

The seal of Georgetown University is partially visible behind the title. It features a central figure holding a staff, surrounded by a circular border with Latin text: "COLLEGIUM - AD - RIPAS - POTOMACI - IN - MARYLANDIA" and "GEORGETOWN".

Liberal Studies

AT GEORGETOWN

Special Edition —

Tribute to Phyllis O'Callaghan

A Modern Medieval Journey

Nights at the Roundtable



Providing a Life of the Mind &

An Interview with Dr. Phyllis O'Callaghan

Editors' note: Dr. O'Callaghan served as the Director of Georgetown's Liberal Studies Program (LSP) from 1979 to the end of 2007. Previously, she taught in the program while serving as a Legislative Assistant to Congressman J. Edward Roush of the 5th District of Indiana. She holds a Ph.D. in History from St. Louis University. She spoke with Joseph Pettit, M.A.L.S.'89, about her goals and objectives during her 31 years' association with the LSP. She currently serves as a Visiting Senior Fellow with the Government Affairs Institute at Georgetown University.

In 1976, two years after Georgetown's Liberal Studies program began, you taught your first course in the program, *Progress in America: The Idea and Its Socio-Political Milieu*. What other LSP courses did you teach and in what ways did your teaching experience contribute to your other roles within the program as an administrator, leader and collaborator with faculty, and advisor and mentor to students?

Besides *The Idea of Progress in America*, I taught five other courses: *Meaning in History: Philosophies of History*, *De Tocqueville's Democracy in America*, *The Federalist Papers: A Developing Democracy*, *The Nature of Reform in America*, and *The Role of Congress*.

From the time I started as Director of the Program in 1979, I taught at least once a year, usually the summer except for some summers in the last few years after the Doctor of Liberal Studies program started. This past summer, I commenced teaching

again. I always felt it not only desirable to teach, but important as well, since it enabled me to share and better understand both the faculty's interests and responsibilities and those of the students. I experienced the preparation required by the faculty and the deadlines for contracts, syllabi, etc. they had to meet. I learned when students had problems with assignments, deadlines, papers, personal tragedies and needed attention and space to deal with all of these. I could be a better bridge between the two as an administrator if I continued to teach, and I could insure that I would continue to learn myself, in the very topics I would teach. With new faculty, as well as potential and new students, I frequently found myself explaining to them what Liberal Studies was all about and learning afresh the distinctiveness

of this whole program. My personal education increased by the contact and relationships with exceptional faculty and with students with high professional attainments and deep intellectual interests. It was a treat to be associated with all of them through the Liberal Studies program.

What characteristics does Georgetown's LSP share with other Liberal Studies programs in America and how is it distinctive?

When the LSP at Georgetown began, it was one of only a few in the country. Then and throughout its history, we have adhered to the philosophical base established by those original schools: graduate, interdisciplinary, liberal arts. Like other schools, we created a program with that overall design but anchored in the nature of the University itself. Graduate liberal arts fit Georgetown perfectly, and we added an element

Values of the Heart

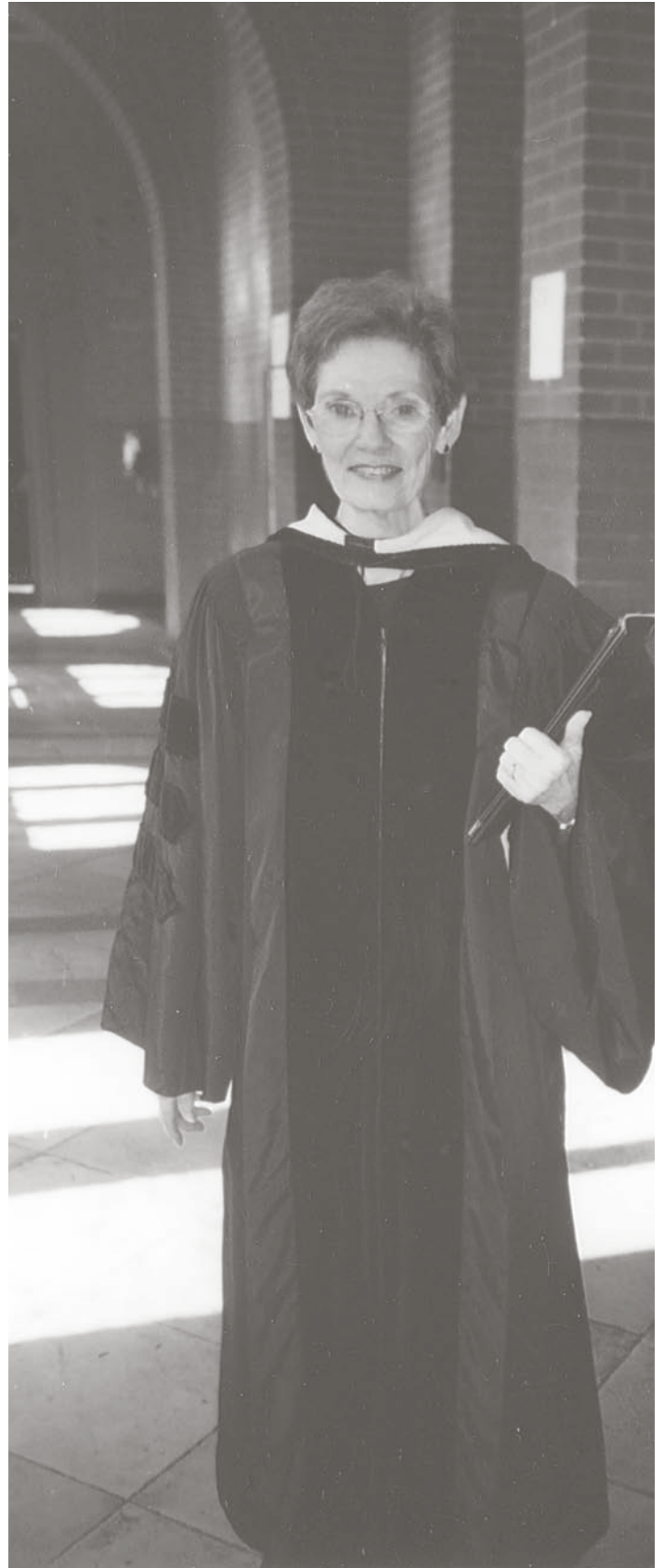
distinctive to this University, namely that our interdisciplinary thrust would substitute “human values” issues for academic fields as a source of emphasis. Our courses, and their syllabi, pose questions about the human condition, ethical issues both personal and collective, issues about the communities in which we find ourselves, our national history and interests, our expanding international posture. Courses would look to the liberal arts for elaboration on and discussion of these issues. This is particularly appropriate to a Jesuit institution, such as Georgetown, and to me as an administrator, totally educated at the graduate level in a Jesuit University.

