

The seal of Georgetown University is a circular emblem. It features a central figure of an eagle with wings spread, perched atop a classical column. The eagle holds a shield on its chest and a scroll in its beak. The seal is surrounded by a laurel wreath. The Latin inscription around the border reads "COLLEGIUM - AD - RIPAS - POTOMACI - IN - MARYLANDIA - GEORGETOWNIUM".

# Liberal Studies

AT GEORGETOWN

In this issue —

**The DLS**

**Trey Graham's Critical Words**

**One Program: Three Views**

**Commencement 2005**

Volume 3 Number 2

# Director's Notes



As you read this, we are coming to the end of the academic year, one that has been filled with many activities. The Liberal Studies Program at Georgetown celebrated its 30<sup>th</sup> anniversary with a formal lecture by E.J. Dionne Jr.; with open houses and presentations by faculty and alumni; with a new Website; with a fund-raising campaign among our alums; and with the opening of an Electronic Community for alums. We continue to publish this successful magazine, *Liberal Studies at Georgetown*, and this year we published the second volume of *Writing Across the Curriculum*, featuring outstanding student papers from Liberal Studies courses.

And this, of course, was the year when the Doctor of Liberal Studies (DLS) degree was approved by the Executive Committee of the Graduate School of Arts and Sciences and the Board of Directors of the University. In a press release issued by the University, Provost James J. O'Donnell announced, "This degree was created with an eye toward intellectual rigor, diverse academic interests and an interdisciplinary approach." Georgetown is the first university in the United States and Canada to offer a doctoral degree in Liberal Studies and the DLS is the first non-traditional doctorate to be offered at Georgetown, notes the press release. The 115-member Association of Graduate Liberal Studies Programs (AGLSP), of which we are a charter member, highlighted the creation of Georgetown's DLS on its Website and AGLSP President Dr. Donna Zapf, Director of the MALS program at Duke University, wrote a letter of commendation that was read at the DLS Open House and Inauguration Ceremony on March 9. Georgetown University's Doctor of Liberal Studies degree "blazes a trail in post-secondary education," she said, adding that she considered the degree "a signal event in the history of liberal studies graduate education." More than 200 people attended the ceremony, reflecting the continuing intense interest in and enthusiasm for the DLS. I welcomed everyone to the ceremony. The Provost greeted the establishment of the new degree and offered his thoughts on its significance. (The Provost's remarks appear on pages 4 and 5 of this magazine.) Joseph Pettit, Dean of the School for Summer and Continuing Education when the Liberal Studies Degree Program was founded in 1974, offered some historical perspective. Dr. Terence Reynolds, Chair of the Core Faculty and a key partner in the DLS approval process, introduced the degree, provided information about its requirements and fielded questions from the audience. (All of the information about the DLS appears on our Website at [liberalstudies.georgetown.edu](http://liberalstudies.georgetown.edu).)

Dr. Reynolds asked two Liberal Studies faculty members, Dr. Alexander Sens, Professor and Chair of the Classics Department, and Dr. Jo Ann Moran Cruz, Associate Professor in the History Department, to constitute an Executive Committee for the DLS, with their first activity being to act as an admissions committee. By May 16, the deadline for applications of students seeking to enter the DLS program this fall, we had received 44 completed applications. The Admissions Committee reviewed the applications, and I interviewed the applicants. We expected to accept 10 to 12 students; we actually accepted 11. On June 1, letters of acceptance went to James Burns, Steven Burr, Pamela Carter, Ralph De Falco III, Jessica Gould, Samuel Morison, Patricia Nichols-Jackson, Gerard Puckerin, Erika Seamon, George Sparling and Karen Travers. Five of those accepted come from Georgetown's Liberal Studies Degree Program.

As I write these words, the doctoral students are registering for the fall and new courses have been added to the curriculum. For example, "Methods of Research: Theory and Practice," to be taught by Liberal Studies faculty member and Professor of History Dr. Ronald Johnson, will be limited to DLS students. The enthusiasm for the doctorate among the DLS applicants, among our own faculty and within the Liberal Studies community in the United States and Canada is high. We intend to make our DLS the model of a new kind of degree.

This is an especially exciting time for Liberal Studies at Georgetown, for all of us: administrators, faculty, students and alums. As always, I welcome your comments and suggestions.

A handwritten signature in blue ink that reads "Phyllis O'Callaghan". The signature is written in a cursive, flowing style.

Phyllis O'Callaghan, Ph.D.  
Director, Liberal Studies Program

# The DLS: The Doctorate Debuts



his fall at Georgetown the first students will begin their studies leading to the Doctor of Liberal Studies (DLS)

degree. The degree represents a number of firsts: the first non-traditional doctorate at Georgetown University, the first Doctor of Liberal Studies degree in the United States and Canada, and the first graduate degree approved by the University's School of Continuing Studies, the former School of Summer and Continuing Education.

These firsts have been some time in coming, however. The Liberal Studies movement began in 1953 at Wesleyan University with the introduction of an interdisciplinary Master's Degree in Liberal Studies. Georgetown University initiated a Master of Arts in Liberal Studies (MALS) in 1974. The first meeting to consider a doctorate in Liberal Studies occurred fifteen years ago, in 1990.

The DLS program at Georgetown builds upon the MALS program

but differs from it in some respects. Like the MALS, the DLS is interdisciplinary and demanding, focused on the Liberal Arts. But the research requirements of the DLS move it substantively beyond the expectations of the MALS. It is more individualized, emphasizing specialized and directed reading courses and requiring the completion of a doctoral thesis that, in new and creative ways, combines and complements existing knowledge while maintaining the distinguishing interdisciplinary and values-based characteristics of Liberal Studies.

The DLS program is not for the timid. Encompassing 36 hours of course work, the degree requires for admission a master's degree or other advanced graduate degree from an accredited institution. Four courses are required: "Methods of Research: Theory and Practice," "The Rise of the Modern Spirit," "The Challenge of Postmodernism," and either "Approaches to Art and Literature" or "Approaches to History and the Social Sciences." For completion, a

comprehensive examination that includes both written and oral sections is required. The student also must complete a doctoral thesis and defend it successfully before a dissertation committee, displaying a mastery of the material, explaining conclusions, and answering questions.

