

INTERNATIONAL CONFERENCE ON THE LIBERAL ARTS

LOOKING BACK & MOVING FORWARD

**THE NEXT 100 YEARS
OF LIBERAL ARTS
CONFRONTING
THE CHALLENGES**



SEPT 30–OCT 2
ST. THOMAS UNIVERSITY



Social Sciences and Humanities
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Conseil de recherches en
sciences humaines du Canada

Canada



We would like to thank the Social Sciences and Humanities
Research Council of Canada for their generous support in
making this conference a reality.



Social Sciences and Humanities
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Canada



MESSAGE FROM DENNIS COCHRANE

President and Vice-Chancellor, St. Thomas University

Questions surrounding liberal arts education—its importance and value to the individual and our society—have a long history but have been noticeably prevalent in the media over recent months. Whatever the reasons for this attention, be it an uncertain economy, government funding, different views on the value and cost of university education, or questions about political and social engagement in society, the timing of this conference is opportune.

St. Thomas University's goal of open-minded inquiry has been pursued through a variety of interdisciplinary approaches and that has been reflected in the organization of this conference. It has attracted significant keynote speakers—Ronald Wright, Dorothy Smith, and Phil McShane—who will be joined by dozens of presenters and participants who will be questioning, challenging, and discussing the issues related to the future of liberal arts education.

We have celebrated our Centenary at St. Thomas University with lectures, concerts, and book launches. Now we are turning to the core of our mission, liberal arts education.

I want to thank Dr. John Coates and his committee, along with the many faculty, staff, and students, for their work in organizing this conference. I know you will find St. Thomas University a warm and welcoming environment for your deliberations.

Dennis Cochrane
President and Vice Chancellor



MESSAGE FROM BRAD WOODSIDE

Mayor, Fredericton

On behalf of my City Council colleagues and the citizens of Fredericton, I am pleased to extend a warm welcome to visitors attending the International Conference on the Liberal Arts being hosted by St. Thomas University on September 30 to October 2, 2010. We are thrilled that this event is being held in New Brunswick's Capital City.

We take great pride in our City being one of the world's most intelligent communities, a leader in green technologies and a proud supporter of arts and culture. We also take great pride in being a welcoming city to everyone who chooses to make Fredericton their home.

The friendliness of our citizens will help to ensure an enjoyable and memorable stay in Fredericton, and I hope you are able to take some time from your busy schedule to experience some of what we have to offer. We are proud to be the host City for your event, and trust that it will be a successful one

Brad Woodside
Mayor



Celebrating 100 Years of Excellence!

Congratulations to St. Thomas University on your 100th Anniversary.
We are proud that you call Fredericton home!

Mayor Brad Woodside and Fredericton City Council

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Introduction

Welcome to the *International Conference on the Liberal Arts: Looking Back and Moving Forward; the Next 100 Years of Liberal Arts- Confronting the Challenge!* The aim is to discuss how liberal arts education has been challenged in recent years. For example, by neo-liberalism and corporatization, cutbacks in public funding, changes in the student population, and internationalization. It is with great pleasure that we are able to host this conference with the presence of so many distinguished speakers. As members of the organizing committee and with St. Thomas University as the host institution, we sincerely hope that you will have a positive and pleasant experience, enjoy comparing notes with fellow colleagues, and leave feeling more enlightened. If there is anything we can do to assist you while you are here, please let us know. You can reach the St. Thomas members of the Conference Planning Committee through the Conference Registration Desk in Sir James Dunn Hall. Once again, welcome to the *International Conference on the Liberal Arts*: we hope you find the conference both valuable and enjoyable and that you have a safe return home!

Heather Burns Mann

Brian Carty

John Coates

Dev Gupta

Corinne Hersey

Robin Vose

Shelly Colette

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Acknowledgements

We wish to thank the following for contributing to the success of *International Conference on the Liberal Arts*:

Social Science and Humanities Research Council of Canada (SSHRC)
St. Thomas University
City of Fredericton
Federation of New Brunswick Faculty Associations
Conference Committee: John Coates (Chair), Ian Brodie, Heather Burns Mann, Brian Carty, Sebastian Glass, Shelly Colette, Dev Gupta, Corinne Hersey, Shelly Nixon, & Robin Vose
Henry Giroux, Phil McShane, Dorothy Smith, & Ronald Wright (Keynote Speakers)
Jeffrey Carleton & Jeff Hart, Office of Communications, St. Thomas University
Delta Fredericton Hotel
Reg Gallant, Laura Tucker, & Heather Arsenault, Financial Services, St. Thomas University
Residence Life & Conference Services, St. Thomas University
Kim Richard & colleagues of the University Bookstore
Tourism Fredericton
Tourism New Brunswick
Information Technology Services (ITS) & Multimedia/Audio Visual, St. Thomas University
St. Thomas Student Union (STUSU)
All of our presenters
Our student volunteers

A special thanks goes out to those who have tirelessly volunteered their time, especially the organizing committee headed under the faithful leadership of John Coates (Conference Chair) supported by Heather Burns Mann (Conference Hospitality Manager), and Conference Assistants: Amanda Brooks, Sabastian Glass, Corben Mclean, and Kelli Wood.

We would like to thank our **Luncheon Sponsors**:

Social Science and Humanities Research Council of Canada (SSHRC)
City of Fredericton
Mount Allison University
Saint Mary's University
University of King's College
University of New Brunswick

We would like to thank our **Silver sponsors**:

Cape Breton University
Dalhousie University
Federation of New Brunswick Faculty Associations

Useful Information

Conference Kits:

Conference kits may be picked up at the Conference Registration Desk in Sir James Dunn Hall. Your kit includes a bag that contains this book, your name tag, a couple of mementos, and some useful information about Fredericton.

Schedule Changes:

In the weeks leading up to the conference, we have made a few changes in the program. If you are a presenter, be sure to note the time and location of your presentation; just find your name in the index and note your session time (s).

Book Display:

Throughout the conference, the University Bookstore will be on hand in Sir James Dunn Hall with a great selection of books related to the conference. Among the works available for you to purchase will be books by the Keynote Speakers as well as other presenters. For your convenience, shipping is available (for a charge) so that you can avoid carrying your books around with you.

Refreshment Breaks:

Your Registration Fee covers all the breaks on the day(s) that you have registered. Coffee breaks, nutrition breaks, and lunches will all be available in Sir James Dunn Hall. The Thursday evening banquet will take place at the Delta Fredericton Hotel.

Food Allergies:

If you have not already informed us, please let us know at the Conference Registration Desk in Sir James Dunn Hall if you suffer from any severe food allergies!

Conference Proceedings:

Following the conference, you are invited to submit your paper for consideration for inclusion in the *International Conference on the Liberal Arts 2010 Proceedings*, which will be available on St. Thomas University's website. Please direct your submission to Heather Burns Mann at laconfhosting@stu.ca. For detailed instructions, please view page 75.

Scholarly Publications:

Following the conference, presenters are invited to submit a manuscript for consideration and peer review for inclusion in the *Journal of General Education* and the *Journal of Higher Education*. Please direct your submission to Heather Burns Mann at laconfhosting@stu.ca. For detailed instructions, please view pages 76-77.

The Origin of the Conference

St. Thomas University has planned a number of scholarly and social events to celebrate our institution's centenary anniversary. An important component of the Centenary events is an international scholarly conference. The 100th anniversary of the founding of St. Thomas University, a university dedicated to the Liberal Arts, provides an occasion to critically review and look ahead to the issues and challenges that Liberal Arts universities and colleges experience and will encounter in the future. Focusing specifically on the Liberal Arts, this conference meets the need for a focused exploration of the economic, social and academic challenges, their impacts, and strategies of response.

The theme of the conference "Looking Back and Moving Forward: The Next 100 Years of Liberal Arts – Confronting the Challenges" invited academics to explore the achievements and developments within the Liberal Arts but also to look forward and critically assess imminent and future challenges. To assist in this endeavor, the Conference Planning Committee sought noted scholars and authors and sent out a Call for Papers that attracted scholars and students from STU, other Maritime universities, universities across Canada and the United States, and abroad.

Directions to the Delta:

The Delta Fredericton Hotel is located at 225 Woodstock Road. When leaving through the top gates of the St. Thomas campus, turn right onto Montgomery Street; turn right onto Regent Street; at the very bottom of Regent Street, the street turns left onto Ste Anne's Point Drive which is parallel to the waterfront; continue on this street and turn right onto Woodstock Road; and the Delta Hotel will be on the right-hand side.

Phone number: (506) 457-7000

SPECIAL SESSIONS

LOOKING
BACK &
MOVING
FORWARD

THE NEXT 100 YEARS OF LIBERAL ARTS
Confronting the Challenges



University of New Brunswick



225 YEARS
A CELEBRATION OF SPIRIT

KEYNOTE ADDRESS:

“Beyond Bailouts: Rethinking the Neoliberal Subject Higher Education”

Henry Giroux PhD

English and Cultural Studies
McMaster University
Hamilton, Ontario, Canada

This presentation will argue that while neoliberalism is under attack as a result of the current economic and financial crisis in the United States, it appears that very little is being said about the ideas, social relations, and values that are at work in higher education to produce what might be called the neoliberal subject. Bailouts speak to the crisis of finance, but say little about the underlying values that produced the economic meltdown, especially the role that higher education has played as part of the neoliberal order. While the structural transformation of higher education under a neoliberal disciplinary apparatus has transformed the nature of governance, the curriculum, the role of faculty, and how students are defined and treated, too little has been said about neoliberalism as a mode of cultural pedagogy and the influential role it plays in producing a particular kind of neoliberal subject. In this talk, I will argue that if higher education is to reclaim its democratic mission and offer a site of resistance to the ongoing reproduction of a market-driven society, it will have to rethink and challenge both the role of the university as a corporate entity and the pedagogies it produces as part of its alliance with the forces of market sovereignty.

Henry Giroux, PhD, is recognized as one of today's top educational thinkers. He is one of the founding theorists of critical pedagogy, has published more than 35 books and 300 academic articles, and is published widely throughout education and cultural studies literature. Giroux has been a featured faculty lecturer with his most recent work, *The University in Chains: Confronting the Military-Industrial-Academic Complex*.

Due to a very recent car accident, Henry Giroux is regrettably unable to be one of our keynote speakers. He is home recuperating. We wish him a speedy recovery!

KEYNOTE ADDRESS:

Thursday, September 30th, 6:30 PM – 11:00 PM (includes opening remarks and reception)

Kinsella Auditorium

McCain Hall

“Liberal Arts: The Heart of Future Science”

Philip McShane PhD

Philosophy and Religious Studies

Mount Saint Vincent University

Halifax, Nova Scotia, Canada

The title points us to the most up-to-date findings of neuroscience. Genuine science, which is a source of creativity and innovations in global humanity's life-style, is grounded in the neuromolecular transformations that are most familiar in the domain of aesthetic experience, of fantasy in the best sense. The present economic crisis, at root, is a failure of operative fantasy. Such moves as financial bailouts are unimaginative moves based on the stale and nominalist sciences that surround present failed economics: they have no lasting benefit. The long-term need is for the deep bailout that is to come from the salvific presence of liberal arts education

Phil McShane is Professor Emeritus of Philosophy at Mount St Vincent University. He is considered the foremost interpreter of Lonergan's economic theory. He is known as a gifted speaker with the ability to weave his arguments from several fields of enquiry. Trained in Physics, Mathematics, Philosophy and Theology, McShane has promoted educational reform and collaborative inquiry throughout the world. He is the author of 13 books and his articles include works on philosophy, education, and science.

KEYNOTE ADDRESS:

Friday, October 1st, 6:30 PM – 9:30 PM (includes banquet)

Delta Hotel

“The Future of the Past: Escaping the Parochialism of the Present”

Ronald Wright

Award winning novelist, historian and essayist
Independent scholar

It is important for students to know the broad outline of the human story from our beginnings to the present day. My intent would be to show how humans tend to repeat the same mistakes, and that our best hope for breaking such patterns is to become aware of them. Only a Liberal Arts education can give people a sound footing for judgment and wisdom --and I would argue that a certain amount of Liberal Arts should be required before students specialize in science, medicine, business, etc. Too often, specialist knowledge becomes a boat without a rudder.

Ronald Wright is a Canadian author who has written books of travel, history, and fiction. He gave the 2004 Massey Lectures, *A Short History of Progress*, looks at the modern human predicament in light of the 10,000 year experiment with civilization. His latest work *What is America?: A Short History of the New World Order* examines what Wright calls “the Columbian Age” and consequently the nature and historical origins of modern American imperium.