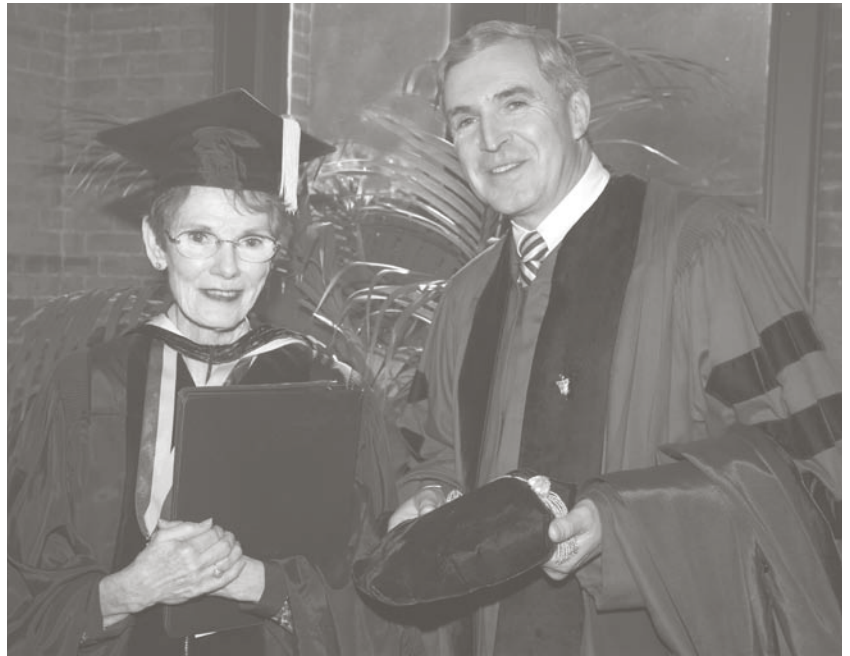
Where did you look for faculty to teach in the program?

It was natural to look to the faculty of Georgetown College, where liberal arts reign supreme. I sought to engage Georgetown University full-time faculty (i.e., ordinary faculty) because their academic and teaching expertise were known, and they provided not only quality control but also assurance to those seeking this degree that it was a real Georgetown degree. I invited adjuncts to teach in areas where they demonstrated educational and professional experience needed by the program.

How has the GU LSP changed over time?

The program began small, with some six courses in the summer of 1974. As we end 2007, the typical semester contains 39 courses. As of fall 2007 we had 456 M.A.L.S. candidates, 143 B.A.L.S. and 36 Doctoral candidates. At the beginning, there were only two





areas of concentration: Humanities and Social Sciences. Quickly, it became clear that the program's interdisciplinary courses could not always be cleanly divided into two simple categories. For a number of years, there were four concentrations: Humanities, Social and Public Policy, International Affairs, and Religious Studies. In 1998, follow-

The Liberal Studies program exists to open the minds and hearts of adults pursuing professional and personal lives that are often hectic. The Liberal Studies program has offered them a personal transformation.

ing an internal and external review, the program sought and received the Graduate School's permission to create the current Fields of Concentrations that we now enjoy. With that decision went an organizational one. In the early period of the LSP at Georgetown, the Dean of the School for Summer and Continuing Education had an Executive Committee for the Liberal Studies program which, as time went on, met infrequently. The decision was made to eliminate this body and to create instead a Core Faculty, made up of faculty representatives of the 14 curricular fields and interdisciplinary concentrations. To this body, major questions and policies would be referred and students were encouraged to consult with its members concerning the curricular fields.

Two other major changes have occurred. One is the establishment of an Assistant Dean for the

Bachelor's program and a revision of the degree sponsored by the current Dean of the School of Continuing Studies. The other change is the creation, after a decade of effort, of the D.L.S., the Doctor of Liberal Studies degree, the first ever and the first non-traditional doctorate at Georgetown University. This degree is founded on the philosophical base with which the Liberal Studies Program started and continues at Georgetown: graduate, interdisciplinary liberal arts, with a focus on human values. The D.L.S. was approved by the Graduate School in 2005, and we now have in place the third class, in total 36 students.

What were your goals for the program over the years?

My overall goal over the years was to maintain and foster the distinctive educational philosophy and practice of "Liberal Studies."

Graduate liberal arts fit Georgetown perfectly, and we added an element distinctive to this University, namely that our interdisciplinary thrust would substitute “human values” issues for academic fields as a source of emphasis.


I have had a simple admonition, self-derived, along the way. First, I sought to maintain Georgetown University’s academic excellence and achievement. Second, I tried to make enough revenue to continue expanding our courses and other services to the students. Never did I consider number two ahead of number one. Our value to the community and their perception of the same rested on the assurance of Georgetown University quality. My job has been to manage growth, for academic and financial reasons, to help create measured growth. Class size has been kept to 20 per class so there will be discussion. Small classes are allowed to run as needed for academic purposes. Each fall, we hoped to replace those who graduated and possibly add to the number. Our advertising kept this in mind. We are currently one of the largest programs in the Association of Graduate Liberal Studies.

What do you believe should be future goals for the program?

Refinement of, and elaboration on, our academic potential

should be the primary goal. Essential to this future is maintenance of 1) our dedication to interdisciplinary, liberal arts with a focus on human values; 2) the advisory role of the Graduate School on all academic matters; and 3) intense and enthusiastic participation on the part of the regular faculty and continued support from the long-time serving adjunct faculty. Faculty design and teach the courses, advise students (particularly the Core Faculty) and mentor theses. Perhaps more than any program at Georgetown, the Liberal Studies Program is the faculty; their knowledge, wisdom, judgment, loyalty enable the program.

All student evaluations concur with this judgment.

Another key element is the students. The Liberal Studies program exists to open the minds and hearts of adults pursuing professional and personal lives that are often hectic. The Liberal Studies program has offered them a personal transformation. It is, as I said to new students, a life of the mind. It is also a life of the heart for it makes students review and reconsider the values they have lived with and by. It lifts them out of the mundane (important as they are) needs of the day into an intellectual arena of knowledge and wonder. All of these students need personal contact with faculty and administrators in a program that invites them to think deeply about the values with which they daily operate in their families, in their business or profession, in their communities, and in their country. 

Joseph Pettit, now retired from Georgetown University, served as Dean of the School of Summer and Continuing Education, 1969 to 1980, and Vice-President for Planning and Institutional Research, 1980 to 2000.

Reflections on Dr. O’Callaghan

Georgetown Liberal Studies students, faculty, alumni and the National Association of Graduate Liberal Studies Programs share reflections on Phyllis O’Callaghan, Ph.D. as a teacher, advisor, mentor and as an administrator and leader in higher education.

I found (Dr. O’Callaghan) to be an almost legendary mentor, prepared to delve into strangers’ motivations to apply, both challenging and welcoming these applicants to the rigor of the program. Her readiness to sit with each applicant prior to deciding whether they should be a part of the Liberal Studies program has been really, really important to everyone I’ve talked to, certainly for me, and typical of her interest in each individual as they progressed toward their degrees. Though dealing with hundreds of past, present, and future students as well as faculty, she always remembered and expected the best of me. She has built a uniquely powerful and individually resonant academic program.

Molly Cashin
M.A.L.S. student

As an early enrollee of the program, I well remember when the program was a filing cabinet and a shoe-box size office. One of the first things Dr. O’Callaghan did was to go through all the student files. She sent me a letter that has turned out to be a milestone in my academic and professional

life, [encouraging] me to officially enroll and complete the program. This kind of personal concern for a student can be such an important and encouraging impetus. Today I am completing a doctoral program at William and Mary, an intellectual and spiritual journey that began with [my participation in] the Liberal Studies program.