The DLS degree program operates under the aegis of Georgetown University's prestigious Graduate School. It was designed to provide an opportunity for students of demonstrated ability to pursue further study in a community of scholars and ideas and to continue their own intellectual development in a way that is both personally satisfying and significant to the present and future of Liberal Studies as a non-traditional, interdisciplinary educational movement. It takes Liberal Studies to the next level academically while enriching the lives of students for whom lifetime learning is a passion and personal commitment.

Details of the Doctor of Liberal Studies (DLS) degree are available at [liberalstudies.georgetown.edu](http://liberalstudies.georgetown.edu).

# The DLS: 'A Seasonable and Seemly Step'

By James. J. O'Donnell, Professor of Classics and Provost at Georgetown University

*On March 9, 2005, James J. O'Donnell Ph.D., Professor of Classics and Provost at Georgetown University, spoke at the program introducing the Doctor of Liberal Studies degree. A slightly edited and expanded version of Dr. O'Donnell's remarks follows.*

**F**or many reasons, I think this is a seasonable and seemly step for this great University to take.

The liberal studies of which we speak derive that name ultimately from the "artes liberales" of late antiquity, a time and a topic of which I happen to know and write a good deal. We have always known them in their medieval form of the famous seven arts: the trivium (grammar, rhetoric, and logic) that taught in ascending order the arts of mastery of language, and the quadrivium (arithmetic, geometry, music, and astronomy) that taught in similar order (ascending right up to the height of material heaven) the ways in which number and measure could find pattern and order in all

things. These collections of subjects are not accidental or casual, and their purpose anything but utilitarian.

For we know today that the function of these arts was indeed liberation. They were constructed in that sequence for a precise effect. In a world of blooming, buzzing confusion, they offered the discerning mind the opportunity to see order and pattern and meaning. In a thunderstorm of words, the trivium arts brought insight of interpretation and empowering articulation of speech and writing. In a material world far less mastered by mechanical technologies than our own, there was, I suspect, something almost magical for many in the patterns that the mathematicians could unfold, and the "stairway to heaven" that the an-

cientists discerned in the skies offered a real hope of escape from the clouded and confused world below the orbit of the moon into a more serene and tranquil space. (Remember Donne's "sublunary lovers"? They too languished here below, under skies of confusion and apparent disorder.)

At the end of the day, the power and purpose of those liberal arts was then to set the student free of the dominion of the world of appearances. I suggest that the liberal studies of the modern university can, should, and do offer the same opportunity. The Liberal Studies Program that has flourished at Georgetown under the direction of Dean [Phyllis] O'Callaghan for 30 years (and for much of that time under the benevolent patronage of Dean [Michael] Collins standing just a bit above

and behind her) has given students a place in which to find pattern and harmony, but most of all I would say, a place to take a deep breath—the deep breath you can take when freed just a little of the stress and confusion of the world of appearances we all pass through all the time, the deep breath that you catch on a page of Gibbon, or at the end of a verse of Cavafy, or if you stand for half an hour in front of Bellini’s “Francis in the Desert” at the Frick, enlightened because you have read the brilliant scholarly volume that unpacks the dizzying iconography of a rich and surprisingly meaningful visual document.

I think then of the Liberal Studies Program as a place where everyone I see looks as if they have just had that moment of extra respiration, taken that breath, and are a little saner, a little freer, and a little wiser than they were before. The opportunity to (as

we say nowadays) “take it to the next level” in the doctoral program that we now unveil seems to me a particularly enviable one for those who will have the personal energy, the commitment to exploration of values, and the passion for acquisition of accurate and disciplined knowledge that this program will compel. I am not sure that I should be concluding a meditation on the liberal studies by confessing that I am tempted to one of the great deadly sins of the Middle Ages, but if envy is the worst I am tempted to, perhaps that’s not so bad.

My congratulations and best wishes to Dean O’Callaghan and to Professor Terence Reynolds, who have made this new program a reality and inspired the energy and passion of the old one for many students over the years. And my congratulations, best wishes, and indeed envy to those who will catch their breath in this program. ⑤

*... [T]he power and purpose of [the] liberal arts [of late antiquity] was . . . to set the student free of the dominion of the world of appearances. I suggest that the liberal studies of the modern university can, should, and do offer the same opportunity.*



# Trey Graham's Critical Words

*An award-winning Liberal Studies Program undergraduate talks about his career as a theatre critic and what the Program means to him professionally and personally.*

**T**rey Graham, theatre critic for the *Washington City Paper*, is currently an undergraduate student enrolled in Georgetown's University's Liberal Studies Program. A one-time student of classical music (vocal performance) and English, he first attended Shorter College in Rome, Georgia, then transferred to Augusta State University in Augusta, Georgia. He began his career in journalism as a writer-editor at *The Washington Blade* in 1992 and started writing for *The City Paper* a decade ago. He also spent five years editing at *USA Today*.

Trey Graham received the prestigious George Jean Nathan Award for Dramatic Criticism for 2003-2004. The Nathan Award, which carries a \$10,000 prize, is administered by Cornell University's Department of English and is recognized as one of the most generous and distinguished in the American theatre. His Nathan Award citation said in part:

In reviewing classical and contemporary work produced in the Greater Washington, D.C. area, [Trey Graham] brings a fresh eye both to things we think we know and to those newly-minted . . . He's especially adept at linking . . . works

from the past with the best the present has to offer. . . . The Nathan Committee particularly commends Mr. Graham's review of Caryl Churchill's "Far Away"—a moving display of how the pressures exerted by a new and difficult theatrical work can produce a gem of a critical essay.

*Liberal Studies at Georgetown* contributing writer Barry Phelps (MALS 1996) recently talked with Trey Graham about why he sought out the Liberal Studies Degree Program and how it is shaping his career as a writer and critic.

**BP:** *How did you find out about the Liberal Studies Program and why did you choose it when you decided to return to school?*

**TG:** Ironically, an ad in *The City Paper* . . . and then I talked to people and found out more about it. I realized that this is the degree and program I would have chosen the first time around had I known where my professional life would take me.

**BP:** *When did you first enroll in the program?*

**TG:** Fall 2003.

**BP:** *Do you have an area of specialization at this point?*

**TG:** No, I have not chosen one. There are a couple that are very close to what I want to do, but I think I'm

going to the self-guided one [self-directed study]. I love the way so many of the fields want to link international perspectives on history with current politics or philosophy, or religion or art in general, and I want to do something very much like that one, but I want to make it more specifically about theatre. That's why I'll probably do the self-directed option.