KEYNOTE ADDRESS:

Saturday, October 2nd, 9:00 AM – 10:30 AM

Kinsella Auditorium

McCain Hall

“Thinking it Through”

Dorothy Smith PhD

Sociology and Equity Studies in Education

University of Toronto

Toronto, Ontario, Canada

At a time when many universities in Canada are yielding to pressures to orient their educational practice toward serving the economy, St Thomas University persists in its commitment to social conscience, to critical thinking and to educational practices that orient to these. On an occasion that honours St Thomas's centenary of these commitments, I want to draw on a couple of deeply transformative experiences of the power of critical thinking in my own life. These are: my experiences in the women's movement particularly in the 1960s and 70s, and my reading of Edward Said's *Orientalism* which transformed my understanding of racism.

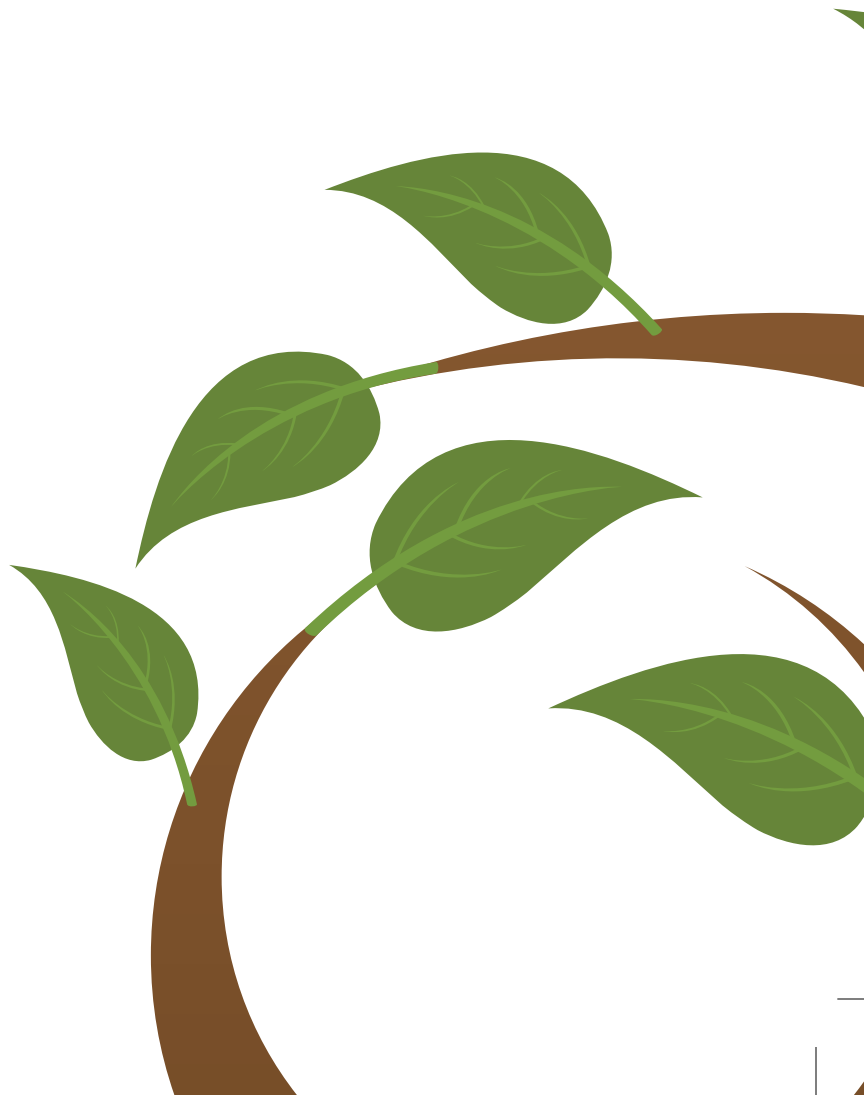
What I learned from these two transformational experiences wasn't just thinking outside the box. Both did something rather different -- they showed me the boxes themselves that had enclosed me and others. In recognizing the importance of St. Thomas's commitment to critical thought and social conscience, I think now not just of what a liberal arts education provides for students, but of the importance of faculty being able to explore original lines of thinking and to exercise conscience and intellectual leadership that is rare in contemporary university conditions.

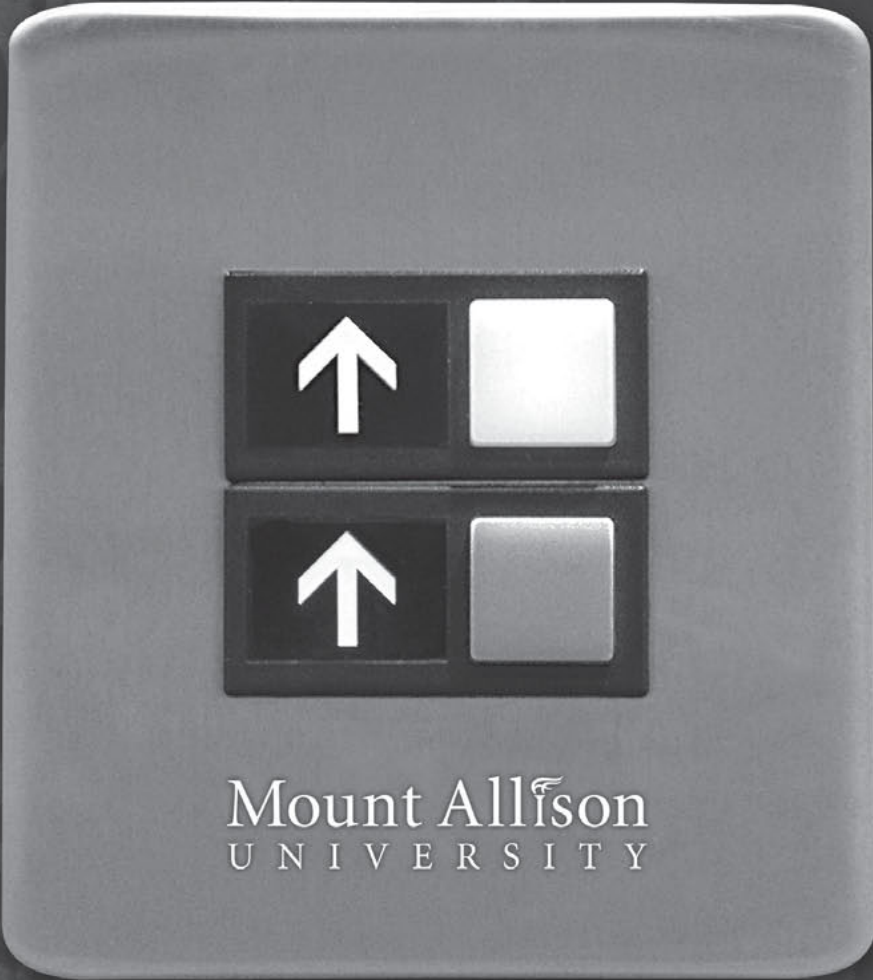
Dorothy Smith is a Canadian sociologist who has had immense impacts on many disciplines including sociology, women's studies, psychology, and educational studies, as well as feminist theory, family studies, and methodology. Dr. Smith is the author of 8 books, including *Institutional Ethnography: A Sociology for People* (2005), *Mothering for Schooling* -- with Alison Griffith (2004), and *Writing the Social: Critique, Theory, and Investigations* (1999).

CONFERENCE OVERVIEW

LOOKING
BACK &
MOVING
FORWARD

THE NEXT 100 YEARS OF LIBERAL ARTS
Confronting the Challenges





Mount Allison
UNIVERSITY

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Conference Overview

Thursday, September 30th, 2010

5:00 PM – 7:00 PM	Registration and Introductions
7:00 PM – 9:00 PM	Keynote Address: Philip McShane
9:00 PM – 10:00 PM	Fine Arts Presentation and Reception

Friday, October 1st, 2010

10:30 AM – 11:00 AM	Refreshments
11:00 AM – 12:30 PM	Presentations
12:30 PM – 1:30 PM	Lunch (Poster presentations)
1:30 PM – 3:00 PM	Presentations
3:00 PM – 3:30 PM	Refreshments
3:30 PM – 5:00 PM	Presentations
5:30 PM – 6:45 PM	Reception (Delta Hotel)
6:45 PM – 9:30 PM	Banquet
	Keynote Address: Ronald Wright

Saturday, October 2nd, 2010

8:15 AM – 9:00 AM	Registration and Coffee
9:00 AM – 10:30 AM	Keynote Address: Dorothy Smith
10:30 AM – 11:00 AM	Refreshments
11:00 AM – 12:30 PM	Presentations
12:30 PM – 1:30 PM	Lunch
1:30 PM – 3:00 PM	Presentations
3:00 PM – 3:30 PM	Refreshments
3:30 PM – 5:30 PM	Closing Plenary Panel

Program-at-a-Glance

TIME	THURSDAY SEPTEMBER 30TH, 2010 Kinsella Auditorium, McCain Hall
5:00 PM 7:00 PM	REGISTRATION Opening, Welcome, and Introductions
7:00 PM 9:00 PM	KEYNOTE ADDRESS: PHILIP MCSHANE
9:00 PM 10:00 PM	FINE ARTS PRESENTATION AND RECEPTION

TIME	FRIDAY OCTOBER 1 ST , 2010					
10:30 AM 11:00 AM	REGISTRATION/NUTRITION BREAK Sir James Dunn Hall					
11:00 AM 11:45 AM	Colm Kelly Derrida in the University, or the liberal arts in deconstruction Sir James Dunn Hall 108	Andrew Moore Facebook, Performance and Pedagogy Sir James Dunn Hall G1	Claire Polster The Future of the Liberal Arts in the Increasingly Managed University Sir James Dunn Hall G2	Jane Costello and Daph Crane Providing Learner-centred Feedback Using a Variety of Technologies Sir James Dunn Hall G5	Huw Osborne Cocked and ready Edmund Casey Hall 103	Cathy Holtmann, Colleen Grattan Gick, Dorothy Dawson, Eleanor McCloskey, Elizabeth McGahan, Marilyn Rowan, Paula MacQuarrie
11:45 AM 12:30 PM	Janice McKendrick New Age, New Direction Sir James Dunn Hall 108		Malama Tsimenis Shaping liberally educated citizens in the era of professional specialization Sir James Dunn Hall G2	Shaunda Wood Hybrid Technologies for Teaching and Learning in Higher Education Sir James Dunn Hall G5	Patricia Gouthro and Susan Holloway Creative Connections within Liberal Arts and Lifelong Learning Edmund Casey Hall 103	Exploring the Role and Influence of Catholic Feminism on the Liberal Arts Campus Sir James Dunn Hall G6
12:30 PM 1:30 PM	LUNCH & POSTER PRESENTATIONS Sir James Dunn Hall Michael Da Silva: Law and the Liberal Arts – A Joint Venture? Fred Mason: Losing Ground in the Run Towards Science: The Liberal Arts and Social Sciences in Kinesiology					

TIME		FRIDAY OCTOBER 1ST, 2010				
		Continued...				
1:30 PM 2:15 PM	<p>Hugh Williams</p> <p>Confronting the Challenge of St. University's Catholic Character</p> <p>Sir James Dunn Hall 108</p>	<p>Terry Sefton & Jonathan Bayley</p> <p>The performing professor</p> <p>Sir James Dunn Hall G1</p>	<p>Dave Snow & Mark Harding</p> <p>Changes in a Modern Liberal Education and the Implications for Liberal Democracy</p> <p>Sir James Dunn Hall G2</p>	<p>John Thorp</p> <p>What are the Liberal Arts?</p> <p>Sir James Dunn Hall G5</p>	<p>William L. Randall</p> <p>The Advantages of a Liberal Arts Environment for Exploring the Narrative Nature of Human Life</p> <p>Sir James Dunn Hall G6</p>	<p>Janice Newson, Claire Polster, Dorothy Smith, Jennie Hornosty, and Matthew Hays</p> <p>Abiding Visions of the University</p>
2:15 PM 3:00 PM	<p>John Valk</p> <p>Religion and the University of New Brunswick</p> <p>Sir James Dunn Hall 108</p>	<p>Lynda Ross</p> <p>The possibilities for e-liberal arts</p> <p>Sir James Dunn Hall G1</p>	<p>Richard Kurial</p> <p>Back from the Abyss</p> <p>Sir James Dunn Hall G2</p>		<p>Heather Stephens & Gert Morgenstern</p> <p>Lifelong Learning in the Liberal Arts</p> <p>Sir James Dunn Hall G6</p>	<p>Edmund Casey Hall 103</p>
3:00 PM 3:30 PM	<p>NUTRITION BREAK</p> <p>Sir James Dunn Hall</p>					

