

# ACTC

The Association for Core Texts and Courses

Agenda and Directory  
Eleventh Annual Conference

Contemplation, Crisis, Construct:  
Appropriating Core Texts in the Curriculum

April 7-10, 2005

Sponsored by  
*Malaspina University-College and Simon  
Fraser University*

and Co-sponsored by  
*the University of British Columbia*

Renaissance Vancouver Hotel  
Vancouver, BC, Canada

## **Contemplation, Crisis, Construct: Appropriating Core Texts in the Curriculum**

ACTC and the conference organizing committee drawn from the faculty of Malaspina University-College, Simon Fraser University, and the University of British Columbia developed the theme for this year's conference and asked participants to respond to the following elaboration of the theme: "To what ends, in what historical moments, with what arts and disciplines do we employ core texts in our curricula? Can we defend the contemplative, careful consideration of texts? Or, rather, should we recognize that core texts are born in moments of historical crisis, contention, and need? Are the core texts of art always embedded in culture? Do they provide us an alternative to it? Are scientific texts necessary for a core text curriculum or are texts of the arts, humanities and social sciences sufficient? While these questions seem always to be with us, our answers to them form a continuous dialogue in liberal education. They shape the curriculum of each institution, and they guide our selection of texts and works for our students, as well as our pedagogy.

"There can be little doubt that times do affect what we select; unless we are completely anaesthetized to the world around us -- including our own institutional practices -- we will both react to and shape our world with our core texts. But if we choose our texts to encourage reflection, or to make our students more ethically attentive, or to spur artistic innovation, our interpretation of the times will change, as will our programs and, indeed, our futures.

"Even if we are sure enough to make such judgments, do we really know what effects these selections, structures, and goals have on our students? Can we be confident that we are producing the liberal education that we seek when there is as much evidence to argue that what has remained the same is often offset by as much if not more change? Do we really know what our students make of a liberal education in core texts as *they* appropriate our texts, our courses, and our offered educations? Indeed, are they really 'our' texts, courses and education any longer? With the advent of the internet, have we adapted our use of core texts to develop effectively students' oral, written, and calculative skills?

"Finally, who is reading these texts? Surely, students and teachers have changed. It is a simple fact that we are asking diverse ethnic and racial groups, as well as far, far many more women (and, perhaps, now more women than men) to read core texts. These voices bring new perspectives to the classroom and texts. Discord, productive conversation, and unanticipated experience are part of the dialogue about core texts and their future. What kind of conversations best serve our students' future: contemplative reflection, sharp debate, disciplined inquiries? Can our students emerge from a liberal education as civic leaders without some understanding of continuity and tradition? If they are to innovate, will they be mere imitators or mere signifiers, or will they be original and actually have something to say? Can we be honest brokers in helping them to shape their future and the education of their children?

"Contemplation, Crisis, Construct: Appropriating Core Texts in the Curriculum – these are a nexus for the continuous story that is the building of core texts, courses, and curricula."

An examination of the Conference Agenda will disclose that this year's theme was particularly fruitful. In one way or another, most of the questions above have been used to develop papers and panels. The implication, of course, is that ACTC represents a widely varying spectrum of both program design and textual use. While the heart of ACTC remains, as it should be, grounded in texts that spring out of a liberal arts tradition of long standing, nevertheless, both new texts being added to institutional cores and the interpretations and pedagogies surrounding them all indicate that appropriating core texts into the curricula of our institutions remains a vital,

challenging, and central intellectual and institutional activity of supreme importance for the education of our students. Phillip Sloan, President of ACTC, will speak to the idea of an expanded *paideia* that accommodates the intersections of civilizations and texts that are so much a part of many core text programs, today. Meanwhile, the conference's agenda and many panels should give assurance not only that the idea of a *paideia* still inspires our liberal arts curricula, but that the curricula that our institutions are forming help us and our students to face a future, not only certain to contain dangers and challenges, but wide with promise and hope. Welcome to ACTC's second decade and eleventh annual conference on Contemplation, Crisis, Construct: Appropriating Core Texts in the Curriculum.

J. Scott Lee, Executive Director, ACTC

Conference Organizing Committee

Paul Burns, University of British Columbia

Stephen Duguid, Simon Fraser University

Anne Leavitt, Malaspina University College

Samir Gandesha, Simon Fraser University

David Mirhady, Simon Fraser University

11<sup>th</sup> ANNUAL CONFERENCE OF  
**ACTC Association for Core Texts and Courses**  
Thursday-Sunday, April 7-10, 2005

**Contemplation, Crisis, Construct: Appropriating Core Texts in the Curriculum**

Sponsored by  
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The University of British Columbia

The Renaissance Vancouver Harbourside Hotel  
Vancouver, British Columbia

Book Displays in the Lobby

**THURSDAY, APRIL 7, 2005**

6:00 PM           **Reception:** ACTC Members and Conference Attendees  
7:00-8:00       **Dinner:** Harbourside Ballroom, 2<sup>nd</sup> floor  
8:00-9:00       **Opening Plenary Address: Austin E. Quigley**, Dean of Columbia College, H. Gordon Garbedian Professor of English and Comparative Literature, author *Theoretical Inquiry: Language, Linguistics, and Literature; the Modern Stage and Other Worlds*. Title of Address: "Tradition and Innovation in the Core Curriculum."

**FRIDAY, APRIL 8th, 2005 MORNING**

7:50-8:40 AM   **Breakfast:** Harbourside Ballroom, 2<sup>nd</sup> floor  
8:40-9:30       **Presidential Welcoming Address: Phillip R. Sloan**, President ACTC and Professor in the Program of Liberal Studies, Notre Dame, editor, *Controlling Our Destinies: Historical, Philosophical, Ethical, and Theological Perspectives on the Human Genome Project*. Title of Address: "Expanding Core Texts Across Borders: A Paideia for a World Encounter"

9:50-11:50      **Morning Sessions:**

**National Endowment for the Arts: "Reading At Risk: A Survey of Literary Reading In America."** Port of Vancouver, 2<sup>nd</sup> floor

Presented by David Steiner, Director, Division of Education, National Endowment for the Arts, Washington, D.C.

**Contemplating the Core: Programmatic Canon Formation in 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> Centuries.** Port of San Francisco, 3<sup>rd</sup> floor

Alex Dunlop, Auburn University, "Teaching Across the Centuries;" David Heckerl, Saint Mary's University, "The Eclipse of Contemplation in Matthew Arnold's *Culture and Anarchy*;" Maurice A. Lee, University of Central Arkansas, "The Harlem Renaissance: Then, Now, and Afterwards;" Benjamin W. Westervelt, Lewis and Clark College, "'The Republic' and the Towers." Darcy Wudel, Averett University, "Liberal Education in a General Education Environment."

Chair: Peter Ahr, Seton Hall University

**Viewing Ourselves Through Our Views of Others.** Port of New York, 3<sup>rd</sup> floor

Eric Douglas Anderson, Pacific Union College, "Religion, Barbarism, and Progress: Teaching Gibbon's *Decline and Fall* as a Central Text;" Paul Dry, "The Greeks and the Ways of the Other;" Tom Festa, Haverford College, "The New Old World: Classical Discovery in Montaigne's 'Of Cannibals';" Diane Fourny, University of Kansas, "Understanding Ourselves Understanding Utopia: Reflections on Thomas More's *Utopia* as a Core Curriculum Text." Guillermo Serrano, Universidad Tecnologica de Bolivar, "A Friendly Comprehension of Intellectual Life. Reflections on Shaftsbury's *Sensus Communis* as a Core Curriculum Text in Colombia."