**BP:** *When you were an undergraduate the first time around, you were a student of classical music and opera. How would you describe your journey from wanting to be a performer to wanting instead to write about others who perform?*

**TG:** Performing arts to me are how we have conversations with ourselves. About the things that trouble, thrill, and move us. I wanted to be a singer because there is something about the release, the physicality of singing—just the making of that noise was a transporting thing. But after I became a voice major in college, all of a sudden it turned into work. It was academic and career-oriented and it just took the joy out of it, so I switched to English briefly. It was in the English program that I wrote my first response—I should say intelligent response—to a text, or a play. I was able to get into character, theme, and



imagery. These were finer-grained than anything I had written before and I found that exciting. So I started looking for free-lance writing jobs and used a couple of those English essays as writing samples with my applications.

But there really wasn't a moment, *per se*, when I decided to become a journalist or critic. There was a moment, however, when I realized I was good at theatre criticism. The actor Ian McKellen was starring in a production of "Richard III" and it was my first encounter with first-class imaginative Shakespeare reinvention. It was electrifying. When I sat down to write the review, I just described it for a couple of paragraphs and that's how I got into it. As I later figured out, that is one of the foundations of good criticism—making sure you can put the reader there in the theatre with you. And the review got Mr. McKellen's attention and that of the City Paper's lead theatre critic.

**BP:** *How do you feel the Liberal Studies Program is having an impact on your work? How is it making you a better theatre critic?*

**TG:** It started paying off almost immediately. I always felt like I had to do a tremendous amount of homework to write intelligent reviews of theatre, especially any that was concerned with ideas and not just

entertainment. And that's the kind of theatre that interests me and why I wanted to become a critic. One of the reasons I wanted to go back to school was so I wouldn't have to do so much of this kind of homework on the professional side or would at least have a better place to start in terms of doing that kind of homework.

**BP:** *Can you point to any particular course that has had a direct impact on your professional writing?*


**TG:** I remember in my first semester in the Program, Professor [Anthony] Tambasco was leading a discussion on reading the Bible as literature, and he was talking about the Old Testament prophets and social justice. And of all things, I picked up a thread in the Arena Stage's production of "Camelot" and I realized that the Arthurian story was concerned with the same ideas of social justice and establishing a system of laws. But I was able to note the absence of any awareness of those ideas in this production. This production was being staged in conjunction with the 40<sup>th</sup> anniversary of President Kennedy's assassination, so I was able to make the point that this notion of social justice would have sounded just as natural coming from the mouth of an Old Testament prophet as from a Kennedy. But it wasn't evident in this production. I would have been able to see that

before the class discussion, but I wouldn't have been able to make the point that I made in my review that this is a concern that goes back as far as the Old Testament prophets. I also spent one summer semester reading "Hamlet," "The Merchant of Venice," and "Much Ado About Nothing" with Professor [Gay Gibson] Cima—that course was very helpful with writing better theatre criticism.

**BP:** *On the other side of the coin, how has your work as a critic influenced your academic life so far?*

**TG:** I have to say it's had both a positive and negative impact. I'm used to writing in general and writing reviews for *The City Paper*, I'm used to the essay-style format. So writing the academic papers for the program isn't a lot of trouble for me. On the other hand, I write so much in my professional life that it's sometimes hard to sit down and start writing a paper for a class. If I don't know where it's going—what the answer is—it's much more difficult on the academic side.

**BP:** *Any desire to go on to the graduate or, now, we can ask, doctoral level in the program?*

**TG:** Maybe the master's after a break. But I love the idea that they're offering the doctorate in liberal studies. For students to be able to focus that much on a subject that interests them so passionately is an immense gift. 



# One Program, Three Views

## Reflections Of Three Liberal Studies Program Alumni

*On December 9, 2004, three alumni of Georgetown University's Liberal Studies Program presented their perspectives on the Program in a public forum as one of the Program's periodic open houses. The formal topic was, "The Application of Liberal Studies: Graduates Reflect on Its Meaning in Theory and Practice." In the best tradition of Liberal Studies, each perspective was somewhat different from the others, different in words, different in focus, different in tone and style. But there was an important unifying element: the Program itself. What follows are the slightly edited presentations made by Kazuko Uchimura (MALS 2000), Tom Carroll (BALS 1989, MALS 2001) and Robert Heibel (MALS 1990).*

### The Liberal Studies Program as a Bridge

By *Kazuko Uchimura*

**T**his is a story of my mid-life crisis, but one with a happy ending, thanks to the Liberal Studies Degree Program. I joined the Liberal Studies Degree Program in the fall of 1997. At that time I was working at the World Bank, a veteran with over 20 years of experience in the nitty-gritty front-line operations in the developing economies of Africa, Asia and Latin America. I had by any measure a full and satisfying career. Still, by the time I joined the management ranks in the mid-nineties, there was a nagging feeling that something was missing. While I remained firmly committed to the World Bank's goal of alleviating world poverty, I felt that I was losing my edge and that my perspectives were narrowing, that I was possibly

too caught up in the policy framework that reflected the "Washington Consensus." In other words, I was experiencing a major crisis of confidence. It was time to step back and take stock, and yet the day-to-day concerns of the workplace absorbed me totally and prevented me from re-evaluating my options. My state of mind at the time is reflected in the essay that I prepared for Dr. O'Callaghan and attached to my application to the Liberal Studies Degree Program. Explaining why I wished to pursue a degree in Liberal Studies at that point, I wrote: "I have not achieved a suitable balance in my life, and I am convinced that this balance (or a sense of wholeness) would remain elusive as long as I am at the World Bank."

At that time, I had a vague notion that I wanted to enroll in a graduate program to study history, and I had nursed that aspiration throughout my career at the World

Bank. Economic development entails change over time, both institutional and structural, but as an economist I felt that I did not have adequate grasp of the social and political history of our client countries that impacted on their economic performance. Hence my interest was not on the history of any particular region of the world or of any specific period. I was instead eager to acquire a new analytical tool, to study historical methods for analyzing the problems of the origins and effects of poverty and the policy remedies. I also wanted to learn to undertake primary research based on texts rather than one relying heavily on statistical data that economists are accustomed to.