TIME		FRIDAY OCTOBER 1ST, 2010				
		Continued...				
3:30 PM 4:15 PM	<p>Susan Ryan</p> <p>Allowing for the Moral Debate</p> <p>Sir James Dunn Hall 108</p>	<p>Mary Lu Roffrey-Redden, Laurie Meredith, Stasha Huntingford, Becky Cory, Margot Leigh Butler, Doug West</p> <p>Stories of Dialogue: Collaborative Reflections from Directors of Free Humanities Programs</p> <p>Sir James Dunn Hall G1</p>	<p>Carey Watt</p> <p>World History, the Liberal Arts and Globalization</p> <p>Sir James Dunn Hall G2</p>	<p>Emery J. Hyslop-Margison</p> <p>The Decline and Fall of Democratic learning</p> <p>Sir James Dunn Hall G5</p>	<p>Susan Machum & Michael Clow</p> <p>Aiding and abetting a liberal arts education</p> <p>Sir James Dunn Hall G6</p>	<p>Jean Wilson</p> <p>Rediscovering the Relevance of Literary Studies</p> <p>Edmund Casey Hall 103</p>
4:15 PM 5:00 PM	<p>Jazmin Llana</p> <p>Liberal arts in the post-colony</p> <p>Sir James Dunn Hall 108</p>	<p>Alekhya Das</p> <p>Walking the tightrope</p> <p>Sir James Dunn Hall G2</p>	<p>Robin Lathangue</p> <p>Disenchantment and the Liberal Arts</p> <p>Sir James Dunn Hall G5</p>	<p>Alan Hall</p> <p>Teaching Students How to Think</p> <p>Sir James Dunn Hall G6</p>	<p>Thomas Mengel</p> <p>Accountability and Accreditation</p> <p>Edmund Casey Hall 103</p>	
5:30 PM 6:30 PM	<p>RECEPTION</p> <p>Delta Hotel</p>					
6:30 PM 9: 30 PM	<p>BANQUET AND KEYNOTE ADDRESS</p> <p>Ronald Wright: The Future of the Past: Escaping the Parochialism of the Present</p> <p>Delta Hotel</p>					

TIME		SATURDAY OCTOBER 2ND, 2010				
8:15 AM 9:00 AM	REGISTRATION/ COFFEE Sir James Dunn Hall					
9:00 AM 10:30 AM	KEYNOTE ADDRESS: DOROTHY SMITH Kinsella Auditorium McCain Hall					
10:30 AM 11:00 AM	NUTRITION BREAK Sir James Dunn Hall					
11:00 AM 11:45 AM	William Forestall The Potential of Fine Arts Studio Courses in a Traditional Arts Program Observations, Experience and Promise Sir James Dunn Hall 108	Ian Brodie Folklore and the Liberal Arts Sir James Dunn Hall G1	Ted Newell Was Durkheim right? The worldview of a classical literary curriculum Sir James Dunn Hall G2	Stuart Forestall, Matt Dinan, Joel Rodgers, and Michelle Wilband Old Wind in New Bottles: Revisiting the Traditional Liberal Arts Sir James Dunn Hall G5	Anne Bailey Winning Public Support: Strategies for Effective Communications in the Liberal Arts Sir James Dunn Hall G6	Andrew Titus, English Department, St. Thomas University; Darlene Whitehouse-Sheehan, Executive Director, Educational Programs and Services; Chris Treadwell, Principal, Park Street School; Are High School Students Prepared to Study the Liberal Arts: Job Not So Well Done? Michelle MacNeil, 4th Year English Major, St. Thomas University Edmund Casey Hall 103
11:45 AM 12:30 PM	Chris Lyons Reviewing the Social, Political, and Economic context of the 2007 Advantage NB Report Sir James Dunn Hall 108	Gayle MacDonald & Anne-Drea Allison "Rosie the Riveter" or Ross the Researcher? Sir James Dunn Hall G1	David K. Heckerl Learning Between Progress & Tradition Sir James Dunn Hall G2			

TIME		SATURDAY OCTOBER 2ND, 2010				
		Continued...				
12:30 PM 1:30 PM	Lunch Sir James Dunn Hall					
1:30 PM 2:15 PM	Phil Davison Between Dissonance and Grace Sir James Dunn Hall 108	Jean-Phillippe Faletta and Jon Taylor I Sat Down on a Bear Trap Just this Morning: The Struggle for Curricular Core Reform at the University of St. Thomas- Houston Sir James Dunn Hall G1	Dianne Miller Excellence as an achievement of contemplation Sir James Dunn Hall G2	Zsuzsanna Szabo-Nyarady Dance and the Liberal Arts J. B. O'Keefe Centre	Elizabeth Dawes Diversity, Retention and the First Year Curriculum Sir James Dunn Hall G6	Michael Higgins, Vice President Sacred Heart University; Tim Coates, Executive Director, 21 inc.; Peter Lindfield, Chair and CEO of the Carlisle Institute Inc.;
2:15 PM 3:00 PM		Jason Lee MacKinnon Caging the Animal Sir James Dunn Hall G1	Josephine Savarese Sentencing the Gangsta Sacer Sir James Dunn Hall G2		Grant Lilford The Liberal Arts in Anglophone Africa Sir James Dunn Hall G6	The Liberal Arts and Their Value to Society: Engaged Citizen or Educated Worker? Edmund Casey Hall 103
3:00 PM 3:30 PM	Nutrition Break Sir James Dunn Hall					

TIME	SATURDAY OCTOBER 2ND, 2010 Continued...
3:30 PM 5:30 PM	<p>CLOSING PLENARY</p> <p>Robert Campbell, President and Vice-Chancellor, Mount Allison University; Ella Henry, President of the St. Thomas University Students' Union Byron James, Deputy Minister, Post-Secondary Education, Training and Labour, New Brunswick; David Robinson, Associate Executive Director, CAUT; and Gary Waite, Professor, Department of History, UNB</p> <p>The Economics of the University</p> <p>CLOSING COMMENTS Kinsella Auditorium McCain Hall</p>

CAMPUS MAP

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THE NEXT 100 YEARS OF LIBERAL ARTS
Confronting the Challenges





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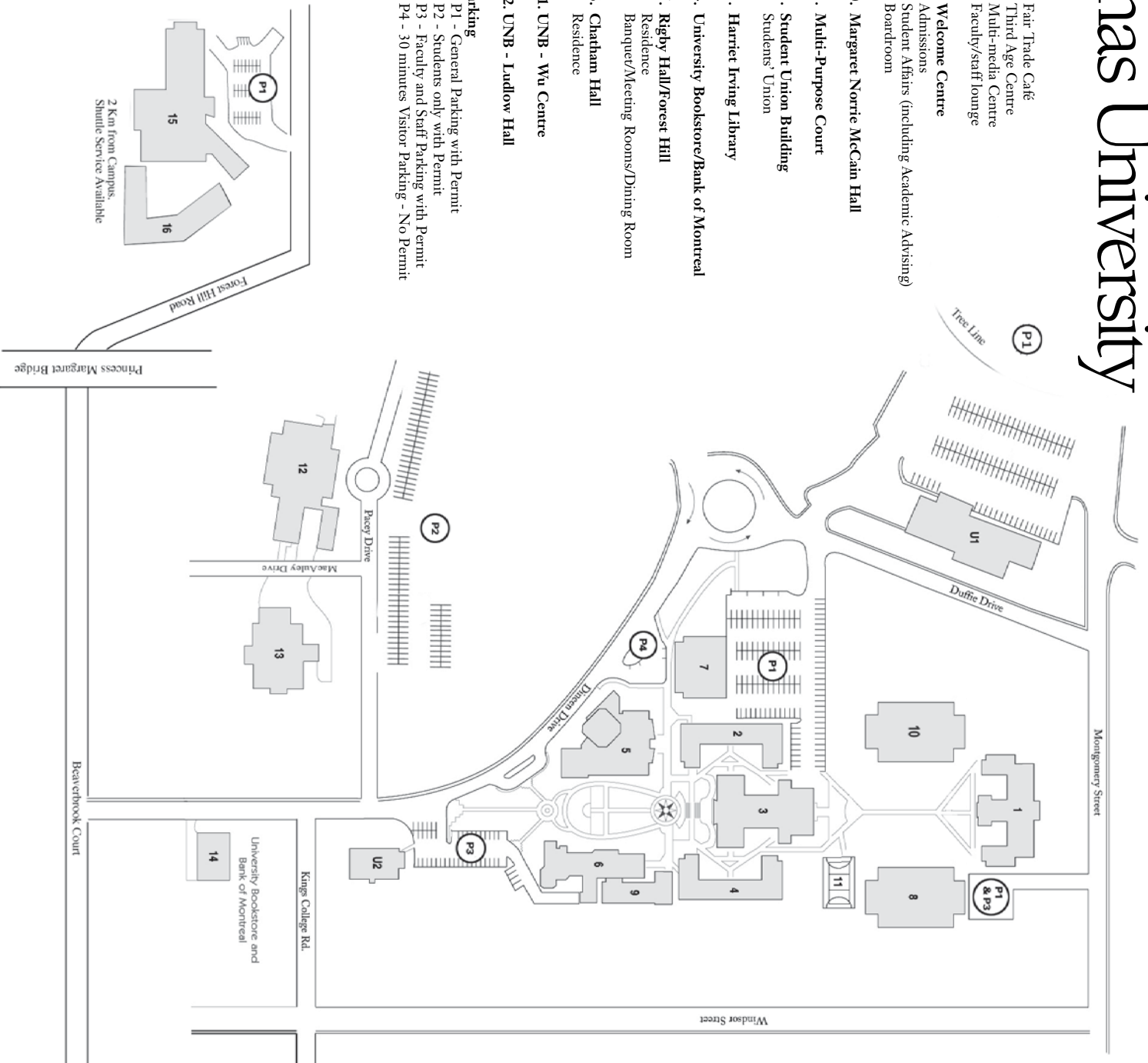
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1. **Holy Cross House**
Classrooms
Residence
Faculty Offices (Catholic Studies, English as a Second Language, Human Rights, Native Studies, Philosophy, Political Science)
 2. **Vanier Hall**
Residence
 3. **George Martin Hall**
Campus Ministry
Chapel
Classrooms
Dining Room
Special Projects
Financial Services
Human Resources
President's Office
Registrar's Office
Media Relations and Communications
University Advancement
Vice-President (Academic)
Vice-President (Finance/Admin.)
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Residence
 5. **Sir James Dunn Hall**
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Cafeteria
Classrooms
Computer Labs
Co-operative Education
Information Technology Services
Native Student Council
Student Help Centre
Study Lounges
 6. **Edmund Casey Hall**
Classrooms
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Faculty Offices (Anthropology, Economics, English, History, Math, Psychology, Religious Studies, Romance Languages, Sociology)
Students' Union Used Book Room
Ted Dangle Auditorium
University Services Office
 7. **J. B. O'Keefe Fitness Centre**
Athletics Department
Fitness Facilities
 8. **Brian Mulroney Hall**
Alumni Hall (common room)
Classrooms
Computer Labs
Faculty Offices (Criminology, Education, Gerontology, Journalism, Social Work)
 9. **Welcome Centre**
Admissions
Student Affairs (including Academic Advising)
Boardroom
 10. **Margaret Norrie McCain Hall**
 11. **Multi-Purpose Court**
 12. **Student Union Building**
Students' Union
 13. **Harriet Irving Library**
 14. **University Bookstore/Bank of Montreal**
 15. **Rigby Hall/Forest Hill**
Residence
Banquet/Meeting Rooms/Dining Room
 16. **Chatham Hall**
Residence
 - U1. **UNB - Wu Centre**
 - U2. **UNB - Ludlow Hall**
- Parking**
 P1 - General Parking with Permit
 P2 - Students only with Permit
 P3 - Faculty and Staff Parking with Permit
 P4 - 30 minutes Visitor Parking - No Permit



ABSTRACTS OF PRESENTERS

LOOKING
BACK &
MOVING
FORWARD

THE NEXT 100 YEARS OF LIBERAL ARTS
Confronting the Challenges





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THE NEW JOURNALISM Tom Wolfe and E.W. Johnson

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KEYNOTE ADDRESS

7:00 PM - 9:00 PM
Kinsella Auditorium

Phil McShane

“Liberal Arts: the Heart of Future Science”

Abstract:

The title points us to the most up-to-date findings of neuroscience. Genuine science, which is a source of creativity and innovations in global humanity's life-style, is grounded in the neuromolecular transformations that are most familiar in the domain of aesthetic experience, of fantasy in the best sense. The present economic crisis, at root, is a failure of operative fantasy. Such moves as financial bailouts are unimaginative moves based on the stale and nominalist sciences that surround present failed economics: they have no lasting benefit. The long-term need is for the deep bailout that is to come from the salvific presence of liberal arts education.