Donna Dodenhoff
M.A.L.S. ‘84

In 1988, I was sent to Georgetown to enroll in the National Security Studies [graduate] program. I [also] wandered into the Liberal Studies office. I saw Phyllis, and talked to her about the M.A.L.S. program...I was very impressed in both the program and more importantly, the person explaining the program to me...I enrolled in the M.A.L.S. program, and I became interested in the Ethics and the Professions concentration. Based on my course work in the (M.A.L.S.) program, I edited a book, *Ethics of Spying*, in 2006. Phyllis is the first person I mention in the acknowledgment of the book. Upon completing my

[GWU, Ed.D.] dissertation on ethics and intelligence (Phyllis sat on my dissertation committee), she invited me to teach in the program offering a course on ethics and intelligence. Today, I consider her a dear friend of mine, and she will be irreplaceable at Georgetown.

Jan Goldman, M.A.L.S. ‘94, Ed.D.,
Adjunct Professor in Liberal Studies

I was in the most recent class Dr. O’Callaghan taught in Liberal Studies, *Meaning in History*. She was masterful. Came into each class ready to talk – in big picture and detail – about Augustine, Marx, Adams, Vico, Toynbee, Teilhard de Chardin, Fukuyama, and the Big Bang. She enjoyed teaching and nothing made her happier than seeing the light bulbs go off in students’ eyes. The moment from that class I will never forget was when she asserted – in her no-nonsense way and delightful southern accent – that *Das Kapital* was simply “Augustine in economic drag.”

Betsy Griffith, M.A.L.S. ‘85, Adjunct Professor of Liberal Studies



Provost James O'Donnell presents the President's Medal to Dr. O'Callaghan on the occasion of the 30th Anniversary of the Liberal Studies Degree Program, applauded by Professor E.J. Dionne.

Meeting (Dr. O'Callaghan) was coming face-to-face with a force of nature. That perfect posture, those intent eyes, and her sweet Memphis accent that clipped along fast and furious made meeting The Dean a special moment, and one you'll not forget...a "steel Magnolia" with a heart of gold!.. Phyllis O'Callaghan led the Liberal Studies Programs with great integrity, dignity, and grace. The Dean will be sorely missed by the students, faculty, and staff who worked with her. She inspired us. She cheered us on. She never sugar coated the truth, and she always cared about how you felt.

When we talk about leadership in our HR training programs at Georgetown, we ask our students (employees) to think about what it means to hear the call, to respond to the need. Dr. O'Callaghan's leadership remains her legacy at Georgetown. Having heard the call, she worked to create pro-

grams of lasting value. She succeeded. And because she succeeded, so will we.

Linda Hopper,
M.A.L.S. student

Dr. O'Callaghan has been the most understanding and inspirational of women. Throughout my three years (and counting) at Georgetown, she's helped me through a broken engagement, three cancers in the immediate family, cross-country work issues, and now international work issues and a new marriage. Her advice is so poignant and impressive, you can't help but listen, and more so, want to mimic her. A simple "you know better" and a glance will set you straight. I fear and admire her at the same time. Few women have that power. She's the mother of the LSP children. I will miss her.

Haina Karim,
M.A.L.S. student

Phyllis would be upset if she knew an article was being prepared. She might even vow not to read it. And both would be completely in character. Phyllis believes (and I am deliberately not using the past tense) that Liberal Studies is not about administrators. Liberal Studies, she would insist, is about students, faculty, and the content of courses. The reality is that because she insisted on focusing on students, faculty, and the content of courses that she was a strong and effective administrator... The D.L.S., now in its third year, would not exist had not Phyllis put forth the concept, revised and refined it, advanced it, and nurtured support among faculty, students, and alumni. That Georgetown among the schools of the AGLSP is the only institution with a Liberal Studies doctoral program is testament to her commitment and effectiveness.

One cannot overstate her commitment to a serious and challenging, multidisciplinary, human-values-based program within the academy, whether at Georgetown or elsewhere. She has written and spoken about it with passion.

Some might attribute her commitment to a “classical” philosophy of education, to the notion that a grounding in traditional liberal arts is essential to the development of a truly educated individual. There is some truth to that view. But I believe there is another – and even more important point to be made. Phyllis has never stopped being a historian. Phyllis has never stopped being a teacher...I consider myself to have been among the most fortunate students in the M.A.L.S. program: those privileged to have Phyllis as a professor. In *Meaning in History and The Federalist Papers*, she had us not only reading (lots of it) and writing (plenty of that, too), but also, and critically, thinking and questioning. Indeed, some of us thought the former course might better be renamed *Meanings in History*. As a professor, too, Phyllis’s commitment is to students and the content of courses.

John McClenahan, M.A.L.S. ’98
and founding editor,
Liberal Studies at Georgetown

I am extremely grateful to (Dr. O’Callaghan) because I would not

have my degree had it not been for her understanding. When I was halfway through the program, I had to withdraw and return to Michigan for family reasons. Later, she agreed to re-admit me, and allowed me to submit some papers by mail. Needless to say, it was an unforgettable educational experience and provided me with a wonderful background for writing. Thank you so much, Dr. O’Callaghan!

