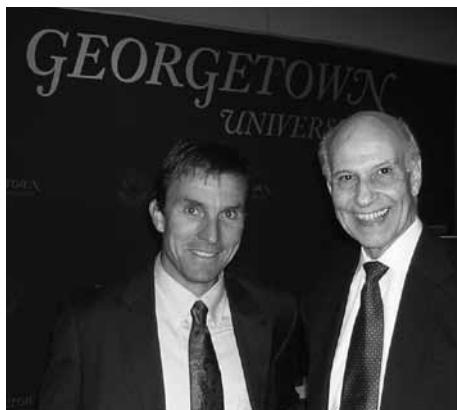
Society has profited by the contributions of experts in every field through the relevant knowledge which they can bring to bear on diverse areas of human endeavor. But as our history makes increasingly clear, expertise by itself cannot sustain, safeguard and enhance the quality of human life except in the context of a society which, as Jefferson insisted, is well-educated not simply in the range of academic disciplines, but also educated in the processes of dialogue and deliberation by which such knowledge becomes humanly fruitful and productive.

It is to this end of producing public intellectuals as educational leaders in every area of societal practice that Georgetown's DLS program dedicates itself and produces graduates who effectively embody and make good on that commitment. 

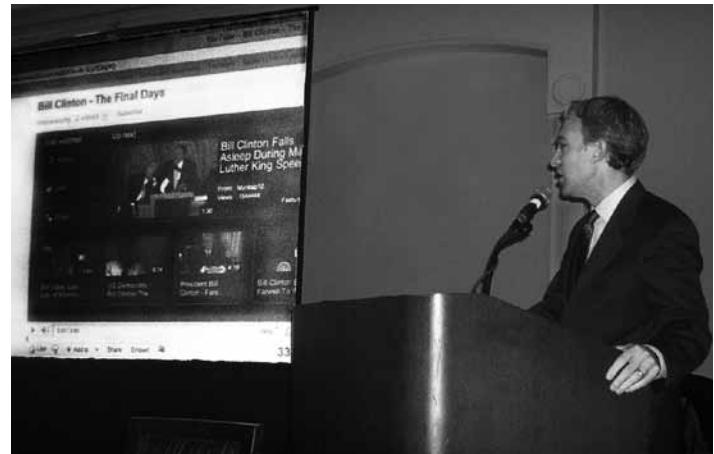
Humor, History, Ideas Share in the *Spirit of Mark Twain*

Last Fall's celebration of Mark Twain began with a conversation between Liberal Studies faculty member, Dr. Ronald Johnson, and one of his former students, Dwayne Eutsey, MALS '97, a recognized "Twain expert." Dr. Tony Tambasco invited each of them to offer their insights into Twain's literature, personal life, religious views, and his impact on political outlooks as well as the use of humor in his writing. Dwayne also offered vivid descriptions of the Quarry Farm and the Elmira Center for Mark Twain studies. Both speakers peaked the audience's interest in the soon to be released diaries of Mark Twain that he willed to be released upon the 100th anniversary of his death.

The Master's of Professional Studies Journalism program co-sponsored the 2nd lecture in the series, the presentation by Mark Fiore, 2010 Pulitzer Prize political cartoonist. He shared his method to display political satire through short, striking online cartoons and screened several of the most popular cartoons from storyboard to final animation. He described the importance of timing in the airing of his cartoons, the effort necessary to write short, witty, sometimes biting script, and the challenge to create drawings that at a glance tell a timely story. He said that where he finds a "bite" in a news report, that's the exact place to insert humor.



The final speaker, Jeff Shesol, Rhodes Scholar, cartoonist and political speech writer, used Twain's words to highlight how important the choice of words can be. According to Twain, "the difference between the almost right word and the right word is really a large matter—it's the difference between the lightning bug... and the lightning." Jeff recalled how his work as a cartoonist, having only space for a few words, guides his work as a speech writer to pick the right words, aware that the message has to "ring true." As a speechwriter for several presidents, he states, "Presidents use humor to deflect and preempt attacks and to soften their attacks on others and to defuse or avoid tough issues." He concluded by saying, "In the White House, as in life, humor is an effective tool. It's essential, and it's indispensable." **LS**



Program News/Announcements

Spring Lectures

Providing networking for students and alumni with similar careers or interest in foreign service, government, or the State Department, Graduate Liberal Studies co-sponsors a lecture organized by the Tocqueville Center at Georgetown.

