

A preliminary note to the Tentative Agenda of the 23rd ANNUAL CONFERENCE OF ACTC: The Association for Core Texts and Courses:

This year, ACTC has a number of projects that are under development. The Conference panels are being used to further those projects. Two of the projects' panels have labels which identify them. Participants in these panels may already have indicated their interest in furthering the projects, or some panels are so closely aligned with the interests of the project that the Executive Director wishes to call to the attention of participants and attendees that alignment:

Women and the Core: (WC) ACTC's Liberal Arts Institute is cooperating with Temple University's Intellectual Heritage Program and Columbia University in developing, at Temple, a Women and The Core Conference. It will be held at Temple University, March 16 & 17, 2018. Panels inquire about the history and critical developments of interests in feminism, women authors, and issues concerning women within core text programs.

Rejuvenating and Reinventing the Liberal Arts: (RLA) ACTC's Liberal Arts Institute will propose a National Endowment for the Humanities (or other funding agency) Seminar on the theory, history, and practice of liberal arts within core text courses and programs. Panels indicate the variety of possible curricular inquiries of the projected seminar.

Asian Texts, General Education, and Global Perspective: This project does not have panels devoted to it, but a conference is planned on the topic at Concordia University—Irvine, the Institute's home, for the summer of 2018. This conference aims to bring faculty and administrators from Hong Kong, China, and the world to discuss the renewed conversation about General Education consequent upon Chinese educational developments. ACTC's Liberal Arts Institute, Chinese University of Hong Kong, New York University—Liberal Studies Program, Pepperdine University and Concordia University – Irvine are among supporting institutions.

Qualitative Narrative Assessment or QNA: ACTC recently published the first volume of this serial effort to develop and make available models of qualitative assessment based in narrative, humanistic descriptions of programs and student achievement. Progress of participating institutions will be reported at the workshop. Parties interested in joining a third cohort are invited to attend.

European Liberal Arts Education: Renewal and Reformation: At the University of Winchester, United Kingdom, on September 1 & 2, 2017, the second European conference on core texts and the liberal arts will be held with support from the ACTC Liberal Arts Institute. Winchester, Amsterdam University College, Leuphana College, and University of Navarra faculty have organized the conference.

Tradition and Innovation: Ten institutions participated in the second T & I ACTC Institute faculty and curriculum development two-week seminar at the University of Chicago and Columbia University, funded by the Bradley and Teagle Foundations, in June of 2017. Parties interested in a possible third cohort in 2018 are invited to attend.

The ACTC Liberal Arts Institute will hold its Board and Planning Meeting at which the results of these panels will briefly be reported on. Further planning steps for the projects will be developed. All participants in the panels and conference attendees interested in the project are invited to the Meeting: Saturday afternoon at 4:15 PM.

23rd ANNUAL CONFERENCE OF
ACTC: The Association for Core Texts and Courses

Tentative Agenda

**BRIDGING DIVIDES, CROSSING BORDERS, COMMUNITY BUILDING: CORE TEXTS,
LIBERAL ARTS, COLLEGE AND THE HUMAN VOICE**

Sponsored by

Austin College Will Mann Richardson Lectureship Series and
Johnson Center for Faculty Development and Excellence in Teaching

Co-sponsored by

Midwestern State University and the University of Dallas

Thursday, April 20 - Sunday, April 23, 2017
Crowne Plaza, Dallas Downtown, Dallas, Texas USA

Book and Display Table Location to be Announced

THURSDAY, APRIL 20, 2017

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

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

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

8:00-9:00 **Opening Plenary Address, sponsored by the Will Man Richardson Lectureship Series, Austin College: Roosevelt Montás, Director of the Center for the Core Curriculum. Title: to be announced.**

FRIDAY, APRIL 21, 2017 MORNING

8:10-9:05 **Breakfast**

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

1. (RLA) The Liberal Arts Grammar

Patrick Dunn, Aurora University, “The Orphic Hymns as Imitation Oral Poems”; Kevin LoTruglio, Hillsdale College, “On the Miracle of the Common Noun”; Megan Furman, University of Dallas, “The Underdeterminacy of the Word: *Phaedrus*, *Cratylus* and the Communal Demands of Language”; Farzad Mahootian, New York University, “Augustinian and Daoist Perspectives on Reading Nature Like a Book”; Bryan Smith, Great Hearts Academies, “Know a Little, but Know it Well”; Mark Taylor, East London Science School, “The Real Origins of Species – Or, Was that Specious?” (5)

Chair: Jane Kelley Rodeheffer, Pepperdine University

2. (WC) In Programs and Classrooms: Re-Invigorating the Core through Considerations of Gender

Linda Chavers, Temple University, “The Intersectionality of Being Black, a Woman, and a Professor”; Sheryl Sawin, Temple University, “Cross Cultures/Crossing Gender: Sei Shonagon’s *Pillow Book*, Cultural Capital and the Performance of Gender in the Core”; Melody S. Williams, Norfolk State University, “Discovering, Distinguishing, and Demonstrating the Complex Identities of Women in the *Narrative of the Life of Henry Bibb*”; Genevieve Amaral, Temple University, “The Laugh of Medusa in Core: Women’s Voices and the Traditional Canon.”

