Student Programs

ANNUAL REPORT
2019-2020

DOYLE ENGAGING DIFFERENCE PROGRAM
Religion, Ethics, and World Affairs Minor | Education and Social Justice Project
Our approach to student programs at the Berkley Center is grounded in the Jesuit value of caring for the whole person (cura personalis), a central tenet of the Georgetown University education. Programs are animated by the center’s mission of bringing together scholars, practitioners, policymakers, and students to seek a more just and peaceful world by deepening knowledge and solving problems at the intersection of religion and global affairs.

Shaping our student engagement mission is the Doyle Engaging Difference Program, which is celebrating its tenth year in 2020. The program began with a generous gift and accompanying vision from William J. Doyle (C’72, chair of the Georgetown University Board of Directors) to see Georgetown University lead the way in creating and implementing learning spaces that equip Hoyas to authentically and constructively engage differences, ultimately enabling them to repair communities through public and private institutions at the local and state levels. The following report highlights our contributions to the Doyle Program as part of our collaboration with the Center for New Designs in Learning and Scholarship (CNDLS).

Students participating in Berkley Center programming are poised to engage difference by demonstrating interreligious and intercultural global awareness. We offer experiential learning opportunities that foster inquiry and interdisciplinary knowledge integration. We seek to strengthen the student experience through mentored research and unique opportunities for students to showcase their achievements, particularly their ability to clearly analyze and articulate well-researched issues at the intersection of religion and world affairs.
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Conversation with Director of Student Programs

The Berkley Center welcomed Dr. Ryann Craig as its new director of student programs in October 2019. Craig most recently worked as assistant director of academic support at the Catholic University of America (CUA), where she earned a Ph.D. on the use of Quranic proof texts by medieval Christian Arabic and Syriac authors. She completed her dissertation while in residence as a doctoral fellow at the Tantur Ecumenical Institute in Jerusalem (2017–2019). Craig recently served as project manager for the Christian Communities of the Middle East Project, a cultural heritage preservation initiative at CUA. Craig works with our campus partners in supporting the Doyle Engaging Difference Program, and she will be teaching with the Alwaleed Center for Muslim-Christian Understanding in fall 2020. Berkley Center Managing Director Dr. Michael Kessler sat down with Craig for a brief interview about her new role.
We created the director of student programs position to strengthen student mentoring and research guidance. What drew you to this role?

The Berkley Center was such a perfect fit for my experiences, interests, and academic training. I came from working in academic support and running student programs professionally, advising students in co-curricular spaces and overseeing university-wide initiatives. My research examines how Eastern Christian traditions understood the Quran and engaged with their Muslim neighbors—effectively addressing ecumenical and interreligious concerns. Additionally, I’ve been involved in ecumenical and interreligious communities in the United States, Germany, and Jerusalem, as a participant and as a research-practitioner recording oral histories. I think my academic formation at Catholic institutions, as well as my professional background in public service, has led me to an intuitive approach in developing student programming in a way that embodies the Jesuit value of cura personalis. There was a natural affinity with the center’s mission to deepen knowledge “at the intersection of religion and global affairs through research, teaching, and engaging multiple publics,” as well as with the Doyle program’s vision to equip students to engage differences. So the opportunity to support the work of the Berkley Center in developing student programming focused on religion and intercultural engagement was too good to pass up!

You started last fall, looking to grow and expand our student programs. Then halfway through the year, you were presented with a new challenge: a global pandemic and the subsequent disruptions to our pedagogy and student programs. How did this change your role, and what did you learn from this sudden shift?

I’ve been so impressed with our dedicated faculty and students, as they have resiliently adapted to this new virtual learning environment. We’ve discovered new ways of upholding our commitment to engage students in order to prepare them to address global challenges. I saw the opportunity to shift our student research symposium to a virtual format that really allowed for meaningful conversation with our faculty and students, through an online poster forum as well as a roundtable discussion via videoconference. Throughout the year, including during this unusual spring semester, the center has offered courses; employed student assistants; provided fellowship opportunities; hosted student events; and supported students in our minor, designed specifically to educate students about the complexities of religion and international issues—as it does every year. I think the creative ways we’ve adapted to virtual learning will carry forward in how I shape our student programs.