Chair, Paul Hawkins, Dawson College

**Distant Texts: Encouraging Students to Question the Texts Before Them.** Port of Singapore, 3<sup>rd</sup> floor

Anne Marie Flanagan, University of the Sciences of Philadelphia, "Do We Really Know What Our Students Make of a Liberal Education?" Marylu Hill, Villanova University, "WWSA, or What Would Socrates Ask? Teaching Core Texts Through Socratic Questioning;" Erik Liddell, University of King's College, "Glossing the Core Text: The Meddlesome Laptop, the Lost Art of Marginalia, and Revitalizing the Study of Core Texts;" Peggy Pittas, Lynchburg College, "Contemplation, Crisis, Construct: Is Paulo Freire's Message Finally Being Heard?" Stephen Zelnick, Temple University, "Reading 'Genesis' and the Genesis of Reading."

Chair, Bainard Cowan, Louisiana State University

**Complicating the Picture of God and Religion through Core Texts.** Port of Macau, 3<sup>rd</sup> floor

Christian D. von Dehsen, Carthage College, "2 Corinthians as Literary Tel;" Noel Salmond, Carleton University, "Teaching the Book of Job in a Period of Disaster;" Mark Shiffman, Villanova University, "Erasmus on Free Will and the Rhetoric of Scripture;" Gayle Streete, Rhodes College, "Constructed Crisis: The Relevance of *The Da Vinci Code* for Canonicity, Conflict, and Critical Reflection;" Barry Whitney, University of Windsor, "The Contemporary Relevance of the Book of Job;" Alan Woolfolk, Oglethorpe University, "Weber: Readings of Disenchantment."

Chair, Joana Konova, Benedictine University

**The Problem of Translation.** Port of Hong Kong, 3<sup>rd</sup> floor

Jolene Barjasteh, St. Olaf College, “Voltaire’s *Candide* in Translation as Cross-Cultural Moment;” Robert Frail, Centenary College of New Jersey, “The French Symbolists: Lost in Translation;” Ruth Russo, Whitman College, “Achilles’ Heart of Steel: A Metallurgical Interpretation of Yielding in Homer’s *Iliad*;” Chris Renaud, Carthage College, “It’s Just a Word!? Problems in Translating Terms Involving Ethnicity and Sexuality in Ancient Greece and Rome;” Leigh Simone, Saint Bonaventure University, “‘Speak the speech, I pray you!’ Performance Translations: The Challenges of Translating for the Stage;” Tom Simone, University of Vermont, “‘Scattered Leaves’: Pedagogical Considerations for a New Edition of Dante’s *Inferno*.”

Chair, Robert Frail

**FRIDAY APRIL 8th, 2005 AFTERNOON**

12:10-1:00 PM **Lunch** Harbourside Ballroom, 2<sup>nd</sup> floor

1:00-1:50 **Humanities Speaker: J. Edward Chamberlain**, University Professor of English and Comparative Literature, University of Toronto, author, *Come Back to Me My Language: Poetry and the West Indies* and *If This Is Your Land, Where Are Your Stories? Finding Common Ground*. Title of Address: “Core Samples: Digging in the Humanities.”

2:10-3:55 **Afternoon, First Panels**

**SPONSOR’S PANEL: Reading and Teaching Texts in a Time of Crisis.** Port of Vancouver, 2<sup>nd</sup> floor

Ian Angus, Simon Fraser University, “Critique, Crisis, and the Romantic Ideal;” Samir Gandesha, Simon Fraser University, “Two Accounts of the Crisis of Modernity;” Peyman Vahabzadeh, University of Victoria, “Overcoming the Conditions of Evil: Tolstoy’s Watershed;” Jerry Zaslove, Simon Fraser University, “The New Kairos: Utopia, Exile, Kitsch—We Really Don’t Know Where We Are Now.”

Chair, Samir Gandesha, Simon Fraser University

**It’s Not Just for Humanists Anymore: Understanding Science as Part of the Core. A “Bridging the Gap” Panel.** Port of New York, 3<sup>rd</sup> floor

Betsy Dobbins, Samford University, “Is Scientific Knowledge Acquired by Teaching or By Practice? Plato’s *Meno* as the Foundation for an Interdisciplinary Science Course;” Patrick Flynn, Benedictine University, “A Plea for Science Texts in the Core: Galileo and Darwin as Exemplars;” Kevin Staley, Saint Anselm College, “Core Texts and Crisis – A Case Study: Stillman Drake’s *Discoveries and Opinions of Galileo*;” Bruce Wagner, Temple University, “Galileo’s Writings: Core Texts for Three Disciplines.”

Chair, Marian Glenn, Seton Hall University

**Inwardness, Authenticity, and Authority: The Related Self.** Vista I, 19<sup>th</sup> floor

Kathleen Hull, New York University, “Boredom, Contemplation, and Core Texts;” Kathleen A. Kelly, Babson College, “Authenticity as a Frame for Analyzing Core Texts: Shakespeare’s *Coriolanus* and Kincaid’s *My Brother*;” Nicholas Margaritis, Western Washington University, “The Synthetic Vision of Proust;” Donald Marshall, Pepperdine University, “A Tale of Two I’s: Descartes’ Metaphysical and Autobiographical Subjects.”

Chair, Christie Cathey, Missouri Southern State University

**Intertwining Music in the Core: Strategies for Use and Richness.** Port of Macau, 3<sup>rd</sup> floor

James H. Johnson, Boston University, “Mozart’s *Don Giovanni* in the Core;” Lee T. Lovallo, National University, “Core Texts in Music: A Re-evaluation of the Didactic Repertoire;” Steven Shrader, Sewanee, the University of the South, “Only Connect: Opera as a Core Text.”

Chair, Stephen Zelnick, Temple University

**The *Aeneid*: Ideology, Hearts and Minds, and Past and Future Empire.** Vista II, 19<sup>th</sup> floor

Bainard Cowan, Louisiana State University, “The Golden Bough and the Olive Tree: Virgil on the Global versus Local;” Bruce Loudon, University of Texas at El Paso, “Prophecy in the *Aeneid* and in the Book of Revelations;” Elizabeth Vandiver, Whitman College, “Textual Imperialism: Reading the *Aeneid* in Core Classes.”

Chair, Christine Renaud, Carthage College

**Ethical and Intellectual Responses to Mass Suffering and Trauma: Teaching the Texts.** Port of Singapore, 3<sup>rd</sup> floor

Diana S. Curtis, Auburn University, “Other Victims: Teaching Hersey’s *Hiroshima* in the Wake of 9/11;” Joana Konova, Benedictine University, “Crisis and Construct in Heinrich von Kleist’s ‘Earthquake in Chili’: A 19<sup>th</sup>-Century Response to Natural Disaster;” Kimberly McGhee, Auburn University, “Translating Public Trauma as Private Pain in Duras’ *Hiroshima, Mon Amour*: An Adequate Translation for the Classroom?” Charles Sullivan, University of Dallas, “Teaching the Holocaust with Arnold Schoenberg’s *A Survivor in Warsaw*.”

Chair, James Woelfel, University of Kansas

**Linking Past and Present Through Fictions.** Vista III, 19<sup>th</sup> floor

Prescott Evarts, Monmouth University, “Antigone’s Passion and *Mrs. Dalloway*;” Lillian Larsen, Columbia University, “Re-framing the Classical Canon: Teaching Toni Morrison’s *Beloved*;” Judith Chelius Stark, Seton Hall University, “Fiction and Fact: Kafka and Solzhenitsyn;” David R. Sweet, University of Dallas, “Conscience and Co-Knowledge in *Hamlet* and Classical Antiquity.”

Chair, Lenore Wright, Baylor University

**Addressing Racism, Intolerance and Injustice through Core Texts and Community Action.** Port of Hong Kong, 3<sup>rd</sup> floor

Deborah Hammond, Hutchins School of Liberal Studies, Sonoma State University, “Food for Thought: Land Ethics in the 21<sup>st</sup> Century;” Randy Harshbarger, Mercer University, “Where Learning Goes Out the Window: Linking Analysis of Texts with Community Action;” Maureen Kelly Jonason, Minnesota State University Moorhead, “An Anti-racism Initiative as a Core Text;” John R. Yeatts, Messiah College, “Racial Identity in James McBride’s *The Color of Water*.”