Chair: Leigh Simone, St. Bonaventure University (4)

3. Polarizing Politics: Addressing Divides through Core Texts

Michael Chiariello, St. Bonaventure University, “Plato’s Cave: Meta-politics for the Post-factual Era”; John Antonio Pascarella, Saint Vincent College, “Preserving Trust in Political Discourse: Reflections on the Debate between Cleon and Diodotus in Thucydides’ *Peloponnesian War*”; Laurence Elliot Winters, Fairleigh Dickinson University, “Gedanklosigkeit; or How Can Otherwise ‘Normal’ People Make Such Terrible Choices?” Wade Roberts, Juniata College, “Arendt, Orwell, and the Politics of Truth”; Jean-Philippe Faletta, University of St. Thomas—Houston, “*Bowling Alone*, *Democracy in America*, and the Future of Community.” (5)

Chair: Randy Olson, Saint Michael’s College

4. Two Worlds and the Soul’s Journey through Both

James Welch IV, University of Science and Arts of Oklahoma, “The Essence of Mediation in *The Dhammapada*”; Wai Ming Ho, Chinese University of Hong Kong, “Heavenly and Mundane Perspective in Heraclitus and Chuang Tzu (Zhuangzi)”; Douglas Henry, Baylor University, “The Character of Piety in Plato’s *Euthyphro*”; Anna Maria Dean, University of Dallas, “Political Life and Humility in *The City of God*”; Ben Slomski, Baylor University, “God and King at Agincourt: *Henry V* and the Political-Religious Divide.” (5)

Chair: Scott Ashmon, Concordia University – Irvine

5. Exploring Character: Biographical, Ethical, and Dramatic Views

Virginia L. Emery, Carthage College, “Gold to the Core: The Ages of Man through the Ages”; Deborah De Chiara-Quenzer, Boston College, “Plato and Aristotle on Good Character”; Thomas R. Larson, Saint Anselm College, “A Noteworthy Event of No Consequence in Plutarch’s ‘Life of Themistocles’”; Jerome C. Foss, Saint Vincent College, “Why is a Good Man Hard to Find?”; Robert Irons, Hampden-Sydney College, “Plutarch’s Paideia.” (5)

Chair: Taddy Kalas, Augustana College

6. Foundations of Political Life: The State of Nature & the Formation of Communities

Gabrielle S. Stanton, Tulane University, “Religion in the State of Nature: Hobbes’s Image of Trust as the Basis of Political Life”; Angela Lill, University of Dallas, “Locke’s Golden Rule”; Juan Esteban Davalos, Hillsdale College, “Political Justice According to Locke”; Marc Sable, Universidad Autonoma de Mexico, “At the Intersection of History and Ethics: Sigenza’s *Theatre of Political Virtues*”; Craig Vander Hart, Wenatchee Valley College, “Natural Law and the Common God in Solzhenitsyn’s *Gulag Archipelago*.” (5)

Chair: John Eastby, Hampden-Sydney College

7. Loss, Suffering, Death: Are They of Any Help to Humans?

Christopher Dustin, College of the Holy Cross, “‘An air of awful mystery’: Philosophy, Love, and Loss”; James Roney, Juniata College, “Liberal Education for Moral Communities: Cicero and Chekhov on Living and Aging Well”; Tyrel Garrett, University of Dallas, “Being-Towards-Death in Homer’s *Iliad*”; Adam Perry Lowber, The Colony High School, “‘The Horror, the Horror’ of Teaching *Heart of Darkness* to Teenagers”; Claudine Davidshofer, High Point University, “Building Community through the Universality of the Human Condition: Suffering and Hope in Kierkegaard’s *Upbuilding Discourses in Various Spirits*”; Emily Brower, Baylor University, “To Tell a Story Is to Endure: Samuel Beckett’s *Krapp’s Last Tape*.” (6)

Chair: Joyce Kerr Tarpley, Mountain View College

8. Student Resistance to, Reception of, & Use of the Human Voice in Literature

Alina A. Beary, Baylor University, “Seeing the True as the Beautiful: Using Tolkien to Read Aquinas”; Jennifer Gillespie Rhodes, Columbia University, “Reading and Liberation: the Case for *Gargantua and Pantagruel*”; Jonathan M. Henderson, Midwestern State University, “A Bridge Between Islands: ‘Crusoe vs. Cruso’”; Rachel Yubeta, University of Dallas, “*Ulysses*: The Work of Losing and Finding a Human Voice.” Amanda DiPaolo, St. Thomas University, “Revisiting *Harrison Bergeron* for the Social Media Age.”

Chair: Patrick Malcolmson, St. Thomas University (5)

9. Tradition, Books, Freedom and Authority: Is Liberal Education Good for Students?

Benjamin Westervelt, Lewis & Clark College, “Dangerous Books: Cautionary Tales in *The Tempest* and *Frankenstein*”; Antonio Elias Sosa, University of Dallas, “Socrates and Athens, an Uneasy Alliance”; Jessica T. Higa, Hillsdale College, “Locke’s Virtue as the Tyranny of the Mind”; Jonathan Hand, St. John’s College, Santa Fe, “Rousseau: Friend or Foe of Liberal Education?” Daniel Kontowski, University of Winchester, “Liberal Arts Education for Everybody? Nietzsche and Free College Proposals.” (5)

Chair: John Doody, Villanova University

FRIDAY APRIL 21, 2017 AFTERNOON

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

1:00-1:50 **Plenary Address: Robert O’Meally**, Zora Neale Hurston Professor of English, Columbia University. Title: to be announced.

2:10-3:55 **Friday Afternoon, First Panel Session**

10. (WC) SPONSOR'S PANEL, AUSTIN COLLEGE: Teaching Women and the Core: Recovery and Representation

Melinda Sue Landeck, Austin College, "Unmasking Female Agency: (Re)interpreting Lady Rokujo for the Medieval Japanese Stage"; Elizabeth Ashcroft Terry, Austin College, "Problems with Assigning Margery Kempe and St. Teresa of Vila"; Thomas Hughes Blake, "Re-Orienting Custance: Gender and the East in Chaucer's 'Man of Law's Tale'"; Randi Tanglen, Austin College, "Religion, Race, and Portrayals of American Indian Women in Mary Rowlandson's *The Sovereignty and Goodness of God*."