Biography:

Phil McShane is Professor Emeritus of Philosophy at Mount St Vincent University. He is considered the foremost interpreter of Lonergan's economic theory. He is known as a gifted speaker with the ability to weave his arguments from several fields of enquiry. Trained in Physics, Mathematics, Philosophy and Theology, McShane has promoted educational reform and collaborative inquiry throughout the world. He is the author of 13 books and his articles include works on philosophy, education, and science.

Friday, October 1st

PRESENTATION

11:00 AM - 11:45 AM

Sir James Dunn Hall room 108

Colm Kelly

Title: Derrida in the University, or the liberal arts in deconstruction

Abstract:

Derrida's deconstruction of philosophy and of the humanities/liberal arts is neither a destruction of these endeavors, nor a promotion of cultural studies, historicism, sociology, etc. Instead, Derrida questions and displaces the metaphysical heritage of all areas of inquiry, which leaves nothing in its place, and which destabilizes all claims to hegemony over the university. The result will be a university where no one field is privileged over the others, but also where no field is immune from deconstructive inquiry.

Biography:

Colm Kelly is Associate Professor of Sociology at St. Thomas University. His interests include social theory, Derrida and deconstruction, and ethnomethodology.

Friday, October 1st

PRESENTATION

11:00 AM - 11:45 AM

Sir James Dunn Hall room G1

Andrew Moore

Title: Facebook, Performance and Pedagogy

Abstract:

This paper reads Facebook as an unprecedented kind of performance space. Drawing upon Shakespearean insights into the performative nature of identity, we will examine how social networking technology troubles interpersonal categories. We will also explore how Facebook forces us to make public things we would rather keep private, and investigate how this challenges the “roles” of both professors and students.

Biography:

Andrew Moore (PhD) is an Assistant Professor of English and Great Ideas at St. Thomas University. His SSHRC funded dissertation, *Embodying Empire: Roman Plays on the Early Modern English Stage* was completed in 2008 at the University of Western Ontario. His current research interests include early modern adaptations of Roman myth and history, and the relationship between narrative and the state in early modern political thought.

Friday, October 1st

PRESENTATION

11:00 AM - 11:45 AM

Sir James Dunn room G2

Claire Polster

Title: The Future of the Liberal Arts in the Increasingly Managed University

Abstract:

This paper explores how the recent and substantial growth in the size of Canadian university administrations is affecting the liberal arts and the more general vision and goals of the liberal arts university. It also explores a number of options and strategies to minimize, and to repair, the harm being done to the liberal arts and liberal education.

Biography:

Claire Polster is an Associate Professor in the Department of Sociology and Social Studies at the University of Regina. Her research focuses on the ongoing transformation of Canadian higher education and its implications for the public interest. She has published widely on various higher education issues including government policy and policy-making related to universities, the commodification of academic research, and the erosion of university autonomy, democracy, and collegialism. She is also co-editor of *Academic Callings: The University We Have Had, Now Have, and Could Have* and co-founder and Board member of the University of Regina Faculty of Arts Community Research Unit.

Friday, October 1st

PRESENTATION

11:00 AM - 11:45 AM

Sir James Dunn room G5

Jane Costello and Daph Crane

Title: Providing Learner-centered Feedback Using a Variety of Technologies

Abstract:

The emergence of new technologies has afforded new methods of providing feedback to learners beyond the traditionally hand scribed and oral dialogues. This interactive presentation will look at various technologies and how they can be effectively used within a Liberal Arts curriculum to provide learner-centered feedback. A variety of technologies will be presented along with guidelines for effective use.

Biographies:

Jane Costello is a senior instructional designer (SID) with Distance Education and Learning Technologies at Memorial University of Newfoundland where she is primarily responsible for overseeing the instructional design of online courses which are developed in collaboration with content authors and a team of instructional design, multimedia, copyright and library specialists. Other recent projects include learning object repository, blog use, electronic feedback, and an online game – increasing curiosity about careers in science and technology. Jane is a PhD Student (E-research in Technology Enhanced Learning) at Lancaster University focusing on use of Web 2.0 technologies in online learning.

Daph Crane is a senior instructional designer (SID) with Distance Education and Learning Technologies at Memorial University of Newfoundland. As a SID Daph leads a team to assist faculty in the design, development and implement their online courses. Daph also works on special projects such as Africa Capacity Enhancement Program in Open and Distance E-Learning, and the implementation of mobile learning at Memorial. Daph has a B.Sc. From Memorial University, and a Master of Distance Education, Athabasca University. She is a doctoral student in distance education at Athabasca University, and is focusing on mobile learning.

Friday, October 1st

PRESENTATION

11:00 AM - 11:45 AM

Edmund Casey Hall room 103

Huw Osborne

Title: Cocked and Ready: The Humanities and Homosociality in the Royal Military College of Canada Classroom

Abstract:

This paper examines the role of liberal arts education in the training of future officers of the Canadian Forces. Specifically, it examines the homosocial, homoerotic, and homophobic nature of cadet culture at the Royal Military College of Canada, and illustrates the role of literature in shaping a CF that is more reflective of a diverse rights-based Canadian civil society.

Biography:

Huw Osborne is an Assistant Professor in the Department of English and a Writing Centre Coordinator at the Royal Military College of Canada. His most recent research concerns the life and writing of the English language Welsh author Rhys Davies. His monograph on Davies was published in the Writers of Wales series of the University of Wales Press in 2009.

Friday, October 1st

WORKSHOP

11:00 AM until 12:30PM

Sir James Dunn room G6

Cathy Holtmann, Colleen Grattan Gick, Dorothy Dawson, Eleanor McCloskey, Elizabeth McGahan, Marilyn Rowan, and Paula MacQuarrie

Title: Exploring the Role and Influence of Catholic Feminism on the Liberal Arts Campus

Abstract:

This experiential workshop will be facilitated by members of the New Brunswick local chapter of the Catholic Network for Women's Equality (CNWE). It will include personal stories of work for religious change and the role that a Liberal Arts education has played in this work. Participants will be invited to join in ritual as well as share their own experiences.

Biography:

Since 1980, the Catholic Network for Women's Equality (CNWE) has offered a vision of church in Canada that is renewing and open to all. Our mission is to enable women to name their giftedness and from that awareness to effect structural change in the Church that reflects the mutuality and co-responsibility of women and men. In 2002 the New Brunswick local chapter was formed. We strive to "be the change we seek" as we gather regularly to pray, learn, celebrate, protest, support one another and work for positive change together.

Friday, October 1st

PRESENTATION

11:45 AM - 12:30 PM

Sir James Dunn Hall room 108

Janice McKendrick

Title: New Age, New Direction

Abstract:

This presentation examines options for reinventing and positioning the value of a liberal arts degree in a changing economy and workforce. In exploring positive alternatives, the listening audience will engage in a discussion of the proposed options, and in so doing, gain a renewed appreciation and motivation for carrying the value of a liberal arts education message forward.

Biography:

Janice McKendrick is a Sessional Instructor at the University of Prince Edward Island. Academically, she completed a BA with first class distinction in both English and Political Studies in 2002 and earned a diploma in Public Administration from UPEI in 2001. She went on to become the first student to complete the MA degree in Island Studies at the same university in 2006. Following this, Ms. McKendrick continued to perform recruitment and community development services in her health care profession. She is currently writing a book entitled, *When Inspiration Whispers: The Mantra of the Academy*.

Friday, October 1st

PRESENTATION

11:45 AM until 12:30 PM

Sir James Dunn Hall G2

Malama Tsimenis

Title: Shaping liberally educated citizens in the era of professional specialization: constraints, challenges and opportunities

Abstract:

This presentation focuses on curriculum design strategies aimed at shaping not just students engaged in their learning, but, more importantly, liberally educated citizens with a thirst for general knowledge, and an appreciation for critical thinking. In the era of professional specialization, which entails the compartmentalization of the educational experience, this challenge couldn't be greater and more timely.

Biography:

Malama Tsimenis holds a PhD in 19th century French literature from the University of Montreal. She has been teaching at the University of Toronto for the past five years where she has been recognized for her commitment to undergraduate teaching through various awards and nominations. Dr. Tsimenis gives seminars and leads workshops on pedagogical issues to both faculty and graduate students, and works closely with teaching assistants both as a mentor and as a coordinator for language courses. Her research interests lay in literary criticism, prefatory discourse, esthetic theory and innovative pedagogy.

Friday, October 1st

PRESENTATION

11:45 AM - 12:30 PM
Sir James Dunn Hall G5

Shaunda Wood

Title: Hybrid Technologies for Teaching and Learning in Higher Education: Access and Prior Experience

Abstract:

Many Canadian Educational Psychology classes currently emphasize and model constructivist teaching practices in addition to integrating the notion of connectivity and Web 2.0 into educational theory. This study examines 'Moodle' as a technological tool to further enhance participation and performance in addition to the regularly used 'semiotic tools' and social-dialogical activities found in a teacher education program.

Biography:

Shaunda Wood completed her PhD in Education at the University of Ottawa along with instructing both teacher education and graduate courses in education. She had conducted studies examining how science/ engineering [STEM] are best learned especially by women and non-traditional populations and has presented data at numerous international conferences. Currently, she is an Associate Professor in the Education department at St. Thomas University.

PRESENTATION

11:45 AM - 12:30 PM

Edmund Casey Hall room 103

Patricia Gouthro and Susan Holloway

Title: Creative Connections within Liberal Arts and Lifelong Learning: Exploring Linkages between Lifelong Learning, Citizenship, and Fiction Writing in a Canadian Context

Abstract:

The Liberal Arts are important not only as distinct fields of study, but also with regards to how they broaden, magnify, and deepen other areas of academic inquiry. To illustrate this point, we discuss the significance of the Liberal Arts in informing a current SSHRC grant that explores connection between lifelong learning, citizenship and fiction writing.

Biographies:

Patricia Gouthro is a Professor in the Graduate Studies in Lifelong Learning program in Education at Mount Saint Vincent University. Her research interests include critical and feminist theory, citizenship, fiction writing, cross-cultural research, women's learning experiences and learning in the homeplace. She has been published in the International Journal of Lifelong Education, The Canadian Journal for the Study of Adult Education, Convergence, Studies in Continuing Education, Teaching in Higher Education, and the Journal of Education Thought. She is currently conducting research on connections between lifelong learning, citizenship, and fiction writing through a SSHRC grant.

Susan Holloway is an Assistant Professor in Education at the University of Windsor. She is currently involved in several research projects including an internal grant that investigates the ways in which secondary school English teachers make choices about which literature to teach in their courses, another grant that examines the impact of a teacher education program designed to foster mentorship and leadership skills with at-risk students, and another study that examines the impact of an environmental program that involves field trips into nature and students using digital photography to explore the environment artistically. She is a collaborator on a SSHRC grant on lifelong learning, citizenship and fiction writing in Canada.

Friday, October 1st

POSTER

12:00 PM - 1:30 PM

Sir James Dunn cafeteria

Michael Da Silva

Title: Law and the Liberal Arts—A Joint Venture?

Abstract:

This project will explore the success of joint law-liberal arts sub-discipline degrees. Student satisfaction with their decision to do a joint degree, curricular overlap between faculties and job prospects for joint-degree programs will be the three main areas of analysis. The goal is to provide insight into status of the law school-liberal arts relationship and ways it can be improved.

Biography:

Michael Da Silva is a student at law who is completing his J.D. at the University of Toronto. He is a graduate of the University of King's College, where he completed the Foundation Year Program and a Bachelor of Arts with Combined Honours in Philosophy and Contemporary Studies and a Minor in Film Studies. His academic interests include legal theory/philosophy of law, ethics, and social and political philosophy.

POSTER

12:00 PM - 1:30 PM

Sir James Dunn cafeteria

Fred Mason

Title: Losing Ground in the Run towards Science: The Liberal Arts and Social Sciences in Kinesiology

Abstract:

The liberal arts and social sciences traditionally constituted a component of undergraduate education in Physical Education. This poster discusses the recent history of field of physical education/kinesiology and the losses resulting from a “scientization” of the physical education discipline, and reports on a survey of humanities/social science course offerings at the undergraduate level within randomly selected Kinesiology faculties across Canada.

Biography:

Fred Mason is an assistant professor in the Faculty of Kinesiology at the University of New Brunswick. He undertook a Bachelor of Physical Education (Recreation) and Bachelor of Arts (Sociology) at Memorial University of Newfoundland. He worked in community sport and recreation for two years, before returning to university to take a Master of Arts in the Sociology of Sport from the University of Ottawa, and a Doctorate in Sport History from the University of Western Ontario. Prior to moving to New Brunswick, Fred was a Senior Lecturer in the Sport, Media and Culture program at De Montfort University in Bedford, England, a program focused on sports journalism, and sport in the media, film, and fiction and non-fiction writing.