March 15, 6 PM The Mortara Center, 36th and N St., NW

Charles Hill, a career minister in the U.S. Foreign Service, research fellow at the Hoover Institution, Brady-Johnson Distinguished Fellow in Grand Strategy at Yale University believes that foreign policy must build on the great classical literature of societies. His lecture will include highlights of his recent book, *Grand Strategies: Literature, Statecraft, and World Order*, followed by a booksigning. RSVP: lsp@georgetown.edu

Walter Ratliff, MALS '04, invites us to follow his journey of research, writing, and Emmy award winning film making documenting the Mennonites' trek on the Silk Road kingdom of Khiva in the late 1800's. Centered on his book, *Pilgrims on the Silk Road: a Muslim-Christian Encounter in Khiva*, he will discuss the implications the story had and has on Muslim-Christian relations today.

April 15 6 PM, Reception and Booksigning 7 PM Lecture Leavey Center Faculty Club

RSVP: lsp@georgetown.edu

Guest parking for evening events after 5:00 PM is \$5.00 and is available under the SW Quad, enter Canal Road entrance to campus.

Program News/Announcements



Recently released 12/10: *Disarming States: The International Movement to Ban Landmines* by Kenneth Rutherford, MALS '91, Ph.D. 2000. Join Ken for a panel discussion/presentation on his book followed by a booksigning with coffee and dessert in Copley Formal Lounge, Tuesday, March 1, 6:00 - 7:30 PM. RSVP: lsp@georgetown.edu

Feet First Events:

DLS candidate, Joy Chambers, hosts along with artist Paul Reed and exhibition curator LuLen Walker, a gallery tour and discussion of the art created by Mr. Reed for over seventy years on Saturday morning, March 19th.

Meet at the 5th Fl. Special Collections section of Lauinger Library at 10:30 AM, to view and learn more about the six Washington Color Painters, including Mr. Reed. According to the curator, Ms. Walker, "Paul Reed is the last living artist of the Washington Color Painters, including Kenneth Noland and Morris Louis. Reed's work has toured the U.S., especially his mid 20th century paintings. He creates new series of work about every ten years enjoying mediums of steel, found art, oil pastels, and screen prints by Lou Stovall, of many of his paintings. Joy has taken an interest in several senior citizen artists, such as 93 yrs. old, Mr. Reed. His story, *Evolution through Color: The Art of Paul Reed*, his successes and roadblocks and those of other local senior artists are at the heart of the thesis Joy plans to research and write on the value of lifetime learning and creativity in the arts. To join the tour, email lsp@georgetown.edu.

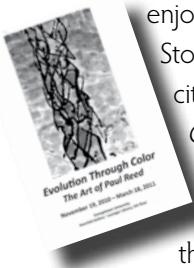


PHOTO BY JOY CHAMBERS

Captain Hart Smith, U.S. Marine and current MALS student, has again set aside over 100 reserved seats for the July 8th Marine Barracks Evening Parade and Concert at the Marine Barracks, 8th and I St. Notification for ticket distribution will be announced by email in early March.



Current MALS student and U.S. Park Ranger, Jeff Reardon, invites us to join him on a tour of "The Old Stone House," 3051 M St., NW, at 11 AM on Saturday morning, June 18th. According to the U.S. Park Service, "In the midst of Washington, D.C., a city of grand memorials to national leaders and significant events, stands an unassuming building commemorating the daily lives of ordinary Americans who made this city and this nation unique. The Old Stone House, one of the oldest known structures remaining in the nation's capital, is a simple 18th century dwelling built and inhabited by common people." The tour will be followed with a visit to the Information Center and "optional" lunch close to the Stone House. To join the tour, email lsp@georgetown.edu.



Spring 2011 Art Lecture/Tours

Alumni, faculty, and students are invited to attend the Art Lecture/Tour Series highlighting European artists. The tour series is conducted by Dr. Eric Denker, Liberal Studies faculty member and Senior Lecturer in the Education Division of the National Gallery of Art. The spring tour dates are **February 26; March date is TBA, April 14, and May 14.** (Participants may attend some or all of the tours.) Please email riddera@georgetown.edu or call in your reservation to 202-687-5706.