It is one thing to wish these things and another to take the plunge, and I hesitated. I worried more about the emotional impact of retirement than its financial consequences. I asked myself whether I was



emotionally ready to cut my ties with the World Bank. I had worked there for so long that my professional identity was tied up with the World Bank. But a more important question was whether I was capable of returning to graduate studies after 20-odd years away from school. Was I going to be able to keep up with younger students coming in with a solid background in history? Would I be able to sustain my commitment to this entirely new field of study? Would I be able to maintain my enthusiasm and focus?

After agonizing over these questions, I turned to Georgetown's Liberal Studies Degree Program to provide the transition. The Program in fact exactly met my needs. First, the profile of students (as described in the LSP Catalogue) reflected an interesting mix of professions and life experiences that was sure to create an intellectually stimulating environment. And studying with other working adults, I felt, would be less threatening. Second, the Program's interdisciplinary approach would, I hoped, help to broaden my perspectives, to bring me out of the narrow confines of my workplace to a wider world outside, and its content would give me some introduction to historical themes. Third, its part-time scheduling would

allow me to participate in intellectual activities while still holding down my day job, thereby providing the soft landing I needed. I started the program in 1997 very modestly, one course per semester, but by the end of the following year, I was ready to make a firm commitment to my dreams. I formally retired from the World Bank.

I selected the American Studies for my field of concentration. For me, getting out of the narrow confines of the World Bank meant getting to know America better. I had lived in Washington for two decades with my

*[T]he Program's interdisciplinary approach would, I hoped, help to broaden my perspectives, to bring me out of the narrow confines of my workplace to a wider world outside . . . .*

attention focused exclusively on the Third World. The course offerings in the American Studies exposed me to the pleasure of reading original texts. There was de Tocqueville's *Democracy in America* which we read together in Dr. O'Callaghan's class, a classic that has become an important frame of reference for me in thinking about American politics, mores, and customs. Dr. O'Callaghan also gave me a tutorial on the *Federalist Papers*, and these texts combined with a host of anti-federalist writings gave me a good grounding in the constitutional debate of the ratification period that is relevant to this day. And the signature course in American Studies, in my mind, is Professor Johnson's "Mark Twain's America," where the students get a judicious mix of text and context toward a better understanding of Mark Twain, the writer, and of the interesting times that he lived in.

I graduated from the Liberal Studies Degree Program with a Master's Degree in the spring of 2000 and was immediately admitted to Georgetown University's Ph.D. program in history. It was an unexpectedly easy transition from American Studies to United States history which I majored in for the doctoral program. Looking back on the four years in the

History Department, I am amazed how smoothly things have gone. I have managed to keep up with my younger fellow graduate students, finished the course work on time without a hitch, put in one year as a teaching assistant for the experience and successfully completed my comprehensive exams. Some six months ago, my dissertation proposal entitled “Miners without Unions” was approved and processed.

In my research, the overarching concern is the plight of workers without unions, a theme that is gaining importance in this age of declining union strength. My specific case study for the doctoral dissertation, however, is focused on the non-union coal miners who worked the smokeless coal fields in West Virginia in the early 20<sup>th</sup> century. My life now revolves around making periodic visits to archives and reading massive amounts of primary and secondary materials. My goal for now is to write a high-quality dissertation. I haven’t given much thought to what I would do with the degree once I get it. I may or may not have the opportunity to teach. I do, however, have a number of research projects that I

hope to undertake after the doctoral dissertation is done. Hence a course for the second phase of my life is set. And I would not be where I am in the History Department without first having gone through the Liberal Studies Degree Program. It was the bridge that eased my transition from my workplace to my present scholarly endeavor.

Though individual goals and aspirations may differ, I am sure that my particular journey to post-retirement life is not unique. On the average, we, the baby-boomers, are better educated and healthier than our parents and likely to remain active well into our eighties, and possibly our nineties. Therefore, we need to develop new intellectual interests in mid-life. This is particularly true of the large number of highly educated professionals approaching retirement age in the Washington area. In this environment, Georgetown University’s commitment to non-traditional education is relevant and forward-looking. I am convinced that the Liberal Studies Degree Program will continue to play a prominent role in preparing working adults and providing the necessary bridge to their productive second acts.

## The Application of Liberal Studies

*By Tom Carroll*

When I was five years old, I learned three things—I liked baseball, I liked to read and I had to go to school. That year my father began tossing me rubber baseballs, and I tagged along with my mother on her short walks to the village library. I enjoyed my bus rides to elementary school more than the long days that followed. School was something to be endured.

These three threads would inform my decisions for many years. My brothers and friends and I spent our summers outdoors playing baseball. When I was twelve, our little league team from Oriskany, New York, won a statewide tournament that included teams from Canada. Returning as victors to the village of 1200 people, the team bus was met by a police escort, siren blaring as we entered the village limits. I decided then that I would be a baseball player.

My mother peppered my diet with books. I read often and enjoyed it. But having made my decision about baseball, schoolwork became

*At a deeper level, the LSP [Liberal Studies Program] cultivated a disposition to consider what matters most in life and society, to ask why it matters and what we as individuals should do.*

less important and I developed a bit of a rebellious attitude. When adults asked what I wanted to do with my life, I would say, "Play professional baseball." They would smile.

When I was thirteen, my family moved to Pittsburgh. My grades in high school were dismal. My father—recognizing that my college future might be in jeopardy—would mention colleges with good liberal arts programs, hoping to spur my interest. He mentioned Georgetown on several occasions.

My lack of interest in formal schooling was balanced by a love of reading. My mother, an administrator in the Psychology Department at Duquesne University, handed me a mix of difficult authors like Kierkegaard and adventure stories and I read them all. Three younger sisters rounded out my liberal education at home.

During high school, my baseball pitching attracted the attention of major league scouts and at seventeen I was drafted in the sixth round by the Cincinnati Reds. I threw hard, developed a good change-up and won a lot of games in the minor leagues. The Reds called me up to the majors in 1974 and again in 1975. I finished with an 8-4 record as a starting pitcher, contributing four wins during

the regular season in 1975. That season the team went on to beat the Red Sox in the World Series. I did not realize at the time that this would be my last major league season.

My fastball was fading. I played another full season in the American Association AAA league, and went to major league spring training with the Montreal Expos the following year, hoping my arm-speed would return. It didn't. I tried once more—this time minor league spring training with the St. Louis Cardinals. My arm did not respond and my baseball career was over.

