

21<sup>st</sup> ANNUAL CONFERENCE OF  
**ACTC Association for Core Texts and Courses**  
Thursday-Sunday, April 9-12, 2015

**THE ARTS AND SCIENCES OF A CORE TEXT EDUCATION:  
WHAT ARE THEY AND WHY DO WE NEED THEM?**

Sponsored by  
**The ACTC Board**  
with logistical support from  
Saint Anselm College

The Radisson Plymouth Harbor Hotel, Plymouth, Massachusetts

**Book Displays in the Reception Area outside the Ballroom**

**THURSDAY, APRIL 9, 2015**

2:30-5:30 PM **ACTC Board Meeting**

BOARDROOM, FIRST FLOOR (LOWER LEVEL)

6:00 PM **Reception:** ACTC Members and Conference Attendee

RECEPTION AREA (OUTSIDE BALLROOM, SECOND FLOOR)

BALLROOM

7:00-8:00 **Dinner**

8:00-9:00 **Opening Plenary Address: Scott Samuelson**, Professor of Philosophy, Kirkwood Community College, "What Shall We Grieve? The Ancient Quarrel between Poetry and Philosophy in Oakdale Prison."

BALLROOM

**FRIDAY, APRIL 10, 2015 MORNING**

7:30-8:10 **Breakfast**

8:10-9:05 **Plenary Address: Seemee Ali**, Carthage College and Harvard University's Center for Hellenic Studies, "The Art of Beginning in the Middle."

9:20-11:50     **Friday Morning Panels**

MAYFLOWER

**1. Taking “Theorein” Seriously: The Visual Arts in Liberal Education**

Kyna Hamill, Boston University, “Power, Grief, and Beauty: Exploring Visual Culture with Boston’s Museum of Fine Arts in Core Courses”; David Vessey, Grand Valley State University, “Descartes and the Allegory of Sight”; Jeffrey Byrnes, Grand Valley State University, “Alternate History of Consciousness”; Gloria Ruff and John Ruff, Valparaiso University, “Only Connect: On Emily Dickinson, Lesley Dill, and ‘Dust is the Only Secret’: How to Illustrate Your Core Program and Why.”

Chair: Taddy Kalas, Augustana College

CARVER

**2. Being and Becoming**

Seemee Ali, Carthage College and Harvard University’s Center for Hellenic Studies, “Okeanos’ Metaphysical Current in the *Iliad*”; David Sweet, University of Dallas, “On Becoming into and out of Being in Three Heretofore Unacknowledged Metaphysical Poets: Homer, Hesiod and Vergil”; Kathryn E. Davis, Carthage College, “Stupor non meno: What Virgil Saw”; Michael McShane, Carthage College, “Leonine Resurrection in Shakespeare?” Gabriel Pihas, Saint Mary’s College of California, “Hegel’s Reading of Dante”; Mary Di Lucia, John Jay College, CUNY, “*Technē* = Poetry.”

Chair: Paul Kirkland, Kenyon College

HALIFAX

**3. Authors Writing, Teachers Teaching, and Students Reading through Philosophic and Literary Traditions**

Daniele Manni, Triton College, “As Plato Rewrites Homer: A Bloomian Analysis of Plato’s Concern with Core Texts in the *Republic*”; Eric Clifford Graf, Universidad Francisco Marroquín, “Towards an Asymmetrical Art of Classical Liberalism: A MOOC on Cervantes’ *Don Quijote* Emphasizing Plato, Aristotle, Euclid and Apuleius”; Nancy Helen Enright, Seton Hall University, “Dante’s *Divine Comedy*: A Core Text that Models the Use of Core Texts from the Past”; Benjamin V. Beier, Washburn University, “Navigating the Tradition: Melville’s Appropriation of Dante in *Moby Dick*”; Hugh Moore, Independent Scholar, “The Philosophical Foundations of Melville’s *Billy Budd*.”

Chair: Karin Beck, Kean University

AMPHITHEATER

**4. Philosophy, Philanthropy, and Politics**

Pavlos Papadopoulos, University of Dallas, “Plato’s *Laws*: The Political Philosopher as Author”; Travis Hadley, Christopher Newport University, “Plato’s *Theages*: Political and Moral Implications of Socrates’ Daimonion”; Marcos Arandia, North Lake College, “On Plato’s *Apology of Socrates*”; Michael Harding, Montgomery College, “Socratic Philanthropy in the Trial and Death of Socrates”; Jason Lund, Baylor University, “Socratic Philanthropy in Plato’s *Meno*: Thoughts on Justice and Learning”; Paul Diduch, University of Colorado, Boulder, “Reconciling Socrates’ Philosophic Clarity with His Motives for Helping Others: Three Views Considered.”

Chair: Aukuole Rubavichute, Mountain View College

PLYMPTON

### **5. Self, Selves, Selfies, and Owning Oneself: “Getting the Picture” through Core Texts**

John Colman, Ave Maria University, “Belonging to Oneself: Montaigne on the Art of Autonomy”; Denise Elizabeth Dutton, University of Tulsa, “What’s in a Selfie? How Montaigne’s *Essays* give Character to the Modern Project of Shaping a Self”; Lawrence Drew Hultgren, Virginia Wesleyan College, “Core Texts for the Selfie Generation”; Robert McFadden, University of Notre Dame, “My Second Self: Newman and Augustine on Friendships in a University.”