Host Feet First!

We welcome your ideas to sponsor tours, talks, or walks to points of interest in the greater DC area. Who can lead us on a tour of Eastern Market, or to the U St. neighborhood and Ben's Chile Bowl and Busboys and Poets, or museums, or parks of special interest? Any volunteers? Email riddera@georgetown.edu.

Study Abroad Opportunities for Georgetown Liberal Studies Students

The Liberal Studies Program is pleased to announce the following Study Abroad opportunities for its students in the BALS, MALS and DLS degree programs. Two interdisciplinary Study Tours to Italy, focused on the Italian Renaissance, will offer students the opportunity to study the origins, development and influence of one of the major cultural transformations in Western civilization, while examining first hand some of its most important and enduring creations in the fields of art and architecture while simultaneously gaining an in-depth understanding of the social, political, economic and religious dynamics of change that surrounded them.

The two Study Tours will be offered during the 2011 Summer session. With the permission of the

student's Dean, each Study Tour may be taken as a three-credit course.

**May 30 – June 10
The Renaissance in Tuscany and Umbria**

**June 13 – 24
The Renaissance in Northern Italy:
Venice and the Po Valley**

Each Study Tour will be led by Prof. Frank Ambrosio, Assoc. Professor of Philosophy, and Interim Director, Doctor of Liberal Studies Program and Ms. Deborah Warin, Director, The Renaissance Company, former Director of Continuing Education and lecturer at Georgetown University, and author of the forthcoming book, *Battista Sforza and the Court of Urbino*. Over the past 15 years, they have led more than 25 academic study tours together for Georgetown Liberal Studies

students.*

Please use the links below for detailed information on Itinerary, Syllabus, Costs and Conditions, and Registration Forms for each Study Tour Program. For further information, consult the office of the Undergraduate and Graduate Deans of Liberal Studies.

Tuscany and Umbria: http://info.scs.georgetown.edu/pf/12/webfiles/LS%20Documents/LS_Hilltowns_Tour_2011.pdf

Northern Italy: http://info.scs.georgetown.edu/pf/12/webfiles/LS%20Documents/LS_Venice_Po_Valley_Tour.pdf

* These Study Tours are not affiliated with Georgetown University's Charles A. Strong Study Center, Villa Le Balze, in Fiesole.

Georgetown Hosts Annual Graduate Liberal Studies Conference

Georgetown hosts the second Graduate Liberal Studies Student/Alumni Conference the weekend of June 11th. Conference attendees arriving on the 10th will tour the campus followed by dinner (optional) at the Epicurean Buffet in Darnall Hall. A nominal registration fee goes toward the participants' Saturday lunch in the Faculty Club. AGLSP member schools are invited to send delegates. DLS student volunteers moderate each panel of speakers. Alumni and students are encouraged to submit academic papers (no more than 10 pages) by April 28. The papers will be juried and selections made by May 6. Request an application form by email to lsp@georgetown.edu

Liberal Studies Alumni, Faculty, and Student Notes

News of Alumni

Congratulations and welcome to our twenty-one new alumni, July – December 2010 Master of Arts in Liberal Studies graduates:

Roshni Elizabeth Abedin
Michael Calvo
Margaret Chambers Campbell
Lisa A. Doan
Waverly Dolaman
Bennett K. Domingues
Leonard O. Evans III
Sarah Y. Gatton
Adam C. Greer
Michael G. Holmes
Richard Kermond
Pamela King
Joan Harkin LaCoss
Leslie C. Longtin
Edgar Malone
Sarah B. Mason
Martha McKee Paterson
Marta P. Silva
Nerman Syeed
Meredith Symond
Sandhya Wilhelm

Jan Goldman, MALS '93, Ed.D., adjunct Liberal Studies faculty, announces the Oxford Conference on the Ethics of National Security Intelligence hosted by the Oxford Intelligence Group and

the International Intelligence Ethics Association. It is scheduled for March 14-15 at Nuffield College, Oxford University. For more information regarding registration or its program, contact Dr. Jan Goldman through lsp@georgetown.edu.

Alan Hanson, MALS '10, has accepted an invitation from the Center for International Security and Cooperation at Stanford University to spend one year as a Visiting Scholar. His research will focus on the international nuclear supply chain and associated security and nonproliferation issues. Through his association with Stanford, he looks forward to auditing courses in their MLA program.