Friday, October 1st

PRESENTATION

1:30 PM - 2:15 PM

Sir James Dunn Hall room 108

Hugh Williams

Title: Confronting the Challenge of St. Thomas University's Catholic Character

Abstract:

Though St. Thomas University (STU) is a successful liberal arts university, what remains controversial is whether STU continues to be a successful Catholic-Christian university. This paper examines this issue from a philosophical perspective arguing that its resolution has important cultural implications for both Catholics and non-Catholics.

Biography:

Hugh Williams is an Adjunct Professor in the Department of Philosophy, University of New Brunswick, Saint John, NB. He received his Ph.D in Philosophy from the Dominican University College and has previously taught at Saint Thomas University in Fredericton, NB. His areas of philosophical specialization are metaphysics, ethics, and philosophical practice. Professor Williams has published articles in such venues as International Philosophical Quarterly, Symposium, Environmental Ethics, Canadian Catholic Review, Grail: An Ecumenical Journal, Philo-Sophia, and Canadian Journal of Philosophical Practice.

PRESENTATION

1:30 PM - 2:15 PM

Sir James Dunn Hall room G1

Terry Sefton and Jonathan Bayley

Title: The performing professor: Issues of identity and work of artist/musicians in academe

Long Abstract:

Musicians who teach in faculties of music can pursue their academic careers through public performance. But what about performing musicians who teach in faculties of education? Will performance work count toward tenure and promotion? We explore how the arts and those who practice them are marginalized in faculties of education, and what the implications are for building a creative society.

Biographies:

Terry Sefton (PhD, MEd, Bed, BMus) is an Assistant Professor of music education at the University of Windsor. Research interests include Institutional Ethnography and Arts Education. She is currently working on a national study of professional orchestral musicians, and a provincial study of arts curriculum implementation in Ontario schools. Terry Sefton frequently performs as an orchestral cellist, chamber musician, and soloist. She and Jonathan Bayley have performed in the Fredericton Summer Music Series (2009), Ottawa St. Luke's Church Recital Series (2010); and future recitals are planned for London and Windsor, Ontario.

Jonathan G. Bayley (PhD, MM, MMus, BEd, BMus) is the Director of the School of Music and an Associate Professor of music education at the University of Windsor. He has published numerous articles in various journals (Canadian Winds, Canadian Musical Educator, Journal of Historical Research in Music Education, and Update: Applications of Research in Music Education) and published several arrangements and original works for flute. He has taught at the secondary school level and was also a flute instructor at Alberta College Conservatory of Music for 15 years. Two of his recordings, Music for Flute and Guitar and Between the Silence, have received international airplay.

PRESENTATION

1:30 PM - 2:15 PM

Sir James Dunn Hall room G2

Dave Snow and Mark Harding

Title: Changes in a Modern Liberal Education and the Implications for Liberal Democracy

Abstract:

Liberal democracy does not mandate an ideal life, but it depends on the disposition of its citizens more than other regimes. A liberal education was traditionally viewed as a way to overcome this, but changes in the liberal arts environment strain this relationship. This paper explores whether recent changes to the liberal arts environment represent a threat to liberal democracy.

Biographies:

Dave Snow (PhD) is student in political science at the University of Calgary, specializing in constitutional law and comparative politics. He received a BA from St. Thomas University in Fredericton, NB, and an MA from the University of Calgary. He is a graduate fellow at the Institute for Advanced Policy Research, a research associate with the Frontier Centre for Public Policy, and has published policy papers for the Canada West Foundation, the Frontier Centre for Public Policy, and the Macdonald-Laurier Institute.

Mark Harding was born and raised in Fredericton N.B. In 2008 he received a BA (Hons. Political Science) from St. Thomas University. Mark has gone on to complete his Masters in Political Science at the University of Calgary and is beginning his PhD at the same institution this fall. Mark's research interests are diverse and touch on the following themes: Canadian government, political theory, constitutionalism, and the nature of liberal democratic regimes.

Friday, October 1st

PRESENTATION

1:30 PM - 2:15 PM

Sir James Dunn Hall room G5

John Thorp

Title: What are the liberal arts?

Abstract:

This paper argues that our present conception of the liberal arts has lost sight of why, historically, they were called 'liberal': they were the proper subjects for a free (hence 'liberal') citizen, as opposed to a slave. To defend the liberal arts in today's context we need to recapture and deepen this original meaning of the phrase 'liberal arts'.

Biography:

John Thorp holds degrees from Trent University and Oxford. His academic appointments include the University of Ottawa, where he was chair of Classics, and the University of Western Ontario, where he was chair of Philosophy. He has served as Executive Director of the Canadian Federation for the Humanities, and as President of the Canadian Philosophical Association. His principal academic interests are in ancient philosophy, and in metaphysics and epistemology. He has been honoured by France, which made him a chevalier in the Ordre des palmes académiques, and by Western, which conferred on him its highest recognition for university teaching, the Pleva Award.

Friday, October 1st

PRESENTATION

1:30 PM - 2:15 PM

Sir James Dunn Hall room G6

William Randall

Title: The Advantages of a Liberal Arts Environment for Exploring the Narrative Nature of Human Life: A Story of Collaboration

Abstract:

This paper discusses how St. Thomas University's commitment to the integration of theory and practice in the humanities and social sciences has proven an advantageous environment for an array of initiatives that help the broader community of "narrativists" to evolve in exciting directions that would be less feasible in larger institutions where hard sciences tend to dominate the curriculum and culture.

Biography:

William L. Randall (EdD) is an Associate Professor and Acting Chair of Gerontology at St. Thomas University. He is also a former protestant minister who teaches various undergraduate courses related to the field of aging. With a special interest in "biographical (as opposed to biological) aging", "narrative care", and "narrative gerontology", he has been a principal co-organizer of three international-interdisciplinary conferences entitled "Narrative Matters" (2002, 2004, and 2010). He has authored, co-authored, or edited five books, including (with Elizabeth McKim) *Reading Our Lives: The Poetics of Growing Old* (Oxford, 2008). He is presently Director of the Center for Interdisciplinary Research on Narrative (St. Thomas University).

WORKSHOP

1:30 PM - 3:00 PM

Edmund Casey Hall room 103

Janice Newson, Claire Polster, Dorothy Smith, Jennie Hornosty, and Matthew Hayes

Title: Abiding Visions of the University

Abstract:

The purpose of this workshop is to engage participants in a discussion of the possibilities for academics to continue to draw from a vision of the university as a public serving, education-focused institution in the face of its increasingly corporate orientation and the growing pressures on its members to produce commercialisable knowledge.

Biographies:

Janice Newson has been engaged throughout her career in efforts to preserve the intellectual and public-serving mandate of the university. She co-authored *The University Means Business* (1988), co-edited *Universities and Globalization* (1998), and has written extensively on the corporate linked university. She contributed significantly to the unionization of academic faculty both at her own university and nationally, and has been a guest speaker at academic activist conferences in Canada and internationally.

Claire Polster is an Associate Professor in the Department of Sociology and Social Studies at the University of Regina. Her research focuses on the ongoing transformation of Canadian higher education and its implications for the public interest. She has published widely on various higher education issues including government policy and policy-making related to universities, the commodification of academic research, and the erosion of university autonomy, democracy, and collegialism. She is also co-editor of *Academic Callings: The University We Have Had, Now Have, and Could Have* and co-founder and Board member of the University of Regina Faculty of Arts Community Research Unit.

Dorothy Smith, Professor Emerita of the University of Toronto, is a social theorist, feminist, and activist. She has been honoured nationally and internationally for her transformative approach to creating a sociology that works for people. Books include *The Everyday World as Problematic: a Feminist Sociology* and recently, *Institutional Ethnography: A Sociology for People* (2005).

Jennie Hornosty is a Full Professor of Sociology at the University of New Brunswick in Fredericton. She is a recipient of CAUT's Sarah Shorten Award (for outstanding contribution to the promotion of women in Canadian Universities), a former member-at-large on the CAUT Executive, a long time member of the

AUNBT Executive and the Status of Women and Employment Equity committees. She is also a member on four negotiating teams, a researcher on family violence in rural communities, and a mother, step-mother, and grandmother.

Matthew Hayes is Assistant Professor in the Sociology Department at St. Thomas University. While a PhD student at York University in Toronto, he was actively involved in issues of academic democracy, as a graduate student senator, and later as a member of the Board of Governors.

Friday, October 1st

PRESENTATION

2:15 PM - 3:00 PM

Sir James Dunn Hall room 108

John Valk

Title: Religion and the University of New Brunswick

Abstract:

Did UNB become secular in 1859 when its new Charter eliminated the “Chair in Theology”? Did it intend a freedom from religion, which for some entails a restriction on teaching religion or theology? This paper argues that the original Charter intended a freedom of religion, a hallmark of a true Liberal Arts education still important for the 21st century.

Biography:

John Valk is Associate Professor of Worldview Studies at Renaissance College, University of New Brunswick. He has a Ph.D. in Religious Studies and focuses his teaching, research and writing on the impact of worldviews on higher education, public policy, and leadership studies.

Friday, October 1st

PRESENTATION

2:15 PM - 3:00 PM

Sir James Dunn Hall room G1

Lynda Ross

Title: The possibilities for e-liberal arts

Abstract:

More than a decade after predictions of the commodification and corruption of post-secondary liberal arts education e-learning continues to flourish in Canada and globally. This paper discusses current trends in online learning and the challenges it faces in meeting the fundamental goals of a liberal arts post-secondary education.

Biography:

Lynda R. Ross is an associate professor of women's studies and Chair of the Centre for Work and Community Studies at Athabasca University, where she also coordinates the University Certificate in Counselling Women program. She graduated with a doctoral degree in psychology from the University of New Brunswick in 1998. Her research interests centre on the construction of theory, attachment, motherhood, the social construction of 'disorder,' and on learning and teaching online.

Friday, October 1st

PRESENTATION

2:15 PM - 3:00 PM

Sir James Dunn Hall room G2

Richard Kurial

Title: Back from the Abyss: The Future for the Humanities

Abstract:

The Humanities and Social Sciences are in a state of serious crisis. If the purpose of engaging in the Humanities and Social Sciences is to gain the knowledge necessary to function in the wider world beyond the campus, then it will be increasingly necessary to adapt the teaching and practice of these disciplines to the world as it actually is.

Biography:

Richard Kurial is Dean of Arts and Associate Professor of History at the University of Prince Edward Island. A graduate of the University of California, San Diego, Dr. Kurial has written extensively on Canadian-American relations. He specializes in American foreign policy and current global affairs. He is the author of the forthcoming book *Visions of an Arctic Empire: The Diplomatic Wrangle over Wrangel Island*.

Friday, October 1st

PRESENTATION

2:15 PM - 3:00 PM

Sir James Dunn Hall room G6

Heather Stephens and Gert Morgenstern

Title: Lifelong Learning in the Liberal Arts: Awakening to the “terrible beauty” of ideas

Abstract:

In 1945-46 Bernard Lonergan gave a course to Montreal adults entitled Thought & Reality. His questioning methodology set the stage for topical exploration of multidisciplinary themes anchored each year by new and burning questions. The reading-discussion courses challenged students and discussion leaders alike to unlock the secrets of the universe, to catch a glimpse of the good, to rethink how inquiring minds are shaped, and to appreciate how the aesthetic appeal of art, literature and music harness the energy of ‘examining’ minds.

This presentation will demonstrate how, inspired by curiosity, students flourish in a ‘nonhierarchical’ learning community passionate in its quest for meaning. Small groups dramatically attend to, and are transformed by, the beauty of art, literature, and music. The program features authors such as Nadine Gordimer to enliven the ‘tangled’ roots of sub-themes which animate the course’s main trunk of inquiry. Issac Asimov’s science fiction fires the contemporary mind in an anthropology course entitled A Meeting of Minds. Robert Penn Warren’s All the King’s Men awakens the evocative power of symbols and images in a course on Power and Corruption. And a layman course in psychiatry, Neuroparables of Recovery of Mind and Spirit, is augmented by musical interludes.

Biographies:

Dr. Heather Stephens first earned a Ph. D. in medicine from the University of Montreal and then was a post-doctoral fellow in London, England under Victor Dubowitz. She worked for two decades as a research neurobiologist in the field of muscular dystrophy, presenting papers internationally. Since 1967, she has been involved with the Thomas More Institute in one hundred multi-disciplinary courses first as a Liberal Arts student, then discussion leader designing courses yearly, incorporating literature with a view to enhancing the aesthetic appeal of course material. She is Registrar of the Institute, where she was a Director for over twenty years and also a member of the Institute’s research affiliate.