Chair: Marylu Hill, Villanova University

SUITE 302

### **6. Shaping through Liberal Arts Core Text Courses an Understanding of the Founding of the American Republic**

Sara Henary, Missouri State University, “Textbooks and Core Texts”; Daniel van Voorhis, Concordia University Irvine, “‘To Copy Our Father’s Bright Example,’ Addison’s *Cato* and George Washington: An American Appropriation of Roman and Enlightenment Ideas of Good Governance”; Michael E. Sabo, Hillsdale College, “An Apple of Gold and the Picture of Silver: The Connection between Publius’s Liberalism and Republicanism”; William Gerald Zeiser, Hillsdale College, “A War Not of Parchment, But of the Sword: *The Federalist* vs. the Social Justice Movement.”

Chair: Ronald Pestritto, Hillsdale College

SUITE 402

### **7. The Mind’s Education of Itself: Contemplation and Judgment in Aristotle, Xuanzang, Kant, and Newman**

John Sisko, The College of New Jersey, “Aristotle on the Metaphysical Status of the Human Mind”; James Nixon Roberts, Dharma Realm Buddhist University, “A Taste for Freedom: Interpreting Aesthetic Value in Buddhist Texts”; Samuel A. Stoner, Carthage College, “Kant on the Great Books and the Challenge of Liberal Education”; Thomas Michael, Boston University, “Kant’s *Groundwork* in a Core Curriculum”; Randy Michael Olson, Saint Michael’s College, “Enlargement of the Mind: Intellectual Virtue and Moral Apprehension According to John Henry Newman.”

Chair: Richard Kamber, The College of New Jersey

MANOMET

### **8. A Modern Dilemma: Including Mathematics & Sciences in Liberal Arts Education**

Topi K. Heikkero, St. John’s College, “Mathematics and Science as Liberal Arts”; Shahrooz Moosavizadeh, Norfolk State University, “The Vast Contributions of a Family to Mathematics and Physics—The Bernoullis”; Michael Ivins, St. Vincent College, “Modern Science and the Quadrivium.”

Chair: Walter Sterling, St. John’s College, Santa Fe

MARSHFIELD

### **9. A Question of Divinity: The Complex of Devotion and Morality**

Prescott Evarts, Monmouth University, “Achilles and the God of Fire”: Julie Park, Saint Mary’s College of California, “On the Myth of the Charioteer: Plato’s *Phaedrus*”; Jonathan Kirkpatrick, University of Oxford, “Euripides and the Dionysian in Early Twentieth Century Oxford.”

Chair: Clinton J. Armstrong, Concordia University Irvine

BOARDROOM

### **10. ACTC Qualitative Narrative Assessment: Second Cohort**

ACTC has just completed the assembly of chapters from our first cohort of institutions on Qualitative Narrative Assessment (QNA). Designed to capture in descriptive language the goals, curricula, core texts, and student learning in core text liberal arts programs, the QNA project is holding a workshop on the beginnings of our Qualitative Narrative Assessment Project. Programs of institutions participating in this second cohort range from two-course sequences to a majority of the required course work for an entire degree. ACTC invites your institution to participate in the second cohort of QNA, with the expectation of producing a second publication of the results of this project. Participating institutions are institutional supporters of ACTC.

Chairs: Kathleen Burk and David DiMattio, ACTC Board Members;  
J. Scott Lee, Executive Director ACTC

### **FRIDAY APRIL 10, 2015 AFTERNOON**

BALLROOM

12:10-1:00 PM **Lunch**

1:00-1:50 **Plenary Speaker, Richard Kamber**, President ACTC and Professor of Philosophy, The College of New Jersey, “Do We Have the Courage to Rethink the Mission of the Arts and Sciences in Undergraduate Education?”

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

MAYFLOWER

### **11. Unsuspecting Partners: The Dance of the Arts, Humanities, and Sciences in Liberal Education**

Brian P. Schwartz, Carthage College, “Michael Faraday and the Grand Unification of Forces”; Kevin Jay Vogel, St. Bonaventure University, “Hitting a Moving Target: Linking the Fashionable to Scientific Notions of Truth”; David M. Dolence, Dominican University, “The Darwinian Divergence and the Uncertainty Principle in Identifying Art and Science”; Anne Foerst, St. Bonaventure University, “The Role of the Sciences for Liberal Arts Education.”

Chair: Matthew Koss, College of the Holy Cross

BOARDROOM

### **12. Opening Great Books or the Book of Nature: Alone, In Class, and In Grief**

Benjamin Douglas Mitchell, United States Military Academy, West Point “‘The Noblest Recorded Thoughts of Man’: Thoreau on Reading, Listening, and Liberal Education in *Walden*”; Christopher A. Dustin, College of the Holy Cross, “The Silence of Silence: Thoreau’s Spiritual Audition”; MaryCatherine McDonald, College of the Holy Cross, “Emerson’s Loss”; Keya Kraft, Samford University, “After the *Aeneid*: Intertextuality in the Core Text Classroom.”

Chair: Jeffery Galle, Emory University

MARSHFIELD

### **13. Contemporaneous Issues: Informing Discussion by Students with Core Texts**

Frederick John Monsma, American University of Iraq, Sulaimani, “How to Be Tamed by a Shrew”; Martha Clark Franks, St. John’s College, “The US Constitution in China.”