Kathleen R. McCormick, M.A.L.S.
’96

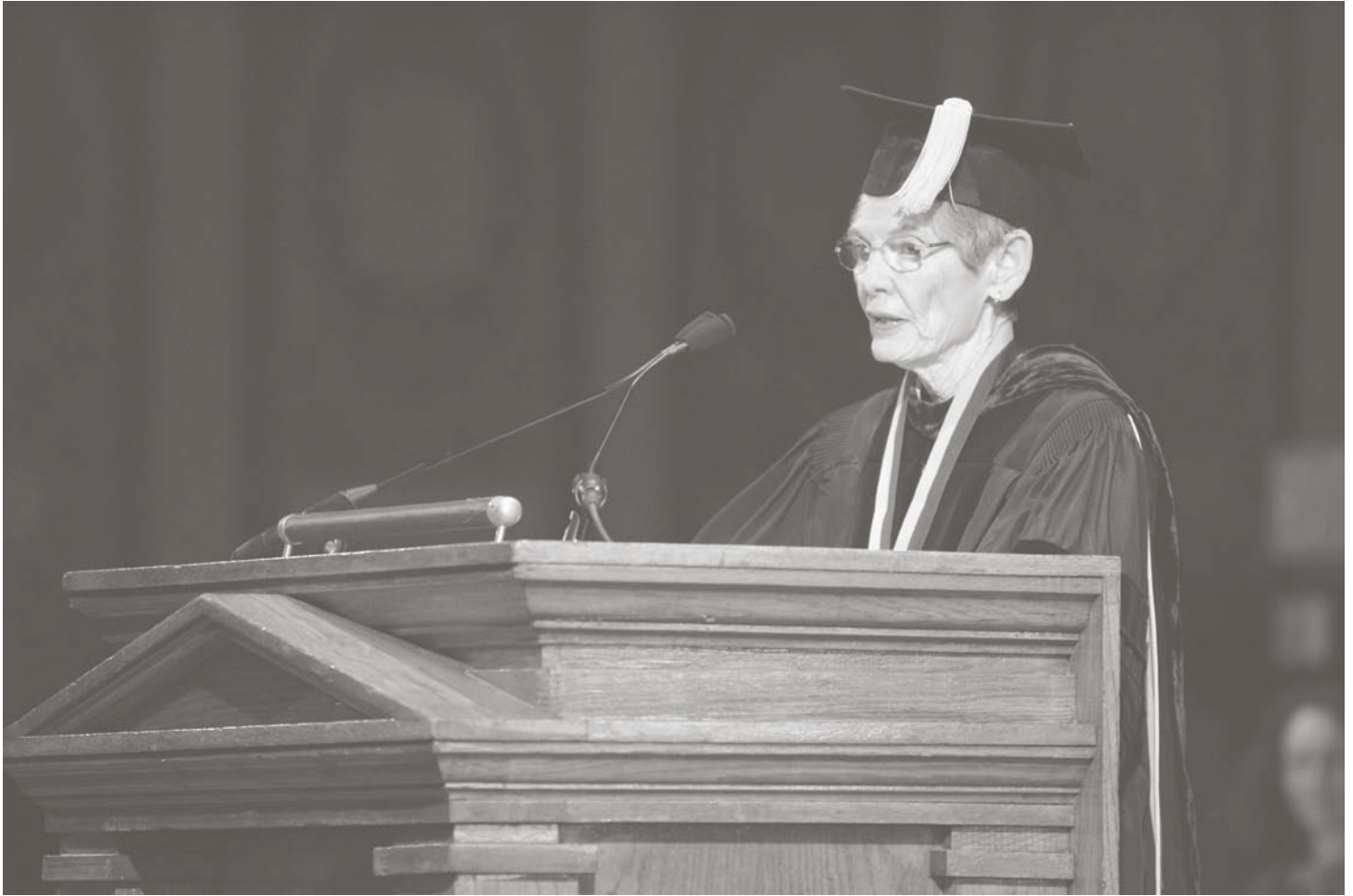
I went one breezy Spring day during Lent to Dahlgren Chapel. I noticed Dr O’Callaghan in the second row on the right. I sat behind on the left, several rows back. Father Walsh began preparations for Holy Communion. Just as he spoke “That human hands have made,” she looked from his hands to the stained window in the back, at Christ. She seemed to be concentrating on Christ’s hand upon his heart. At that moment she seemed utterly without care, concern or worry. She received Holy Communion and silently left,

with that same look upon her face. It was quite marvelous to see her in that way.

Martha McCracken, B.A.L.S. ’04,
M.A.L.S. student

A B.A.L.S. ’97 graduate and ’08 M.A.L.S. candidate, I was blessed to have the counseling and guidance of Dr. O’Callaghan since 1990 - 17 years. It is because of this great lady, and her exemplary, humanitarian, and scholarly actions to help full-time working people attain academic education that I have progressed to my current status as a M.A.L.S. candidate, now engaged in writing my Master’s thesis... Dr. O’Callaghan is truly one of Georgetown University’s greatest hallmarks as she is the essence of a compassionate and caring humanitarian. She embodies true leadership, mentorship, and has an incredible scholarly skill of guiding students to effective and successful academic accomplishment.

Vivian Anne Scott, B.A.L.S. ’97,
M.A.L.S. student



My association with Dr. O'Callaghan started in the fall of 1997 when I enrolled in the M.A.L.S. program. I was working at the World Bank as an economist and policy analyst at the time. The varied profiles of MALS' working students and the humanistic underpinnings of the program together created a stimulating environment to ponder what I might do in the second act of my life.

As director, Dr. O'Callaghan kept close contact with M.A.L.S. students, nurturing and encouraging the working adults who tried to balance the needs of family and work against M.A.L.S. rigorous academic requirements. She was also a fabulous teacher. We read de Tocqueville's *Democracy in America* in her class, a classic that became

an important frame of reference for me in thinking about American politics, mores and customs. At my request, Dr. O'Callaghan also gave me a tutorial on the *The Federalist Papers*... What I took away from her tutorial was the critical importance of reading original texts, the lesson that would prove useful for me as I went on to pursue a Ph.D. degree in history at Georgetown University in 2000 after retiring from the World Bank.... It took me seven long years to obtain a Ph.D. degree from the History Department. I kept in touch with her during this period, and I watched in admiration all the work and effort that she orchestrated that ultimately resulted in the creation of the Doctor of Liberal Studies Degree... Upon graduation, I was honored

to accept her offer to return to the LSP and teach her M.A.L.S. and D.L.S. students... Through the process of designing and managing my first course, *Americans at Work-Evolving Attitudes to Work in the United States*, Dr. O'Callaghan was generous with her encouragement and advice. I will miss her presence in the LSP office, but I know that I will continue to count on her for support....

Kazuko Uchimura, M.A.L.S. '00, Ph.D.,
Adjunct Professor of Liberal Studies

As a core faculty member and Director of the Doctor of Liberal Studies, I have worked closely with Phyllis for 19 years. For a long time now we have been not only colleagues, but also friends. She has

been the heart and soul of Liberal Studies at Georgetown. I have accompanied Phyllis to several national meetings of the Association of Graduate Liberal Studies Programs at which I learned from colleagues across the country from Stanford to Duke the esteem in which Georgetown's program is held. It is clearly a (if not the) leading program nationally. This does not happen without dedicated, capable, and visionary leadership. For twenty-eight years Phyllis and the program have been joined at the hip. She has supported faculty enthusiastically while demanding the best from us. She has met with countless prospective students, the vast majority of whom matriculate, thanks, in no small part, to her. She has set the bar high, and students have responded with creative work that ranges across the disciplines and explores topics carefully and critically.

For a number of years I have taught sections of the Thesis Proposal Workshop that falls at the end of course work and before

engaging the thesis. If faculty not affiliated with Liberal Studies and prospective students could attend the workshop session in which students present their thesis ideas, not one would be left unconvinced of the quality of this program. Phyllis, with the help of a dedicated staff and faculty, has built a program of which we can all be proud. She will be missed.

Chester Gillis, Ph.D.,
Liberal Studies Faculty,
Director of Doctoral Studies, and
Professor and Amaturio Chair, Department of Theology

There is just so much that I could say about working with Phyllis in Liberal Studies. I've been associated with the program for 25 years, and during all of that time, Phyllis headed it. Her enduring qualities that I'll always associate with her were her year-in, year-out commitment to academic quality and integrity, her wisdom, her vibrancy, and her gentle, but ever present, sense of humor. Her single best quality, if I had to cite only one, is her tremendous intellectual

curiosity. It has been especially a delight for me because Phyllis, like me, was a historian of the American South. On new books or interesting articles, I would always find in Phyllis's office an informed, questioning, and enthusiastic listener...[By mail, by phone, now by email/internet], it grew easier to send an article over to her. I would always get back a quick response with just the right questions about the scholarship, the logic, and /or where the piece fit in existing studies...Phyllis's qualities of mind and spirit have pervaded the Liberal Studies Program and have made it a great academic program and true credit to Georgetown University and all that it represents.