Chair: Randi Tanglen

11. Opportunities and Difficulties of Cross-Cultural, Cross-Civilizational Texts and Programs

Julie Park, Saint Mary's College of California, "Speaking Across Differences: Classic and Contemporary Stoicism"; Peter J. Diamond, New York University, "A Global Approach to Ancient Core Texts: *Job* and *Euthyphro* on Moral Obligation"; Kirsten Lodge, Midwestern State University, "'Tears for Passing Things': Interpretation Across Cultural Divides in the *Aeneid*."; Thomas C. Johnson, Luther College, "Culture, Identity, and Difference in *Clash of Civilizations Over an Elevator in Piazza Vittorio*." (4)

Chair: Tuan Hoang, Pepperdine University

12. (RLA) Reconceiving Liberal Arts in Modern Education

Robert Wayne Cape, Austin College, "Cicero's *Pro Archia* and the Defense of the Humanities"; Nigel Tubbs, University of Winchester, "Liberal Arts: Know Thyself"; Stephen Barnes, University of Mary Hardin-Baylor, "The Well-Constituted Trivium"; Christopher Constas, Boston College, "What Was Enlightenment? Reintegrating the Liberal Arts in a Post-Traditional World." (4)

Chair: Terry Hall, St. Thomas University

13. Bringing Consideration of Artworks to a Textual Core

Elizabeth Carlson, Lawrence University, "Slow Looking in the Core: Bruegel's *Landscape with the Fall of Icarus*"; Katherine Platt, Babson College, "Memory and Forgetting: the Vietnam Veteran's Memorial"; Karin Beck, Kean University, "Recycling the Core"; Donald Salisbury & Ivette Maria Vargas-O'Bryan, Austin College, "The *Heart Sutra*, Revelation, and Emergent Spacetime." (4)

Chair: Chad Arnold, Saint Mary's College of California

14. Dreams, Shimmering, and Deception: Knowing Ourselves, Seeing the Future

Kimberly D. Heil, University of Dallas, "Weaving Deceit: Portrayals of Penelope's Weaving Trick in the *Odyssey*"; Ken Parker, Orange Coast Community College, "Dreams and Daydreams in Book 20 of the *Odyssey*"; MaryCatherine McDonald, Old Dominion University, "Honey, please: Emerson and Merleau-Ponty on the Human Condition"; Simone Lee Quinn, Aurora University, "To Dream from the Ruins: an Analysis of Borges' *The Circular Ruins*."

Chair: Laurel Eason, Catawba College (4)

15. Platonic Education

Paul Diduch and Michael Harding, University of Colorado at Boulder and Montgomery College, “Why the Question of Motive Matters for Platonic Political Philosophy”; Alex Priou, Kutztown University, “Who Would Read Plato’s *Cleitophon*?” ; Gregory McBryer, Morehead State University, “On the Question of Socrates’ Benevolence”; Jonathan Eng, Tulane University, “Cynicism and Education.” (4)

Chair: Michael McShane, Carthage College

16. Laws, Crime, Community, and Empathy: Difficult Subjects in Today’s Core Text Courses

Steven Baker, Columbia University, “Rereading Ovid’s Rapes”; Lynn Tatum, Baylor University, “The Rape of Tamar: Teaching the Tragic Story of King David’s Family in a Post-Title IX World”; Ann McGlashan, Baylor University, “Tennyson’s ‘Guinevere’: How a University’s Sexual Assault Crisis Gave Relevance to a Victorian Moral Fable”; Joanne Nystrom Janssen, Baker University, “‘The Crime Don’t Matter’?: Building Bridges with Outlaws in *The Stranger* and *A Good Man Is Hard to Find*.” (4)

Chair: Ted Hadzi-Antich, Austin Community College

17. Giving Context and Thought to the Transformation of Nature

Ross Hunt, Independent Scholar, “‘Channels Which Had No Great Name on Earth’: The Limits of the Transformation of Nature in Xenophon’s ‘Education of Cyrus’”; Matthew Post, University of Dallas, “The Pursuit of Justice as the Tyrannical Subversion of Nature in Seneca’s *Oedipus*”; Lili Jiang, Chinese University of Hong Kong, “Teaching Classical Texts in Shenzhen on the Mainland”; Jean-Marie Kauth, Benedictine University, “Grieving for the World through Core Texts.” (4)

Chair: Pavlos Papadopoulos, University of Dallas

18. A Tour of Dante’s *Divine Comedy*

Brendan Cook, University of Florida, “Approaching the *Commedia* through Numerology”; Melissa Dow, University of Dallas, “Exiles in Purgatory: Political Lessons from Dante’s Encounter with Sordello”; Neil Graham Robertson, University of King’s College, “The Structure of Dante’s *Paradisio*.” (3)

Chair: Brian Schwartz, Carthage College

19. Innocent or Sinful: Human Grounds for Thought and Action

Matthew Walz, University of Dallas, “At the Heart of Atheism: Aquinas on the Two Basic Objections to God’s Existence”; Jonathan Ashbach, Hillsdale College, “John Witherspoon’s Critique of Eudaemonism”; Matthew Spring, University of Dallas, “Emerson’s Garden.” (3)

Chair: Greg Camp, Fresno Pacific University

20. Family Education

Joseph M. Knippenberg, Oglethorpe University, “Parents as Teachers, Teachers as Parents”; Mary M. Townsend, Loyola University of New Orleans, “Aristotle versus Diotima on Motherly Love”; Robert McFadden, University of Notre Dame, “A Virtuous Daughter: Friendship and Politics in Cicero’s *Tusculan Disputations*.” (3)

Chair: Patrick Downey, Saint Mary’s College of California

21. Performance and Pedagogy: Enlivening Core Texts

Ann Hingle Martin and Dorothy McCaughey, Louisiana State University, “Illuminating *Agamemnon*”; Julie Steward, Samford University, “The First Scenes of Shakespearean Plays Taught through Performative Pedagogy.”

Chair: Andrea Kowalchuk, University of Colorado (2/3)

22. Core Curricula in the Research University: Report on a Teagle Foundation Initiative with Columbia, Yale and Chicago

Roosevelt Montás, Columbia University and Project Director; Thomas Christenson and Richard Strier, University of Chicago; Norma Thompson, Yale University.