Chair: Roger Barrus, Hampden-Sydney College

AMPHITHEATER

**14. Skepticism, Uncertainty, and Positive Practice of Assessment in Core Text Programs**

Deanne Kruse and Grete Stenersen, Saint Mary's College of California, "Choosing Texts and Assessing Learning: How Does Galileo's *Starry Messenger* Fit with Dana Johnson's *Melvin in the Sixth Grade*?"; Kathleen Burk, ACTC Board Member, "Is there Time for Socratic *Maieutics* in the SLO Age?"; Michael Sanders, Cazenovia College, "The Virtue of Uncertainty: Core Texts in an Age of Assessment"; Wade Roberts, Juniata College, "Kierkegaard, Subjectivity, and the Limits of Quantification."

Chair: John Isham, Carthage College

CARVER

**15. Crossing the Divide in Liberal Education: the Humanities & Sciences, Geometry & Literature**

Susann M. Bradford, University of Montana, "'That's not Literature': Exploring Euclid and Galileo as Core Texts for Understanding Mathematics and Science as Human Ways of Knowing"; Philip LeCuyer, St. John's College, "Apollonius' Reconceptualization of Space"; Patrick T. Flynn, Benedictine University, "Reflecting on the Purpose of Liberal Education in Both the Arts and Sciences in Light of Plato's *Meno* and Lewis Carroll's 'What the Tortoise Said to Achilles'."

Chair: Topi Heikkero, St. John's College

PLYMPTON

**16. Medieval Political Philosophy: An NEH Summer Institute, Part 1**

Khalil Habib, Salve Regina University, "Faith and Reason: Teaching Ibn Tufayl, Maimonides, Aquinas and Scotus at a Catholic Institution"; Gregory A. McBrayer, Morehead State University, "How Ought One to Read Scriptures? Teaching Averroes' *Decisive Treatise*"; Edward Michael Macierowski, Benedictine College, "Which Sciences Does Political Science Direct?"

Chair: Joshua Parens, University of Dallas

SUITE 402

**17. Nature, Individual, and Human Flourishing: Discussions of Ancient and Modern Views**

Laurence E. Winters, Fairleigh Dickinson University, "'Memory is the Mother of All Wisdom' (Aeschylus)": Nathan Gill, Hillsdale College, "The *Federalist Papers* as a 'Lesson of Moderation'"; Lydia Tuan, UC Berkeley, "Interpretations of Children and Culture in Le Clézio's 'The Boy Who Had Never Seen the Sea'";

Chair: Stephen Slimp, University of West Alabama

SUITE 302

**18. Is there an Art of Reading in this Classroom? 'Poetics' of Philosophy and Literature.**

David Benjamin DeSmidt, Carthage College, "Authors Using Authors, Using Authors, Using Authors . . ."; Montague Brown, Saint Anselm College, "Mill's Aristotle: Made in his Own Image"; Ken Girard Parker, Orange Coast Community College, "Slaughterhouse-Five, Science Fiction, and Four Levels of Reading"; Anne Diebel, Columbia University, "Every Episode: Reading *Don Quixote* in Full."

Chair: Montague Brown

MANOMET

**19. On Bonhoeffer: Life and Books of Body and Soul**

Laurel Ellen Eason, Catawba College Emerita, "Dietrich Bonhoeffer: Life and Prose Style as Art"; Joel Oesch, Concordia University Irvine, "Bonhoeffer and the Singularity: Why the Body Matters Before It No Longer Does"; Thomas M. J. Bateman, St. Thomas University, "John Dewey's *A Common Faith* and Religious Humanism"

Chair: Scott Ashmon, Concordia University Irvine

HALIFAX

**20. Workshop on European Core Text Conference**

A Conference on "**Liberal Arts and Sciences Education and Core Texts in the European Context**" will be held Friday 11 September – Saturday 12 September 2015 at Amsterdam University College, organized by Emma Cohen de Lara, Amsterdam University College, Claudia Heuer, Leuphana University Lüneburg; Rebekah Howes, University of Winchester; Deirdre Klein Bog, Amsterdam University College; and José M. Torralba, Universidad de Navarra. ACTC is encouraging and cooperating in this project.

Is there a need for revitalizing "core text practices" in Liberal Education in the European liberal arts & sciences institutes? Parties interested in learning about the European core text movement and/or participating in this conference are encouraged to come.

Chairs: Emma Cohen de Lara (Amsterdam University College), José Torralba (Universidad de Navarra), Hanke Drop (University of Arts Utrecht), and J. Scott Lee (ACTC).

4:15-6:00      **Friday Afternoon, Second Panel Session**

MAYFLOWER

**21. Art on Ethics; Ethics on Art**

Conner Lund, Hillsdale College, "Discerning Taste: Instruction for Appraising Art in Aristophanes' *The Frogs*"; Deborah De Chiara-Quenzer, Boston College, "Aristotle on the Virtues and the Characters of *Oedipus Tyrannus*"; Alesa Mansfield, Columbus State Community College, "Influencing Images: Art and Ethics in Dante's *Divine Comedy*."

Chair: Walter Sterling, St. John's College, Santa Fe

BOARDROOM

**22. The Vivacity of the Stage: What Production and Historical Setting Add to the Text**

Ann Dunn, University of North Carolina Asheville, "The English Gypsy as a Source for Feste in *Twelfth Night*; Shakespeare's Civil Savage"; Thoughts on French Classicism in the 21<sup>st</sup> Century"; Lynette Moore Sandley and Steven Epley, Samford University, "Page and Stage: Helping Students Make Sense of Chekhov's Darkest Play, *Three Sisters*."