Jim Hershman, Ph.D.
Adjunct Professor in Liberal Studies

For both of us, Phyllis O'Callaghan is a woman of great vision, a person who can be trusted absolutely, and a Director of Liberal Studies who was always the fairest and firmest of administrators. She first invited Ron in



Dr. Ronald Johnson celebrates the 30th Anniversary with Dr. O'Callaghan.

1990 to take part in a National Endowment of the Humanities grant for a teachers' institute on campus, then invited him to teach in the Liberal Studies Program in the field of American Studies, and then to be a member of the core faculty. In Abby's case, Phyllis invited her to offer a course in the MALS degree program in 1994 and later to be a member of the core faculty, serving as the faculty advisor for the field of Literature and Society. We thus have had a long and enriching relationship with Phyllis and believe her departure represents a great

loss for the entire Georgetown academic community. We dedicate our energies to maintaining the graduate Liberal Studies Program as she developed it and, in addition, to supporting the dream she brought to reality by establishing the first doctorate in Liberal Studies in the

nation. We will do this to honor her personally and to uphold the Georgetown tradition of academic excellence.

Abby Arthur Johnson, Ph.D.,
Adjunct Professor of Liberal Studies and
Ronald Johnson, Ph.D.,
Liberal Studies Faculty and Profes-
sor of History, Emeritus

Losing Phyllis is a great blow to the Liberal Studies Program. She was the program. She symbolized everything that is wonderful and refreshing and stimulating about the program. She was a rock, a

foundation upon which the program was erected. She stood for all the right stuff. She was a dedicated worker, always in her office. She stood for certain basic principles no matter what, excellence in teaching and in writing; no nonsense from anyone; fairness to all; seriousness about educational endeavors in which we worked. You knew what she stood for and what she would not tolerate regarding important matters but also those very basic matters of running an educational enterprise. She did not tolerate absence from class; students making excuses for not meeting deadlines or completing work. She had a charming school-mom quality to her.

Establishing the doctoral program, of course, was her crowning achievement for which many people here and around the country are grateful. She was dogged and tireless at working the system. She had a clear vision of the educational implications of the demographic transformation that we are living through...Phyllis will be regarded more and more as a visionary as time goes by....



(Top) Former and current administrators celebrate the inauguration of the Doctor of Liberal Studies degree (DLS) - Jean Esswein, Dr. O'Callaghan, Anne Ridder, Dr. Joseph Pettit.

(Middle) Barbara Colby, MALS '91 and Gabrielle Hill, MALS '06 congratulate Dr. O'Callaghan.

(Bottom) Dr. John Reuscher with Dr. O'Callaghan.



I remember years ago when she first began calling me and asking if I would be willing to teach in the Liberal Studies program...I finally agreed to do it. I thought I would do it just once...But, once I started working with her and the Liberal Studies students, I never wanted to stop. I liked having such an energetic and enthusiastic dean. I liked the tight ship that she ran. I liked knowing that should any untoward thing happen, she would stand for the right outcome. If I had an award to give for great educational leadership it would go to Phyllis O'Callaghan.

Bill McDonald, Ph.D.,
Liberal Studies Faculty,
and Professor, Department of
Sociology and Anthropology

Phyllis O'Callaghan's departure from Georgetown marks the end of an era of superb and insightful leadership that saw the Liberal Studies program become one of the finest in the country, and the model to which other programs aspire. Principled,



Commencement Reception with Dr. Terrence Reynolds

innovative and insistent on excellence, Phyllis built a program that attracted many of Georgetown's finest faculty and produced hundreds of proud and dedicated alumni. To say that Phyllis will be missed is to understate the case, but the on-going quality of the Liberal Studies program will serve as a legacy to a consummate professional who envisioned and put in place one of the academic jewels of the University.

Terrence Reynolds, Ph.D., Liberal Studies Faculty, and Chair of Theology Department

One thought always comes to mind – Dr. O'Callaghan not only built Liberal Studies at Georgetown, she built a Liberal Studies community. And what amazing good fortune for me to learn, live, and work in that community with her and over a thousand other students, faculty, and alumni enjoying the same good fortune! She guided a program, shaped its curriculum, creating a setting where some-

thing happens, we “turn a corner,” our lives change, and not just because a diploma lands in our hands. Prospective students ask, “What will this degree do for me?” With its human values focus, she and I know but can not predict when, what, or why this degree experience evokes change. I have shared her joy in seeing or hearing about many of these amazing changes.

She provided the Liberal Studies M.A.L.S. Orientation I attended one cold January in 1980 - a Navy wife new to the area, beginning a new career in religious education, enrolling in a new school along with daughters entering new schools... My family and I are forever thankful for her guidance and leadership, her reflective essay affirmations, advisement, professional counsel, transforming encouragement to grow from teacher, ministry, to higher education administrator. She built a community where it is possible to juggle the challenges of life with the challenge of ideas in search of truth and

meaning and then act accordingly in the service to others in the wider community.

Anne Ridder, M.A.L.S. '82, Liberal Studies Assistant Dean

I would like to credit Dean O'Callaghan for starting the Liberal Studies Writing Support Program. Over the past eight years or so, Dean O'Callaghan provided unfailing support for writing services to both undergraduate and graduate students in Liberal Studies. Due to her support, the program was poised to expand three-fold over the past year and now offers more than 20 hours of tutoring to students, plus writing workshops and events of various kinds. I enjoyed every minute of working with Dean O'Callaghan and hope that she realizes how much she has done not only for the students, but also in creating opportunities for faculty development.

Kathy Temple, J.D., Ph.D., Liberal Studies Writing Services Coordinator and Associate Professor and Director of Graduate Studies, English Department

"OWED" TO PHYLLIS

When in a management position,
Can one also be an academician?
Well, we know one who can –
Our friend Phyllis O'Callaghan.

With both faculty and students,
Combining vision, skill, and prudence,
Using all her vim and vigor,
She assured the Program's rigor.

Meanwhile in her classroom teaching,
She has her students always reaching
For a deeper understanding –
She's both inspiring and demanding.

As Phyllis leaves the LSP,
We know that it will always be
In debt to her contribution
To this living institution.

Bill Douglas, Ph.D.
Adjunct Professor of
Liberal Studies

*(Top Photo) Celebrating the St. Mary's alumni connection and
Mary Ann Grant's '06 M.A.L.S. Commencement*

*(Middle) Dr. O'Callaghan with LSP Alumni Panel: Robert Heibel, M.A.L.S.
'90, Kazuko Uchimura, M.A.L.S. '00, Ph.D., '07, Tom Carroll, B.A.L.S. '89,
M.A.L.S., '01*

*(Bottom) D.L.S. Discussion/Reception with Sam Morison and
Gerard Puckerin, M.A.L.S. '04*



It's nearly impossible to imagine an Association of Graduate Liberal Studies Program (AGLSP) conference – or, indeed, the AGLSP – without Phyllis. Phyllis has been active in the association since she assumed the leadership of Georgetown's GLS Program in 1979. She served as the association's president from 1985 to 1988. She has also been the association's historian; her book "Expanding Horizons: The First Twenty-Five Years of the Association of Graduate Liberal Studies Programs" (2000) recounts the beginnings of graduate liberal studies in the 1950s, 60s, and 70s, and the establishment in 1975 of the Association of Graduate Liberal Studies Programs. Carefully researched and even lovingly written, "Expanding Horizons" tells a remarkable history of the gradual self-definition, widening recognition, and growing professionalism in our interdisciplinary field. And those of us who know Phyllis understand that not only has she told the story, she has also been a major force behind those years of considered change, developing rigor, and interdisciplinary leadership.