Chair, Maurice A. Lee, University of Central Arkansas

**The Tyranny of Method in Teaching Core Texts: Orthodoxy or Apostasy?** Vista IV, 19<sup>th</sup> floor

Daniel Born, The Great Books Foundation, “Thinking About Shared Inquiry: Why Good Principles Shouldn’t Harden Into Dogma;” Kathleen Mullaney, Shimer College, “But Does It Really Work? Considering the Co-Inquiry Model;” Jane Rodeheffer, Saint Mary’s University of Minnesota, “The Seminar-Tutorial Approach: Making the Case for a Difficult Marriage;” Cynthia Rutz, “Don’t Read that Introduction! Staying Out of the Author’s Way in Great Books Seminar Discussions.”

Chair, Daniel Born

**Social Science: A Bridge Between the Sciences and Humanities? A “Bridging the Gap” Panel.** Port of Shanghai, 3<sup>rd</sup> floor

Michael Chiariello, Saint Bonaventure University, “Hobbes, Galileo, and the Sources of Modern Radicalism;” Graham Forst, Capilano College, “The Bridge of Game;” Richard Kamber, College of New Jersey, “William James and the Examined Life;” Martin Tracey, Benedictine University, “Aristotle’s *Nicomachean Ethics* as a ‘Science’ Core Text.”

Chair, Darcy Wudel, Averett University

**Around the Edge of the West: Uses of North African, Arabian, and Central Asian Texts in a Core.** Taipan II, 19<sup>th</sup> floor

Margaret Downes, University of North Carolina at Asheville, “Reading *Manas* in Asheville: Could He Race with Achilles?” David Jones, Center for the Development of Asian Studies, “The Liezi, a Daoist Text;” Henry A. Myers, James Madison University, “*Sundiata* as a Core Text in a World Literature Course;” John Paul Spiro, Villanova University, “Reading the Arabian Nights in and Out of Crisis.”

Chair, Page Laws, Norfolk State University



4:15-6:00

**Afternoon, Second Panels**

**Logos.** Port of Macau, 3<sup>rd</sup> floor

Michael Evans, Kenyon College, "Herodotus and the Rise of 'Logos';" Don S. Lemons, Bethel College, "Logos in Euclid's Elements, Book I and Aristotle's Organon;" Michael Riley, St. Mary's College of California, "Plato on the Logos: Language, Mathematics, and Learning;" Charlotte Thomas, Mercer University, "The Geometry of Virtue."

Chair, Anne Leavitt, Malaspina University College

**Returning to an Old Love: Sexuality and Romance in Core Texts.** Port of

Vancouver, 2<sup>nd</sup> floor

Stephen Esposito, Boston University, "Odysseus and Sexual Temptation in Homer's *Odyssey*;" R. James Goldstein, Auburn University, "Teaching the *Lais* of Marie de France and the History of Systems of Value;" James Walter, Southeastern Louisiana University, "Constructing the Nuptial Sign to Resolve Gender Crisis in Rousseau's *Emile*."

Chair, David Heckerl, St. Mary's University

**The Lord of the Rings as Core Text.** Port of New York, 3<sup>rd</sup> floor

Joseph Knippenberg, Oglethorpe University, "Tolkien on Bioethics: Human Finitude and the Longing for Immortality in Middle Earth and Beyond;" James Pontuso, Hampden-Sydney College, "Tyrants, Hobbits, and Rings that Make You Invisible in Tolkien and Plato;" W. Bradford Smith, Oglethorpe University, "Tolkien's Nordic Muse;" A. Craig Waggaman, "Fantasy as an Act of Resistance and Recovery: Tolkien's Middle Earth."

Chair: Joseph Knippenberg

**Perspectives on Islam.** Taipan II, 19<sup>th</sup> floor

Mario Chandler, "A Retroreflection of the Muslim 'Other' in *Don Quixote de la Mancha*: Islam and the West at the Crossroads of Spain;" Shaun Hareh Narine, St. Thomas University, "The Metaphors of 'Dune': Paul Atreides, Osama Bin Laden, and the Rise of Islamic Fundamentalism;" Diana Wylie, Boston University, "Ibn Khaldun in the 21<sup>st</sup> Century."

Chair, Peg Downes, University of North Carolina at Asheville

**Euclid in the Context of the Humanities.** Port of Shanghai, 3<sup>rd</sup> floor

Dana Densmore, Greenlion Press, "But What is There to Talk About?" Christopher Metress, Samford University, "Heeding Plato's Warning: Teaching Euclid in a Core-Text Humanities Course." J.D. Phillips, Wabash College, "Euclid the Tyrant?"

Chair, William Donahue

**Virtue Ethics: Connecting Argument and Narrative to Student Reflection.**

Presidential Suite, 18<sup>th</sup> floor

Kyriakoula Sandy Drakatos, Columbus State Community College, “Arete in Homeric Society;” Scott Key, California Baptist University, “Aristotle and Middle Earth: A Virtue Ethic for a World in Crisis;” Christopher Panza, Drury University, “Using the Confucian Analects to Teach Virtue;” Edgar Velez, Columbus State Community College, “Excellence in Humanity: A Platonic-Aristotelian Formula.”

Chair, Matthew Oberreider, Mercer University

**Eros: A Mighty Hunter.** Port of Singapore, 3<sup>rd</sup> floor

David Southward, University of Wisconsin-Milwaukee, “The Birth of Romantic Comedy;” Denise Dawn Hubert, University of British Columbia, “Poet of the Body and the Soul: The Platonic Erotic in Whitman’s *Song of Myself*;” Paul Hawkins, Dawson College, “Evolutionary Psychology and *Othello*;” Jadwiga Krupski, Liberal Arts College, Concordia University, “Creation of a Core Text for the Teaching of Lyric Poetry.”

Chair: Paul Hawkins

**Using the Renaissance to Ask Students Whether They are Civilized.** Port of Sydney, 3<sup>rd</sup> floor

John Bernard, University of Houston, “Fortune and Freedom: Using the *Mandragola* to Humanize Machiavelli;” Raymond W. Ciacci, University of Chicago, “Guicciardini: His Own Reflections on Political Survival;” Christopher Daly, Villanova University, “Richard Through the Eyes of Niccolo: A Machiavellian Analysis of *Richard III*;” Mary Mumbach, Thomas More College of Liberal Arts, “Recognition of Form As the Test of Civilization in *Othello*.”

Chair, Alex Dunlop, Auburn University

**America and France In Crises: The Role of Core Texts.** Port of San Francisco, 3<sup>rd</sup> floor

Daniel Cullen, Rhodes College, “Political Philosophy and Crisis: Burke, Paine, and the French Revolution;” Douglas Kries, Gonzaga University, “Teaching Tocqueville;” Gayle McKeen, University of the South, “Leisure Gave Me Rather Exceptional Facilities for Looking into Things;”: Thucydides’ *History* and the Appropriation of Core Texts in the Curriculum;” Glen Thurow, University of Dallas, “The Terrorist Crisis and Lincoln’s ‘Second Inaugural Address’.”

Chair, Alan Woolfolk, Oglethorpe University

**Workshop on a Ph.D. in Liberal Arts & Liberal Studies, or with a Liberal Arts Emphasis in the Terminal Degree.** Port of Hong Kong, 3<sup>rd</sup> floor

Participants in the Discussion: Kevin Corrigan, Emory University; Richard Guzman, North Central College and former President of AGLSP; Dutton Kearney, University of Dallas Graduate Student; William Pastille, Saint John’s College Annapolis; David Sweet, University of Dallas; Peter Temes, Antioch New England Graduate School; Sonja Boon, Graduate Student, Simon Fraser University; Jonathan Driver, Dean of Graduate Studies, Simon Fraser University; Vicki Tromenhauser, Villanova University;

Tom Festa, Haverford College; other participants are welcome to notify the ACTC office of their interest in participation.