Dr. Gert Morgenstern trained with Jean Piaget in Switzerland and John Bowlby in London. He has worked for over five decades as a child psychiatrist with McGill University at the Douglas Hospital in Montreal and presently visits professionally three communities in Northern James Bay. He is a musician and has sung with many choirs. For thirty years he has also pioneered the use of music in his Psychiatry for the Layman university-level course which he designs yearly for the Thomas More Institute where he is a Director/Member of the Board and for twenty years President of its Research affiliate.

Friday, October 1st

PRESENTATION

3:30 PM - 4:15 PM

Sir James Dunn Hall room 108

Susan Ryan

Title: Allowing for the Moral Debate: The Role of the Affective and Spiritual in Liberal Arts Education

Abstract:

Whether or not it directs dialog in the classroom, (opposition to) belief shapes a student's way of thinking on scholarship. This paper explores how we might teach students to speak of their convictions not to convert, but to work toward bridging spaces of differences, and establish some common ground from which academics can make moral and intellectual judgments.

Biography:

Susan Ryan is a graduate student at the University of South Carolina studying Rhetoric and Composition. Her research interests include trauma and restoration, resistant political discourse, deviance and the rhetoric of deviant groups, and human rights discourse.

Friday, October 1st

PANEL

3:30 PM - 4:15 PM

Sir James Dunn Hall room G1

**Mary Lu Roffey-Redden, Laurie Meredith, Margot Leigh Butler,
Stasha Huntingford, and Doug West**

Title: Stories of Dialogue: Collaborative Reflections from Directors of Free Humanities Programs

Abstract:

Canadian program directors of Clemente-inspired Humanities courses will share with colleagues, academics and community agencies some unique approaches to offering free humanities courses to people facing material and non-material barriers to education. Identifying common critical issues – from finding sustained funding to responding to academic and other pressing student needs – directors will share a year of dialogue and reflections.

Biographies:

Mary Lu Roffey-Redden is director of Halifax Humanities 101. She has an MA and did doctoral studies in Philosophy of Religion at McMaster University. For 12 years, she was a lecturer in Religious Studies at the University of King's College, UWO. She has also taught business communications at Fanshawe and Mohawk Community Colleges. Being Director of Halifax Humanities 101 is her dream job, bringing together her love of studying philosophy and literature, with a concern for social justice.

Laurie Meredith was the director of Humanities 101: An Odyssey (Calgary) from 2009-2010 and is currently participating in establishing Community Learning in the Humanities at the Calgary Public Library. Working in the field of community-based education, her interests include critical pedagogy, early childhood education, dialogue and ethics in education, and Participatory Action Research (PAR). Currently a PhD student in Education at the University of Calgary, Laurie holds a BA degree in English Literature (University of Alberta) and an MA degree in French Literature (University of Calgary).

Margot Leigh Butler is the Academic Director of UBC's 11 year old Humanities 101 Community Programme which offers free education on Vancouver's Downtown Eastside and Downtown South (DTES/South) and 3 free university-level courses on campus for residents who have a lust for learning and who live on very low incomes. Made infamous as a worst-case scenario of contemporary urban life, the DTES also houses, or finds homeless, many residents who counter this pummeling view in countless inspiring ways—Hum students and alumni amongst them. The courses focus on relevant interdisciplinary creative and critical thinking and

practices, and are in robust dialogue with Humanities traditions. Dr. Butler is an installation artist, cultural theorist and activist, and works with art/writing collectives and on alternative education projects.

Stasha Huntingford has been doing community development work with the street youth community for the past ten years. She is participating in the establishment of Community Learning in the Humanities in Calgary, after being the Student Support Worker for the Humanities 101 program. She believes in the power of praxis and of people's right to participate. She received her MSW from the University of Calgary.

Doug West is the Director of Humanities 101 at Lakehead University in Thunder Bay, ON and an Associate Professor of Political Science. The focal points for his research and teaching activities include northern and native politics, food security, contemporary political ideas, community development, and civic engagement through community service learning. Between 2006 and 2008, Doug served as the founding Co-Director of the Food Security Research and Service Exchange Network located in Thunder Bay. Through this initiative Doug has participated in research on cooperative community gardens, youth gardening and the development of school curricula, and on Community Supported Agriculture (CSA) as a new arena for civic engagement. Doug has also served in various capacities for community organizations in Ottawa, Thunder Bay and Victoria, and was a member of the Board of the Victoria Community Council in 2002-3 and 2009-10.

Friday, October 1st

PRESENTATION

3:30 PM - 4:15 PM

Sir James Dunn Hall room G2

Carey Watt

Title: World History, the Liberal Arts and Globalization

Abstract:

The teaching of the “liberal arts” over the past two centuries has become increasingly Eurocentric. This paper argues that the study of world history can help to decenter “the West” in the pedagogical and political narratives of the liberal arts by virtue of its vast temporal and geographical scope, and because of its philosophical and methodological implications.

Biography:

Carey Watt is Associate Professor of South Asian and World History at St. Thomas University. His research and teaching explores citizenship, physical culture, Boy Scouts, popular music, philanthropy, colonialism, post-colonialism and nationalism in South Asia and globally. He has published articles in journals such as *French Cultural Studies* and *Modern Asian Studies* and his book *Serving the Nation: cultures of service, association and citizenship in colonial India* was published by Oxford University Press (2005). He recently co-edited and contributed to *From Improvement to Development: Civilizing Missions in Colonial and Post-colonial South Asia* (London: Anthem Press, forthcoming 2010).

Friday, October 1st

PRESENTATION

3:30 PM - 4:15 PM

Sir James Dunn Hall room G5

Emery Hyslop-Margison

Title: The Decline and Fall of Democratic Learning: The Corporatization of the University

Abstract:

Democracies are only meaningful to the extent citizens are offered genuine political options at both the theoretical and practical levels. In this paper I argue the democratic responsibility of universities to identify and discuss alternative social visions has been obviated by corporate influence, neo-liberal governments and a complicit university managerial class.

Biography:

Emery Hyslop-Margison is an Associate Professor in the Faculty of Education at the University of New Brunswick. He has presented and published widely on how neo-liberal ideology, with its human capital precepts, has affected various levels of public education.

Friday, October 1st

PRESENTATION

3:30 PM - 4:15 PM

Sir James Dunn Hall room G6

Susan Machum and Michael Clow

Title: Aiding and abetting a liberal arts education

Abstract:

In *The Sociological Imagination*, C. Wright Mills (1959) argues sociology must link history and biography, self and world, humans and society in search of explaining and resolving the troubles that our way of living creates. The aim of this paper is to explore how this ‘sociological imagination’ aids and abets the larger agenda of liberal arts education endorsing social justice.

Biographies:

Susan Machum (PhD) is Canada Research Chair in Rural Social Justice and Associate Professor of Sociology. She is an alumna of St. Thomas in Sociology. She has taught C. Wright Mill’s sociological imagination as the core of sociological inquiry for 15 years. Her major interests are women and work (particularly women in the traditional rural industries) and environmental issues.

Michael Clow (PhD) is Professor of Sociology and is in his 25th year of teaching at St. Thomas University. He has taught C. Wright Mill’s sociological imagination as the core of sociological inquiry for two decades. His major areas of interest are Canadian political economy, environmental issues, the industrialization of tree harvesting, the sociology of scientific knowledge, and news.

Friday, October 1st

PRESENTATION

3:30 PM - 4:15 PM

Edmund Casey Hall room 103

Jean Wilson

Title: Rediscovering the Relevance of Literary Studies

Abstract:

The question with which Northrop Frye's *The Educated Imagination* begins—"What good is the study of literature?"—is one to which students in interdisciplinary programs can discover remarkably stimulating answers. This paper explores the role of literary studies in the overlapping contexts of liberal arts education, a research-intensive university, and a global environment.

Biography:

Jean Wilson is Associate Professor of Comparative Literature and Director of the distinctive interdisciplinary Arts & Science Program at McMaster University. A member of the Department of Linguistics & Languages, she also contributes to programs in English & Cultural Studies, Peace Studies, and Gender Studies & Feminist Research. Dr. Wilson is co-editor of vol. 18 of *The Collected Works of Northrop Frye* and one of the contributors to the Frye Centennial Issue (planned for 2012) of the *University of Toronto Quarterly*.

Friday, October 1st

PRESENTATION

4:15 PM - 5:00 PM

Sir James Dunn Hall room 108

Jazmin Badong Llana

Title: Liberal arts in the post-colony: Will the knot ever untangle?

Abstract:

Negotiating the “double bind” of an “enabling” cultural imperialism, the post-colonial university continues to interrogate the idea of a “universal” liberal arts education. Aquinas University in the Philippines takes on this challenge as it strives to craft a liberal arts program that has at its core the local culture operating in dynamic interaction with the institution’s Dominican orientation and mission.

Biography:

Jazmin Badong Llana (PhD, Aberystwyth University, U.K.) is the director of the Center for Culture and the Arts at Aquinas University in Legazpi City, Philippines, where she also served as dean of arts and sciences (2000-2003). She was a Ford Foundation International Fellow (2006-2009) and has presented papers in various international conferences. Working in the field of performance studies, she has received recognition from the International Federation for Theatre Research (Helsinki Prize 2008) and Performance Studies international (Dwight Conquergood Award 2010).

Friday, October 1st

PRESENTATION

4:15 PM - 5:00 PM

Sir James Dunn Hall room G2

Alekhya Das

Title: Walking the tightrope: Balancing ‘liberal’ and ‘professional’ while teaching International Development Studies

Abstract:

Teaching International Development Studies at UNB poses a challenge in terms balancing conflicting foci: preparing students to be competent development professionals while inculcating more profound philosophies, theory and contextual politics of contemporary social progress. This challenge is a manifestation of debates between ‘instrumental’ inclinations and the liberal orientation of university pedagogy.

Biography:

Alekhya Das (“Baba”) is a doctoral candidate who teaches International Development Studies at the Department of Sociology at the University of New Brunswick. Baba also teaches courses in international development, women’s health, healthcare in international contexts, and anthropology of South Asia. His research focuses on health amongst impoverished populations, gender relationships and women’s wellbeing, civil society initiatives and social development, and South Asian society. Baba has taught Sociology at Presidency College (University of Calcutta) and has a MA in Sociology from University of Delhi, India.

Friday, October 1st

PRESENTATION

4:15 PM - 5:00 PM

Sir James Dunn Hall room G5

Robin Lathangue

Title: Disenchantment and the Liberal Arts

Abstract:

This paper explores liberal arts education as a process of disenchantment. How and why is it that the curricular objectives of liberal arts education effectively override the affirmative discourses (of devotion, honour, praise, worship, and joy) which liberal arts learners import when they are admitted to university?

Biography:

Robin Lathangue has taught religious studies and political philosophy at Wilfrid Laurier University and St. Thomas University. He has served in senior posts in university extension at the University of Alberta and the University of New Brunswick. His research interests include radical orthodoxy, political theology, and the theory and conceptualization of the university and of higher education. He has published numerous essays on the work of George Grant and Gillian Rose in Canada, Australia and the United States. He is presently Head of Colleges at Trent University.

Friday, October 1st

PRESENTATION

4:15 PM - 5:00 PM

Sir James Dunn Hall room G6

Alan Hall

Title: Teaching Students How to Think; About Descartes for Example

Abstract:

This paper will analyze the claim that the intention of the liberal arts is to “teach students how to think”. I propose that this notion of a liberal arts education presupposes that there is a ‘way’ that students think. I will argue that this description of a liberal arts education is mistaken and probably incoherent.

Biography:

Alan Hall has taught history, philosophy and literature through a number of different universities and other institutions for adult education. His interests include philosophical nominalism and realism, theology and pedagogy. He has been an instructor in the Aquinas and Philosophy departments at St. Thomas University for several years.

Friday, October 1st

PRESENTATION

4:15 PM - 5:00 PM

Edmund Casey Hall room 103

Thomas Mengel

Title: Accountability and Accreditation – Attacking Academic Freedom in the Liberal Arts?

Abstract:

Growing pressure for higher educational effectiveness and accountability on post-secondary institutions has increased the focus on improved student learning experiences and on the measurable achievement of clearly defined learning outcomes. This paper will address both challenges and opportunities for liberal arts colleges arising from the increasing trends towards accountability and accreditation in the United States, Canada, and Germany.

Biography:

Thomas Mengel, PhD, is Professor of Leadership Studies at Renaissance College, University of New Brunswick. He has been involved in both teaching and learning in some form or other for more than 30 years. He holds academic degrees in theology, adult education, history, and computer science. Before joining academia full-time in 2005, Thomas has held various project management and leadership positions and worked as a consultant in different European and North American organizations. His major focus is on project management and leadership education.

Friday, October 1st

KEYNOTE ADDRESS

6:30 PM - 9:30 PM

(Includes banquet, and keynote address)

Delta Fredericton Hotel

Ronald Wright

Title: The Future of the past: Escaping the parochialism of the present.