Bette Jeanne Larsen, MALS '06, completed her Master of Divinity (MDiv) degree in December from the Lutheran Theological Seminary at Gettysburg, PA, and has the approvals from the Evangelical Lutheran Church in America for call as pastor to a parish.

She shares, "It is an amazing feeling to have completed everything and to be approved. Of course, I don't know how long it will take to get a call

to a parish. That is in God's hands."

John McClenahan, MALS '98, a dedicated research volunteer at the National Museum of American History, announced a major milestone of the project he is currently working on, the release online of the annotated William Steinway diaries (1861-1896). John assembled the bibliography for the diaries and notes how the project as a whole provides unique insights into the last half of 19th C America.

Jessica Neagle, MALS '09, reports that part of her thesis, "China Profits from Prisoners: Organ Procurement and the Ethical Issue of Consent," has been selected to be one of the articles included in an anthology prepared by Dr. Rande Matteson and Dr. Leonard Territo titled, *International Trafficking of Human Organs: A Multi-Disciplinary Perspective*. The book is to be published by CRC Press and is slated for a 2011 release.



Walter Ratliff, MALS '04, focused his studies in the field of Islam and Muslim-Christian Relations. He was recently appointed the Religion Editor at the Associated Press. His first book, *Pilgrims on the Silk Road: A*

Muslim-Christian Encounter in Khiva, was released by Wipf & Stock in January 2010. The book tells the story of a group of Mennonites who migrated to Central Asia with the expectation that the Second Coming of Christ would occur in Khiva in 1889. Walter also has produced a documentary about the story retracing the original migration from Ukraine to Uzbekistan with a group of American Mennonite descendants of those who made that trek. He recently made a presentation of both the film and book at Harvard University's Center for the Study of World Religions and is scheduled to offer a presentation for Georgetown sponsored by Graduate Liberal Studies and the Prince Alwaleed Center for Christian and Muslim Understanding on April 15. See p. 13.

John Spaulding, BALS '95, joins fellow Hoya, President Bill Clinton, C'68, at a recent Fall fundraiser event for Senator Barbara Mikulski. President Clinton was the featured speaker, and John served as the volunteer photographer for the event.

Deborah Warin, MALS '93, anticipates the spring release of her book, *Battista Sforza and the Court of Urbino* and gave a lecture to a "full house" at the Italian Embassy last fall on the short life of Battista in the age of the Italian Renaissance, "a most remarkable woman of her time who greatly influenced the age to follow." Deborah, president of The Renaissance Company, along with her husband, Dr. Frank Ambrosio, offers

a series of seasonal study/tours to Italy open to students, faculty, and alumni of the School of Continuing Studies and their guests.

News of Faculty

The *North Dakota Law Review* 2010, Vol. 86, #1, featured **Michael Duggan's** article, "The Law as Justification: A Critical Rationalist Analysis." Michael, MALS '89, Ph.D., serves as a research and reference librarian for the Supreme Court. He just received news of his selection as a Supreme Court Fellow.

Retired senior correspondent for Knight-Ridder's Washington Bureau and former Lib-



eral Stud-
ies faculty member, **Jim McCartney** and his wife, **Molly Sinclair McCartney**, BALS '86, share news from their home in Florida. Jim is working on a book about the military-industrial complex, his interest for over fifty years.

Editor Susan Burns of *941 Biz* featured the numerous contributions of staff writer Molly noting her no-nonsense attitude, her tireless travels locally and abroad to inform her stories, and according to her interviewees, "conducts the most thorough interviews they have ever experienced." About her work, Molly shares, "you get to frame an experience or a person, and then it's printed for everyone to read. It's a

chance to learn about issues and meet people in a meaningful way. It's a privilege to be able to ask a question of a real person at the center of whatever the issue is. It is a gift."

Percy North, Ph.D., shares that recent publications include contributions to *American Modernism: The Shein Collection* (2010) for the May 2010 exhibition at the National Gallery of Art, *Cezanne and American Modernism* (G. Stavitsky and K. Rothkopf, 2009) for the 2010 exhibition at the Baltimore Museum of Art that opened in 2009 at the Montclair Art Museum, *The Russian-American Impact on Modern Art*, (2008) for a traveling exhibition that appeared in Moscow and St. Petersburg, Russia, and two essays for the forthcoming catalogue raisonne on Baltimore artist Amalie Rothschild.