Chair: Ellen Rigsby, Saint Mary's College of California

SUITE 302

**23. Biblical Pluralism: Reflections on Jewish, Greek, and Christian Differences within the Same Tradition**

Liora Brosh, New York University, "The Hebrew Bible and Its Cultural Contexts"; Scott Ashmon, Concordia University Irvine, "The Cost of Wisdom"; Eric Plumer, University of Scranton, "Tyndale's New Testament: The Art and Science of Translation."

Chair: Benjamin Westervelt, Lewis & Clark College

PLYMPTON

**24. On Teaching and Reading Core Texts in Liberal Education: Experts, Extracts, and Engagements**

Ann Colmo, Dominican University, “Spartan vs. Athenian Education: Lysander and Alcibiades”; Emma Cohen de Lara, Amsterdam University College, “Teaching Techniques and Aristotle’s *Nicomachean Ethics*: Towards a Liberal Education; Derek Taylor, Longwood University, “On Knowing Nothing”; Heather C. Ohaneson, Columbia University, “Not to Segregate and Specialize, but to Combine: Virginia Woolf on the New Aim of the Cheap College.”

Chair: Charlotte Thomas, Mercer University

CARVER

**25. The Travel Narrative: Open & Reinvigorating Traditions One Step at a Time**

Richard Bodek, College of Charleston, “Making the *Anabasis* Relevant”; Tarig Mohamed, Zayed University, “Journey of Ibn Battuta: the Art of Cultural and Civilizational Communication”; Robert A. Steen, Oglethorpe University, “‘Seek Not the Ancients’: Bashō’s Narrow Road and the Liberal Arts”; Jennifer Speights-Binet, Samford University, “Sauntering through the Texts: Worthy Walking in Virginia Woolf’s ‘Street Haunting’ and Kate Chopin’s *The Awakening*.”

Chair: Sanford Zale, Champlain College

AMPHITHEATER

**26. Programmatic Formation and Integration: Finding the Scope, Valence, and Purpose for Core Texts**

Maik Adomssent, Leuphana University Lüneburg, “Matching the Core Text Approach with the General Education Philosophy: Breaking Ground at Leuphana College in Lüneburg, Germany”; Michelle Loris, Sacred Heart University, “Framing a Conversation of Core Texts with BIG Questions to Shape the Soul”; Edgar Daniels, St. Joseph’s College, “Teaching the Seven Deadly Sins through Shared Inquiry and Cooperative Learning Principles”; Peg Downes, University of North Carolina Asheville, “Godhead Knowledge: The Smorgasbord of Omniscience in Core Courses.”

Chair: Brent Cejda, University of Nebraska-Lincoln

SUITE 402

**27. Qualms and Questions, Ancient and Modern, Regarding Scientific Education**

James Pontuso, Hampden-Sydney College, “Ancient Qualms to Modern Science in Aristophanes’ *Clouds*”; Natalie DeDeo, St. John’s College/Indiana University, “Shakespeare’s Poetics of Science;” Mei Yee Leung, The Chinese University of Hong Kong, “A Dialogue on Beauty: Reading Plato’s *Symposium* and Poincaré’s *Science and Method*”;

Chair: tbd

HALIFAX

**28. Thoughts on Liberal and Political Education: or, Would the *Second Discourse* Be in Rousseau’s Syllabus?**

Daniel Cullen, Rhodes College, “Rousseau on the Education of Man and Citizen”; Erin Dolgoy, Rhodes College, “Francis Bacon and the Advancement of Learning”; Stephen H. Wirls, Rhodes College, “John Locke on Educating for Liberty.”

Chair: Daniel Cullen

MARSHFIELD

**29. Stoic Philosophy as a Part of Liberal Education**

Steven Baker, Columbia University, “Cicero’s Dream of Scipio: The Greeks, the Romans, and Us”; Joshua A. Shmikler, College of Mount Saint Vincent, “Give Me a Liberal Education or Give Me Death: Seneca on the Shortness of Life”; William J. Rogers, United States Air Force Academy, “Stoicism, Stockdale and the Service Academy Classroom.”

Chair: Christopher Snyder, Mississippi State University

MANOMET

**30. Beauty, Eros, and Love: Keeping an Education on Track in Science and Ethics**

Matthew Post, University of Dallas, “The Tension between the Love of the Soul and Socrates’ Education in Virtue”; Jon Karl Burmeister, Boston College, “Hollywood Love and Liberal Arts Love: Resisting Death in Plato’s *Symposium*”; Paul E. Kirkland, Kenyon College, “Schiller and the Freedom of Love.”

Chair: Christopher Conostas, Boston College

**SATURDAY, APRIL 11, 2015**

BALLROOM

7:30-8:10 AM **Breakfast**

8:10-9:00 **Plenary Address: Jennifer Donnelly**, Terra Foundation for American Art, Paris, “The Art and Science of Looking: The Visual Arts in Liberal Education.”