Chair, J. Scott Lee, ACTC at Saint Mary's College of California

**SATURDAY, APRIL 9, 2005 MORNING**

8:15-9:05 AM **Breakfast** Harbourside Ballroom, 2<sup>nd</sup> floor

9:05-9:55 **Science and Humanities Speaker: David Depew**, Professor  
Department of Communications, University of Iowa, author, *Philosophy of Biology: An Episodic History*, and *Isocrates and Civic Education*. Title of Address "On Teaching *The Origin of Species* as Core Text."

10:15-12:00 **Morning Panels**

**Bridging the Gap Between the Humanities and Sciences: An ACTC/NEH Project to Integrate Science and Humanities Text and Faculties in Producing Liberal Arts Core Curricula in Ten Colleges and Universities across the U.S.**

**Results and Plans for the Future.** Port of Vancouver, 2<sup>nd</sup> floor  
Marian Glenn, Samford University; Christopher Metress, Samford University;  
Phillip R. Sloan, University of Notre Dame, ACTC President.  
Chair, J. Scott Lee, ACTC Executive Director

**CO-SPONSOR'S PANEL, Arts One, UBC: The Strengths and Limitations of Plato's *Republic* in Representing Platonic Thought in a Core Text Course.** Port of New York, 3<sup>rd</sup> floor

Robert Todd, University of British Columbia; "A Challenge to Using Plato's *Republic* in Core Courses;" Paul Burns, University of British Columbia, "Context and Consequences in Using the *Republic*"; Steven Taubeneck, University of British Columbia: "Parallels to the *Republic*: The Cases of Thrasymachus and Nietzsche."

**Strategies for Presenting Questions of Gender in Core Text Programs.** Port of Singapore, 3<sup>rd</sup> floor

Elizabeth Dell, Baylor University, "Breaking Bread with America: Poverty and Plenty in Anzia Yezierska's *Breadgivers*;" Henriette M. Morelli, University of Saskatchewan, "A New History: A Literary Challenge to Traditional Ideas about Historical Significance in Caryl Churchill's *Top Girls*;" Katharine Denise Perry, Auburn University, "The Problem of Reading Gender: Understanding Cultural Boundaries in World Literature Texts."

Chair, Kathleen Hull, New York University

**Piety.** Vista I, 19<sup>th</sup> floor

Anne-Marie Bowery, Baylor University, “Socrates in Contemplation, Athens in Crisis, and Re-Constructing the Euthyphro Problem: Teaching Plato’s *Euthyphro* in World Cultures I;” Christopher Constas, Boston College, “Faith-Based Politics: the Case of Socrates;” John E. Sisko, The College of New Jersey, “Philosophy, Sophistry and Pedagogy in Plato’s *Euthyphro*.”

Chair, Christian von Dehsen, Carthage College

**Recovering Absent Sentiment: Sympathy for the Poor.** Vista II, 19<sup>th</sup> floor

Michael Daher, Henry Ford Community College, “Henry David Thoreau and Diversity;” Aaron Garrett, Boston University, “Adam Smith as Moral Philosopher in the Core;” Robert Von der Ohe, Rockford College, “Attitudes of a Variety of Economists Towards the ‘Social Safety Net’ in the English Classical Period – 1776-1840.”

Chair, Peggy Pittas, Lynchburg College

**Rethinking *Uncle Tom*.** Vista III, 19<sup>th</sup> floor

William Allen, Michigan State University, “Uncle Tom’s Cabin Engages the Canon;” Jack Doody, Villanova University, “Augustine, St. Clare, and Uncle Tom in Augustine’s *City of God*.”

**Perception in Core Programs: Joining Art and Science in the Core. A Bridging the Gap Panel.** Port of San Francisco, 3<sup>rd</sup> floor

Roderick Hughes, St. Bonaventure University, “Can the ‘White Can Experiment’ Provide a Bridge Between the Sciences and Arts?” Kevin Vogel, St. Bonaventure University, “Reciprocal Influences of Art and Science in Relation to DNA.” Stephanie G. Walker, Norfolk State University, “From Crick to *Kindred*: Contemplation, Crisis, and the Construction of Memory;” Larry Wilburn, Averett University, “Do You See What I Hear? Psychological Research and Symbolist Theatre.”

Chair, Ruth Russo, Whitman College

**The Difficult Case: Using Athens In Teaching and Learning.** Port of Sydney, 3<sup>rd</sup> floor

David Mirhady, Simon Fraser University, “Socrates on Trial;” Nalin Ranasinghe, Assumption College, “Aristotle on the Beauty of Finitude;” Daniel Tompkins, Temple University, “Linguistic Opportunism and Capitalist Behavior: Thucydides’ Athenians.”

Chair, Paul Burns, University of British Columbia

**In Extremis: Tragedy, Core Texts, and Ethical Action.** Vista IV, 19<sup>th</sup> floor

Richard C. Burke, Lynchburg College, “Heroism or Delusion: the Ambiguities of Opting for Death in *Iphigenia at Aulis*;” Rose Cleary, Lewiston-Auburn College, University of Southern Maine, “What Antigone Knows: Tragedy as Transformative Education;” Eileen Gregory, University of Dallas, “*King Lear* and Holocaust: ‘Tragedy as Situation in Extremity’”

Chair, Noel Salmond, Carleton University

**Judging Good and Evil: Teaching Students the Complexities.** Port of Hong Kong, 3<sup>rd</sup> floor

Walter Englert, Reed College, “Seneca’s *On Providence* and the Problem of Evil;” Peter Koper, Central Michigan University, “The Recognition in *Oedipus at Colonus*;” John Nevin McDowell, Pacific Union College, “Slaying Goliath: Teaching David as a Hero to Students in a Religious College;” Vicki Tromanhauser, Villanova University, “Freudian Confessions: Reading Augustine through Freud.”

Chair, Kyriakoula Sandy Drakatos, Columbus State Community College

**Principles and Practices in Achieving Unity in Interdisciplinary Programs and Courses.** Port of Shanghai, 3<sup>rd</sup> floor

William Clough, Saint Vincent College, “The *Rule of Saint Benedict* as Core Text at a Benedictine College;” Joan G. Haahr and Ruth A. Bevan, Yeshiva University, “Why Interdisciplinarity? Using Core Texts and Team Teaching Across Disciplines;” Dutton Kearney, University of Dallas, “Swift’s *Battle of the Books* and Ours: Historical Versus Philosophical Knowledge.”

Chair, Daniel Cullen, Rhodes College

**Embedded Texts: Entombed or Refreshed for Us?** Taipan II, 19<sup>th</sup> floor

Jackie Elliot, Columbia University, “The *Iliad*: An Introduction to Boundary-breaking in Society, Ethics, and Literature;” Ann McGlashen, Baylor University, “‘Refracted Light’: Tolkien’s ‘Mythopoeia’ and the Authority of Imaginative Literature;” Tim Spiekerman, Kenyon College, “Achilles in Crisis: the Limits of Contextualism;” Lynn Tatum, Baylor University, “Malory’s Arthur and Tennyson’s Camelot: Guides for the 21<sup>st</sup> Century Quest?”

Chair, John Paul Spiro, Villanova University

**After Myths Were Made: Transforming Narrative into Visual Art and Philosophy.** Port of Macau, 3<sup>rd</sup> floor

Catherine Kelley, Oglethorpe University, and Douglas McFarland, Oglethorpe University, “Ancient Myth in Art and Literature: Hesiod and the 6<sup>th</sup> Century Attic Vase Painting;” J. Scott Lee, ACTC/St. Mary’s College: “Reconsidering the Arts in Liberal Education: Aeneas’s Shield and Arts of the Future;” Matthew J. Oberrieder, Mercer University, “Socrates’ Quotations of Homer in Plato.”