What opportunities do you see for growth and expansion of student programs?

I see room for growth in all of our programs, both quantitatively and qualitatively. I’m looking for ways to integrate student voices more broadly by establishing a student advisory committee and launching an alumni network. For each of our student programs, I’ve sought ways to increase publishing experiences, integrating skills like digital scholarship and social media content creation. I’m excited to explore new models for expanding in-depth undergraduate and graduate research opportunities as part of the Doyle Engaging Difference Program, especially focusing on organizations addressing matters of social, political, racial, and religious differences. I look forward to strengthening our partnerships around campus as well. The Berkley Center is uniquely positioned to draw students into learning experiences that bring together our friends at the Initiative for Catholic Social Thought and Public Life; Campus Ministry; the Center for Social Justice Research, Teaching and Service; and the Center for New Designs in Learning and Scholarship—just to name a few!

What do you hope to accomplish as the first director of student programs at the Berkley Center?

The Berkley Center is already known for its excellence in speaking to matters of global significance and organizing events that bring scholars, practitioners, and policymakers together. I want our students to be recognized as equally excellent, no matter what vocation they choose to pursue. Across our curricular and co-curricular offerings, my plan is to integrate core competencies, from intercultural knowledge and ethical reasoning to skilled research and digital outputs, creating center-wide learning objectives that are in step with the Berkley Center’s mission and the values of the university.
Teaching at the Berkley Center

The Berkley Center’s faculty bring years of scholarly and practical experience to the classroom.

Every senior fellow is equipped to draw from a wide array of knowledge, practical experiences, and networks in order to engage students in the classroom. Our faculty seek to educate the whole person and encourage informed citizens who will go on to live out the Jesuit ideal of interreligious understanding. Senior fellows are trained in a wide range of disciplines—including public policy, history, development, political theory, literature, and law—and hold academic appointments across the university. Several of the center’s faculty previously worked outside of academia as senior officials in organizations like the U.S. State Department and the World Bank.

2019-2020 Berkley Center Faculty and Courses

José Casanova
Religion and Society
Global Religious and Secular Dynamics

Shaun Casey
Organizing for Peace and Justice
Religion, Politics, and the Common Good

Jocelyne Cesari
Political Violence in the Name of God

Drew Christiansen
Iris Murdoch: God and the Good
Religion, Ethics, and World Affairs

Paul Elie
Fiction, Faith, and Violence

David Hollenbach
Human Rights, Pluralism, and Equity
Religion, Ethics, and International Affairs

Michael Kessler
Religion, Ethics, and World Affairs
Religion, Morality, and Contested Claims for Justice

Katherine Marshall
Ethics and Development: Gender
Ethics and Decision-Making
Development and Religious Institutions

TEACHING AT A GLANCE

14 courses
7 departments
4 courses fulfill core theology requirement
224 students
Student Assistants at the Berkley Center

Berkley Center student assistants are integral to the work of the center, helping us achieve our mission through their contributions to faculty research projects, as well as their support of communications and outreach efforts. The center employs between 25 and 35 students every year, some of whom work directly with faculty members to provide book editing assistance; conduct research that informs reports, blogs, or policy briefs; or support classroom instruction. Other students support our center staff in projects ranging from foundational research to supporting our communications and outreach efforts to researching methods for improving our student program offerings. In all cases, student assistants are given meaningful, content-rich work that develops knowledge and skills that make them strong candidates as they seek internships and enter the job market. Read profiles from some of our current and former student assistants below.

Margaret Hodson
SFS’20

**Major: International Politics**

**Plans after Graduation:** I deferred an offer from Deloitte Government & Public Services and will be completing a year of service as a naturalization legal assistant at Catholic Migration Services through Jesuit Volunteer Corps.

