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
11th 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

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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, 2nd 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, 2nd 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, 2nd floor
Presented by David Steiner, Director, Division of Education, National Endowment for the Arts, Washington, D.C.
Contemplating the Core: Programmatic Canon Formation in 19th, 20th, and 21st Centuries. Port of San Francisco, 3rd floor


Chair: Peter Ahr, Seton Hall University

Viewing Ourselves Through Our Views of Others. Port of New York, 3rd floor


Chair, Paul Hawkins, Dawson College

Distant Texts: Encouraging Students to Question the Texts Before Them. Port of Singapore, 3rd 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, 3rd floor


Chair, Joana Konova, Benedictine University
The Problem of Translation. Port of Hong Kong, 3rd 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, 2nd 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, 2nd 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, 3rd 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 Please 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, 19th floor
Chair, Christie Cathey, Missouri Southern State University

Intertwining Music in the Core: Strategies for Use and Richness. Port of Macau, 3rd 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, 19th floor
Chair, Christine Renaud, Carthage College

Ethical and Intellectual Responses to Mass Suffering and Trauma: Teaching the Texts. Port of Singapore, 3rd floor
Chair, James Woelfel, University of Kansas

Linking Past and Present Through Fictions. Vista III, 19th floor
Chair, Lenore Wright, Baylor University
Addressing Racism, Intolerance and Injustice through Core Texts and Community Action. Port of Hong Kong, 3rd floor


Chair, Maurice A. Lee, University of Central Arkansas

The Tyranny of Method in Teaching Core Texts: Orthodoxy or Apostasy? Vista IV, 19th floor


Chair, Daniel Born

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


Chair, Darcy Wudel, Averett University


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, 3rd floor  
Chair, Anne Leavitt, Malaspina University College

**Returning to an Old Love: Sexuality and Romance in Core Texts.** Port of Vancouver, 2nd 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, 3rd floor  
Chair: Joseph Knippenberg

**Perspectives on Islam.** Taipan II, 19th floor  
Chair, Peg Downes, University of North Carolina at Asheville

**Euclid in the Context of the Humanities.** Port of Shanghai, 3rd floor  
Chair, William Donahue
**Virtue Ethics: Connecting Argument and Narrative to Student Reflection.**
Presidential Suite, 18th floor


Chair, Matthew Oberreider, Mercer University

**Eros: A Mighty Hunter.** Port of Singapore, 3rd floor


Chair: Paul Hawkins

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


Chair, Alex Dunlop, Auburn University

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


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, 3rd 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, 2nd 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, 2nd 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, 3rd floor

Strategies for Presenting Questions of Gender in Core Text Programs. Port of Singapore, 3rd 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, 19th 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, 19th floor
Chair, Peggy Pittas, Lynchburg College

Rethinking Uncle Tom. Vista III, 19th 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, 3rd 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, 3rd floor
Chair, Paul Burns, University of British Columbia

In Extremis: Tragedy, Core Texts, and Ethical Action. Vista IV, 19th 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, 3rd floor


Chair, Kyriakoula Sandy Drakatos, Columbus State Community College

Principles and Practices in Achieving Unity in Interdisciplinary Programs and Courses. Port of Shanghai, 3rd floor


Chair, Daniel Cullen, Rhodes College

Embedded Texts: Entombed or Refreshed for Us? Taipan II, 19th floor


Chair, John Paul Spiro, Villanova University

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


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.
Afternoon Panels

Liberal Arts Educations and Their Enduring Foundations In Great Books. Port of Shanghai, 3rd floor
Chair, Maureen Kelly Jonason, Minnesota State University

Grounds of Beauty, Hope, and Despair: Helping Students to See the City. Port of San Francisco, 3rd floor
Chair, Kenneth Cardwell, Saint Mary’s College of California

Political, Psychological, and Intellectual Crises in Ancient Texts. Vista I, 19th floor
Chair, Jonathan Lavery

Early Science: Why Teach These Texts and Experiments in the Core? A “Bridging the Gap” Panel. Port of Hong Kong, 3rd 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, 3rd floor
Chair, Elizabeth Vandiver, Whitman College
Spiritual Renewal Through Secular Narratives. Port of Shanghai, 3rd 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, 19th floor

Chair, Patrick Flynn, Benedictine University

Dante’s Divine Comedy: What Kind of Poem Is This? Taipan II, 19th floor

Chair, Tom Simone, University of Vermont

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, 3rd floor

Chair, John Black, Malaspina University College
Writing In the Core. Port of Vancouver, 2nd floor
Chair, Bruce Wagner, Temple University