9:20-11:50 **Saturday Morning Panels**

MARSHFIELD

**31. Dialectic, Rhetoric, and Grammar: Misgivings about and Their Use in Liberal Education**

Bernard Roy, Ramapo College of New Jersey, “Socrates”; Michael Dink, St. John’s College, “Dialectic and Rhetoric in Socrates’ Examination of Callicles”; Kieran Bonner, University of Waterloo, “The Riches of Callicles’ Position in a Global Economy”; James Wood, Xavier University, “*Noesis* and *Dianoia*: The Limits of Analysis in Dante’s Catholic Pedagogy”; Neil Robertson, University of King’s College, “Adding a Princess to the Core: Descartes and Princess Elisabeth (of Bohemia).”

Chair: Ken Parker, Orange Coast Community College

AMPHITHEATER

**32. Biology in a Core Text Education**

William J. Cromartie, Stockton University, “Life – One and Many”; Carol Ann Vaughn Cross, Samford University, “Botany, Sex, and Politics: Erasmus Darwin’s *Loves of the Plants*”; Steven M. Malinak, Washington & Jefferson College, “Evolution and...”; Betsy Dobbins, Samford University, “Questioning Values through Nature”; Donald Lovett, The College of New Jersey, “Using Weiner’s *The Beak of the Finch* to Create a Course that is Accessible to First-Year Students from Any Major and Engaging for Upper-Level Biology Students.”

Chair: Jean-Marie Kauth, Benedictine University



SUITE 302

**33. Ancients and Moderns: What Is the Poetic? How Do We Know It?**

Virginia Arbery, Wyoming Catholic College, "Aristophanes' Answer to Thucydides: A Poetic Lens on the Peloponnesian War"; Bainard Cowan, University of Dallas, "Virgil's Greatest Importance for the West: Poetic, Not Moral or Political"; Robert Dupree, University of Dallas, "No Place Like Home: *The Odyssey* and *Mansfield Park*"; Glenn Arbery, Wyoming Catholic College, "Prufrock at 100: A Note in Ontology"; Mary Mumbach, Northeast Catholic College, "The Poetic Ordering of *Go Down, Moses*."

Chair: Bainard Cowan

CARVER

**34. 'New' Arts: Encountering the Other in Film and Media**

Robert Riley Mayer, Champlain College, "Everything You Need to Know You Can Find in Rock 'n' Roll"; Stephanie Walker, Norfolk State University, "Hell on Wheels: Intersecting Pop Culture with Core Texts to Teach Critical Thinking"; James B. LaGrand, Messiah College, "*Breaking Bad* among the Tragedies"; Amanda DiPaolo, St. Thomas University, "What Does It Mean to Be Human? Lessons of Inclusion from Mary's Shelley's *Frankenstein*"; Ann McGlashan, Baylor University, "Empathy for the Devil? Student Reaction to the Film *Downfall (Der Untergang)* and the Dangers of Understanding the Other"; Lynn Tatum, Baylor University, "The Israeli/Palestinian Film *Paradise Now*: Should We, or Can We, Make Suicide Bombing Understandable?"

Chair: José Feito, Saint Mary's College of California

SUITE 402

**35. Canons, Criteria and American Letters: Marks of Excellence and Connections in Texts**

Page R. Laws, Norfolk State University, "Seeing the Exquisite Shadings: Willa Cather's *Death Comes for the Archbishop* as Colorful Core Text"; Jeffery Galle, Emory University, Oxford College, "*Huckleberry Finn* and the *Invisible Man*: Teaching Core Texts and Canon Formation"; Jo Galle, Georgia Gwinnet College, "From Faulkner to Condé: Connecting through Core Texts"; Maureen Reed, Lewis & Clark College, "Creating a Voice: Self and Others in Maxine Hong Kingston's *The Woman Warrior*."

Chair: Deborah De Chiara-Quenzer, Boston College

PEMBROKE

**36. Art and Aesthetics: Why Include Them in Liberal Education?**

Sanford Zale, Champlain College, "Morrison's *The Bluest Eye* as a Core Text . . . in Aesthetics"; Max J. Latona, Saint Anselm College, "The Elevation of Science (*episteme*) over Art (*techne*): Some Problems with *Nicomachean Ethics VI*"; Craig Condella, Salve Regina University, "Aristotle and Heidegger on the Transformative Power of Art"; Michael Hinz, Middle Tennessee State University, "Art, Liberal Art, and the Art of Self-Making."

Chair: Randy Olson, Saint Michael's College

PLYMPTON

**37. Using Medieval Liberal Arts to Structure Modern Student Inquiry**

Robert D. Anderson, Saint Anselm College, "Augustine on Incorrigeable Truths"; Benjamin Westervelt, Lewis & Clark College, "Philosophy, or How not to Know Something"; W. Jason Wallace, Samford University, "The Liberal Arts, the Mind, and the Soul: Hugh of St.

Victor's *Didascalicon*"; Matthew Walz, University of Dallas, "From Monasticism to Scholasticism: Reflections on Anselm and Aquinas"; Martin Tracey, Benedictine University, "Albertus Magnus on the Moral Status of Animals."

Chair: Gregory McBrayer, Morehead State University

HALIFAX

**38. Modernity and Post-modernity: Reflections on the Future**

Mark William Walter, Aurora University, "The State and Its Discontents: Hegel, Marx, Foucault on Rationality and the State"; Joseph S. Spoerl, Saint Anselm College, "Camus and Nietzsche: Two Responses to a 'Meaningless' Universe"; Aron Dunlap, Shimer College, "Are We Still Living in the Age of Anxiety: A Psycho-Theological Approach"; Chris Constas, Boston College, "Long Lives with Nothing to Do: The Future of Humanity in a Technological Age."