In 2005, and as the result of years of Phyllis' dreaming the dream and then negotiating the reality, Georgetown launched the first Doctor of Liberal Studies degree...Partly as a result of this signal achievement, but truly as recognition of her 27 years of tireless engagement and fierce advocacy, Phyllis was awarded the AGLSP's Outstanding Contribution Award in 2006...Phyllis also presided over the Georgetown's GLS Program's coming-of-age...On the occasion of the 30th anniversary of the GLS Program, and in recognition of her inspired leadership, in 2004 she was awarded the President's Medal, Georgetown University's highest honor.

We join Georgetown in applauding Dr. Phyllis O'Callaghan's years of devotion to the education of the young and the not-so-young, and to the Association of Graduate Liberal Studies Programs. We wish her well and thank her most humbly.

Excerpted letter from Linda Paulson, President,
Association of Graduate Liberal Studies Programs (AGLSP)
to Association members and the Liberal Studies at Georgetown University

My Medieval Journey

By Sandra Vieira, M.A.L.S. '05

Several years ago, while paging through the local paper, I came upon an advertisement that caught my eye. The ad contained a spiral in the center, a border listing a multiplicity of educational possibilities and Georgetown's logo, phone number and the name of the program, Liberal Studies. My first reaction was, "what is a Liberal Studies program?" After investigating further, it became apparent that beyond satisfying a certain intellectual curiosity, the program's core underpinning was

human values and how those values are effectively put into action. Little did I know that this was the start of a journey that would not only educate me in my chosen field, Medieval and Renaissance History, but also more profoundly challenge and refine my value set. In retrospect, I had set out upon my own version of the medieval journey with a 21st century twist.

Common to almost all journey metaphors are: the embarkation, the trials, impediments or forks in the road, and the return home or completion of the journey, however it ends. My embarkation may technically have started the day I saw the newspaper ad, but I feel it really began when interviewed by Dr. Phyllis O'Callaghan. She very efficiently gave me an overview of the program with its emphasis on values, but quickly got down to the business of asking me some pretty probing questions. After we went a few rounds, with each scrutinizing the other's answers, Dr. O'Callaghan proclaimed that she would take a chance with me. The gates had opened and the journey had actually begun.

My first class was Society and Architecture of the Medieval and Renaissance City with Dr. Marcello Fan-

toni. The lectures were exceptional and the professor was approachable; I could not have asked for a better start for my return to academics. Dr. Fantoni artfully interwove historical fact with questions of human values and their effect on events and historical personalities such as Alberti's construction of the Renaissance "ideal city."

Since my college graduation, my writing had transformed into an abbreviated business style; I had not written in an academic style for over 20 years and I was really, very nervous. Since my Masters degree is solidly in a frame and on my wall, I can now confess that I wrote a double-digit number of drafts for my first five-page paper. (I can only imagine the size of the carbon credit I am going to have to purchase to make up for that.) When Dr. Fantoni returned the paper, to my relief and happiness I received an A-. I was solidly moving forward on my journey.

As the Liberal Studies program challenged and reformed my analytical processes and values, a new personal value set and intellectual foundation emerged. This newly developed foundation would help me with my next series of very difficult

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trials. There had been indications over the years that my developmentally delayed son (a Hoya Kids graduate) had speech and language issues. As he entered kindergarten – which was also my thesis year – it became apparent his problems were more serious than had been previously diagnosed. Great care had been taken in putting together an IEP (Individual Education Plan) by the school system for my son, and his kindergarten year was relatively uneventful until spring.


As I was finalizing my thesis, the proverbial merde hit the fan within a very short period of time. A phone call alerted me that certain parent volunteers at the school were verbally harassing my child for his disabilities. More events were to quickly follow: anonymous pictures of my son in the classroom were mailed to my home, a parent obtained personal information regarding my child and communicated this to other parents, an unknown school administrator tried to have my son and other children declared mentally retarded and moved to another school. A twisted values war had been declared on my son and other children, not centered on their

abilities but their disabilities.

Though in shock over the events, because of my newly sharpened analytical skills and value set gained from Liberal Studies, I was able to pull myself together to start questioning, collect data and confront others with cogent arguments. In rapid order, I had to learn a whole new body of subject matter – special education, with its accompanying language and laws. Although the perpetrators were never punished, this soul-searing, values-challenging experience combined with a still thriving “anti-special needs children” culture pushed me into becoming active at the local level for children receiving special education services.

Temporarily, I postponed my dream of pursuing a Doctoral degree in Medieval and Renaissance History and joined my local Special Education Advisory Committee (SEAC) in the fall of 2005. On my local SEAC, I have been active in dealing with the committee and School Board on special education issues, such as literacy and curriculum, behavior and discipline, teacher training, principal accountability, and autism. As a result of involvement in special education issues, my current

trial on the journey is as a newcomer to the world of state and local politics. Dealing with politicians, state regulatory institutions and legislators on the issues that effect our most vulnerable children has challenged my skill sets, values and belief systems. However, in addition to the above, I am still involved in Medieval History as I am currently a Research Associate with the Medieval Studies Program at Georgetown.

As I evaluate the current point on my own journey, I can see my own internal visual description of this trail or fork in the road. It goes back to that first class and Alberti’s description of the humanistic “ideal” city. After considering his own values regarding architecture and the civitas, Alberti felt that an “ideal city” should contain streets with T-trap endings so that there can be no forward movement, with the only choice being to go right or left. That is were I am now, staring at my own T-trap. Like many a traveler staring at the wall before me, while I decide whether to go right or left, I am grateful for the rich, interdisciplinary and challenging Liberal Studies and Georgetown experiences I have had and can return to for sustenance on the journey. 

Nights at the Roundtable

By Michael F. Duggan, Ph.D.

The idea of helping to build academic community by bringing together a group, both likeminded and diverse, in extracurricular academic discussion of common interests in a relaxed setting proves to be a winner.

In 1989, I wrote my M.A.L.S. thesis on Emerson and my doctoral dissertation in 2002 on the Harvard philosopher of science, Chauncey Wright, and had always liked the idea of students, professors, scientists and other intellectuals banding into informal circles to discuss the big questions and important topics of their day. There were the large format lectures and discussions of the athenaeums and lyceums of Emerson's time – a sort of adult education of the early to mid-19th century – and the smaller and more specialized groups like the Septem and Metaphysical Club of the 1850s and 1870s.

Even Albert Einstein had a small knot of friends during the early 1900s that he playfully dubbed the "Olympian Academy" (it was during this time that Einstein hit on the idea of the Special Theory of Relativity). Before the dominance of mass popular culture, intellectual circles were a common feature on campuses

and in salons, and even in the 20th century, artistic and literary movements emerged in small associations via the bohemian café culture and coffee houses in places like Vienna, Paris and New York.