Pondering Darwin and His Place in the Core. A “Bridging the Gap” Panel. Port of New York, 3rd floor
Chair, Michael Chiariello, St. Bonaventure University

Raucous Education: Using Comedy to be Serious About the Core. Vista II, 19th floor
Chair, Charolotte Thomas, Mercer University

Student Panel. Port of Singapore, 3rd floor

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 w0255201@selu.edu 985 549 2135

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”

Befanger, 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 bethead@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 binghomm@floridacollege.edu 813 899 6813

Black, John A.: Malaspina University-College 900 Fifth Street Nanaimo BC V9R 5S5 black@mala.bc.ca 250-753-3245 x2171

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 kathburr@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 pcburns@interchange.ubc.ca 604 822 3430 “Context and Consequences in Using the Republic”

Candleer, 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 “Heredotus 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 mccarrere639@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 Retroflection 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"

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Thurow, Glen E.: University of Dallas 1845 E. Northgate Drive Irving TX 75062 gthurow@udallas.edu 972 265 5739 “The Terrorist Crisis and Lincoln's ‘Second Inaugural Address’”

Todd, Robert B.: University of British Columbia Vancouver B.C. V6T 1Z1 mart.bob@shaw.ca 604 822 2889 “A Challenge to Using Plato’s Republic in Core Courses”

Tompkins, Daniel P.C.: Temple University 1114 W. Berks Street Philadelphia PA 19122 pericles@temple.edu 215 204 4900 “Linguistic Opportunism and Capitalist Behavior: Thucydides’ Athenians”

Tracy, Martin J.: Benedictine University 5700 College Road Lisle IL 60532 MTracey@ben.edu 630 829 6261 “Aristotle's Nicomachean Ethics as a 'Science' Core Text”

Trakas, William S.: Averett University 420 W. Main St. Danville VA 24541 wtrakas@averett.edu 434 791 5741

Tromanhauser, Vicki: Villanova University 312 Montgomery Avenue Apt. B-1 Haverford PA 19041 vat5@columbia.edu 610 896 3652 “Freudian Confessions: Reading Augustine through Freud”

Vahabzadeh, Peyman: Simon Fraser University vahabzad@sfu.ca “Overcoming the Conditions of Evil: Tolstoy’s Watershed”
Vandiver, Elizabeth: Whitman College 345 Boyer Avenue Walla Walla WA 99362 vandive@whitman.edu 509 526 4752 “Textual Imperialism: Reading the Aeneid in Core Classes”

Velez, Edgar Antonio: Columbus State Community College 550 East Spring Street Columbus OH 43215 evelez@csc.edu 614 287 3694 “Excellence in Humanity: A Platonic-Aristotelian Formula”

Vest, James: Rhodes College 2000 North Parkway Memphis TN 38112 vest@rhodes.edu 901 843 3587 Enduring hiccups and party crashing: contemplation, crisis, and construct in Plato's "Symposium"

Vest, Nancy: Rhodes College

Vogel, Kevin: St. Bonaventure University St. Bonaventure NY 14778 kvogel@sbu.edu 716 375 2558 “Reciprocal Influences of Art and Science in Relation to DNA”

von DehSEN, Christian D.: Carthage College 2001 Alford Park Drive Kenosha WI 53140 cdvd@carthage.edu 262 551 5845 “2 Corinthians as Literary Tel”

Von der Ohe, Robert: Rockford College 5050 E. State Street Rockford IL 61108 rvonderohe@rockford.edu 815 226 8916 “Attitudes of a Variety of Economists towards the 'Social Safety Net' in the English Classical Period – 1776-1840”

Waggaman, Allan Craig: Radford University Box 6945 Radford VA 24142 cwaggama@radford.edu 540 831 5746 “Fantasy as an Act of Resistance and Recovery: Tolkien's Middle Earth”

Wagner, Bruce L.: Temple University P.O. Box 2843 Philadelphia PA 19122-0843 bwagner@temple.edu 215 204 5174 “Galileo’s Writing: Core Texts for Three Disciplines”

Walker, Stephanie G.: Norfolk State University 700 Park Avenue Norfolk VA 23504 swalker@nsu.edu 757 823 2831 “From Crick to Kindred: Contemplation, Crisis, and the Construction of Memory”

Wallhauser, Karl: Averett University 360 Townes Street Danville VA 24541 kwallhau@averett.edu 434 791 5745
Walter, James: Southeastern Louisiana University 309 N. Linden St. Hammond LA 70402 jfwalter@bellsouth.net 985 549 2135 “Constructing the Nuptial Sign to Resolve Gender Crisis in Rousseau's Emile”