Chair: Laurel Eason, Catawba College

BOARDROOM

**39. Leaders and Communities in Democracies: Helping Students to Judge Excess and Falsehood**

Frank Rohmer, Austin College, "Law and the Liberal Arts: William Blackstone on the Artful Construction of English Liberty"; Sanders Huguenin, The University of Virginia at Wise, "Edmund Burke and the Concept of a New Class"; Roger Barrus, Hampden-Sydney College, "The New 'Manufacturing Aristocracy' and the Case for the Liberal Arts and Sciences in a Democratic Society"; Edward J. Downes, Boston University, "Defending Democracy's 'Spin Doctors': The (Ultimate?) Role of Congress' Press Secretaries"; Eugene James McBride, New York University, "Back to the Future: Erasmus and Machiavelli in 2040"; Tudor Jones, University of Oxford, "Burke against the Rights of Man: A Politically Dangerous Abstraction or a Precursor of Universal Human Rights?"

Chair: Thomas Bateman, St. Thomas University

MANOMET

**40. Thomas More's *Utopia* and the Liberal Arts**

Marianna Krejci-Papa, Eastern Nazarene College, "A Core Text for All Seasons: Thomas More's *Utopia* (1516) as a Cornerstone for Divergent Modern Disciplines"; Brendan Cook, University of South Florida, "Envy and False Pleasures: More's Critique of Italian Optimism"; Karen Cubie Henck, Eastern Nazarene College, "Imagining Improvements: More's *Utopia*, Dystopian Fiction, and the Liberal Arts Student."

Chair: Marianna Krejci-Papa

MAYFLOWER

**41. Program Development Workshop: Reports and Discussion about ACTC/Columbia and Yale Tradition and Innovation Core Text Curricula Faculty 2014 Summer Seminar**

After a brief description for those in attendance who are unfamiliar with ACTC's Tradition and Innovation summer seminar, each attending team will report in summary on the results of their efforts on campus to use core texts or to renew or form a core text program. We expect a wide range of results – from efforts to convince other colleagues of the importance and feasibility of teaching core texts, to first attempts to revise courses, to renewal or implementation of full blown curricula. The workshop will be open to anyone at the

conference, and, in part, will be used as both a practicum in core text curriculum development and, also, as a recruitment tool for a future, similar project in 2016.

Co-chairs: J. Scott Lee, ACTC, Roosevelt Montás, Columbia University

## **SATURDAY, APRIL 11, 2015 AFTERNOON**

BALLROOM

12:10-1:00 PM **Lunch**

1:00-1:50 **Plenary Speaker: Judith Grabiner**, Flora Sanborn Pitzer Professor of Mathematics, Pitzer College, “Space: Where Sufficient Reason Isn’t Enough.”

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

AMPHITHEATER

### **42. Polarities of Justification for Core Texts in Liberal Education**

Kevin Michael Staley, Saint Anselm College, “Criticism, Creativity and Tradition in Mohammad Iqbal’s *Secrets of the Self*”; David de Kanter Arndt, Saint Mary’s College of California, “The Liberal Art of Interpretation: Nietzsche on Reading”; David Neidorf, Deep Springs College, “What Are Core Texts For? What We Can Learn from Hermann Hesse.”

Chair: Samuel Stoner, Carthage College

MAYFLOWER

### **43. Psychology: Choosing Core Texts for Today’s Liberal Education**

Rachel Kennedy, Columbia University, “The Poetics of Heidegger’s Enframing within Current Science and Technology”; Andrea Lynn Kowalchuk, University of Colorado Boulder, “The Mind’s Idols and the Possibility of Knowledge”; David Burrows, Lawrence University, “Teaching Science through Core Texts: The Case of the Ego and the Id”; Hanke Drop, University of Arts Utrecht, and Iko Doeland, Rotterdams Vakcollege de Hef, “Towards an Embodied Liberal Education.”

Chair: Anne Foerst, St. Bonaventure University

BOARDROOM

### **44. Poets and Muses: Homer, Ovid, Dante, and Joyce**

Hannah Hintze, St. John’s College, “Ovid’s Independence”; Allen Speight, Boston University, “The Poetics of Freedom and Transformation: Dante and His Predecessors”; Stephanie Nelson, Boston University, “Dante and Joyce: How to Learn from a Great Book”; Tom Darby, Carleton University, “Spiritual Crisis in Western Civilization; Odysseys Ancient and Modern.”

Chair: Stephanie Nelson

CARVER

### **45. On Natural Law**

Molly Bridgid Flynn, Assumption College, “Natural Law and Cultural Crisis: MWF, 37, ISO – A Less Naïve Realism about Ideals”; James M. Despres, St. Charles Borromeo Seminary, “What is Nature and How Do We Know It? Comments on a Novel Approach to the Natural Law.” Brian Fox, Christendom College, “Are Judicial Decisions ‘Choices’? Schmitt and Aristotle on Human Nature and Law”; Jason Bell, Mount Allison University, “The Logic of Meaning and the Elevation of Encountered Being.”

Chair: Molly Flynn

PLYMPTON

**46. Words, Metaphors, Discourse: The Narrative and Structure of a Liberal Education in Grammar**

Michael D. Terranova, University of Dallas, “The Exploration of Human Nature in the Similes and Catalogues of Men in Homer’s *Iliad*”; James Arieti, Hampden-Sydney College, “Can We Trust Thucydides?” Karin A. Beck, Kean University, “The Crime of Abusing Science”; David Thoreen, Assumption College, “The Etymology of Goodbye: Vestigial Language in Charles Baxter’s ‘Poor Devil’.”