Judith Schwartz, MALS '83, Ph.D. and **Richard Schwartz**, Ph.D., former dean of Georgetown's Graduate School, share news of their collaboration on their recently released book, *The Wounds That Heal, Heroism and Human Development*. An author, lecturer, and academic administrator, Judith is currently an adjunct assistant professor of Psychological Sciences at the University of Missouri. Richard is a professor of English at the University of Missouri, Columbia.

Lauve Steen-huisen, Ph.D. visited sites of Martin Luther on her tour in "Lutherland" Germany during the summer '10.



News of Students

Sue Allison, MALS candidate, contributed an essay, "Made to Measure," which will be published in the winter 2011 issue of *Antioch Review*.

Greg Ball, MALS candidate, elected to the New York State Senate last fall, plans to celebrate graduation at Georgetown in May upon the successful completion of his MALS thesis and degree. He reports that he has just been named Chairman of the Homeland Security Committee in New York.

Sue Bryant, DLS candidate, was recently promoted by the U.S. Army to the rank of Colonel. She is on the teaching staff of the National Defense University.

Pam Carter-Birken, MALS '96, current DLS candidate, contributed an article on the history of the Denver railroad station for the Sept-Oct 2010 issue of *Humanities* magazine. "Denver almost didn't become Denver. Prospectors were not striking it rich panning for gold." Read about the further developments of Denver at http://www.neh.gov/news/humanities/2010-09/stmnt_Denver.html.

Ralph L. DeFalco III, DLS candidate will present his paper, "Preventive War in the Just War Tradition," at the New England Political Science Association 2011 Conference, as part of a panel discussion "Thinking Historically about War and Morality."

Pablo Garcia-Molina, DLS candidate, was chosen in Fall 2010 as one of

the "100 Influentials" by *Hispanic Business Magazine*. A faculty member for the School of Continuing Studies' Masters of Professional Studies in Information Technology degree program, he recently co-authored a book in Spanish about e-learning, *Gestion de Proyectos de E-learning*.

Sean Miller, DLS candidate, is the education director at the Earth Day Network. The Network partners with the U.S. Green Building Council to push for energy-efficient schools. *The New York Times* article "Energy and Environment" includes comments by Sean where he notes that a "green" school building can save about \$100,000 per year which then helps with teacher retention, better air quality, and reduced water usage. "Right now I feel we're moving into a phase where we're getting finished with the advocacy. People are now aware of green schools, and we're moving toward the implementation."

Robert Schmidle, DLS candidate, put on his third star upon selection as Lieutenant General, U.S. Marines and he was named Director of Cyberspace.



Current MALS candidate, **Christy Wise**, writes of two recent essay publications. Her essay titled "Memory Book" was published in *Bayou 51* and selected as a "Notable Essay of 2009" by Best American Essays. "Halleluia" was recently published in the *Concho River Review*.



Condolences
to Jean Esswein, C
'75, MALS '83 and
her family upon
the death of her
husband, **John**



G. Esswein, 1920-2011, C'42, MD, MALS '87 on January 2, 2011. A retired Captain, USN, John served for twenty years as the Director of Student Health Services at Georgetown University. Following his University retirement, he trained and served as a docent at the National Cathedral and along with Jean participated in the Georgetown Library Associates program, the 12:15 Dahlgren Chapel community, and coordinated the Liberal Studies Alumni Associates for many years. His family includes five sons and 10 grandchildren. A Memorial Mass was celebrated for him at Dahlgren Chapel on January 15 and interment at Arlington National Cemetery is scheduled for a later date.

Please keep us up-to-date with your current mailing address and the email address you access for program news and updates. Send updates to lsp@georgetown.edu.