The bright lights and good income faded. I could read and write but I didn't have a degree and I wasn't a kid anymore. I remember reading *Foreign Affairs* once on a team bus and a couple of players just shaking their heads. My father's past comments on the value of a good liberal arts education surfaced occasionally.

I needed to get my bearings. I had earned over a year's worth of

college credit during several off seasons, but no one direction had taken shape. Physical work appealed to me. I worked with carpenters for awhile. I worked in a bookstore. I worked in an old family-owned real estate firm in Arlington, Virginia. I thought of a medical career and tried a science curriculum at George Mason University, taking biology, chemistry and German. I did well in German, did my chemistry problems by hand and never felt at home in a laboratory environment. I took accounting courses at Marymount College and had fleeting thoughts of becoming a CPA.

Then one night, as I listened to a band in a bar on M Street in Georgetown, the thought occurred to me that "I don't belong here. I belong up on the Hill." I went home that night with the thought alive in my head. Two weeks later the *Washington Post* carried an ad for the Liberal Studies Program with the following quote from John Henry Cardinal Newman:

The man who has learned to think and to reason and to compare and to discriminate and to analyze, who has refined his taste, and formed his judgment, and sharpened his mental vision, will not indeed at once be a lawyer, or a pleader, or an orator, or a statesman, or a physician . . . but he will be placed in that state of intellect in which he can take up any one of the sciences or callings I have referred to, or any other for which he has a taste or special talent, with an ease, a grace, a versatility, and a success, to which another is a stranger.

Newman's statement and the implied benefits of a Georgetown Liberal Studies education rang true to me. I made an appointment with Dr. [Phyllis] O'Callaghan and she agreed to let me into the program if I did well in my first two courses. Her warm, no-nonsense style was endearing and she remains an influential adviser to this day. Over the next several years, my undergraduate coursework traversed back and forth from Aristotle, Augustine and Aquinas, to Feurbach, Nietzsche and Freud, from Hamilton, Jay and Madison to Marx

and others with grand visions of history.

Equal to the courses were the professors and adult students, many accomplished in their own right. Often I was humbled by the quality of the discourse. Echoing Cardinal Newman again:

We know, not by a direct and simple vision, not at a glance, but, as it were, by piecemeal and accumulation, by a mental process, by going round an object, by the comparison, the combination, the mutual correction, the continual adaptation, of many partial notions, by the employment, concentration, and joint action of many faculties and exercises of mind.

While never stated, this process was alive and well in LSP classes.

Armed with a bachelor's degree from the LSP, I took a job with an environmental consulting firm and tried an experiment as a commercial farmer before landing the public-service job I love with a government-funded research and development center where I've spent the last 11 years. I became one of the few employees—in a firm of several

thousand engineers and scientists—without a technical degree. I would draw on everything I learned in baseball and at Georgetown to succeed in my new environment.

I joined a department that assessed foreign technology for the U.S. Government. My first break came when an engineer turned down an assignment to conduct a study of Japan's infrared search and track systems. He said that he did not feel qualified. The project was handed to me because my earlier studies were well received. On the surface, I was less qualified than the engineer, but I had my Liberal Studies background. I figured if I could handle Aquinas's theory of human action, I could handle infrared detectors. I could write and I knew what I didn't know and was able to work across a company and a country rich in technical expertise.

Not long before, North Korea had launched a ballistic missile over Japan. It landed harmlessly in the Sea of Japan but startled the Japanese into thinking about ballistic missile defense. Both the United States and Japan were interested in exploring possibilities for bilateral cooperation. Our job was to assess Japanese capabilities based on information available from Japan's defense contractors and government research institutes. Following a study

of open literature in the U.S. and interviews with Japanese companies in Japan, I was one of two chosen from our team of six engineers and scientists to visit Japan again to brief 10 cooperative opportunities at Japan Defense Agency.

Following similar studies on different countries and different technologies, I visited Dr. O'Callaghan again and enrolled in the LSP masters program. This time I focused on international affairs and took courses in line with projects I was working on. I benefited again from the deep background of my professors and interaction with my fellow students. Since then I have led studies and research programs in the areas of nano-technology and counter-terrorism.

One can't place a value on two degrees from Georgetown in Liberal Studies. But the degrees are mere milestones in a lifelong process. While its focus is education, not training, the LSP provided the best training I could imagine to succeed as a non-technical person in a company of engineers and scientists. At a deeper level, the LSP cultivated a disposition to consider what matters most in life and society, to ask why it matters and what we as individuals should do. This awareness and our response to it are the ingredients of real success.

## 'Catalyst And Enabler'

*By Robert J. Heibel*

**I**t's been 17 years since I completed the MALS program at Georgetown, and as I look back it was without a doubt one of the best investments of my lifetime. I say that because it has served as catalyst and enabler for a second career, but not just any second career, rather the kind that arises from within you as an idea and leads to the creation of a new and unique enterprise of value to society and yourself. That makes you a very lucky person.

I re-entered Georgetown seeking a master's degree for a second time in 1985, after an initial effort in the late 70s was cut short by a transfer to the New York Office of the Federal Bureau of Investigation. A twenty-year veteran of the FBI, I'd been designated in December 1984 the Deputy Chief of the Terrorism Section at its headquarters. Although the demanding workday often exceeded twelve hours, I was determined to make every effort while stationed in Washington to obtain a master's degree, which to me was the "Holy

Grail" that would open the door to a possible academic career after retiring from the FBI. Little did I realize how on the money that conclusion would be.

The thought of not returning to Georgetown for this second master's effort never occurred to me, so I was delighted when I learned of the school's Master of Arts in Liberal Studies and was accepted into it. It was a perfect fit that allowed me to select nighttime courses that met the background needs of my Bureau duties and my own varying intellectual interests.

An important part of my responsibilities during this period was working with FBI special agents and intelligence analysts to counter efforts of domestic and international groups that sought to use force and violence to intimidate and coerce the U.S. government and its citizens for political motives. The Bureau's use of intelligence analysts in counter-terrorism had begun in 1976 when it was realized that they were needed to provide a continuity of subject matter expertise at FBI headquarters that was not available through special agent supervisors who rotated through on average



for two to three years. The experienced analysts hired by the Bureau for this purpose came from the Department of Defense and the intelligence community. By 1985 it had become apparent to us there was a need to recruit young analysts to fill the ranks of those retiring. The challenge was finding candidates with the skills desirable in entry-level positions. Ideally they needed to understand the world around them or at least be curious about it, be able to communicate effectively behind a pen and on their feet, have ability in a foreign language, be familiar with computer tools used in the intelligence process, and finally possess the intellectual ability to create new actionable knowledge for decision makers. Our success rate in finding such candidates was mediocre, and usually the result was hiring candidates with part of the desired skill package in hope they would grow into the position. It was a poor process at best.