Chair: Richard Bodek, College of Charleston

SUITE 302

**47. Mimesis, People, and Art: Opening a Space for Students to Live**

Robert Irons, Hampden-Sydney College, “Living in Plutarch’s *Lives*: Is Biography the Most Liberal of the Liberal Arts?”; Kerri L. Tom, Concordia University Irvine, “See the Poem, Be the Poet, See the Poem Again”; Chad Hastings Arnold, Saint Mary’s College of California, “War Stories and the Text: An Examination of *The Things They Carried*, by Tim O’Brien.”

Chair: Nancy Enright, Seton Hall University

MANOMET

**48. Italian Political and Ethical Thought: Contributions to the Western Intellectual Tradition**

Kevin Shane Honeycutt, Mercer University, “Desire and Domination in Machiavelli’s *The Prince*”; Steven F. White, Mount St. Mary’s University, “Virtue, Friendship, and the Founding of the Italian Republic”; Gabrielle Sims, Boston University, “Integrating Giacomo Leopardi into American Core Curricula.”

Chair: Eric Graf, Universidad Francisco Marroquín

MARSHFIELD

**49. Freedom, U.S. History, and Core Texts in African American Eyes**

Michael K. Cundall, North Carolina A&T State University, “Reading the Declaration of Independence at an HBCU”; Martin Klammer, Luther College, “Frederick Douglass’s *Narrative* and the Power of Literacy”; Cathy M. Jackson, Norfolk State University, “The Blues: A Map Down the Lonely, Literary Highway of Wallace Thurman’s *The Blacker the Berry*.”

Chair: Bruce Kimball, Ohio State University

PEMBROKE

**50. Eternity, Order, and Listening: Music as the Most Human Art**

Jeremy Seth Geddert, Assumption College, “A Pedagogy of Beauty: Teaching Plato’s *Republic* through Mathematics and Music”; Kenneth Howard Post, McMaster University, “Intimations of Eternity in Psalm 89.”

Chair: Mary Di Lucia, John Jay College, CUNY

HALIFAX

**51. Liberal Education and Tendencies toward Disciplinary Erasure**

Julie Chiu and Wai Ming Ho, The Chinese University of Hong Kong, “Sappho vs. Plato: the Necessity of a Lady Poet’s Voice”; Margaret J. Oakes, Furman University,

“Entering upon That One Path: Bacon’s Knightly Quest for Knowledge”; Daniel Deen, Concordia University Irvine, “The Tangled Bank of Liberal Education: What’s Darwin Got to Do with It?” Jean-Marie Kauth, Benedictine University, “Still Bridging the Gap: Sandra Steingraber’s *Living Downstream* as Literary Science and Scientific Poetry.”

Chair: Jamie Cromartie, Stockton University

SUITE 402

### **52. Russian Literature, Religion and Morality**

Kirsten Lodge, Midwestern State University, “Making Dostoevsky Relevant: The Question of Rape in *Notes from the Underground*”; Jane Kelley Rodeheffer, Pepperdine University, “Narrative Icons in *The Brothers Karamazov*”; John Isham, Carthage College, “Is There a Middle, Moderate, Virtuous Way in *Anna Karenina*?”

Chair: James Roney, Juniata College

PUBLET

### **53. Looking for Guidance: Eastern and Western Texts on Living a Life**

Tong Zhang, Xiamen University, “Taoism and Chinese Young People”; Peter Diamond, New York University, “Xunzi on the Importance of Ritual: A Confucian Meditation on Soft Power”; Jonathan Edelman, Mississippi State University, “The One and the Many: Teaching the *Bhagavad Gita* through its Commentaries.”

Chair: Thomas Michael, Boston University

4:15-6:00      **Saturday Afternoon, Second Panels**

AMPHITHEATER

### **54. Freedom in Liberal Arts Education**

Christopher A. Snyder, Mississippi State University, “Guided Wandering or Going Astray? Seneca, Ulysses, and the Liberal Arts”; Felicia Martinez, Saint Mary’s College of California, “Against Dryness: Real People and Reading *Don Quixote* in Light of the Liberal Arts”; Jude Schwalbach, Hillsdale College, “Liberal Education and the American Citizen”; Lisa Cassidy, Ramapo College of New Jersey, “Wharton’s Lily Bart as Existential Hero.”

Chair: Frederick Monsma, American University of Iraq, Sulaimani

MAYFLOWER

### **55. Medieval Political Philosophy: An NEH Summer Institute, Part 2**

Michael David Platt, George Wythe University, “What Lost Students, such as Deresiewicz’s, Need Most Is a Curriculum, Such as Maimonides Provides His Student Joseph”; Joshua Parens, University of Dallas, “The Other Traditions: Islamic and Jewish Creation/Eternity Debates”; John Coats, Connecticut College, “Political Effects of Medieval Creation/Eternity Debates”; Terence Kleven, Central College, “Maimonides’s Eight Chapters as an Introduction to the Study of *The Guide of the Perplexed*.”