Abstract:

It is important for students to know the broad outline of the human story from our beginnings to the present day. My intent would be to show how humans tend to repeat the same mistakes, and that our best hope for breaking such patterns is to become aware of them. Only a Liberal Arts education can give people a sound footing for judgment and wisdom --and I would argue that a certain amount of Liberal Arts should be required before students specialise in science, medicine, business, etc. Too often, specialist knowledge becomes a boat without a rudder.

Biography:

Ronald Wright is a Canadian author who has written books of travel, history, and fiction. He gave the 2004 Massey Lectures, *A Short History of Progress*, looks at the modern human predicament in light of the 10,000 year experiment with civilization. His latest work *What is America?: A Short History of the New World Order* examines what Wright calls “the Columbian Age” and consequently the nature and historical origins of modern American imperium.

KEYNOTE ADDRESS

9:00 AM - 10:30 AM
Kinsella Auditorium

Dorothy Smith

Title: Thinking it through

Abstract:

At a time when many universities in Canada are yielding to pressures to orient their educational practice toward serving the economy, St Thomas University persists in its commitment to social conscience, to critical thinking and to educational practices that orient to these. On an occasion that honours St Thomas's centenary of these commitments, I want to draw on a couple of deeply transformative experiences of the power of critical thinking in my own life. These are: my experiences in the women's movement particularly in the 1960s and 70s, and my reading of Edward Said's *Orientalism* which transformed my understanding of racism.

It's hard now to recover the depth of women's exclusion from the intellectual, cultural and political life of western societies that survived until the period of the women's movement. It was not men's misogyny that brought this about, but the historical development of gender divergences in domesticity versus the newly developing public life in which men of a certain class participated (v. Habermas). Subjects and agents in the public realms were men and being a woman automatically excluded and silenced. Breaking with this in practices with other women and in my very self as an internalized mode of thought and belief was a major transformation in my life.

The second introduced me to myself as racist in a way I could never have anticipated. I probably thought I was clean until I read Edward Said's *Orientalism* and learned of how just by participating in the intellectual and political culture of my society -- even once waxed into new forms by the women's movement -- I participated in its embedded racism in ways that could not be fully visible to me.

We're familiar by now with the phrase 'thinking outside the box' -- what I learned from these two transformational experiences wasn't just thinking outside the box. Both did something rather different -- they showed me the boxes themselves that had enclosed me and others. In recognizing the importance of St. Thomas's commitment to critical thought and social conscience, I think now not just of what a liberal arts education provides for students but of those I know and have known here who as members of faculty have had been able to explore original lines of thinking and to exercise conscience and intellectual leadership rare in contemporary university conditions.

Biography:

Dorothy Smith is a Canadian sociologist who has had immense impacts on many disciplines including sociology, women's studies, psychology, and educational studies, as well as feminist theory, family studies, and methodology. Dr. Smith is the author of 8 books, including *Institutional Ethnography: A Sociology for People* (2005), *Mothering for Schooling* -- with Alison Griffith (2004), and *Writing the Social: Critique, Theory, and Investigations* (1999).

Saturday, October 2nd

PRESENTATION

11:45 AM - 12:30 PM

Sir James Dunn Hall room 108

William Forrestall

Title: The Potential of Fine Arts Studio Courses in a Traditional Arts Program
Observations, Experience, and Promise

Abstract:

This presentation compares the institutional experience of delivering fine arts studio programming at Colby College with the developing fine arts program at St. Thomas University.

The recent development of a fine arts program at St. Thomas University offers both the promise of expanding the experience of traditional liberal arts students as well as offering to many students what may be a novel avenue of creative exploration as a mode of developing, ratifying or communicating knowledge in a broader cultural context.

Colby College offers an interesting point of reference for St. Thomas University. Colby College is a highly esteemed American university and like St. Thomas University a small northeastern university of 1700 students with a long history of delivering a traditional liberal arts education. Starting in the early 1960s Colby College began offering fine arts studio courses to Liberal Arts students and has over the last 40 years developed the program to a point where they have archived a unique synthesis of critical thinking and creative engagement as a premise for liberal arts education.

A number of individuals involved in the development and delivery of Fine Arts studio courses at NSCAD, St. Thomas University, Mount Allison University, UNB and other institutions will be interviewed; however, a strong point of reference will be drawn from the experience of individuals teaching fine arts studio courses within the Liberal Arts program at Colby College.

There are observations, comments, and suggestions regarding the experience and potential of developing and delivering fine arts studio courses within a liberal arts tradition.

Biography:

Forrestall studied fine arts at Mount Allison University and has exhibited his work across Canada and internationally. He lives in Fredericton with his wife and family where he maintains an active studio practice.

Saturday, October 2nd

PRESENTATION

11:00 AM - 11:45 AM

Sir James Dunn Hall room G1

Ian Brodie

Title: Folklore and the Liberal Arts

Abstract:

This paper suggests how the discipline of Folklore, with its emphasis on tacit, informal, quotidian, interstitial, local, and marginalized expressive culture, provides a theoretical framework for how the Liberal Arts can address and adapt to the shifting expectations of cultural literacy and global citizenship in a post-Colonial, de-centered world.

Biography:

Ian Brodie is an Assistant Professor of Folklore at Cape Breton University. Currently serving as Past-President of the Folklore Studies Association of Canada, his research interests include the occupational folklife of Canadian Immigration Foreign Service officers, the relationship between stand-up comedy and vernacular modes of speech, the tradition of painting a trestle bridge among industrial Cape Breton adolescents, and the concept of “the pet” in contemporary ethnography. He is a graduate of St. Thomas University (BA Hons. '96) and Memorial University of Newfoundland (MA '01; PhD '10). He was recently included in *The STU Reader*, Goose Lane, 2010.

Saturday, October 2nd

PRESENTATION

11:00 AM - 11:45 AM

Sir James Dunn Hall room G2

Ted Newell

Title: Was Durkheim right? The worldview of a classical literary curriculum

Abstract:

Provoked by Durkheim, the sociologist and educator, I explore whether a Christian university's reliance on classical liberal arts education works against its desires for the character of graduates. Durkheim's contrast is problematic, since "Christian" and "classical" were entwined from the earliest period. This exploration will uncover options for selling 'character development' as an outcome of a modern liberal arts education.

Biography:

Ted Newell (EdD, Columbia) has taught the final year Worldview Integration course to undergraduates and B. Ed. students at Crandall University, Moncton, Canada, since 2004, as well as education theory and religious studies courses. His career stems from a CUSO assignment to develop curriculum for early school leavers on Bougainville Island, Papua New Guinea, in the early 1980s. His interest is in effective higher education toward whole-person professional development.

Saturday, October 2nd

PANEL

11:00 AM - 12:30 PM

Sir James Dunn Hall room G5

Matt Dinan, Stuart Forestell, Joel Rodgers, and Michelle Wilband

Title: Old Wines in New Bottles: The Lasting Relevance of the Traditional Liberal Arts

Abstract:

Through the close examination of texts that vary according to both discipline as well as time period, this panel will explore the perennial relevance of the liberal arts to a complete human education. Through the lens of a particular text, each of the four papers presented will address the argument of their chosen text with respect to the nature and relevance of the liberal arts with an eye to how this argument might still be relevant in a rapidly changing and technologically driven world.

This panel will consist of four papers, given by graduates of St. Thomas University, who are now pursuing graduate degrees in different disciplines and at different schools. Current professors at St. Thomas will comment on these papers as well as chair the panel.

Papers:

Matt Dinan (Baylor University) – Who can learn political science? Aristotle’s Political Science on/as Liberal Education

This paper examines Aristotle’s treatment of the question “who can learn political science?” in the *Nicomachean Ethics* paying special attention to his meditations on how one begins an education. I then explore the ways in which Aristotle’s reflections can contribute to how we think about "beginnings" in the liberal arts today.

Stuart Forestell (Boston College) – Hegel on Philosophical Education

This paper examines Hannah Arendt’s reflections on tradition in education. Though Arendt was roundly, and rightly, criticized for her emphasis on the private sphere’s role in education, her understanding of tradition remains a viable and important way of understanding the future of the liberal arts.

Joel Rodgers (University of Toronto) – Early Modern Custom and “Our Undemocratic Curriculum”

My paper considers the defense of “custom” and its importance for national education in Samuel Daniel’s *Defence of Rhyme* against John Milton’s later *Areopagitica*. Treating these two early modern poets as a launch-point, my paper seeks to address Gerald Graff’s denunciation of our “undemocratic” curriculum and clarify what a liberal education may mean today.

Michelle Wilband (University of King’s College) – Recalling Philosophical Education in Late Antiquity: The Standardized Curriculum

The structure of the Neoplatonic curriculum is grounded in late ancient epistemology, such that the texts of Plato and Aristotle are introduced in an ordered sequence that is explicitly intended to reflect the natural development of the soul. The influential Hellenistic commentary tradition is inseparable from classroom teaching, and the wider interpretation of each text is inseparable from its pedagogical function. The fate of Aristotle’s *Categories* is an apt example.

Biographies:

Matthew Dinan graduated from STU in 2006 with honours in great ideas and English. He is a fifth year PhD student in the department of political science at Baylor University in Waco, TX, USA. Matt’s research interests include the history of political thought (esp. Plato, Aristotle, Kierkegaard, Nietzsche, and Derrida), politics and literature, and the role of friendship in politics. In 2009 he received a SSHRC doctoral fellowship, and in 2010 he was named the Richard D. Huff distinguished doctoral student in political science at Baylor University. Matt and his wife Vivien recently welcomed their first child, Joanna.

Stuart Forestell received his Bachelor of Arts in philosophy from St. Thomas University. He received a Master of Arts in continental philosophy from the University of Warwick, with the help of a Commonwealth Scholarship. He is currently pursuing his PhD at Boston College.

Joel Rodgers is entering his third year as a doctoral student in English literature at the University of Toronto. He specializes in Shakespeare, Milton, and early modern law.

Marie Michelle Wilband graduated from St. Thomas University in 2005 with a Bachelor of Arts (Honours) in Philosophy and Great Ideas. She completed a Master of Arts degree in Classics at Dalhousie University in 2008, and is currently a Teaching Fellow in the Foundation Year Programme at the University of King’s College.

Saturday, October 2nd

PANEL

11:00 AM - 12:30 PM

Sir James Dunn Hall room G6

Anne Bailey

Title: Winning Public Support: Strategies for Effective Communications in the Liberal Arts

Abstract:

To ensure the liberal arts continue to be a central part of Canada's public post-secondary system in the future, the academy must become more effective at garnering public support. My presentation will a) outline some barriers that hinder effective public advocacy, and b) explore some communications strategies for attracting critical public support and government funding for the liberal arts.

Biography:

Anne Bailey (PhD) is currently Senior Issues and Communications Manager in External Relations at the University of Alberta. Prior to making a switch to a career in professional writing, communications, alumni relations, and administration, she taught literature for many years at the University of Western Ontario and its affiliated colleges, as well as at the University of Alberta. She is the author and co-editor of two books of literary criticism and has penned numerous speeches, articles, and reports, advancing the value of university education and research.

Saturday, October 2nd

PANEL

11:00 AM - 12:30 PM

Edmund Casey Hall room 103

Andrew Titus, English Department, St. Thomas University;

Darlene Whitehouse-Sheehan, Executive Director, Educational Programs and Services;

Chris Treadwell, Principal, Park Street School;

Michelle MacNeil, 4th Year English Major, St. Thomas University

Title: Are High School Students Prepared to Study the Liberal Arts: Job Not So Well Done?

The panel is designed to bring forward different perspectives on how well prepared students are to study the Liberal Arts. Some faculty members are of the opinion that current students are less prepared for university than in previous generations. Is this true? Some of the issues may include the impact of technology, shifts in curriculum, changes in university student demographics, shifts in university admission practices, and university advertising, to name a few. Some comments may apply to university education more generally, but we have asked the panelists to draw particular attention to student's preparedness for university education in the Liberal Arts.

Each panelist has been asked to speak on the topic for 12-15 minutes – following the presentation by each panelist there will be a short interchange among panelists for clarification and follow-up comments and about 30 minutes for questions from conference registrants

Saturday, October 2nd

PRESENTATION

11:45 AM - 12:30 PM

Sir James Dunn Hall room 108

Chris Lyons

Title: Reviewing the Social, Political, and Economic Context of the 2007 Advantage New Brunswick Report in New Brunswick, Canada

Abstract:

This paper will address the contemporary context of the 2007 Advantage New Brunswick Report and the Government of New Brunswick's Action Plan to Transform Post-Secondary Education in New Brunswick. Corporate ideals have influenced the integrity of the liberal arts through bureaucratic rationality, administrative hegemony and an instrumental view of education. This presentation will explain and address these issues.