**Impact of Center Employment on Career:** Through my role at the Berkley Center, I gained exposure to the great work that faith-based organizations undertake in pursuing social justice. My experiences at the Berkley Center helped inspire me to complete a year of service with the Jesuit Volunteer Corps.

Alero Oyinlola
C’22

**Major: Economics and French**

**Impact of Center Employment on Career:** I became a student assistant as a freshman; my skills and experience were quite limited. In the past two years, serving as a student assistant has allowed me to develop skills in project management, including research, outreach, and stakeholder engagement. Further, the center’s staff and fellows have provided me with opportunities for professional development and growth. This summer, I will be interning at Facebook, and I am convinced that securing the internship is largely attributable to skills acquired at the Berkley Center.

2019–2020 Berkley Center Student Assistants

- David Bennett (G’20)
- Brenda Coromina (SFS’21)
- Shawna Crystal (SFS’21)
- Theodore Dedon (G’20)
- Nicholas Genovese (G’21)
- Casey Hammond (C’20)
- Margaret Hodson (SFS’20)
- Amanda Hu (SFS’20)
- Remel Hoskins (G’19)
- Olivia Jimenez (C’20)
- Chris Kalaitzidis (G’22)
- Jessica Lagano (SFS’20)
- Naru Lertvitavaschai (SFS’22)
- Kathy Lin (G’22)
- Kalina Majercak (C’21)
- Grant Marthinsen (G’20)
- Salome Mikadze (B’22)
- Laurel Morrison (G’20)
- Michaela “MJ” Murphy (G’21)
- Micah Musser (C’19)
- Alero Oyinlola (C’22)
- Elizabeth Pankova (C’20)
- Alejandra Rocha (SFS’21)
- Amber Stanford (C’21)
- Thamesha Tennakoon (G’20)
- Coby Vail (G’21)
- Héloïse Wiart (G’21)
- Beawit Yohannes (G’20)
- Katherine Zhou (SFS’22)
- Adey Zegeye (G’19)
- Wei Zou (G’21)
Religion, Ethics, and World Affairs Minor

The Berkley Center administers the Religion, Ethics, and World Affairs (REWA) minor, which offers students the opportunity to reflect on faith and ethics across three thematic areas: international affairs, religion and politics in comparative perspective, and religion in history and culture.

REWA students take five electives and a capstone seminar to foster engagement on salient issues at the intersection of religion, ethics, and world affairs. With almost 400 REWA-designated courses to choose from, it can be daunting for REWA minors to know how to best achieve their academic and professional goals. In addition to designing “tracks” for REWA students based on their interest in a particular region, religious tradition, or thematic focus, we’ve worked with administrators in identifying which courses help fulfill other university requirements, allowing students to maximize their REWA coursework.

Our Vision

Beginning in fall 2020, the Berkley Center will offer the REWA minor across Georgetown’s schools, opening up opportunities for students in the School of Nursing and Health Studies and the McDonough School of Business. Growing our campus partnerships, we plan to increase opportunities for student research presentations and publications, offering more ways for students to gain valuable experiences in scholarship and digital outputs.

In keeping with the university’s mission to offer an education that fosters lifelong learning and service, this coming year will see the launch of our REWA alumni network, which will connect young professionals with our growing curricular program and allow the Berkley Center to continue fostering these relationships and build meaningful mentorship into our model.

REWA AT A GLANCE

8
REWA GRADUATES

20
active REWA students

60%
of our alumni stay in DC
Hear from REWA Alumni

Kari (Coffman) Sahan, D.Phil. candidate, University of Oxford (SFS’12)

The REWA program was one of the best experiences of my time at Georgetown. I didn’t discover the Berkley Center or REWA certificate until my junior year, and then I quickly made sure I took enough classes to get the certificate. The classes I took for REWA were among the best I experienced at Georgetown, and they shaped my thinking of world affairs. I especially enjoyed the small class sizes, which made for excellent discussion.