Chair: Roosevelt Montás

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

23. An ACTC Liberal Arts Institute Member Panel: Imagination and the Core in the Thought of Louise Cowan

Bainard Cowan, University of Dallas, “The *Aeneid* as a Founding Text of a Core Curriculum”; Robert Scott Dupree, University of Dallas, “Change and Continuity in the Classics”; Mary Mumbach, Northeast Community College, “Genres: the Kindest Way to Teach Literature in a Core Curriculum”; Kathryn Smith, University of Dallas, “Lyric Testimony and the Recovery of Creative Intuition”; Elizabeth Reyes, Thomas Aquinas College, “Lyric Emergency in John Crowe Ransom’s ‘Man Without Sense of Direction.’”

Chair: Bainard Cowan

24. Commerce and Character

Frank J. Rohmer, Austin College, “Where Right Meets Might: Montesquieu on Commerce and the Right of Nations”; Edward J. Harpham, University of Texas at Dallas, “Smith on Self-Interest and Moral Character in a Commercial Society”; John Ray, Xavier University, “If I Were Rich: On the Relation of Wealth and Pleasure in Rousseau’s *Emile*”; Will Jordan, Mercer University, “Self-Interest Well Understood in the *Autobiography of Benjamin Franklin*.”

(4)

Chair: Frank J. Rohmer

25. Hegel on Freedom, Religion, and Mind, with a Comment by Aristotle

Rebekah Norah Howes, University of Winchester, “Mind the Gap: Hegel, Faith and Politics in the Modern World”; Angel Jaramillo, Universidad Autonoma de Mexico, “The Political Philosophy of the Phenomenology of Spirit”; Daniel Murphy, Saint Peter’s University, “Philosophy of the Mind: Past and Present”; Ann Colmo, Dominican University, “The Divided Soul in Aristotle.” (4)

Chair: Michael Krom, St. Vincent College

26. Workshop on Qualitative Narrative Assessment (QNA)

ACTC recently published the first volume of this serial effort to develop and make available models of qualitative assessment based in narrative, humanistic description of programs and student achievement. Progress of participating institutions will be reported at this workshop. Parties interested in joining a third cohort are invited to attend.

Chairs: Kathleen Burk, ACTC Director of Assessment, and David DiMattio, Montgomery County Community College

27. (WC) Rethinking Ourselves: Women, Power, and Medieval Texts

Mark Griffith, University of West Alabama, "Christine de Pizan and the Honorable Principate"; Grace Delmolino, Columbia University, "Misogyny and Scholarship in the *Decameron*." (2)

Chair: Cathy Madora Jackson, Norfolk State University

28. (RLA) Making Aquinas Accessible for Focus for the Study of Logic

James Berquist, University of Dallas, "Rejuvenating the Liberal Arts in the Core: Bringing Logic into a Core Class"; Nathan Cartagena, Baylor University, "The Logic of Fraternal Correction"; Martin Tracey, Benedictine University, "Towards 'Rejuvenating' the *Summa Theologicae*: Strategies for Helping New Readers." (3)

Chair: Lisa Sisler, Kean University

29. The Value of Letters to Citizenship, a Nation, or Civilization

Wolfgang Lueckel, Austin College, "Nation Building and Story Telling: The Grimm German Legends as Literary Democracy"; Alvaro Sánchez-Ostiz, Universidad de Navarra, "Pleasure, Prestige, and Patronage of Liberal Education in Cicero's *Pro Archia*." (2)

Chair: Benjamin DeSmidt, Carthage College

30. Revisiting the Quarrel Between Philosophy and Poetry

Joshua Grimm, City University of New York, "The Economy of Information in Aeschylus' *Agamemnon*"; Donovan Irvén, Midwestern State University, "Truth and Discovery: From Parmenides' Poem to Plato's Cave"; Jason Lund, Baylor University, "The Problem of Good in Plato's *Apology*"; Elizabeth Wagner, Baylor University, "Homer's Role in Socratic Education: An Examination of Book Ten of the *Republic*." (4)

Chair: Paul Diduch, University of Colorado at Boulder

31. Art, Politics, and Science: Do They Converge in Aesthetics?

Mark Walter, Aurora University, "Beauty in Truth: On the Strife of Earth and World in Heidegger's *Origin of the Work of Art*"; Allen F. Ray, Tulane University, "Rhetoric and Political Virtue in Plato's *Menexenus*"; To Kam Lam, Chinese University of Hong Kong, "Reading the Story of Our Understanding of Life"; Jerry Harp, Lewis & Clark College, "The Beauty of Truth in the Humanities and Natural Sciences." (4)

Chair: Gabriel Pihás, Saint Mary's College of California

32. Three Cross-Cultural Modes of First Year Core

Dorothy Guyot, Pre-Collegiate Program of Yangon, title to be determined; Ei Ei Hlaing, Lynchburg College, “A Year-Long Set of Five Courses for International Students”; Charlotte Thomas, Mercer University, “Mercer’s Great Books Program: Lessons from Our First 35 Years.”

(3)

Chair: Dorothy Guyot

33. CO-SPONSOR’S STUDENT PANEL: The Trivium: The Liberal Arts of Language in the Texts of Liberal Education”

Christina Craig, University of Dallas, “Passive and Active Verbs in Jane Austen’s Description of Mr. Darcy.” Titus Willard, University of Dallas, “The Conservative Logic of the American Revolution in the *Declaration of Independence*.” Bridget Safranek, University of Dallas, “The Mystic Chords: Lincoln’s Use of the Musical Metaphor in the Emotional Appeal.”

Chair: Scott Crider, University of Dallas

SATURDAY, APRIL 22, 2017

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

8:10-9:00 **Plenary Address: Jane Kelley Rodeheffer**, Fletcher Jones Chair of Great Books, Pepperdine University, ACTC President, “Musing Dante, Divining Milton and Cultivating Confucius: A Collaboration Between Great Books and Visual Arts.”

