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I live justice at Loyola by seeking to address social justice issues in my teaching, scholarship, service, and personal life. While I value my direct contact with social service organizations and the clients they serve, I have found that I can facilitate a much greater impact through teaching service-learning courses. Service-learning courses benefit Baltimore by increasing the number of volunteers available to social service agencies. At the same time, they encourage Loyola students to embrace Baltimore and to think critically about how to bring about change and reflect upon what it means to bring their privilege into marginalized circumstances. By including Latin American immigrants and Latino/as in narratives about Baltimore, I hope to complicate perceptions of Baltimore as a black-and-white city.

In my scholarship, teaching, and public presentations as the Doehler Chair, I seek to make connections between our lives at Loyola and the influences, plights, and achievements of Latin Americans. Part of exploring the transnational links between the Loyola community and Latin Americans is examining the deep and at times troubled history of the Jesuits in Latin America. Informed by and conveyed through images, oral histories, and archival evidence, I juxtapose Latin

Americans' rich contributions with their disenfranchisement.

At present, I am concerned about the campus climate for Hispanic students, some of whom report that they do not feel comfortable speaking Spanish at Loyola. By beginning each class with a greeting in Kaqchikel-Maya, I hope to convey the crucial role language plays in worldviews and inclusivity. By compelling students who have little knowledge of Spanish to work with documents in that language, I hope to instill a sense of how challenging cross-cultural communication can be. Yet I wonder if I am doing a disservice by not going further to create a multilingual classroom where students are encouraged to share their insights in their preferred language.

Resonating with my service-learning teaching goals, I strive to demonstrate how people who are seemingly worlds apart can share in their common humanity. Immersed in daily life in Guatemala and Ecuador, my daughters understand the world differently when they play with Maya friends in the highlands and absorb marginalized contexts in Quito. On a recent evening in Baltimore, my ten year-old and seven year-old daughters and I offered a homeless man a granola bar. After we spoke with him for a few minutes, I observed the pride they have in doing something, albeit small, when someone approaches us to ask for something.