Chair, John Ruff

**SATURDAY, APRIL 9, 2005 AFTERNOON**

12:15-1:05 PM **Lunch** Harbourside Ballroom

1:05-1:55 **Interdisciplinary Speaker: Barbara Hatton**, President Knoxville College and former Deputy Director of the Education and Culture Program at the Ford Foundation.

2:15-4:00

### Afternoon Panels

**Liberal Arts Educations and Their Enduring Foundations In Great Books.** Port of Shanghai, 3<sup>rd</sup> floor

William George, Dominican University, “Contemplation, Crisis, and Liberal Arts in Newman’s *Idea of a University*;” Paul O’Reilly, Thomas Aquinas College, “Ancient Wisdom and Liberal Education;” Peter Temes, Antioch New England Graduate School, “Great Books, Civic Virtues, and Bridges to K-12 Education;” Robert B. Todd, University of British Columbia, “Core Texts, British Classics 1860-1940, and the Birth of ‘Classical Studies’.”

Chair, Maureen Kelly Jonason, Minnesota State University

**Grounds of Beauty, Hope, and Despair: Helping Students to See the City.** Port of San Francisco, 3<sup>rd</sup> floor

Brian Braman, Boston College, “City as Character in T.S. Eliot’s *Wasteland*;” Jay Lutz, Oglethorpe University, “The Virtual Cities of Christine de Pizan and Plato;” Joyce Kerr Tarpley, Mountain View College, “Nature as a Core Text in Jane Austen’s *Mansfield Park*;”

Chair, Kenneth Cardwell, Saint Mary’s College of California

**Political, Psychological, and Intellectual Crises in Ancient Texts.** Vista I, 19<sup>th</sup> floor

Louis Groarke, Saint Francis Xavier University, “Moral Education in Crisis and Aristotle’s *Nicomachean Ethics*;” Jonathan Lavery, Wilfred Laurier University, “Intellectual Crisis and the Drama of Higher Education in Plato’s *Protagoras*;” Steve Robinson, Brandon University, “Platonic Self-reference within the Problematic of the *Crito*.”

Chair, Jonathan Lavery

**Early Science: Why Teach These Texts and Experiments in the Core? A “Bridging the Gap” Panel.** Port of Hong Kong, 3<sup>rd</sup> floor

Edmund Burke, Truckee Meadows Community College, “Helping Health Science Students to See the Why the History of Their Future Discipline Matters;” David DiMattio, Saint Bonaventure University, “Teaching Science: Does Showing How We Went Wrong Make It Any Easier?” Lisa Manter and Chris Sindt, Saint Mary’s College of California, “Science at the Heart of the Early Modern Outlook: William Harvey’s *On the Circulation of the Blood*.”

Chair, Tell Gifford, Truckee Meadows Community College

**History, Culture, and Conflict.** Port of Macau, 3<sup>rd</sup> floor

Raymond Louis Capra, Meredith College, “Herodotus and the Creation of History;” Joyce Malcolm, Bentley College, “Clausewitz, *On War*: Teaching a Military Classic;” David Neidorf, Middlebury College, “Xerxes’ Dream: Scientific Universalism and Cultural Self-Knowledge in Herodotus.”

Chair, Elizabeth Vandiver, Whitman College

**Spiritual Renewal Through Secular Narratives.** Port of Shanghai, 3<sup>rd</sup> floor.

Kathleen Burk, University of Dallas, "...so that it can be now, now': The Revision of Tragic *Katharsis* in Faulkner's *Light in August*;" Paul Contino, Pepperdine University, "Spiritual Renewal through the Image of Christ in Dante's *Commedia*;" John Ruff, "The Good News (And Who's Listening?) in Tim O'Brien's *The Things They Carried*."

Chair, Jack Doody, Villanova University

**Ought We To Be Worried? Problems of Science as They Appear in Art.** Vista IV, 19<sup>th</sup> floor

Dean Bethea, Centenary College of New Jersey, "The 'Consolidation of Error' and the Construction of Democratic Communities: Mary Shelley's *Frankenstein* as a Seminal Core Text;" Christine Cornell, St. Thomas University, "R.U.R.: A Comedy of Our Annihilation;" Page Raboteau Laws, Norfolk State University, "Monkey See, Monkey Do: Mimicking Darwinian Science in Kafka's 'Bericht fuer eine Akademie';" Thomas Sorger, Roger Williams University, "A Matter of Desperate Speculation': Chaos and Scientific Intuition in the Stories of Dante and Poe."

Chair, Patrick Flynn, Benedictine University

**Dante's Divine Comedy: What Kind of Poem Is This?** Taipan II, 19<sup>th</sup> floor

Steven Berg, Bellarmine University, "Ulysses Mad Flight: The Renewal of Greekness at the Heart of Dante's Comedy;" Montague Brown, Saint Anselm College, "The Art of Dante and the Harmony of Politics, Morality and Contemplation."

Chair, Tom Simone, University of Vermont

**An Existential Humanism: Finding a Unity for Science, Art, and Psychology.** Vista III, 19<sup>th</sup> floor

Christie Cathey, Missouri Southern State University, "The Use of Sartre's *Existentialism is a Humanism* in Teaching Humanistic Psychological Theories;" Kevin Corrigan, Emory University, "Mind and Feeling in Some Ancient and Medieval Texts;" James Woelfel, University of Kansas, "The Humanities Core and the Troubling Persistence of the 'Two Cultures';" J. Lenore Wright, Baylor University, "The Influence of Cartesian Dualism on Rembrandt's Art."

Chair, Kathryn Shailer, Ontario College of Art and Design

**Cross-Cultural Influences on Aesthetics and Literature: Asian and Western Comparisons.** Port of Sydney, 3<sup>rd</sup> floor

Peter G. Ahr, Seton Hall University, "The Heart Sutra and the Tractate on Beauty;" Clark W. Lemons, Oxford College of Emory University, "Catharsis and 'Rasa': Aristotle's *Poetics* and Classical Indian Theatre;" John McClain, University of North Carolina at Asheville, "Tanizaki's *In Praise of Shadows: A Critique of Western Enlightenment*."

Chair, John Black, Malaspina University College

**Writing In the Core.** Port of Vancouver, 2<sup>nd</sup> floor

James Beasley, Valparaiso University, “Common Texts, Uncommon Writing: The Writing Sequence as Resistance in a Common Course First Year Core;” Gretchen Schulz, Oxford College of Emory University, “Great Reading/Great Writing: Unconventional Essays Assignments Get Unconventionally Excellent Results;” Ronald Weber, University of Texas at El Paso, “Necessary Fiction as Pedagogical Fact: Implementing Basic Learning Principles in a Core Writing Sequence;” Russell Woodruff, St. Bonaventure University, “Introducing Non-Science Students to Science through the Study of ‘Psi’.”

Chair, Bruce Wagner, Temple University

**Pondering Darwin and His Place in the Core. A “Bridging the Gap” Panel.** Port of New York, 3<sup>rd</sup> floor

Joe Christensen, McMurry University, “Scientific Primary Texts: Viewing Darwin from an Evolving Culture;” William Collins, Samford University, “Contingency Convergence and Aristotle: Reflections on Darwin and the Meaning of Life;” Jean-Marie Kauth, Benedictine University, “Bridging the Gap: Science Core Texts In a Writing Course;” Alfred Martin, Benedictine University, “The Necessity of Cores Texts for Understanding Science and Religion.”

Chair, Michael Chiariello, St. Bonaventure University

**Raucous Education: Using Comedy to be Serious About the Core.** Vista II, 19<sup>th</sup> floor

Laurel E. Eason, Catawba College, “The Influence of Flaubert on Vargas Llosa as Exhibited in *Aunt Julia and the Scriptwriter*;” Lydia Moland, Babson College, “Comedy as Philosophy: Bergson and Aristophanes;” James Vest, Rhodes College, “Enduring Hiccups and Party Crashing: Contemplation, Crisis and Construct in Plato’s *Symposium*;” Jason M. Wirth, Oglethorpe University, “Old Jokes that Age like Fine Wine: Comedy in the Core.”