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

34. Can a Core Text Provide a Model for Program and Faculty Development?

Gregory Marks, Eugenia Maria de Hostos Community College, “Teaching the Core in South Bronx: Oedipus’ Tragic Echo-Chamber”; Liu Min, Beijing Normal University, “A Case Study of Bringing Core Texts into Practice in China”; Stephen Shivone, Belmont Abbey College, “Reading St. Benedict’s Life and Rule as Core Texts”; Leigh Simone, St. Bonaventure University, “The People Have Spoken: How will St. Bonaventure’s *The Mind’s Journey to God* Be Reconfigured in the Re-Imagined Core?”; Bernd Estabrook, Illinois College, “Ethics, Aesthetics, Agriculture, and Technology: Wendell Berry’s Intellectual Synthesis.” (5)

Chair: Benjamin Westervelt, Lewis & Clark College

35. An ACTC Liberal Arts Institute Member Panel, Carthage College. Teaching College with Core Texts: Student Enculturation in the Liberal Arts

Katherine Keenan, Carthage College, “Civilizing Enkidu: Using *Gilgamesh* to Teach Classroom Conduct”; Ben DeSmidt, Carthage College: “Bridging Undergraduate Performance Gaps with Aristotle’s Four Causes in the Humanities Citizenship Initiative Program at Carthage College”; John Isham, Carthage College, “Samuel Johnson: Great Communicator of the Core?”; Robbie Kubala, Columbia University, “Student Enculturation in Crime and Punishment”; Martinella Dryburgh, Austin College, “Teaching Kouzes and Posner’s *The Student Leadership Challenge* in an Introduction to Leadership Class.” (5)

Chair: Katherine Keenan

36. (WC) Going Against the Grain, 1600-1900: Women Challenging Society's Norms

Naomi Taback, Temple University, "Bringing Women into the Scientific Core"; Sarah Onken, Hillsdale College, "The Status of Women in Locke's Two Treatises"; Auguste O. Meyrat, The Colony High School, "Is Hester Prynne a Feminist Icon?"; Leonid Klein, Russian Presidential Academy of Economic Policy, "Men under the Reign of Women in Russian Literature in the XIXth Century." (4)

Chair: Sheryl Sawin, Temple University

37. Dante Learning, Learning Dante

Sam Stoner, Assumption College, "On the Incompleteness of Virgil's Account of Hell in Inferno XI"; Matthew Brumit, University of Dallas, "A Dantean Source 'not known to many'"; Tiffany Schubert, University of Dallas, "The Stellar Pupil: Dante and the Heroism of the Student"; Julie Ooms, Missouri Baptist University, "Teaching Dante's Great Text outside Great Texts Programs"; Karl Aho, Tarleton State University, "Purging the Problem Problem using Dante's *Purgatorio*"; Brian P. Schwartz, Carthage College, "Reason, Revelation, and Beyond: Transcending Human Knowledge in the Divine Comedy." (6)

Chair: Sam Stoner

38. Thinking Beyond 'Liberal Education Majors Make Good Hires': Vocation, Occupation, and Culture

Randy Michael Olson, Saint Michael's College, "Hunters and Imitators: Towards Genuine Community in Plato's *Republic*"; Natalie D. Smith, University of Dallas, "Re-Creation versus Rectification: Experience, Reason, and the Human's Appropriate Work in *Paradise Lost*"; Francis R. Hittinger, Columbia University, "Giambattista Vico: STEM vs. the Liberal Arts"; Manfred J. Hampe, Technische Universitaet Darmstadt, "Which Core Texts Should Employees at Volkswagen Have Read Before Programming Software for Diesel Engines?"; Jon Burmeister, Assumption College, "Hannah Arendt on Speech and Action: What No Person (or Computer) Can Do for You"; Nigel Tubbs, University of Winchester, "Vocation, Freedom and Learning."

Chair: Neil Robertson, University of King's College (6)

39. (RLA) The Liberal Art of Rhetoric: Old and New Uses and Abuses

Douglas Casson, St. Olaf College, "Luther's Revolting Language: Building and Burning Bridges through Strategic Incivility"; James McCollister, "Bridging the Gap: Using Plato to Boost High School Student Achievement"; D. Ben DeSmidt, Carthage College, "Rhetorical Instruction through Modern and Ancient Texts: Crider and/or Cicero"; Lynette Grundvig, Hillsdale College, "Questioning Rhetoric"; Lisa Sisler, Kean University, "WWAD? He'd Prolly LOL: Establishing an Aristotelian Framework for Analyzing Digital Texts." (5)

Chair: Kerri Tom, Concordia University--Irvine

40. Beyond Enlightenment Rights Arguments: Thinking about Democracy, Its Problems and Promises

David de Kanter Arndt, Saint Mary's College of California, "Questions of Democracy: Rethinking *Demos* and *Kratos* with Herodotus and Mandela"; Thomas Bateman, St. Thomas University, "Robert Penn Warren's Portrait of the People's Will"; Mei Yee Leung, Chinese University of Hong Kong, "Translating the Language of Duties into the Language of Rights: The Recognition of a Common Humanity and Respect for Human Dignity in Confucian Classics";

Dustin Gish, University of Houston, “Vere’s Capital Dilemma”; William Jason Wallace, Samford University, “Dumbing Democracy Down: Alexi de Tocqueville’s Appraisals and Solutions.”
Chair: Patrick Malcolmson, St. Thomas University (5)

41. On Teaching and Inculcating Discrimination

Taddy Kalas, Augustana College, “Melancholy, Misery, and Malady: Enjoying the 19th Century French Novel”; Joyce Kerr Tarpley, Mountain View College, “Secrecy in *Sense and Sensibility*: Jane Austen’s How-to Manual for Receiving and Responding to Secrets”; Leta Sundet, University of Dallas, “Giving a Generous Reading: Elizabeth Bennet and the Intellectual Virtue of Candor”; Karla Cruise, University of Notre Dame, “Matthew Arnold in the Trenches: An Approach to the Teaching of Core Texts”; Chad Hastings Arnold, Saint Mary’s College of California, “Clarissa Dalloway & Dark Matter: All the Energy We Cannot See in Virginia Woolf’s *Mrs. Dalloway*”; John C. Schulze, Midwestern State University, “The Green Light and the Eyes of T. J. Eckleberg: Bridging the Emotional Divide in Fitzgerald’s *Gatsby*.”