Colin Steele, DC-area marketing coach (SFS’12)

I was part of the first class of REWA students, and the program was perfect for me at that time. It allowed me to back-door a lot more philosophy and theology classes into an SFS curriculum, and that has served me extremely well over time. I remember writing then, and still believe now, that ethics is an essential practical bridge between religion and world affairs—after all, anyone working in a multicultural, multiconfessional world is going to have to wrestle with ethics.

2019–2020
REWA Capstone Seniors

This year, the REWA capstone course was taught by Michael Kessler in fall 2019 and by Rev. Drew Christiansen, S.J., in spring 2020. Students gained a broad knowledge of the role religion plays in contemporary international affairs and designed unique research projects examining the impact of specific religious organizations. Seniors presented their capstone projects in a virtual spring symposium that included a week-long digital poster session and an engaging roundtable discussion with faculty.

Research projects by this year’s graduating REWA cohort:

Michael Blank (C’20)
“Holy Seeing an Advantage in International Law”

Matthew Buckwald (C’20)
“The Enemy of My Enemy is My Friend, Unless They’re a Terrorist: Proxy Use of Middle Eastern Non-State Actors in U.S. Counterterrorism Policy”

Mikaela Ballon Carneiro (SFS’20)
“The Peruvian Gold Rush: Is the Government Restoring Social Order in Madre de Dios?”

Rachel Corbally (SFS’20)
“Religion as a Political Vehicle: An Examination of the Influence of Orthodoxy in Serbia by Russia”

Kathryn Derewicz (C’20)

Carly Gordenstein (C’20)
“The Efficacy of the Guantanamo Military Commissions”

Maya James (C’20)
“You’ve Got to Destroy the Foundations: Destruction of Sacred Spaces as Preludes to Genocide in China and Bosnia”

Samyukt Kumar (SFS’20)
“Holy Sites Governance and Religious Conflict”
Doyle Seminars

Doyle Seminars encourage reflection and dialogue on the themes of diversity and difference as they emerge in any academic discipline.

Doyle Seminar students have the opportunity to more deeply explore how a wide range of cultural, ethical, social, political, and religious perspectives interact to shape our world. Professors who receive Doyle support are asked to develop inclusive pedagogies and to experiment with innovative ways of promoting student engagement with challenging perspectives.

The adjacent page includes brief descriptions of the nine Doyle Seminars from this past academic year, along with testimonies from faculty who describe the impact that Doyle support had on their respective courses.

Our Vision

We began this year in a better position than ever before, with early outreach to departments that helped identify top faculty candidates. Our Doyle Seminars workshop fostered deeper collaboration among the faculty cohort, who discovered cross-course connections that led to joint-class field trips and events. This year, Doyle Seminar faculty launched an alumni network for law students and engaged in interdisciplinary collaboration, with classics, Francophone and French studies, and English literature instructors exploring issues of migration and mobility in texts by ancient Roman, Caribbean, and U.S. Latinx authors.

DOYLE SEMINARS AT A GLANCE

20+ guest lectures

12 Saturday-morning discussions

8 film or play screenings
Doyle Seminars Spotlights

Amelia Uelmen’s Religion and the Work of a Lawyer (LAW J/G-1038) explored the ways in which practitioners think about legal questions and their own work as lawyers as related to their religious or spiritual outlook. This year, Uelmen brought together over 100 alumni, faculty, and students to launch an alumni network for her Religion and the Work of a Lawyer seminar at a luncheon held during the Georgetown Law reunion weekend in mid-October.

*I think this course has been so valuable in allowing us to really dig deep within our own reflection and then when we encounter things that we don’t necessarily agree with, learning how to interact with that and communicate with differing perspectives or values. — Alexander Afnan (L’21)*

Evan Jewell’s Migration and Mobility in Rome (CLSS 244) scrutinized contemporary definitions of mobility, such as displacement and migration, and persons on the move for their applicability to the history of migration in the Roman Empire. Likewise, Caribbean Crossings: Mobility and (In)hospitality in the 20th and 21st Centuries (FREN 229), taught by Jennifer Boum Make, examined different art forms that reflect the pathways and challenges of Caribbean migrants, investigating the concepts of exile, migration, and (in)hospitality and interrogating their instability, adjustability, and instrumentalization in local and global contexts.