Chair, Charolotte Thomas, Mercer University

**Student Panel.** Port of Singapore, 3<sup>rd</sup> floor

Andrew Bingham, Simon Fraser University, “Sophocles’ *Antigone*: The Limits of Philosophy;” Daniel Harris, Simon Fraser University, “Kierkegaard’s Defense of Irrationality in *Fear and Trembling*;” Brock McLeod, Malaspina University College, “James’ *Varieties of Religious Experience*: The Power of Over-beliefs;” Earl St. Denis, Malaspina University College, “The Declining Birth Rate and the Selfish Gene.”

**SUNDAY, APRIL 10, 2005 MORNING**

9:00- 9:45AM      **Continental Breakfast:** Harbourside Ballroom

9:45- 11:00      **Business Meeting**

**Conference Closes**

Thanks for Coming



## CONFERENCE ATTENDEES

**Ahr, Peter G.:** Seton Hall University South Orange NJ 07079-2696  
ahrpeter@shu.edu 973 761 9741 The Heart Sutra and the Tractate on Beauty

**Allen, Carol M.:** Michigan State University 307 S. Kedzie Hall East Lansing MI  
48823 pfeiff16@msu.edu 517 432 9967

**Allen, William B.:** Michigan State University 346 S. Kedzie Hall East Lansing MI  
48823 allenwi@msu.edu 517 432 9967. "Uncle Tom's Cabin Engages the Canon."

**Anderson, Eric Douglas:** Pacific Union College 1 Angwin Avenue Angwin CA  
94508 eanderso@puc.edu 707 965 2014 "Religion, Barbarism, and Progress: Teaching  
Gibbon's Decline and Fall as a Central Text."

**Angus, Ian :** Simon Fraser University 8888 University Drive Burnaby B.C. V5A 1S6  
iangus@sfu.ca 604 291 4492 "Critique, Crisis, and the Romantic Ideal."

**Austin, Sandra :** Southeastern Louisiana University Hammond LA 70402  
Sandra.Austin@selu.edu 985 549 2135

**Barjasteh, Jolene J.:** St. Olaf College Northfield MN 55057 barjaste@stolaf.edu  
607 646 3274 "Voltaire's Candide in Translation as Cross-Cultural Teaching Moment"

**Basirico, Laura :** Southeastern Louisiana University Hammond LA 70402  
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**Batson, Mindi :** Southeastern Louisiana University Hammond LA 70402  
w0208887@selu.edu 985 549 2135

**Beasley, James Phillip:** Valparaiso University 1308 Parkway Court Valparaiso IN  
46385 james.beasley@valpo.edu 219 464 6885 "Common Texts, Uncommon Writing:  
The Writing Sequence as Resistance in a Common Course First Year Core"

**Berfanger, Barbara:** St. Mary's College 200 E. Mission St. Mary's KS 66536  
bab@oct.net 785 437 2471

**Berg, Stephen John:** Bellarmine University 2001 Newburg Road Louisville  
Kentucky 40205 sberg@bellarmine.edu 502 452 8226 "Ulysses Mad Flight: The  
Renewal of Greekness at the Heart of Dante's Comedy"

**Bernard, John:** University of Houston Houston TX 77204-2001 jbernard@uh.edu  
713 743 9017 Fortune and Freedom: Using the "Mandragola" to Humanize Machiavelli

**Bethea, Dean: Centenary College** Hackettstown NJ 07840  
bethhead@centenarycollege.edu 908 852 2385 “The ‘Consolidation of Error’ and the Construction of Democratic Communities: Shelley’s Frankenstein as a Seminal Core Text”

**Bevan, Ruth A.: Yeshiva University** 500 West 185th Street New York NY 10033  
rabevan@yu.edu 212 960 5329 “Why Interdisciplinarity? Using Core Texts and Team Teaching across Disciplines”

**Bingham, Mark: Florida College** 119 N. Glen Arven Avenue Temple Terrace FL 33617  
binghamm@floridacollege.edu 813 899 6813

**Black, John A.: Malaspina University-College** 900 Fifth Street Nanaimo BC V9R 5S5  
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**Boon, Sonja: Vancouver Community Network** 411 Dunsmuir St. Vancouver BC V6B 1X4  
sboon@vcn.bc.ca 604 257-3811

**Born, Daniel: The Great Books Foundation** 35 East Wacker Drive Chicago IL 60601-2298  
daniel.born@greatbooks.org 312.332.5870 “Thinking About Shared Inquiry: Why Good Principles Shouldn’t Harden Into Dogma”

**Bowery, Anne-Marie: Baylor University** P.O. Box 97274 Waco TX 76798  
anne\_marie\_bowery@baylor.edu 254 710 4403 “Socrates in Contemplation, Athens in Crisis, and Re-Constructing the Euthyphro Problem: Teaching Plato’s Euthyphro in World Cultures I”

**Braman, Brian J.: Boston College** 140 Commonwealth Ave. Chestnut Hill MA 02467  
bramanb@bc.edu 617 552 4022 “City as Character in T.S. Eliot’s Wasteland”

**Brown, Elizabeth: Southeastern Louisiana University** Hammond LA 70402  
w0237016@selu.edu 985 549 2135

**Brown, Montague: St. Anselm College** 100 St. Anselm Manchester NH 03102  
mobrown@anselm.edu 603 641 7063 “The Art of Dante and the Harmony of Politics, Morality, and Contemplation”

**Burk, Kathleen: University of Dallas** 1845 E. Northgate Drive Irving TX 75062-4736  
kathburk@udallas.edu 972 721 5331 “‘...so that it can be now Now:’ The Revision of Tragic Katharsis in Faulkner’s *Light in August*”

**Burke, Eddie: Truckee Meadows Community College** 7000 Dandini Blvd. Reno NV 89512-3999  
eburke@tmcc.edu 775 673 7238 “Helping Health Science Students to See the Why the History of Their Future Discipline Matters”

**Burke, Richard C.: Lynchburg College** 1501 Lakeside Drive Lynchburg VA 24501-3199 burke@lynchburg.edu 434 544 8632 “Heroism or Delusion: The Ambiguities of Opting for Death in Iphigenia at Aulis”

**Burns, Paul C.: University of British Columbia** 6358 University Boulevard Vancouver B.C. V6T 1Z4 pburns@interchange.ubc.ca 604 822 3430 “Context and Consequences in Using the *Republic*”

**Candler, Peter: Baylor University** One Bear Place #97144 Waco TX 76798-7144 Peter\_Candler@baylor.edu 254 710 7251

**Capra, Raymond Louis: Meredith College** 103 Calumet Court Carrboro NC 27510 capraray@meredith.edu 919 942 6816 “Herodotus and the Creation of History”

**Cardwell, Kenneth: Saint Mary's College of California** P.O. Box 3011 Moraga CA 94575 kcardwell@stmarys-ca.edu 925 631 4161

**Carey, David H.: Whitman College** 345 Boyer Avenue Walla Walla WA 99362 carey@whitman.edu

**Carrere, Marissa: Roger Williams University** 1 Old Ferry Road Box 6677 Bristol RI 02809-2921 mcarrere639@rwu.edu 401 824 8205 “‘Nothing in this book is true’: Locating Truth and Knowledge in Vonnegut's *Cat's Cradle*”

**Cathey, Christie L.: Missouri Southern State University** 3950 E. Newman Road Joplin MO 64801-1595 cathey-c@mssu.edu 417 625 9835 “The Use of Sartre's Existentialism is a Humanism in Teaching Humanistic Psychological Theories”