Sara Freuh was in my thesis proposal seminar in the fall of 2004, and from the start, she impressed me with her ideas and her writing ability. She was an editor (and now a spokesperson) for the National Academy of Science and is one of the better writers I have come across in the program.

I work at the Supreme Court, and a few months after the seminar ended, Sara contacted me about reserving seats for an important First Amendment case on the docket. We spoke a few times after that, and it turned out that we had a similar vision for what graduate Liberal Studies at Georgetown should be.

When I went through the program from 1986 to 1989 – before it expanded into the current range of curricular fields, including policy areas – it was more of a purely liberal arts and humani-

ties program. You saw many of the same people class after class, and you had the feel of being a part of a real academic community. This, along with the liberal arts focus, fit in well with not only the Jesuit academic tradition but also with Georgetown University's reputation as a large university with a small-school feel.

Sara believed – and I agreed – that along with the expanded program came a potential loss of intimacy and community. Students in different curricular fields might as well be in different schools, and persons you saw in your first class you might not see again until graduation, if then.

In 2006, we attended one of Dean Manuel's focus groups and brought up the subject of community building. At the time, my vision was nascent and tended more toward the format of a lecture series with audience participation, a lyceum perhaps. Sara and I discussed a number of ideas on our own and settled on a small group format. A number of years earlier, an informal discussion group, "Philosophy on

Before the dominance of mass popular culture, intellectual circles were a common feature on campuses and in salons.

Tap,” had arisen under the auspices of the Smithsonian with good results.

In June 2007, we pitched the ideas to Phyllis O’Callaghan over lunch at The Tombs, and she enthusiastically embraced it. In short, it would not have been possible without her kind support and official endorsement, and if it lasts, Sara and I both believe that it would only be appropriate to name it after her as a last tribute to her vision and genuine leadership.

We wanted philosophical topics to be sufficiently broad to attract an interesting range of participants with diverse backgrounds. We wanted to keep it small in order to have the intimate feeling of dinner and drinks with friends. Studies have shown that the seminar format of 10-15 people is the ideal size for discussion and participation. Sara or I would alternate as Master of Ceremonies and would introduce a moderator who would give a short introduction to the topic. Then, one of us would frame the initial query or set of questions by which to proceed. We hoped

the discussion would then take off in a naturalistic, free-wheeling way as each of the participants would contribute and respond to other participants, including the moderator and the emcee.

My own interest tend more toward epistemology, but in keeping with the humanities focus of Liberal Studies, we sought to avoid philosophical specialties like the philosophy of science or aesthetics, and to limit discussions to the branch of philosophy that everyone must deal with: ethics. The first topic, therefore, would be on that most fundamental of questions: “What is the ‘Good Life’?”

Dr. O’Callaghan then asked who of the core faculty should be picked to be the first moderator. Sara suggested her thesis proposal advisor, Dr. Frank Ambrosio of the Philosophy Department, to be the moderator. The first roundtable gathered on Sept. 24, 2007 at the Georgetown University Club.

No one type of person showed up. All had diverse and interesting points of view with a wide range of historical, philo-

sophical and metaphysical references, from Aristotle to Buddhism to the Existentialists. Dr. Ambrosio introduced the topic by drawing on the insight of the psychologist, existentialist philosopher and Holocaust survivor, Viktor Frankl. Everyone contributed and what resulted was an in-depth exploration of a question that every thinking person must be able to answer to his or her own satisfaction. It was an evening of thoughtful people, good food and wine, all of which figure prominently into my own view of the good life. It was inspiring.

The collegial discussion of philosophy over dinner and wine might or might not produce results that will help humanity or advance our financial or professional prospects, but along with the study of the humanities in general, it is a fundamentally worthwhile thing to do. For without the study of philosophy and history, it is impossible to know who we are or our place in the world.



Liberal Studies Alumni, Student, and Faculty Notes

NEWS OF ALUMNI:

J. R. Siduri Douglass, M.A.L.S. '96, received a Citation of Merit for her photograph, "Rosa," in the Bio-Comm Images Annual Awards of the Biological Photographer's Association.

Ivette Fernandez, M.A.L.S. '07, announces her new position as an Associate Director in the Office of Public Liaison for the White House.

Thomas Kerch, B.A.L.S. '03, is a Ph.D. candidate in Government at Georgetown. His article, "Plato's Menexenus: A Paradigm of Rhetorical Flattery," will appear in *Polis*, Vol. 25, this spring.

Harold Knudsen, M.A.L.S. '04, released a paperback version of the book arising out of his thesis, "General James Longstreet: The Confederacy's Most Modern General," in March, 2007.

Pauline Latty, B.A.L.S. '99, is pursuing her Masters in Divinity at Yale University.

John McClenahen, M.A.L.S. '98, was honored with the reprinting of his article, "Incorporating America: Whitman in Context," in the Fall 2007 Issue of *Confluence: The Journal of Graduate Liberal Studies*. The article was chosen by R. Barry Levis as one of the five best works published in *Confluence* during his 12 year tenure as the journal's editor. McClenahen also received the 2006-2007 Central Southeast Regional Award for editorial excellence from the American Society of Business Publications Editors for his co-authorship of *Rebuilding U.S. Industry*.

Nan Morrison, B.A.L.S. '99, M.A.L.S. '02, received an Honorable Mention from Juror Sam Gilliam for two of her works, "Blue Moon" and "Jitterbug," in the juried show *Irreplaceable Hue: A Tribute to the Washington Color School*.

Ernest E. Pegram, M.A.L.S. '99 and graduate student in the Department of Government, is invited to present his research on the Spanish economy entitled "Economic Growth in Spain: the History of FDI: 1960 to 2003" at the Council for European Studies 16th International Conference, March 6-8, in Chicago.

NEWS OF STUDENTS:

Tom Breen, D.L.S. candidate and lifelong journalist, has joined the faculty of Brevard Community College in Orlando, Fla., teaching three courses in the Greeks and Romans and the period starting with the Byzantine era through the Enlightenment.

Pamela Carter-Birken, DLS candidate, published an article in the Winter 2008 issue of *Threshold*, a quarterly that explores the future of education. Pam's article is about using local museums and libraries to inspire teachers and students. It is entitled "New Models, Merging Missions."

Bill Costanza, D.L.S. candidate, presents his paper, *Misunderstanding the Terrorist: The Lack of Cross-Cultural Perspectives in Studies of the Terrorist Mind*, at the annual conference of the Society for Cross-Cultural Research in February in New Orleans.

Ray Danieli, current M.A.L.S. student, now teaches *Law Enforcement Organization and Administration I*, as an adjunct professor at Northern Virginia Community College.

NEWS OF FACULTY:

Diane Apostolos-Cappadona, Ph.D., adjunct professor for both the Prince Alwaleed Bin Talal Center for Muslim-Christian Understanding and for Liberal Studies, has been chosen to receive Georgetown University's Alumni Association Faculty Award, for her contribution to alumni activities and will be honored at the spring Alumni Associate Service recognition Awards Banquet.