At our Doyle Seminar faculty workshop, Jewell and Make saw overlapping course themes.

*In many ways, my Doyle Seminar was the most fulfilling teaching experience of my career so far, as every class we ended up having such meaningful discussions and debates about immigration, refugees, displacement, xenophobia, and more. At another level, meeting the other Doyle instructors earlier in the semester was formative for my own teaching: I built connections with two professors working on the issue of migration/immigration in different fields, and even co-led a joint class excursion to a museum, which turned out to be a very meaningful moment of cross-pollination between our classes—and the basis for future scholarly collaboration. — Evan Jewell*

2019–2020 Doyle Seminars

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<th>Terrence Johnson</th>
<th>Ricardo Ortiz</th>
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<td>Migration and Mobility in Rome</td>
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Part of the Doyle Engaging Difference Program, the Junior Year Abroad Network (JYAN) connects Georgetown students who are studying abroad and provides virtual platforms for them to reflect and engage in thoughtful dialogue on their experiences.

In 2019–2020, JYAN students witnessed political unrest in Hong Kong and Chile, the thirtieth anniversary of the fall of the Berlin Wall, and the outbreak of the coronavirus pandemic.

JYAN presents a unique co-curricular opportunity for experimental and experiential learning in the key themes of the Doyle Engaging Difference Program. Participants now benefit from guided discussion boards among smaller peer cohorts as a space for students to engage with diverse opinions and approaches. Students create social media posts around the role of religion in culture, politics, and society, and they produce a final reflection piece for publication, connecting their experiences to issues of diversity and tolerance on campus. The whole program is bookended by a pre-departure lunch, establishing connections and trust as foundational to authentic engagement, and post-return dinner, designed to equip students with reflection resources.

Our Vision

Keeping with this emphasis on deep reflection among a peer cohort, the Berkley Center plans to expand the JYAN to include students from Georgetown University’s Qatar campus and international students studying abroad on the Hilltop, rebranding the program as the Doyle Global Dialogue to reflect these changes. Our expansion and rechristening more accurately reflect the dialogical vision of the Doyle Engaging Difference Program, providing a platform for exchange among a more diverse and international set of students and offering an opportunity for deeper, more challenging conversations and reflection among cohorts.
Hear from JYAN Students

JYAN is a wonderful initiative. I found my abroad experiences more meaningful through guided discussion boards and camaraderie with fellow cohort members. I am so grateful for the community support given throughout the process.
— Amber Liao (SFS’21) Barcelona, Spain

Since arriving in Berlin, my awareness of my Polish heritage, as well as the ways it influences my identity and thus contours my social interactions and my understanding of the world around me, has experienced a multi-level metamorphosis.
— Anna (Ania) Zolyniak (SFS’21) Berlin, Germany

2019-2020 Junior Year Abroad Network

Akash Apte (C’21), Chile
Hallie Bereday (C’21), Czech Republic
*Kathryn Blanco (C’21), Italy
Ismary Guardarrama (SFS’21), Australia
Teak Hodge (SFS’21), South Africa
Amerisa Kyriazis (C’21), France
*Amber (Huaan) Liao (SFS’21), Spain
Tara Maloney (SFS’21), Jordan
Lizzy Marcinkowski (SFS’21), Argentina
Maddie Mousseau (C’21), Morocco
Elena Ortiz (SFS’21), Rwanda
Darcy Palder (C’21), Hong Kong

Katharina Petermann (B’21), Spain
*Angel Reed (C’21), United Kingdom
Samantha Schlageter (NHS’21), Ireland
Melanie Stewart (NHS’21), Sweden
*Briana Thomas (C’21), United Kingdom
*Natasha Vincent (SFS’21), United Kingdom
Katarina Watson (C’21), Sweden
Linda Wen (C’21), Spain
*Michelle Zhu (C’21), Singapore
Anna (Ania) Zolyniak (SFS’21), Germany

* These JYAN students had their study abroad semester disrupted by the global pandemic. We acknowledge their full participation in the JYAN program.
AT A GLANCE

38 student fellows in 38 countries

376 publicly available interviews

Vulnerable populations served:
- Indigenous Communities
- Rural and Urban Poor
- Women and Children
- Post-Conflict Communities
- Migrants and Refugees
- Communities with Health Disparities

Education and Social Justice Project

The Education and Social Justice Project (ESJ) provides Georgetown undergraduates summer research fellowships to explore issues at the intersection of education and society.