**Chamberlain, Edward: University of Toronto** ted.speakeasy@utoronto.ca “Core Samples: Digging in the Humanities.”

**Chandler, Mario A.: Oglethorpe University** 4884 Peachtree Road NE Atlanta GA 30319 mchandler@oglethorpe.edu 716 888 2688 “A Retroreflection of the Muslim ‘Other’ in *Don Quixote de la Mancha*: Islam and the West at the Crossroad of Spain”

**Charney Colmo, Ann: Dominican University** 7900 W. Division St. River Forest IL 60305-1066 charneca@dom.edu 708 524 6948

**Chiariello, Michael: St. Bonaventure University** St. Bonaventure NY 14778 mchiarie@sbu.edu 716 375 2221 “Hobbes, Galileo, and the Sources of Modern Radicalism”

**Christensen, Joe: McMurray University** Abilene TX 79697 jchristensen@mcm.edu 325 793 3877 “Scientific Primary Texts: Viewing Darwin from an Evolving Culture”

**Ciacci, Raymond W.: University of Chicago** 1427 East 60th Street, Second Floor Chicago IL 60637 rciacci@uchicago.edu 773 702 2047 “Guicciardini: His Own Reflections on Political Survival”

**Cleary, Rose: University of Southern Maine** 51 Westminster Street Lewiston ME 04240 rcleary@usm.maine.edu 207 753 6553 “What Antigone Knows: Tragedy as Transformative Education”

**Clough, OSB, Father Wulfstan: Saint Vincent College** 300 Fraser Purchase Road Latrobe PA 15650 wulfstan.clough@email.stvincent.edu 724 532 6780 “*The Rule of Saint Benedict* as Core Text at a Benedictine College”

**Collins, William P.: Samford University** Birmingham AL 35229-2234 wp.collin@samford.edu 205 726 2765 “Contingency Convergence and Aristotle: Reflections on Darwin and the Meaning of Life”

**Constas, Christopher L.: Boston College** Chestnut Hill MA 02467 constas@bc.edu 617 552 1046 “Faith-Based Politics: The Case of Socrates”

**Contino, Paul: Pepperdine University** 24255 Pacific Coast Highway Malibu CA 90263 paul.contino@pepperdine.edu 310 506 4096 “Spiritual Renewal through the Image of Christ in Dante's *Commedia*”

**Cornell, Christine: Saint Thomas University** Fredericton New Brunswick E3B 5G3 cornell@stu.ca 506 452 0483 “*R.U.R.*: A Comedy of Our Annihilation”

**Corrigan, Kevin: Emory University** Atlanta GA 30322 kcorrigan@emory.edu 404 727 6460 “Mind and Feeling in Some Ancient and Medieval Texts”

**Cowan, Bainard: Louisiana State University** Baton Rouge LA 70803-5001 encowa@lsu.edu 225 578 3130 “The Golden Bough and the Olive Tree: Virgil on the Global versus the Local”

**Cullen, Daniel: Rhodes College** Rhodes College Memphis TN 38117 cullen@rhodes.edu 901 843 3661 “Political Philosophy and Crisis: Burke, Paine, and the French Revolution”

**Curtis, Diana S.: Auburn University** 1355 Commerce Dr. Auburn AL 36830-5203 curtids@auburn.edu 334 844 4620 “Other Victims: Teaching Hersey's *Hiroshima* in the Wake of 9/11”

**Daher, Michael: Henry Ford Community College** 5101 Evergreen Road Dearborn MI 48128-1495 mdaher@hfcc.edu 313 845 6457 “Henry David Thoreau and Diversity”

**Daher, Nancy: Henry Ford Community College**

**Daly, Christopher Thomas: Villanova University** 1216 Maple Avenue Kirkwood NJ 08043 christopher.daly@villanova.edu 610 519 6944 “Richard Through the Eyes of Niccolo: A Machiavellian Analysis of *Richard III*”

**Davis, Cheryl: Southeastern Louisiana University** Hammond LA 70402 w0228507@selu.edu 985 549 2135

**Dell, Elizabeth J.: Baylor University** P. O. Box 97350 Waco TX 76798-7350 elizabeth\_dell@baylor.edu 254 710 4717 “Breaking Bread with America: Poverty and Plenty in Anzia Yezierska's Breadgivers”

**Densmore, Dana: Greenlion Press** mail@greenlion.com “But What is There to Talk About?”

**Depew, David: University of Iowa** david-depew@uiowa.edu “On Teaching *The Origin of Species* as Core Text.”

**DiMattio, David Joseph: St. Bonaventure University** P.O. Box 32 St. Bonaventure NY 14778 ddimatti@sbu.edu 716 375 2007 “Does Showing How We Went Wrong Make It Any Easier?”

**Dobbins, Betsy: Samford University** Birmingham AL 35229-2234 egdobbin@samford.edu 205 726 2937 Is Scientific Knowledge Acquired By Teaching Or By Practice? “Plato’s *Meno* as the Foundation for an Interdisciplinary Science Course.”

**Donahue, William: Greenlion Press** donahue@greenlion.com

**Donsky, Mary Sue: New York City College of Technology** 308 W. 82d Street 2D New York NY 10024 msdonsky@citytech.cuny.edu 718 260 5124

**Doody, Jack: Villanova University** 800 Lancaster Avenue Villanova PA 19085 john.doody@villanova.edu 610 519 4691

**Downes, Peg: University of North Carolina at Asheville** 1 University Heights Asheville NC 28804 downes@unca.edu 828 251 6577 “Reading MANAS in Asheville: could he race with Achilles?”

**Duguid, Stephen: Simon Fraser University**

**Drakatos, Kyriakoula Sandy: Columbus State Community College** P.O. Box 1609 Columbus OH 43216-1609 kdrakato@csc.edu 614 287 2484 “Arete in Homeric Society”

**Driedger, Michael: Brock University** St. Catharines Ontario L2S 3A1 mdriedger@brocku.ca 905 688 5550 x3972

**Driver, Jonathan: Simon Fraser University** Dean of Graduate Studies, Burnaby BC V5A 1S6 driver@sfu.ca

**Dry, Paul : Paul Dry Books** 117 South 17th Street Suite 1102 Philadelphia PA 19103 pdry@pauldrybooks.com 215 231 9939 “The Greeks and the Ways of the Other”

**Dunlop, Alexander: Auburn University** Auburn University AL 36849 dunlow@auburn.edu 334 844 9068 “Teaching Across the Centuries”

**Eason, Laurel E.: Catwaba College** 905 Sherwood Lane Statesville NC 28677 jwgoethe@bellsouth.net 704 637 4433 “The Influence of Flaubert on Vargas Llosa as exhibited in ‘Aunt Julia and the Scriptwriter’”

**Eastby, John: Hampden-Sydney College** College Road Hampden-Sydney VA 23943 jeastby@hsc.edu 434 223 6312

**Elliott, Jackie: Columbia University** 1130 Amsterdam Avenue New York NY 10027 jme20@columbia.edu 212 662 3423 “The *Iliad*: an introduction to boundary-breaking in society, ethics, and literature”

**Englert, Walter G.: Reed College** 3203 Southeast Woodstock Boulevard Portland OR 97202 walter.englert@reed.edu 503 517 7310 “Seneca's *On Providence* and the Problem of Evil”

**Esposito, Stephen: Boston University** 745 Commonwealth Ave, STH 410 Boston MA 02215-1401 espo@bu.edu 617 353 4540 “Odysseus and Sexual Temptation in Homer's Odyssey”

**Evans, Michael: Kenyon College** hessw@kenyon.edu “Herodotus and the Rise of ‘Logos’”

**Evarts, Prescott : Monmouth University** 19 Linden Avenue W. Long Branch NJ 07764 evarts@monmouth.edu 732 571 7546 “Antgone's Passion and *Mrs Dalloway*”

**Fager, Jeff: Averett University** 420 West Main Street Danville VA 24541  
jeffrey.fager@averett.edu 434 791 5630

**Festa, Thomas: Haverford College** 370 Lancaster ave Haverford PA 19041-1392  
tfesta@haverford.edu 610 896 1000 The New Old World: “Classical Discovery in  
Montaigne’s ‘Of Cannibals’”

**Flanagan, Anne Marie: University of the Sciences in Philadelphia** 600 South 43rd  
Street Philadelphia PA 19104-4495 a.flanag@usip.edu 215 895 1132 “Do We Really  
Know What Our Students Make of a Liberal Education?”