Liberal Studies Spring 2011 Calendar

Jan. 12	MALS New Student Orientation, 4 pm, 205B ICC (optional campus tour, 2:30 pm, meet by John Carroll statue on Healy Circle) Spring Registration Payment Deadline Alumni Fellows Auditor Registration confirmed
Jan. 14	Final Deadline for online MALS Degree Application Form through MYACCESS
Jan. – May.	DLS degree candidates submit paper form to 225 ICC.
Jan. 17	Holiday: Martin Luther King Day
Jan. 20	Panel Discussion and Reception, 5th Floor Murray Rm., Lauinger Library, 6:00 pm <i>Evolution through Color: The Art of Paul Reed</i> Panelists include GU Professor Emeritus Clifford Chieffo (moderator), Joy Chambers, DLS candidate, David Gariff, Wim Ropefs, and Lou Stovall
Jan. 21	Last day of Add/Drop
Feb. 1	DLS Applications Due
Feb. 5	Writing Bootcamp, 10 am - 3 pm, Lauinger Library
Feb. 21	Holiday, President's Day
Feb. 26	Art Lecture/Tour - 10:30 am, National Gallery <i>Canaletto and his Rivals</i>
Mar. TBA	Art Tour, schedule is TBA - <i>20th Century Prints of Venice</i> (meet at Italian Embassy)
Mar. 1	Panel Discussion/Presentation, with Kenneth Rutherford, MALS '91, Ph.D. 2000, on just published book, <i>Disarming States: The International Movement to Ban Landmines</i> , followed by booksigning, coffee & dessert. 6-7:30 pm, Copley Formal Lounge. RSVP: lsp@georgetown.edu
Mar. 7-12	Spring Break
Mar. 15	Lecture, Charles Hill of Yale University, career U.S. Foreign Service Officer and advisor for Secretary of State and Secretary-General of the United Nations, 6 pm, Mortara Center, co-sponsored with the Tocqueville Forum. Discussion of recent book, <i>Grand Strategies: Literature, Statecraft, and World Order</i>
Mar. 19	<i>Feet First</i> Fairchild Gallery Tour, Lauinger Library, 10:30 am, <i>Evolution through Color: The Art of Paul Reed</i> Tour guided by artist Paul Reed and exhibition curator, LuLen Walker, hosted by Joy Chambers, DLS candidate
Apr. 6	Online Registration: Student Account balance must be below \$100 to register for Summer and Fall 2011 terms
Apr. 15	Faculty Club Reception, 6 pm and Presentation, 7 pm by Walter Ratliff, MALS '04. <i>Pilgrims on the Silk Road: a Muslim-Christian Encounter in Khiva</i>
Apr. 21-24	Easter Break
Apr. 30	Art Lecture/Tour - 10:30 am, National Gallery <i>Paul Gauguin: Maker of Myth</i>
Apr. 29	Final Degree Completion/Thesis Approval Deadline for May 2011 MALS/DLS candidates; Course grades due for all MALS/DLS May degree candidates
May 2	MALS Summer Applications Due
May 14	Art Lecture/Tour - 10:30 am, National Gallery <i>Gabrielle Metsu and Dutch Everyday Life</i>
May 16-20	Caps and Gowns on sale at Bookstore, Leavey Center
May 20	SCS Commencement Ceremony 3:30 pm, Healy Lawn (outdoors) followed by Reception, O'Donovan Dining Hall (rainsite, McDonough Arena)
May 22	University Baccalaureate Mass - 9:00 am, Healy Lawn
May 31	Liberal Studies Summer courses begin
June 11	2nd Annual East Coast Graduate Liberal Studies Conference, 9:30 am - 5:30 pm
June 15	Deadline for Incomplete Spring courses with approval of professor. Submit late work by 4 pm to ICC 225, Graduate Liberal Studies Office.
June 18	<i>Feet First</i> tour of the Stone House, 11 am, 3051 M St. NW, guided by Jeff Reardon, MALS candidate and National Park Ranger
July 8	<i>Feet First</i> event: Marine Barracks Evening Parade and Concert, hosted by MALS candidate, Hart Smith, tickets distributed beginning March 1.
Aug. 1	MALS Fall Applications Due
Aug. 29,30	Fall "Walk-In" Registration and Payment
Aug. 30	MALS New Student Orientation, 4 pm, location TBA
Aug. 31	First Day of Fall Classes (follow Registrar's Mon/Wed schedule)

*Philosophy Roundtable Dinner Discussions resume: two in the spring. Watch your email for the dates, topics, and information regarding reservation submission.

*On a huge hill,
cragged, and steep,
Truth stands
and he that will
Reach her,
about must and
about must go. . . .*

John Donne

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