Now celebrating its tenth year, ESJ has enabled 38 talented Georgetown undergraduate students to study a wide variety of institutions—including universities, primary schools, and health education initiatives—quite literally from Cambodia to Canada, Peru to Poland. No two experiences in the field look exactly alike, even for members of the same cohort. Take, for instance, 2019, when the program sponsored three fellows who each researched a different site: a secondary school in Malawi, a college in rural Thailand, and an urban university in Ireland.

As a collaborative project between the Berkley Center and the Center for Social Justice Research, Teaching and Service, ESJ fellows are trained to conduct qualitative, institutional review board-approved research, in order to study the intersections between poverty, education, and empowerment. Fellows spend three to four weeks in their host country conducting community-centered, interview-based fieldwork. Final case study reports by ESJ fellows offer deep analyses of educational trends worldwide and showcase the relationship between Jesuit institutions and social justice around the world.
In June 2019, Mackenzie Price (C’20) traveled to Trinity College Dublin, a renowned university in Ireland, to learn about the intricacies of ecumenical faith, religiously charged politics, and communal dialogue. Her consequent work investigated the history of Protestant and Catholic faith at Trinity College and explored how members of the Christian faith who reside there are responding to the powerful trends of secularism that are sweeping the campus.

Allison Ross (NHS’20) spent three weeks at Xavier Learning Community (XLC) in Chiang Saen, Thailand, where she examined inclusion and inculturation. Ross’s final study focused on how XLC’s educational practices and Jesuit values create unity out of diversity, building an inclusive community for individuals from different nationalities, ethnicities, and religions.

In May and June 2019, Isaac Kim (SFS’20) conducted research at Loyola Jesuit Secondary School, a grant-aided secondary school located in Kasungu, Malawi. His research focused on community-building as a form of Catholic inculturation at the school and the formation of Ignatian leaders through the Jesuit educational experience.
Education and Social Justice Project

Our Vision

When the ESJ Project began, the vision was to engage students and build knowledge about the connections between the global challenges of poverty and education. As the project has grown and developed over the past 10 years, so has the structure of the program and the increased demand for academic rigor among our fellows. From the outset, participants were guided by faculty and staff in research methods, trained in interviewing techniques, and coached through producing a final case study. Fellows now benefit from a one-credit spring-semester research methods course, preparing them for all aspects of the research process, from interviewing protocols to digital scholarship design. In addition, ESJ fellows’ three to four weeks in-country conducting fieldwork and their creation and publication of a final product will now be recognized as one-credit courses, respectively.

Our dream is to build on the solid foundation we have established to expand the reach and impact of this project—for our students, for Georgetown, and for our global community partners.

We aspire to extend the program beyond a strict focus on education, also encouraging students to explore the complex relationships between environmental challenges, voluntary and forced migration, disease and well-being, and poverty. We would rechristen the ESJ Project as the Promotio Fellowship to both reflect the Jesuit commitment to service and promotion of social justice, and also officially recognize participants in this program as fellows, underscoring the academic achievements of our student researchers. In expanding this fellowship, we hope to achieve a number of interrelated goals including greater student reach across schools, stronger campus and global partnerships, and increased attention to transferable research skills with more accessible and informative final products.