**Flynn, Patrick Thomas: Benedictine University** 5700 College Road Lisle IL 60532  
pflynn@ben.edu 630 829 6261 “A Plea for Science Text in the CORE: Galileo and  
Darwin as Exemplars”

**Forst, Graham: Capilano College** gforst@capcollege.bc.ca “The Bridge of  
Game”

**Fourny, Diane: University of Kansas** 2916 Moccasin Drive Lawrence KS 66048  
dfourny@ku.edu 785 864 9070 “Understanding Ourselves Understanding Utopia:  
Reflections on Thomas More’s *Utopia* as a Core Curriculum Text.”

**Frail, Robert: Centenary College of New Jersey** 400 Jefferson Street Hackettstown  
NJ 07840 frailr@centenarycollege.edu 908 852 1400, ext. 2067 “The Symbolists Poets:  
Lost in Translation”

**Frank, Georgia: Colgate University** 13 Oak Drive Hamilton NY 13346  
gfrank@mail.colgate.edu 315 228 7694

**Gandesha, Samir: Simon Fraser University** 8888 University Drive Burnaby BC  
V5A 1S6 gandesha@sfu.ca 604 291 3406 “Two Accounts of the Crisis of Modernity”

**Garrett, Aaron : Boston University** 685 Commonwealth Avenue Boston MA 02215  
garrett@bu.edu 617 353 8682 “Adam Smith as Moral Philosopher in the Core”

**Georg, Vanessa: University of Chicago** vgeorg@uchicago.edu 773 834 0159

**George, William: Dominican University** 7900 W. Division Street River Forest IL  
603051066 wgeorge@dom.edu 708 524 6475 “Contemplation, Crisis, and the Liberal  
Arts in Newman’s *Idea of a University*”

**Gifford, William Tell:** Truckee Meadows Community College 7000 Dandini Blvd.  
Reno NV 89512 wgifford@tmcc.edu 775 673 7264

**Glenn, Marian:** Seton Hall University South Orange NJ 07079 glennmar@shu.edu  
973 761 9052

**Goldstein, James:** Auburn University 9030 Haley Center Auburn AL 36849  
goldsrj@auburn.edu 334 844 9074 "Teaching the Lais of Marie de France and the  
History of Systems of Value"

**Gregory, Eileen:** University of Dallas 1845 East Northgate Drive Irving TX 75062  
eileen@udallas.edu 972 721-5342 "King Lear and Holocaust: Tragedy as a 'Situation of  
Extremity'"

**Groarke, Louis F.:** Saint Francis Xavier University P.O. Box 5000 Antigonish  
Nova Scotia B2G 2W5 lgroarke@stfx.ca 902 867 3611 "Moral Education In Crisis and  
Aristotle's Nicomachean Ethics"

**Guzman, Richard R.:** North Central College 1060 Laurel Lane Naperville IL  
60540 rrguzman@noctrl.edu 630 637 5280

**Haahr, Joan G.:** Yeshiva University 500 West 185th Street New York NY 10033  
haahr@yu.edu 718 884 8973 "Why Interdisciplinarity? Using Core Texts and Team  
Teaching across Disciplines"

**Hammond, Debora:** Sonoma State University 1801 E. Cotati Avenue Rohnert Park  
CA 94928 hammond@sonoma.edu 707 664 3179 "Food for Thought: Land Ethics in the  
21st Century"

**Harshbarger, Randy:** Mercer University HARSHBARGE\_R@mercer.edu  
"Where Learning Goes Out the Window: Linking Analysis of Texts with Community  
Action"

**Hatton, Barbara:** Knoxville College 901 Knoxville College Dr. Knoxville TN 37921  
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**Hawkins, Paul:** Dawson College 3040 Sherbrooke St. West Montreal Quebec H3Z  
1A45 paulrhawkins@hotmail.com 514 931 8731 ext 1503 "Evolutionary Psychology and  
*Othello*"

**Heckerl, David K.:** Saint Mary's University Halifax Nova Scotia B3H 3C3  
david.heckerl@smu.ca 902 420 5711 "The Eclipse of Contemplation in Matthew  
Arnold's *Culture and Anarchy*"



**Hester, Bridget: Southeastern Louisiana University** Hammond LA 70402  
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**Hill, Marylu: Villanova University** Villanova PA 19085 marylu.hill@villanova.edu  
610 519 6936 “WWSA, or What Would Socrates Ask? Teaching Core Texts Through  
Socratic Questioning”

**Hubert, Denise Dawn: University of British Columbia** 397-1873 East Mall  
Vancouver BC V6T 1Z4 denise\_d\_hubert@yahoo.ca 604 827 2236 “Poet of the Body  
and the Soul: the Platonic Erotic in Whitman's 'Song of Myself”

**Hughes, Roderick P.: St. Bonaventure University** St. Bonaventure NY 14778  
rhughes@sbu.edu 716 375 2272 “Can the ‘White Can Experiment’ Provide a Bridge  
Between the Sciences and Arts?”

**Hull, Kathleen : New York University** 547 St Mark's Avenue Westfield NJ 07090  
kah4@nyu.edu “Boredom, Contemplation, and Core Texts”

**Johnson, James: Boston University** 685 Commonwealth Avenue Room 119 Boston  
MA 02215 jhj@bu.edu 617 353 5404 “Mozart's ‘Don Giovanni’ in the Core”

**Jonason, Maureen Kelly: Monnesota State University Moorhead** 1104 7th Ave. S  
Moorhead MN 56563 jonason@mnstate.edu 218 477 2190 “An Anti-racism Initiative as  
a Core Text”

**Jones, David: Center for the Development of Asian Studies** #1806, 1000 Chastain  
Road Kennesaw GA 30144-5591 djones@kennesaw.edu 770 423 6596 , “*The Liezi*, a  
Daoist Text;”

**Kamber, Richard: College of New Jersey** 2000 Pennington Road Ewing NJ 08628  
609 771 1855 “William James and the Examined Life”

**Kauth, Jean-Marie: Benedictine University** 5700 College Road Lisle IL 60532  
jkauth@ben.edu 630 829 6274 “Bridging the Gap: Science Core Texts in a Writing  
Course”

**Kearny, Dutton: University of Dallas** 819 Bowman Street Irving TX 75060  
dkearne@udallas.edu 972 721 5000 “Swift's Battle of the Books and Ours: historical  
versus philosophical knowledge”

**Kelley, Catherine:** Oglethorpe University 4484 Peachtree Road NE Atlanta GA 30319 ckelley@oglethorpe.edu 404 261 1441 “Ancient Myth in Art and Literature: Hesiod and 6th Century Attic Vase Painting”

**Kelly, Kathleen A.:** Babson College 231 Forest Street Babson Park MA 02457 kelly@babson.edu 781 239 4598 “Authenticity as a Frame for Analyzing Core Texts: Shakespeare’s *Coriolanus* and Kincaid’s *My Brother*.”

**Key, Scott B:** California Baptist University 8432 Magnolia Avenue Riverside CA 92504 skey@calbaptist.edu 951 343 5036 Aristotle and Middle Earth: A Virtue Ethic for a World in Crises

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Saint Mary's University	David K. Heckerl
Saint Mary's University of Minnesota	Jane Kelley Rodeheffer
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Saint Vincent College	Father Wulfstan Clough, OSB
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Shimer College	Kathleen Mullaney
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Southeastern Louisiana University	Sandra Austin Laura Basirico Mindi Batson Elizabeth Brown Cheryl Davis Bridget Hester

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