Chair: James Roney, Juniata College (6)

42. Recovering from the Past through Poetry and Literature: A People’s Perspective

Ashok Karra, University of Dallas, “‘Rooted Cosmopolitanism’ in Seamus Heaney’s *North*”; Cathy Madora Jackson, Norfolk State University, “Out of the Cauldron of ‘The Warmth of Other Suns,’ Community is Honed”; Amy Schroeder, Baylor University, “The Ordinary in the Epic: Daily Ritual in Derek Walcott’s *Omeros*”; Daniel Benyousky, Baylor University, “Derek Walcott’s Poetics of Belonging in *Omeros*”; Laurel Eason, Catawba College, “Jackie’s Boy: *The Short and Tragic Life of Robert Peace*.” (5)

Chair: Karin Beck, Kean University

43. Tradition and Innovation Workshop: Reports and Discussion about ACTC/Columbia and University of Chicago Tradition and Innovation Core Text Curricula Faculty 2016 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 pedagogical improvements. 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 possible future, similar project in 2018.

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

SATURDAY, APRIL 22, 2017 AFTERNOON

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

1:00-1:50 **Plenary Speaker: Richard A. Strier**, Sulzberger Distinguished Service Professor Emeritus, Department of English, University of Chicago, “Inventing a (Real) Core Course at the University of Chicago: Form/Problem/Event.”

44. (RLA) CO-SPONSOR PANEL. The University of Dallas and Classical Education: Rhetoric, Poetics, and Dialectic

Joshua Parens, University of Dallas, “Dialectic’s Relation to Rhetoric and Demonstration”; Matthew Post, University of Dallas, “Rejuvenating and Reinventing the Liberal Arts: Aristotle’s *Poetics* and Classical Education”; Scott Crider, University of Dallas, “What Is Rhetoric, and Why Does Aristotle Defend It in the *Rhetoric*?”; Robert Jackson, Great Heart Academies, “On the Nature of Knowledge: J. H. Newman’s Appraisal of the Liberal Arts.”

Chair: Joshua Parens

45. Intersecting Cultures of Science, the Public, and the Arts & Humanities: Can Liberal Arts Institutions Mediate?

Br. Anselm Cundiff, Belmont Abbey College, “Intimations of Modernity in Plato’s *Symposium*”; Andrew Hageman, Luther College, “Speculating on Futures for the Common Good in China”; Laurie M. Johnson, Kansas State University, “Jacques Barzun, *The Culture We Deserve*”; David Freier, Lynchburg College, “*The Tragedy of the Commons*: A Guidebook for Bridging the Divide between Science and Public Understanding.”

Chair: Mark Walter, Aurora University (4)

46. Imagination, The Core

Seemee Ali, Carthage College, “Haphaistos, the Divine Outsider of the *Iliad*”; Michael McShane, Carthage College, “Unsophistication—Imaginative Wilderness in Shakespeare’s *King Lear*”; Gabriel Pihás, Saint Mary’s College of California, “Barromoni’s Restlessness and the Classical Tradition”; David Sweet, University of Dallas, “Vergil’s Sixth Eclogue.”

Chair: Kathryn Smith, University of Dallas (4)

47. Law, Philosophers, and Statesmen: Working on Justice, Rights, and Implications with Students

Joshua Avery, University of Mary Hardin-Baylor, “The Philosopher, Rhetoric, and the Laws in Plato’s *Crito*”; Thomas Andrew Spring, University of Notre Dame, “Law as the Missing Piece in a Liberal Arts Education”; Charles Claunch, University of Dallas, “James Wilson: Judge as Statesman”; Roger Platizky, Austin College, “*On Liberty*: Would John Stuart Mill Have Supported Gay Rights?”

Chair: Frank Rohmer, Austin College (4)

48. Extremes and Restraints in Political Life: Boundaries Honored and Crossed

D. Frederick Erdman, University of Dallas, “The Thumotic Knot: Untangling the Concern for Honor and Reputation from the Concern with Justice”; Terry Hall, University of St. Thomas, “Knowledge and Tyranny: Sophocles’ *Oedipus Tyrannus*”; Thomas Tacoma, Hillsdale College, “Because the People are of a Certain Quality: Aristotle’s Teaching on the Middle Class.”

Chair: John Ray, Xavier University (3)

49. De Tocqueville: On Equality, Free Thought, and Recognizing Merit

Jacob Boros, Baylor University, "A Painful Dream: Alexis de Tocqueville on Race and Slavery"; John H. Eastby, Hampden-Sydney College, "Honor and the Democratic Experience"; Jason R. Jividen, Saint Vincent College, "Tocqueville on Equality, Public Opinion, and Freedom of Thought"; Ted Hadzi-Antich, Jr., Austin Community College, "Nietzsche and Tocqueville on the Condition of Equality: To Dance the Tarantella?"

Chair: Wade Roberts, Juniata University (4)

50. Outsiders in the Core

Tuan Hoang, Pepperdine University, "Viola the Refugee"; Linda Chavers, Temple University, "The Socratic Tradition Continued: Socrates and Sojourner Truth"; Lisa J. Battaglia, Samford University, "Break the Rule: Women Living in the Vita Apostolica"; Jacqueline Marie Dillion, Pepperdine University, "Aristotle, Affect, and Social Exclusion in *The Mayor of Castlebridge*." (4)

Chair: Tuan Hoang

51. Large or Small: Place and Its Tie to Core Texts

Tobin Craig, Michigan State University, "Why Rome? Place and the Political"; Charles Hilken, Saint Mary's College of California, "Petrus Alfonsi, *Disciplina Clericalis*, as a Core Text Celebrating a Medieval Multi-Community". (2)

Chair: Mark Taylor, East London School of Science

52. (WC) Feminist Criticism & Core Texts

Alicia Cunningham-Bryant, Temple University, "Oppression and Revolution: Wollstonecraft and Freier in Dialog"; Christopher C. Strangeman, MacMurray College, *The Feminist Mystique: Second Wave Feminism and Current Politics*"; Page Laws, Norfolk State University, "Jane's Ire: Angry Women in the Canonical Attic." (3)

Chair: to be determined

53. Scientific Conceptions and Terms for Re-Shaping Today's Liberal Arts Education

Zachary Calhoun, Tulane University, "Helmholtz on Thermal Education"; Rhett Forman, University Dallas, "The Non-Action of Rest: the Aristotelian Realism of Michael Faraday's *Experimental Researches in Electricity*"; Krista Rascoe, Midwestern State University, "Examining Paralysis: Diagnosing and Discussing Medical Images in James Joyce's *Ulysses*"; Jason Costanzo, Missouri Western State University, "Collingwood and Class Overlap."