Seeing social justice at work in the world is a transformative experience for Georgetown students. Building on the success of the Education and Social Justice Project, the Promotio Fellowship will allow students to deepen their understanding of contemporary global issues as they reflect on the role of local religious communities around the world and stand in solidarity with those at the margins of society. Expanding access to these experiences is only possible through the partnership of our philanthropic community. For opportunities to support this and other Berkley Center student programs, visit our giving page: https://give.georgetown.edu/berkleycenter.
Hear from ESJ Alumni

Fellows have cited the program as responsible for personal growth in a wide array of areas and as cultivating the Jesuit precept of *cura personalis* (care of the whole person), a pillar of the Georgetown educational experience.

Adam Barton (C’16) studied Pastoral da Criança, a community health organization in Brazil, during summer 2014. Barton is now a Luce Scholar in Japan, building an educational nonprofit focused on global citizenship. Gianna Maita (C’15) researched student involvement in social justice at Universidad Centroamericana in Nicaragua in summer 2014, which gave her an appreciation for how research connects to serving a local community.

“The idea of the whole person and how it can encompass solidarity with humanity and with your neighbors, friends, and loved ones was something that specifically came from the ESJ Project. That vision of human flourishing is what I took away from the program and has shaped how I want to impact the world through participatory design and co-creation for social change.”
— Adam Barton (C’16), Brazil

“Now, I work at an NGO focused on community development in Cape Town, South Africa, where I am responsible for research and project support. The ESJ Project definitely gave me the confidence to continue doing research. And I feel that the topic I studied, service-learning, also gave me the desire to work more on applied research. I loved academia, but I feel much more comfortable in the NGO space, where it is easier for our research findings to meet communities where they are.”
— Gianna Maita (C’15), South Africa
As a continuing element of the Berkley Center’s partnership with the Pulitzer Center on Crisis Reporting, which began in fall 2017, the Berkley Center selected one Georgetown student to receive an international journalism travel grant for the summer of 2020. This grant supports a student to pursue a journalistic project that investigates the religious dimension of an international issue, bringing to light what is often overlooked, untold, or misunderstood. This year’s awardee was Rhya Evans (NHS’22).

Evans is an undergraduate student studying global health in the School of Nursing & Health Studies with a minor in science, technology, and international affairs. Her project, delayed by the global pandemic, will explore the role of religion and culture in menstruation practices among Rohingya girls and women in Bangladesh. She will particularly focus on uncovering the intersection of the cultural and lived realities of menstrual management with Islamic beliefs and practices. Her global upbringing, including many years in Bangladesh, has fueled her concern for deep-rooted and complex health inequities. While leading the Period Empowerment Project at Georgetown, she has seen how this issue manifests in her own community. Rhya studied Bangla through the U.S. State Department’s Critical Language Scholarship during summer 2019 and hopes to engage with Bangladeshi humanitarian workers on the ground.

Our Vision

Looking forward, we hope to partner with the Georgetown College Journalism Program on a religion and journalism initiative to foster more responsible, accurate, and comprehensive journalistic treatments of the role of religion in current affairs. This initiative includes the ambitious goal of increasing our student reporting fellows with an additional two to three students per year to conduct an in-depth reporting project under the mentorship of a practicing journalist serving as a visiting professor as part of the initiative.
Your Support

Through innovative scholarship, teaching, and extracurricular programs, the Berkley Center can help better prepare Georgetown students for a world marked by growing division and serve as a model for other universities grappling with the impact of greater global interconnectedness. And it can build civility within the wider national and international society by giving a platform to leaders from business, government, and the professions to share best practices in navigating differences and addressing global challenges.

In addition to growing each of our existing student offerings in the ways we have outlined in the preceding sections, we have ambitions to expand our reach across the university, making cross-group dialogue a signature component of a Georgetown education and equipping all Georgetown students with the practical skills for engaging with others thoughtfully, respectfully, and empathetically. As a part of this effort, we also hope to reinvigorate the center’s Undergraduate Fellowship program, bringing faculty and students together to foster student engagement with difference through scholarship and interreligious, intercultural engagement on campus, in the DC community, and around the world.

To expand and strengthen our programs, your support is crucial. We welcome connections for international fellowships, as well as gifts of any size to support our programming. To give or learn more about how to engage with the Berkley Center, visit our website at berkleycenter.georgetown.edu.