Chair: Joshua Parens

BOARDROOM

### **56. Social and Political Science Core Texts: Assumptions, Contestations and Human Capabilities**

Stephen Slimp, University of West Alabama, “Karl Löwith, Jacob Burckhardt, and the Meaning of History”; Clifford Humphrey, Hillsdale College, “The Destruction of Justice and

Fairness in Dostoevsky's *Notes from the Underground*; Eric Drummond Smith, The University of Virginia's College at Wise, "Liberal Arts, Political Science: Contrasting Classical Realism and Neorealism in Search for Predictive Utility."

Chair: Daniel van Voorhis, Concordia University Irvine

CARVER

**60. Overcoming Resistance to Professors, Reading, Discussions and Teaching**

Charles Wells, Wilfrid Laurier University, "*What Is Enlightenment?* and the Student-Professor Antagonism"; Francis Aloysius Grabowski, Rogers State University, "Teaching Philosophy through the Three Ps: Problem, Position, and Proof"; Christopher Beckham, Morehead State University, "Martin Luther, Educational Reformer: An Examination of *The Duty of Sending Children to School*"; Matthew Koss, College of the Holy Cross, "*The School of Athens* as a Metaphor of the Big Picture of a Liberal Arts Education."

Chair: Sanders Huguenin, The University of Virginia's College at Wise

SUITE 302

**61. Shakespeare and the Art of Politics**

Christine Cornell and Patrick Malcolmson, St. Thomas University, "Shakespeare's *Coriolanus*: The Machiavellianism of Volumnia"; Richard Myers, Algoma University, "The Strange Role of Cicero in Shakespeare's *Julius Caesar*."

Chair: Rick Myers

HALIFAX

**62. Exploring Two and One in Poetry**

Gwenda-lin Grewal, University of Dallas, "Parmenides: To Be Not or Not To Be?"; Clinton Armstrong, Concordia University Irvine, "Some Science and Art in Ovid's *Metamorphoses*: Distinguishing the Natural and Supernatural"; Marc A. LePain, Assumption College, "Né due né uno": Reflections on What Dante Wrought"; Lamiaa Youssef, Norfolk State University, "More Than Just Songs, They Are a World Vision."

Chair: tbd

MANOMET

**63. Civil Disobedience as a Core Concept**

David Bollert, Manhattan College, "Wonder, Philosophy, and Civil Disobedience"; Sarah Scott, Manhattan College, "Civil Disobedience in King and Kant."

Chair: Martha Franks, St. John's College

PLYMPTON

**64. Plato's *Republic*: The Quest for Truth through Readings Philosophic and Literary**

Colin M. Brown, Hillsdale College, "Pedagogical Poetics in Platonic Philosophy"; Charlotte Thomas, Mercer University, "The City/Soul Analogy in *Republic*, Book 5"; Russell Dawn, Concordia University Irvine, "Was Chief Beatty Right? Liberal Arts and Truth in Bradbury's *Fahrenheit 451*."

Chair: Randy Olson, St. Michael's College

MARSHFIELD

**65. Religion and Philosophy in Islamic Education**

AbuBaker Ibrahim, Zayed University, "What Does al-Ghazali (ca. 1056-1111) Tell Us about the Goals of University Education?" Arundhati Sanyal, Seton Hall University, "*The*

*Decisive Treatise* Determining the Nature of the Connection between Religion and Philosophy”; Karim Dharamsi, Mount Royal University, “The Child as Solitary Scientist: Defending Ibn-Tufail’s *Hayy Ibn Yaqzan* for Undergraduate Study.”

Chair: Tarig Mohamed, Zayed University

PEMBROKE

**66. The Arts of Living & Literature: Applications in Life**

James Foote, University of North Carolina Asheville, “Shakespeare’s *Othello* and the Parallels of a Modern Perspective Regarding Post Traumatic Stress Disorder and Its Healing”; Danny Nuckols, Austin College, “How Economists Abuse Literature and the Need for a Deconstructive Reading of *Frankenstein*”; Marla L. Weitzman, The University of Virginia’ College at Wise, “Cloth and Clothing in *Moll Flanders*;” James N. Roney, Juniata College, “Science, Medicine, and the End(s) of Life in Tolstoy’s *Ivan Ilyich*.”

Chair: Ann Dunn, University of North Carolina Asheville

DUXBURY (BALLROOM)

**67. ACTC Liberal Arts Institute: Projects and Institute Advisory Board Meeting**

The ACTC Liberal Arts Institute undertakes special leadership projects for ACTC through its participating institutions. The Advisory Board, representing these institutions, meets to discuss initiatives. The “Qualitative Narrative Assessment” project and the “Tradition and Innovation” project, discussed in workshops earlier in the conference, are examples of Institute initiatives and will largely be discussed at the 2:10 workshop on Friday.

This meeting will be devoted to discussion of the “Religious and Secular Cores Conference” in September of 2014 at Rhodes College. Other topics include possible conferences on “Integrating Asian and Western Texts into Core Courses,” the European Core Text Conference, a conference on “Women and Core Texts” and, finally, two faculty/curriculum development initiatives. Parties who are interested in Institute projects or in exploring possibilities of new projects, or who believe that their institution would wish to join the membership of the Institute are invited to contact J. Scott Lee ([jscottlee@prodigy.net](mailto:jscottlee@prodigy.net)) and attend the meeting.

Chair: J. Scott Lee, Executive Director, ACTC

**SUNDAY, APRIL 12, 2015**

BALLROOM

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

9:45- 11:00 **Business Meeting, open to all**

**Conference Closes**

Thanks for coming!