James Collins, Ph.D., Georgetown Professor of History, saw the publication of many articles this year, as well as the publication of the translation of his book, "Classes, Estates and Order in early modern Brittany" into French.

Mike Duggan, Ph.D., Liberal Studies faculty member, will have his article on Oliver Wendell Holmes appear in the North Dakota Law Review.

Elizabeth Duke, Ph.D., Liberal Studies faculty member, has been selected by the Ministerial Fellows Exchange Program, as one of three women in the Federal government

to participate in an exchange program with women in Tanzania.

Jan Goldman, MALS '94, Ed.D., Liberal Studies faculty member, co-authored "Ethical Intelligence from Neuroscience : Is it Possible?" which appeared in *The American Journal of Bioethics*, May 2007. He also served as consultant on a series of six books on spying, aimed at 9th graders, to be released soon by Capstone Press.

Maurice Jackson, Ph.D., Assistant Professor of History and Liberal Studies faculty member, will have his manuscript, "Anthony Benezet: Founding Father of Atlantic Emancipation," published by the University of Pennsylvania Press in spring 2008.

Douglas McCabe, Ph.D., Professor of Management of Georgetown University and Liberal Studies faculty member, received the LERA Excellence in Education Award in January, 2008.

Francis X. Winters, Ph.D., Liberal Studies faculty member and Professor Emeritus School of Foreign Service, will publish his work,

"Remembering Hiroshima: Was it Just?" in 2009. This book traces Japanese history and culture from its pacifist days to its confrontation with the U.S., and discusses the way the U.S. ended the war and possible alternatives to the bomb. L

IN MEMORIAM:

Quinta Sabatini Buker, M.A.L.S. '79, died in 2003.

Monsignor Patrick J. Heslian, M.A.L.S. '88, died Sept. 8, 2007. He served in the U.S. Army as Chief of Chaplains and was Director of Development for the Archdiocese of Saint Paul and Minneapolis.

Susan duFief Buckingham, B.A.L.S. student and Executive Assistant to the Vice President for Mission and Ministry at Georgetown University, died Jan. 5, 2008.

Program News/Announcements

Program Notes from Anne Ridder, Interim Director, Graduate Liberal Studies Degree Program

With gratitude to Dr. Phyllis O'Callaghan and appreciation for the support of our faculty, students, alumni, and SCS Dean, we begin the Spring semester. Congratulations to our recent July-December MALS graduates and best wishes to those who plan to complete their degrees this term. We continue our extended office hours until 6:15 PM on Mondays and Tuesdays. Come visit our new suite of offices, 225 Intercultural Center. Course papers may be

picked up following each term, if your professor delivers them to our office. Should there be inclement weather, we cancel evening classes if the University announces it is closed. If the University remains open but a professor contacts us that the class will not meet, we will make every effort to contact you by email and also leave a message on 202-687-5913 regarding the cancelled class(s). Be sure we have your current contact information, both email

and address. We look forward to welcoming a new class of doctoral students mid-February and watch with interest as the 2005 DLS class moves into the Comprehensive Exams phase of their program. Send us news of your promotions, publications, new jobs, etc. to share on our website, liberalstudies.georgetown.edu and check our website for program events to be scheduled later this spring. Best wishes for 2008. 

Saturday Art Lecture/Tours

The National Art Gallery tours continue this spring on February 9th, April 5th and May 10th conducted by Dr. Eric Denker, Liberal Studies faculty member, Head of Tours and Education for the National Gallery of Art. The topics for each tour are listed in the calendar. Participants meet in the

Rotunda in the West Wing. Note that the tour schedule is 10:30 AM - 12:00 PM. Participants, new and continuing, please email or phone Anne Ridder to register for the Spring series and indicate if you plan to bring a guest, riddera@georgetown.edu; 202-687-5706.

Students, Faculty, Alumni, Guests
Please join us for a
6 pm Reception & 7 pm Lecture

Wednesday, March 5th
ICC 2nd Fl. Foyer & Auditorium

**Will There Be Arab-Israeli
Peace in 2008?**

Ralph Nurnberger, Ph.D.



Reply: lsp@georgetown.edu
or (202) 687-5706; 5913; 0355

About Liberal Studies at Georgetown

As the editor of *Liberal Studies* at Georgetown, I want to add my voice to the many that have been raised in tribute in this issue to Phyllis O'Callaghan. Since this magazine's inception, Dr. O'Callaghan has been a strong supporter of its efforts. Her desire to showcase the accomplishments of the Liberal Studies program, its students and graduates in a high caliber publication is yet another example of her commitment to excellence in all things Georgetown. Dr. O'Callaghan believed that the good news of this program should be spread, and we hope to continue

her legacy by doing just that.

We welcome contributions to this edition from M.A.L.S. alumni Sandra Strachan-Vieira and Mike Duggan. We hope their stories have reminded you of the impact the Liberal Studies program has had on your life academically, professionally and personally. We once again encourage other alumni to join our thoroughly professional, but entirely voluntary, efforts in producing this magazine. Please contact Anne Ridder at the Liberal Studies department if you can share even a bit of your time and talent.



Liberal Studies AT GEORGETOWN

EDITOR
Stephanie Blake

DEPARTMENT EDITOR
Laura Trivers

WRITERS
Stephanie Blake
Michael Duggan
Anne Ridder
Sandra Vieira
Laura Trivers

DESIGNER
Rosemary Henry

LIBERAL STUDIES 2008 CALENDAR HIGHLIGHTS

Feb. 1	DLS Applications Due		
Feb. 9	Art Lecture/Tour - 10:30 AM, National Gallery <i>Portraits and Self Portraits</i>	May 11-17	Caps and Gowns on sale at Bookstore, Leavey Center
Feb. 18	Holiday, President's Day	May 16	Graduate School Commencement (MALS grads. invited) 2:30 PM, McDonough Arena
Feb. 19	Roundtable Discussion, 6:30 PM, Leavey Center Faculty Club	May 17	SCS Commencement Ceremony, MALS and BALS graduates 10:30 AM, Gaston Hall, 3rd Fl. Healy Bldg. followed by Reception, ICC Galleria
Mar. 5	Reception, 6 PM, ICC 2nd Fl. Foyer Lecture, 7 PM ICC Auditorium	May 18	University Baccalaureate Mass - 9:00 AM, Healy Lawn
Apr. 2	Online Registration: Student Account balance must be below \$100 to register for Summer and Fall 2008 terms	May 18	Liberal Studies Summer classes begin
Apr. 5	Art Lecture/Tour - 10:30 AM, National Gallery <i>Landscapes and Cityscapes</i>	May 27	MALS New Student Orientation, 4 PM, location TBA
May 1	Degree Completion/Thesis Deadline for May 2008 MALS candidates	Aug. 1	MALS Fall Applications Due
	MALS Summer Applications Due	Aug. 25	MALS New Student Orientation, 4 PM, location TBA
May 2	Course grades due for all MALS May candidates	Aug. 25, 26	Fall "Walk-In" Registration and Payment
May 10	Art Lecture/Tour - 10:30 AM, National Gallery <i>Daily Life: High and Low</i>	Aug. 27	First Day of Fall Classes

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Washington, DC 20057-1011

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