What struck me during the course of this analyst selection process was that the skills being sought, for the most part, were resident in a Liberal Arts education such as the interdisciplinary MALS at Georgetown. That concept stayed with me over the next eight years during which

I completed my degree, left Washington, D.C, resettled in Erie, Pennsylvania, where I had grown up, retired from the FBI and entered a history Ph.D. program at the State University of New York at Buffalo. During that period the idea of creating an academic program capable of producing qualified intelligence analysts began to mature, and I developed a potential curriculum. The challenge was finding a college or university within a reasonable distance of Erie that would buy into the concept. After three rejections, including my undergraduate alma mater, and beginning to doubt the marketability of the program, I met in December 1991 with Dr. William P. Garvey, the veteran president of Mercyhurst College and outlined my proposal. Renowned for his innovative style and autocratic leadership, Garvey saw the potential, and we agreed to approach the ultimate consumers, the agencies that would hire our graduates. A trip to Washington followed during which I was able to meet with representatives of the intelligence community and federal law enforcement to gauge their response to the program. As I had suspected, it was reassuring. After describing our intentions I was greeted with responses like, "Where the heck have you been?" and "Why hasn't someone done this before?" Armed with their enthusiasm and input into the

proposed curriculum, and promises of potential internships and employment, I returned to Erie. Mercyhurst's approval came shortly thereafter and by the start of the fall trimester of 1992, we'd recruited 14 very adventurous students. We'd found a home in the Department of History as an intelligence concentration and were known as the Research/Intelligence Analyst Program (R/IAP). It was the first four-year undergraduate academic effort of its kind.

The mission of R/IAP and its Intelligence Studies successors is consistent with the Catholic heritage of Mercyhurst College and the Sisters of Mercy and promotes the value of truth, individual integrity, human dignity, mercy and justice while its students gather the knowledge, insights, skills, and vision necessary to lead fulfilling and productive lives. From its origin, R/IAP has sought to provide a foundation for future education and experience and produce a graduate qualified as an entry-level intelligence analyst for government and the private sector. This "qualification" requirement implies that the graduate is capable of producing intelligence products that provide "actionable" knowledge from the first day of work.

Thirteen years later the facts and statistics speak to the success of this effort:

- 1995 – Prototype masters initiated with


*[The MALS program]  
has served as a catalyst  
and enabler for a  
second career, but not  
just any second career,  
rather the kind that  
arises from within you  
as an idea and leads to  
the creation of a new  
and unique enterprise  
of value to society and  
yourself.*

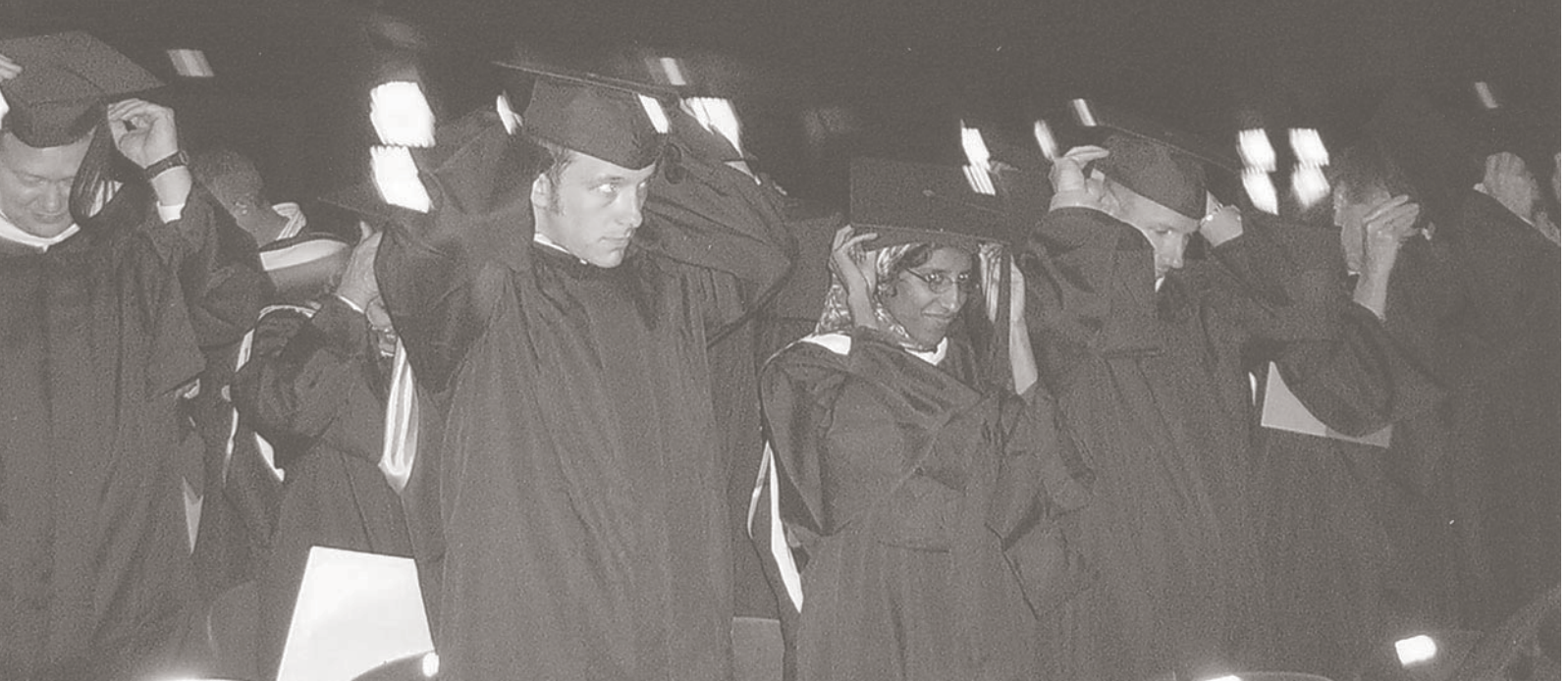
Intelligence concentration in Administration of Justice masters producing 40 graduates.