Washington, Anthony: Southeastern Louisiana University Hammond LA 70402 w0206228@selu.edu 985 549 2135

Weber, Ronald: University of Texas El Paso El Paso TX 79968-0525 rweber@utep.edu 915 747 6512 “Necessary Fiction as Pedagogical Fact: Implementing Basic Learning Principles in a Core Writing Sequence”

Whitney, Barry: University of Windsor 401 Sunset Ave. Windsor Ontario N9B 3P4 whitney@uwindsor.ca 519 253 3000 “The Contemporary Relevance of the Book of Job”

Wilburn, Lawrence E.: Averett University 221 Hawk's Ridge Road Danville VA 24540 lwilburn@averett.edu 434 791 5634 “Measuring the Cognitive Effects of Acoustical Images in Maeterlinck's The Blind”

Wirth, Jason M.: Oglethorpe University 4884 Peachtree Road NE Atlanta GA 30319 jwirth@facstaff.oglethorpe.edu “Old Jokes that Age like Fine Wine: Comedy in the Core”

Woelfel, James W.: University of Kansas 1440 Jayhawk Blvd. Lawrence KS 66045-7574 woelfel@ku.edu 785 864 3011 "The Humanities Core and the Troubling Persistence of the 'Two Cultures’”

Woolfolk, Alan: Oglethorpe University 4484 Peachtree Atlanta GA 30319 awoolfolk@oglethorpe.edu 404 364 8340 “Weber: Readings of Disenchantment”

Woolpert, Steve: Saint Mary's College 1701 Capistrano Avenue Berkeley CA 94707 woolpert@stmarys-ca.edu 925 631 4609

Wright, J Lenore: Baylor University One Bear Place #97273 Waco TX 76798 lenore_wright@baylor.edu 254 710 7332 “The Influence of Cartesian Dualism on Rembrandt's Art”

Wudel, Darcy: Averett University 420 West Main Street Danville VA 24541 darcy.wudel@averett.edu 434 791 5761 “Liberal Education in a General Education Environment”

Wylie, Diana: Boston University 685 Commonwealth Ave. Boston MA 02215 dwylie@bu.edu 617 353 6405 “Ibn Khaldun in the 21st Century”
Yeatts, John R.: Messiah College Box 3009 Grantham PA 17027
jyeatts@messiah.edu 717 766 2511 x3946 “Racial and Religious Identity in James McBride’s The Color of Water”

Zaslove, Jerry: Simon Fraser University zaslove@sfu.ca “The New Kairos: Utopia, Exile, Kitsch—We Really Don’t Know Where We Are Now.”

Zelnick, Stephen C.: Temple University 1801 North Broad Street Philadelphia PA 19144 szelnick@temple.edu 215 204 5571 “Reading Genesis and the Genesis of Reading”
### INSTITUTIONS AND THEIR ATTENDING REPRESENTATIVES

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Dawson College
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McMurray University
Mercer University

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Prescott Evarts

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Joyce Kerr Tarpley

James Madison University
Henry Myers

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David Steiner

National University
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Alice Marie Scharper

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Mary Sue Donsky

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Kathleen Hull

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Phillip R. Sloan

Oglethorpe University
Mario A. Chandler
Catherine Kelley
Joseph M. Knippenberg
Jay Lutz
Douglas McFarland
William Bradford Smith
Jason M. Wirth
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Michael W. Riley
Chris Sindt
Sara K. Stampp
Frances M Sweeney
Steve Woolpert

St. Mary's College, KS

Barbara Berfanger

Saint Mary's University

David K. Heckerl

Saint Mary's University of Minnesota

Jane Kelley Rodeheffer

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Jolene J. Barjasteh

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Christine Cornell
Shaun Haresh Narine

Saint Vincent College

Father Wulfstan Clough, OSB

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Betsy Dobbins
Christopher Metress

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Marian Glenn
Judith Chelius Stark

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Kathleen Mullaney

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Jonathan Driver
Stephen Duguid
Samir Gandesha
David Mirhady
Chris Morrissey
Peyman Vahabzadeh
Jerry Zaslove

Sonoma State University

Debora Hammond

Southeastern Louisiana University

Sandra Austin
Laura Basirico
Mindi Batson
Elizabeth Brown
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Bridget Hester
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<tr>
<th>Institution</th>
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<tr>
<td>Temple University</td>
<td>James Walter&lt;br&gt;Anthony Washington&lt;br&gt; Daniel P.C. Tompkins&lt;br&gt; Bruce L. Wagner&lt;br&gt; Stephen C. Zelnick</td>
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