Chair: David Galaty, Lewis & Clark College (4)

54. Determinism, Free Will, Indeterminism: Their Domains in Math, Morality, and Literature

Patrick Flynn, Benedictine University, "Pragmatism: An Old Name for Some Hopeful, Future Ways of Thinking"; Richard Kamber, College of New Jersey, "William James' *The Dilemma of Determinism* Revisited"; Richard Law, Alvernia University, "Undaunted Moll Flanders."

Chair: Marc Sable, Universidad Autonoma de Mexico (3)

55. Climbing the Ladder of Comedy

Travis S. Cook, Belmont Abbey College, "Shaftesbury Defense of Common Opinion"; Peter Wake, St. Edward's University, "From Tragedy to Comedy in Hegel's Phenomenology."

Chair: Thomas Larson, St. Anselm College (2)

56. ACTC Qualitative Narrative Assessment: Second Cohort

ACTC recently published the first volume of *Qualitative Narrative Assessment: Core Text Programs in Review, vol. 1*. A second volume involving a second cohort of institutions is in development. The QNA project is designed to capture in descriptive language the goals, curricula, core texts, and student learning in core text liberal arts programs. ACTC is holding this mid-term workshop for institutions which are assessing course sequences ranging from two-course/one year to four-year programs. Beyond participants in the project, conference attendees are invited to attend the workshop. ACTC expects to publish a second volume on QNA out of this cohort's reports. A further description of the entire project and the first cohort's achievements can be found at <http://www.coretexts.org/liberal-arts-institute-at-concordia-university-irvine/assessment-project/>.

Chairs: Kathleen Burk, ACTC Assessment Director; David DiMattio, Montgomery County Community College

57. SPONSOR AND CO-SPONSOR STUDENT PAPERS

Lane Marie Riggs, Midwestern State University, "Penelope's Ability to Switch from the Princess to the Villain Based on the Distortion of Her Image"; Yolanda Torres, Midwestern State University, "The Unexpected Heroine"; Maureen Trussell, Midwestern State University, "Let the Punishment Fit the Crime."

Chair: Kirsten Lodge, Midwestern State University (3)

4:15-6:00 Saturday Afternoon, Second Panel Session

58. (RLA) An ACTC Liberal Arts Institute Membership Panel, University of Dallas: The Revival of Liberal Arts in the Twentieth Century.

Pavlos Leonidas Papadopoulos, University of Dallas, "Early Modern Philosophy and the Origins of the Modern University"; Emily Austin, University of Chicago, "Classics, the Liberal Arts, and Receptivity"; Zena Hitz, St. John's College, Annapolis; "Recovering Contemplation"; Allanah Karas, City University of New York, "A Return to Rhetoric? Revivals of the Trivium in a Public University."

Chair: Susan Hanssen, University of Dallas (4)

59. Does Wealth Have Contexts?

Daniel Nuckols, Austin College, "Aristotle and the History of Economic Thought"; Michael Krom, Saint Vincent College, "Buying and Selling: The Relationship between Morality, Economics, and Politics"; Esther Moon, University of Dallas, "Reading for Wealth in the Canterbury Tales"; Joshua A. Shmikler, College of Mount Saint Vincent, "Journey to the Center of Another: Adam Smith on Sympathy." (4)

Chair: Michael Chiariello, St. Bonaventure University

60. The Good, the Bad, and the Unknown: The Liberal Arts in Uncertain Times

Richard Rawls, Georgia Gwinnett College, “Ammianus Marcellinus’ *Res Gestae* and How to Live in Tumultuous Times”; Gregory Camp, Fresno Pacific University, “Your People Will (Not) Be My People: Gender, Ethnic Tension, and Religious Identity in *Ruth* and *Judith*”; Christopher Snyder, Mississippi State University, “‘Full of light, high and fair’; Tolkien’s Vision of the Good City”; Gregory Chad Wilkes, Georgia Gwinnett College, “The Unspeakable Sublime: Musings on the ‘Silence of God’ Trilogy by Ingmar Bergman.” (4)

Chair: Richard Rawls

61. Love: Accounting for It and Living in It

Michael Dink, St. John’s College, Annapolis, “Does Aquinas Succeed in Unifying Eros and Benevolence?” James DeMasi, University of Dallas, “‘My love to love is to love but to disgrace it’: Sacred and Profane Love in Shakespeare’s ‘Venus and Adonis’”; Andrea Kowalchuk, University of Colorado at Boulder, “Zossima’s Account: the Teachings of the Russian Monk as a Response to Ivan”; John P. Hittinger, University of St. Thomas, “Wojtylas’s Rhapsodic Theater: How to Suit Action to Word.”