- 1995 – Center for Information Research, Analysis and Training (CIRAT) created to secure contracts, grants and partnerships through student generation of open source intelligence products has resulted in numerous contracts with government and private sector.
- February 2004 – A grant from the U.S. Department of Education allowed the creation of the Mercyhurst College Institute for Intelligence Studies (MCIS), a center of excellence for the study and application of intelligence. The institute also promotes Intelligence Studies as a legitimate academic discipline and assists similar efforts at other colleges.
- June 2004 – A Master of Science in Applied Intelligence, the first non-government multifaceted advanced degree of its kind, was approved by the State of Pennsylvania.
- August 2004 – An Intelligence Studies graduate certificate program was offered in Washington, DC to government and private sector
- Nearly 300 graduate and undergraduate students are currently enrolled in Intelligence Studies programs, 60 of those in the Washington, DC area.
- 98% of over 160 Intelligence Studies graduates work as analysts for premier

government agencies and private firms.

- May 2005 Intelligence Studies undergraduates have an average of two and one half job offers each at \$52,000.
  - A 2005 Intelligence Studies graduate was selected as a Marshall Scholar
- In the aftermath of 9/11 and the findings of various investigative commissions and panels there is an across-the-board realization that our nation, in order to better protect itself from foes determined to destroy us, must improve its intelligence capability. The very heart of that vital capability is the intelligence analysis and actionable information, which is produced by the intelligence analyst. This realization is evident in numerous findings calling for additional analysts and announcements by various government agencies that they intend to hire thousands of intelligence

analysts. The challenge is, where will they come from? It is a simple matter to recruit accountants, engineers, police officers, or architects by visiting campuses and contacting graduates. That is not the case with intelligence analysts where the career field and the national need have been for the most part ignored by academia. In part the reason for this has been that traditionally government agencies have hired from various attractive disciplines and then provided training of varying quality and standards. It has become evident that this government model is inefficient and broken and that academia should be fulfilling its traditional role of providing qualified employees, at least at the entry level. Those who would argue that only government can prepare productive analysts are ignoring the fact that the basic skills of analysts are the same across various disciplines and that what makes them different across the intelligence community, law enforcement and the private sector is their mission and sources and methods available to them. They are also ignoring or are unaware of the success of the Mercyhurst program and the impact that twenty nation-wide quality Intelligence Studies programs would have on these issues. I hope that the new National Intelligence Director will recognize the opportunity and provide a unified effort. 



# Commencement 2005

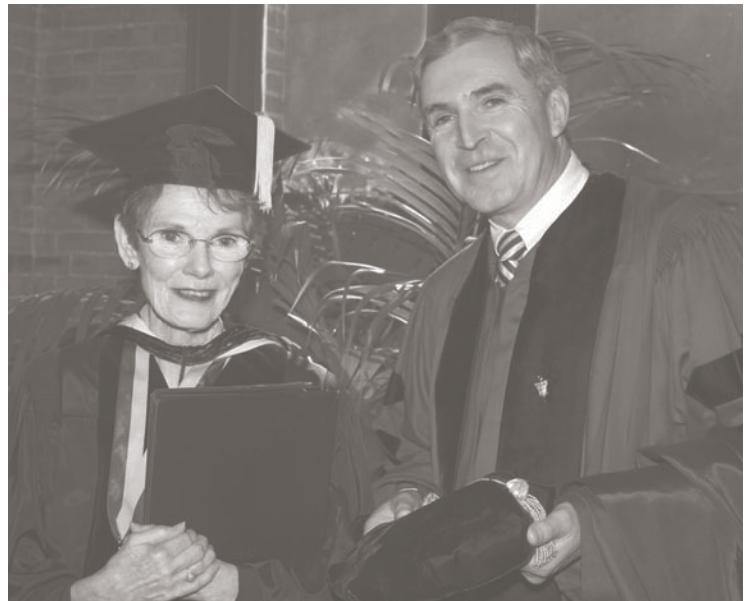
Led by undergraduate marshal Catherine Margaret Ashby and graduate marshals Gerard Michael Puckerin, Erika B. Seamon, and Gregory Scott Weiner, ninety-three Liberal Studies Degree Program students were graduated at the 2005 Commencement Ceremonies in Gaston Hall on the Georgetown campus on Saturday, May 21.

Seventeen students received the degree of Bachelor of Arts in Liberal Studies. Catherine Margaret Ashby, Mary Teresa Haar-Champagne, Byron Nicholas Pappas, James Hall Strong and Geoffrey Garland Wilson received their degrees *magna cum laude*. Moira Jean Haney, Richard Cliggott Hansen, Jacqueline

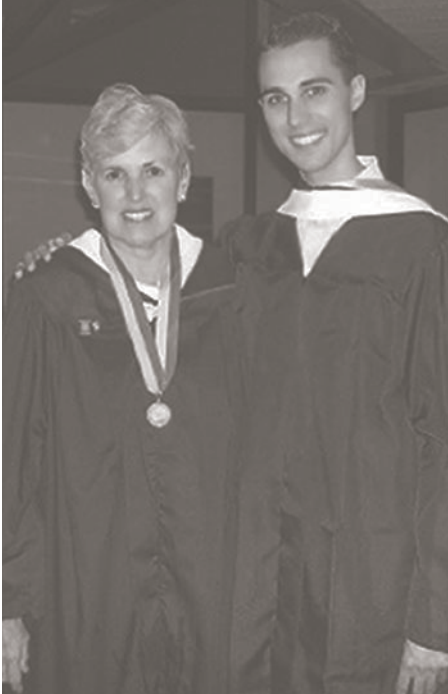
Henigan Knoop, Leonard Joseph Luterbach and Inita Zinta Saulkalns received their degrees *cum laude*.

Seventy-six students received the degree of Master of Arts in Liberal Studies.