Chair: Deborah De Chiara-Quenzer, Boston College (4)

62. On Opening Shakespeare: Masks, Alternatives, and Choices

Gregory Roper, University of Dallas, “The Shrew and the Prodigal: Medieval Biblical Drama and Shakespeare’s Taming”; Hugh F. Moore, Independent Scholar, “Still Another Look at Hamlet’s Much Discussed Procrastination”; Lamiaa Youssef, Norfolk State University, “King Lear’s Journey to the Enchanted Island: Where Tragedy and Romance Diverge in *King Lear* and *The Tempest*”; Paul Ulrich, Carthage College, “Prospero’s Human Choice.” (4)

Chair: Julie Steward, Samford University

63. Power, Will, and Reason: Effects on Individuals and Communities

Carolyn Lukens-Olson, Saint Michael’s College, “Bridging Divides, Crossing Borders, Building Communities: Cervantes’ Other Core Text”; Dolan Kay, University of Dallas, “Deception, Passion, and Reason in the Fall of Man”; Susan Dodd, University of King’s College, “The Voice of the Murderer: The Resurrection of Community in Raskolnikov’s Confession to Sonya”; Manuel Cruz Ortiz de Landázuri, Universidad de Navarra, “Plato and Thasymachus on Power.” (4)

Chair: Gabrielle Stanton, Tulane University

64. Teaching Science and the Humanities: Oil & Water or Hand-in-Glove?

Sr. Damien Maries Savino, Aquinas College, “A Model for Teaching Science-Religion Core Texts”; James Braun Clarage, University of St. Thomas—Houston, “Teaching the Big Bang and Cosmological Evolution”; David Galaty, Lewis & Clark College, “Forking Futures in Physics, Philosophy, and Fiction: Connecting the Quadrivium and the Trivium in the Twenty-First Century;” Kam-Moon Pang, Chinese University of Hong Kong, “Complementarity of the Epistemological Approaches to Exploring Nature.” (4)

Chair: David DiMattio, Montgomery Community College

65. Core Music: Selecting Core “Texts” for the Core Program

Thomas Christensen, University of Chicago, “Music in the Core”; Hugh Rowland Page, University of Notre Dame, “Blues as Multi-Dimensional Core Text: Listening Closely to Junior Wells’ *Hoodoo Man Blues*”; Aaron D. Mobley, University of Arizona, “Beethoven’s 5th Symphony as Core Text: A Model of Large-Scale Process.” (3)

Chair: Robert O’Meally, Columbia University

66. Friendship

Patrick Downy, Saint Mary’s College of California, “Lovers and Friends”; Christopher Edelman, University of the Incarnate Word, “Friendship and Sociability in Montaigne’s ‘Of Liars’”; Moryam VanOpstal, University of Dallas, “Table and Tavern or Congress and Courthouse? Friendship and Pre-Political Foundation of Political Society.” (3)

Chair: Joseph Knippenburg, Oglethorpe University

67. (WC) Connecting the ‘Masculine’ Canon through the Characters and Works of Women

Bridget Rose, Samford University, “What Hath Dido to Do with Lucretia? Getting to the core of Perpetua’s ‘Passion’?” John R. Ruff, Valparaiso University, “I was the first to bring the muse into my country’: Willa Cather’s *My Antonia*, the First Modernist American Epic.”

Chair: to be determined (2)

68. Invoking the Past: Do We Seek Context, Presence, or Presentism?

Albert B. Fernandez, Shimer College, “Talking with the Ancestors: Scholarly Contextualism and Imaginative Dialogue in Bridging Historical Divides”; Andrea Ray, University of Chicago, “The Past-Present Relation and Spinoza’s *Theological-Political Treatise*.”

(2)

Chair: Larry Winters, Fairleigh Dickenson University

69. SPONSOR AND CO-SPONSOR STUDENT PAPERS

Desiree Coleman, Austin College, “Roman Cultural Values, the Foreigner, and Citizenship in *Pro Archia*”; Katrina Ngo, Austin College, “Changing the Paradigm: Barbara McClintock and the Discovery of Transposons”; Austin Thomas Monson, Midwestern State University, “Subversive Penelope.” (3)

Chair: to be determined.

70. 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. Parties interested in ACTC Institute projects are invited to attend. This meeting will be devoted to discussion of:

Tradition and Innovation (T & I) Summer Seminar at the University of Chicago and Columbia University in 2016, brief summary of workshop results. For fuller reports, see the T & I session, Saturday morning session.

Asian Texts, General Education, and Global Perspective: a conference is planned on the topic at Concordia University—Irvine, the Institute’s home, for the summer of 2018. This conference aims to bring faculty and administrators from Hong Kong, China, and the world to discuss the renewed conversation about General Education consequent upon Chinese educational

developments. ACTC's Liberal Arts Institute, Chinese University of Hong Kong, New York University—Liberal Studies Program, Pepperdine University and Concordia are among supporting institutions.

Rejuvenating and Re-Inventing the Liberal Arts in Core Text Curricula (RLA): brief summaries from conference panels on the topic and funding sources for a 2018 summer seminar to be discussed.

Women and the Core: (WC) ACTC's Liberal Arts Institute is cooperating with Temple University's Intellectual Heritage Program and Columbia University in developing, at Temple, a Women and The Core Conference. It will be held at Temple University, March 16 & 17, 2018. Brief summaries of panels at this conference and planning for the special topic conference.

European Liberal Arts Education: Renewal and Reformation: at the University of Winchester, United Kingdom, on September 1 & 2, 2017, the second European conference on core texts and the liberal arts Winchester, Amsterdam University College, Leuphana College, and University of Navarra faculty have organized the conference.

Qualitative Narrative Assessment or QNA: A brief summary of this conference's workshop results on Friday afternoon.

Parties who believe that their institution would wish to join the membership of the Institute are also invited to contact J. Scott Lee (jscottlee@coretexts.org) and attend the meeting.

Chairs: J. Scott Lee, Executive Director, ACTC.

SATURDAY EVENING

8:00 PM

For all conference attendees, a special showing of:

From Tragedy to Transcendence: Bach, Casals, and the Six Suites for Cello Solo Performed by Steven Hancoff

The Life and Legacy of J. S. Bach – a multimedia, guitar transcribed and performed, art, and video telling of the pre-eminent and most profoundly serendipitous legend of Western culture: “an engrossing experience,” Eva Brann.

SUNDAY, APRIL 17, 2016

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

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

Conference Closes

Additional Attendees:

Francesca Calvano Rome Institute of Liberal Arts
David Curd Harrison Middleton University

Paul Dry
Stephanie deLuse
Kathryn Kloepper
Achim Kopp
HongXia Long
Ronald Pestritto
Michele Roberts

Paul Dry Books
Arizona State University
Mercer University
Mercer University
Tongren University
Hillsdale College
Liberty Fund, Inc.