Dr. Chester Gillis, Professor and Chair of the Department of Theology at Georgetown University and a member of the Liberal Studies







faculty, received The 2005 Excellence in Teaching Faculty Award and spoke about his experience as a teacher in the unique setting of the Liberal Studies Program. A slightly edited version of Dr. Gillis's address will appear as an essay in the next issue of *Liberal Studies at Georgetown*. 📄



# Liberal Studies Student, Faculty and Alumni Notes



Alpha Sigma Lambda Honor Society, which recognizes the academic achievements of Liberal Studies Program undergraduates, inducted five students on April 4, 2005, in Riggs Library in the Healy Building. The honorees were **Moira Jean Haney** (BALS 2005), **Richard C. Hansen** (BALS 2005), **Jacqueline H. Knoop** (BALS 2005), **Leonard J. Luterbach** (BALS) and **Anna M. McCloud**. Dr. **Gay Gibson Cima**, Professor of English and a member of the Liberal Studies faculty, was inducted as an honorary member. Criteria for membership in Alpha Sigma Lambda are a cumulative GPA of 3.5 and the completion of 90 credit hours, with at least 30 Liberal Studies credit hours earned at Georgetown University.

Theta Alpha Kappa, a national religious studies and theology honor society, inducted 11 Liberal Studies Program students on March 29, 2005. The honorees were **Susan Bayer**, **Dianne Ferro**, **Moira Jean Haney** (BALS 2005), **Gabrielle Hill**, **Miles Kimber**, **Laura Lewis**, **Katherine Liu**, **Courtney Morrison** (MALS 2005), **Kathleen Post**, **James Hall Strong** (BALS 2005), and **Ilan Weingerger**.

**Dr. Chester Gillis**, Professor

and Chair of Georgetown University's Theology Department and a member of the Liberal Studies faculty, is the recipient of The 2005 Excellence in Teaching Faculty Award, which was presented during Commencement on May 21, 2005. In the days following the death of Pope Paul II and the election of Benedict XVI, Professor Gillis made several television appearances, including NBC's "Meet the Press" and PBS's "The News Hour with Jim Lehrer."

**Stephen Schwenke** (MALS 1993), Adjunct Professor of Liberal Studies, has been awarded a Fulbright Scholar Grant for a one-year research program into methodological approaches to development ethics at Makerere University in Kampala, Uganda.

The University's Silver Vicennial Medal for adjunct members of the faculty who have given 20 years of service was awarded to six Liberal Studies Program faculty members at the Annual Faculty Convocation on March 15, 2005. The medalists are **Dr. Arnold J. Bradford**, **Dr. Keith A. Breclaw**, **Dr. William A. Douglas**, **Dr. Ralph D. Nurnberger**, **Dr. William J. O'Brien** and **Dr. Joseph P. Smaldone**.

**Norah O'Donnell** (MALS 2004), chief Washington corre-

spondent for MSNBC, spoke at this year's Georgetown University Senior Convocation and received the President's Medal from University President John J. DeGioia.


**Dwayne Eutsey** (MALS 1997) presented a paper, "No Humor in Heaven: Liberal Religion and Mark Twain's Irreverent Humor," at Art & Soul 2005 at Baylor University in April 2005.

**Basil Polemitis** (MALS 2005), First Secretary-Consul of the Embassy of Cyprus in Washington, D.C., was the author of "How Can Central Asian Republics Benefit from the Shanghai Cooperation Organization?" in the Spring Issue of the *Harvard Asia Quarterly*.

**Jessica Madrigal** (BALS 1992) is the new Director of Summer Sessions at The Johns Hopkins University.

**Sheila McMullan** (MALS 1999) has been named Associate Dean of the Graduate School of Arts and Sciences at Georgetown University.

**Deborah Warin** (MALS 1992) in February 2005 was named Assistant Vice President, Continuing Education, at Trinity University, Washington, D.C.

**In Memoriam: Roseanne Casey** (MALS 1979), co-chair of the Liberal Studies Program 30<sup>th</sup> Anniversary Celebration, died May 10, 2005. 



# About Liberal Studies at Georgetown

**T**his is the third year and sixth issue of *Liberal Studies at Georgetown*, a semiannual magazine for and about students, faculty, and alumni of Georgetown University's nationally recognized Liberal Studies Degree Program.

This issue of the magazine introduces the Doctor of Liberal Studies (DLS) degree, which gained University approval in January 2005. Professor of Classics and University Provost James J. O'Donnell reflects on the new degree and the significance of Liberal Studies. Barry Phelps (MALS 1996) profiles BALS student Trey Graham, the winner of the 2003-2004 George Jean Nathan Award for Dramatic Criticism. Three graduates—Kazuko Uchimura (MALS 2000), Tom Carroll (BALS 1989, MALS 2001), and Robert Heibel (MALS 1990)—present their perspectives on the Liberal Studies Degree Program. And in the spirit of celebration there is coverage of the 2005 Commencement.


The editor would like to thank Kazuko Uchimura, Tom Carroll, and Robert Heibel for providing the texts of their reflections, which were originally delivered on December 9, 2004, as part of an Open House panel discussion entitled "The Applica-

tion of Liberal Studies: Graduates Reflect on Its Meaning in Theory and Practice."

This issue of *Liberal Studies at Georgetown* is also available on the Liberal Studies Degree Program's revised Website. Access it by entering: [liberalstudies.georgetown.edu](http://liberalstudies.georgetown.edu).

This is your magazine, for you and about you. We invite you to suggest topics you would like to be discussed in these pages and to suggest people with ties to the Liberal Studies Degree Program about whom you would like to learn more.

We invite you to do something else: to write for the magazine. We encourage you to submit for consideration manuscripts up to 1,500 words that reflect the interdisciplinary nature of the program and the diversity of its students, faculty, and alumni.

Please e-mail your ideas, manuscripts and comments to John S. McClenahan (MALS 1998), the editor of *Liberal Studies at Georgetown*, at [jmcclenahan@earthlink.net](mailto:jmcclenahan@earthlink.net). Or, if it is more convenient, write to him at *Liberal Studies at Georgetown*, Box 571011, Georgetown University, Washington, D.C. 20057-1011. 

## *Liberal Studies* AT GEORGETOWN

### EDITOR

John S. McClenahan

### WRITERS

Sara Frueh  
Jean Lewis  
Barry Phelps

### COPY EDITOR

Jean Lewis

### DESIGNER

Rosemary Henry

©2005 LIBERAL STUDIES  
DEGREE PROGRAM,  
GEORGETOWN UNIVERSITY.  
Requests for permission to quote  
from articles must be sent to Dr.  
Phyllis O'Callaghan, Georgetown  
University, Box 571011,  
Washington, DC 20057-1011

*Liberal Studies*  
AT GEORGETOWN

Box 571011, Washington, DC 20057-1011

First Class  
U.S. Postage  
P A I D  
Washington, DC  
Permit No. 3901