Biography:

Christopher Lyons obtained a Bachelor's degree with honours in Philosophy from St. Thomas University in Fredericton in 2008 and a Master's degree in Interdisciplinary Studies from the University of New Brunswick in 2010. He is presently pursuing his PhD in Education at the University of Western Ontario. His special research interest is the Philosophy of Education.

Saturday, October 2nd

PRESENTATION

11:45 AM - 12:30 PM

Sir James Dunn Hall room G1

Gayle MacDonald and Anne-Drea Allison

Title: “Rosie the Riveter” or Ross the Researcher? Faculty Unions in Liberal Arts Universities: A Discussion Paper

Abstract:

This paper investigates the origin and function of the Liberal Arts faculty union and its relationship to other professional unions. Some issues for discussion include the culture of the professoriate, that of the working-class union, and the similarities between faculty unions and other professional unions. The culture of administration and the intersection of gender politics will also be addressed.

Biographies:

Gayle MacDonald is a Professor in Sociology and the Dean of Research (interim) at St. Thomas University. Her primary areas of research include work with people on the social margins (such as sex workers and people living with AIDS/HIV), from a socio-legal and social-constructivist basis. However, she's known to dabble in teaching and technology/gender and labour issues, as well. In a former life, she was a faculty union president.

Anne-Drea Allison is a social worker for a local First Nations Reserve and Assistant Coordinator for the Community Action Group on Homelessness. Her colorful educational background includes Certificates and Diplomas in Human Resource Management, Computer Applications & Programming, and Child Psychology. She has earned Bachelor's Degrees in both Arts and Social Work. Anne-Drea has worked as Paralegal, Daycare Owner, Employee Development Specialist, and College Instructor, before her current roles. Believing that advocacy is the spice of life, she spends much of her spare time volunteering with local and international NGOs, and plans to pursue a Masters degree in social policy or community development in the future.

Saturday, October 2nd

PRESENTATION

11:45 AM - 12:30 PM

Sir James Dunn Hall room G2

David K. Heckerl

Title: Liberal Learning Between Progress & Tradition: Michael Oakeshott and W. E. B. DuBois

Abstract:

My paper enacts a dialogue between Michael Oakeshott's *The Voice of Liberal Learning*, a collection of unusually penetrating essays on the meaning of freedom in liberal education, and W. E. B. DuBois' *The Souls of Black Folk*, which relates the freedom expressed in liberal learning to larger questions of race prejudice and segregation. My primary purpose in staging this dialogue is to show how the views of Oakeshott and DuBois add significant nuance to the opposition between 'progressive' and 'traditionalist' conceptions of liberal education.

Biography:

David Heckerl is an Associate Professor of English at Saint Mary's University in Halifax. His current research explores the tension between liberal and democratic thinking in Matthew Arnold's work in relation to questions of culture, aesthetics, and politics addressed in the writings of Hannah Arendt, Richard Rorty, and Carl Schmitt.

PRESENTATION

1:30 PM - 2:15 PM

Sir James Dunn Hall room 108

Phil Davison

Title: Between dissonance and grace: the experiences of post-secondary leaders

Abstract:

This study explores what it means for academic leaders to work in post-secondary institutional contexts; specifically, the goals, roles, values and challenges as expressed by them. Four themes emerge: balancing daily dissonance, learning experientially to lead, creating learning spaces, and needing moments of grace. The research reveals that leaders seek deeper understandings of their work and their characterization.

Biography:

Phil Davison is fortunate to have worked and completed research in the post-secondary and adult education field for over twenty-five years in public, private, voluntary, and institutional settings. His work focuses on leadership training, private/public partnerships, asset-based community development, adult literacy, youth education, policy creation/evaluation, virtual learning, prior learning and assessment (PLAR), and strategic partnerships. He currently works as the Director of Extension at StFX University and as a Senior Associate with the Coady International Institute in Antigonish, NS.

As an aspiring writer and poet, Phil values honesty, creativity, tenacity, and a good sense of humour.

Saturday, October 2nd

PRESENTATION

1:30 PM - 2:15 PM

Sir James Dunn Hall room G1

Jean-Philippe Faletta and Jon Taylor

Title: I Sat Down on a Bear Trap Just this Morning: The Struggle for Curricular Core Reform at the University of St. Thomas—Houston

Abstract:

The University of St. Thomas is a private Catholic liberal arts institution in Houston, Texas which has been working to ensure that it meets the requirements of *Ex Corde Ecclesiae* and the Catholic, Basilian mission of St. Thomas. This paper examines what this process of review/reform represents for the future of the liberal arts at institutions of higher education.

Biography:

Jean-Philippe Faletta (Ph.D., Wayne State University) is Associate Professor of Political Science; Director, Service Learning Program; Director, Quality Enhancement Program at the University of St. Thomas – Houston.

Jon R. Taylor (Ph.D., University of Oklahoma) is Chair and Associate Professor of Political Science at the University of St. Thomas—Houston.

Saturday, October 2nd

PRESENTATION

1:30 PM - 2:15 PM

Sir James Dunn Hall room G2

Dianne Miller

Title: Excellence as an achievement of contemplation

Abstract:

Drawing on the work of educators such as Maxine Green, contemporary nature poets (e.g., Tim Lillburn), and the visionary work of Charlie Russell ('Bear Man of Kamchatka'), this paper re-imagines liberal arts education as a basis for an appreciation of excellence "in its wholeness," including the whole of creation.

Biography:

Dianne M. Miller is Professor of Educational Foundations, University of Saskatchewan. Her current research interests include the experiences of beginning teachers and human relationships with the land.

Saturday, October 2nd

PRESENTATION

1:30 PM - 3:00 PM

O'Keefe Centre

Zsuzsanna Szabo-Nyarady

Title: Dance and the Liberal Arts

Abstract:

Dance belongs in the Liberal Arts programs of universities. It is an art form that links mind and body, educating the whole person. In this experiential workshop we will explore selected dance activities that relate to dance history, basic dance technique (skills) and movement improvisation to demonstrate how dance can be an integral part of a liberal arts education program.

Biography:

Dr. Zsuzsanna Szabo-Nyarady is a lifelong dancer, movement educator, university lecturer, Pilates, yoga and dance teacher. Her background includes extensive training in dance, BFA in modern dance from York University (Toronto) and studies at various studios, including the School of Toronto Dance Theatre (Toronto), The Martha Graham Studio (New York), The Laban Institute of Movement Studies (New York), and others. Her university teaching experience includes instructing dance courses in Arts/Fine Arts, Kinesiology and Education faculties. She lectures in the Department of Culture and Language Studies at the University of New Brunswick and teaches dance, yoga and Pilates at St. Thomas University.

Saturday, October 2nd

PRESENTATION

1:30 PM - 2:15 PM

Sir James Dunn Hall room G6

Elizabeth Dawes

Title: Diversity, Retention, and the First Year Curriculum

Abstract:

Should instructors offer students from under-represented groups flexible deadlines and alternate forms of assessment? Through an analysis of course outlines and attrition rates in 208 first year courses offered by the University of Winnipeg in 2008-09, I will examine the relation between course requirements, late penalties and retention and will then discuss the implications of my findings for the Liberal Arts.

Biography:

Elizabeth Dawes Professor of French Studies, has recently been appointed Dean of Humanities and Social Sciences at Laurentian University. She holds a Ph.D. in Linguistics from the Université de Montréal and is the author of a number of comparative, diachronic studies of idioms and proverbs in the European languages.

Saturday, October 2nd

PANEL

1:30 PM - 2:15 PM

Edmund Casey Hall

Tim Coates, Executive Director 21inc.

Michael Higgins, Vice President, Sacred Heart University

Peter Lindfield, Chair and CEO of the Carlisle Institute Inc.

Title: The Liberal Arts and their Value to Society: Engaged Citizen or Educated Worker?

The panel is intended to bring forward different perspectives on the purpose and role of the Liberal Arts in modern society. Recent scholarship and attention in Canadian newspapers and radio have raised public interest in this question. Issues may include the purpose of Liberal Arts education, the need for engaged and informed citizens, the relevance of the knowledge and skills gained through Liberal Arts education, and employability, to name a few. While there is overlap with the value of university education more generally, the panelists have been asked to focus their comments on the Liberal Arts.

Each panelist has been asked to speak on the topic for 12-15 minutes – following the presentation by each panelist there will be a short interchange among panelists for clarification and follow-up comments, and then about 30 minutes for questions from conference registrants.

Saturday, October 2nd

PRESENTATION

2:15 PM - 3:00 PM

Sir James Dunn Hall room G1

Jason Lee MacKinnon

Title: Caging the Animal: An Unfortunate History of the Theremin

Abstract:

The Theremin was an electronic instrument invented by Leo Theremin in 1920. It was a genuinely unique instrument, built without consideration to contemporary musical standards. Its innovative potential was quickly ended, however, as the Theremin was contorted to fit within conventional western musical practice. Using the Theremin, this case study will demonstrate how western musical conventions arise from habitual consumption.

Biography:

Jason Lee MacKinnon is currently enrolled in the combined B. Mus/B. Ed program at the University of Saskatchewan, studying Tuba under Donald Schmidt. He has performed with the Saskatchewan Symphony Orchestra and is currently the principal Tubist of the University of Saskatchewan Wind Orchestra. He has performed internationally at the University of North Texas and as a guest of the Texas Music Educators Association in 2005. He has also been involved with an inter-disciplinary presentation for “The Visions of Murray Adaskin” Conference that was held at the University of Saskatchewan in 2007.

Saturday, October 2nd

PRESENTATION

2:15 PM - 3:00 PM

Sir James Dunn Hall room G2

Josephine Savarese

Title: Sentencing the "Gangsta Sacer": Writing an Appellate Brief for a Street Involved Youth as a Classroom Project

Abstract:

In the winter of 2010, students in a sentencing seminar wrote a legal brief for a defence initiated appeal. I will describe the preparation of the brief for a young Aboriginal offender convicted of robbery and sexual assault on a gang related mission. Examining the offender's difficult background created moments to teach about restorative justice and peacemaking. Hip hop music created by Prairie Aboriginal youth will be used to highlight themes on justice that result from the youth's lived experiences demonstrating the ways that arts based research can be used to foster awareness of justice related themes.

Biography:

Josephine Savarese has degrees in law from the University of Saskatchewan and from McGill University. She has been an educator for nearly a decade. During this time, she has gained experience in curriculum development teaching classes in the liberal arts ranging from International Law to Introduction to Justice to Criminal Law and a course in contemporary issues in the justice system. Professor Savarese is the author of the online course Introduction to Justice which ran for several years and has been used as the model for the development of other on line courses.

Professor Savarese's current research focuses on various aspects of sentencing. Drawing from her background in social justice work, health promotion and from her involvement in a community based arts organization, Professor Savarese often uses arts based research methodologies in her teaching and research.

Saturday, October 2nd

PRESENTATION

2:15 PM - 3:00 PM

Sir James Dunn Hall room G6

Grant Lilford

Title: The Liberal Arts in Anglophone Africa

Abstract:

This paper explores some of the antecedents for the liberal arts within pre-colonial African education, and identifies the causes of utilitarianism in education during the colonial and post colonial periods. It also discusses the impact of a liberal arts education on political and economic developments in specific contexts, despite the dominance of an overwhelmingly utilitarian focus in African higher education.

Biography:

Grant Lilford holds a BA (Vassar College), MA (University of Sussex), and a PhD (University of Cape Town). He has taught in South Africa, the United States, Uganda, and Botswana and has worked in industry as a technical writer and process consultant. The liberal arts taught him critical thinking, effective writing, and cross-cultural understanding; this, in turn, allowed his employers to improve their products and to respond rapidly to customer expectations. His liberal arts background enabled him to move to different industries while underscoring the discernment which brought him back to full-time teaching.

Saturday, October 2nd

PANEL & CLOSING PLENARY

3:30 PM - 5:30 PM

Kinsella Auditorium

Robert Campbell, President and Vice-Chancellor, Mount Allison University;

Ella Henry, President of the St. Thomas University Students' Union

Byron James, Deputy Minister, Post-Secondary Education, Training and Labour,
New Brunswick;

David Robinson, Associate Executive Director, CAUT;

Gary Waite, Professor, Department of History, UNB; and

Title: The Economics of the University

The panel is intended to bring forward different perspectives on issues that influence the funding and impact of funding on Liberal Arts programmes. Possible issues may include: considerations that influence the funding of universities, the allocation of funds within the University, the impact of the conditions and amount of funding, the role of tuition, and the impact of student debt. Some comments may apply to universities more generally, but we have asked the panelists to draw particular attention to the Liberal Arts.

Each panelist has been asked to speak on the topic for 12-15 minutes – following the presentation by each panelist there will be a short interchange among panelists for clarification and follow-up comments and then about 30 minutes for questions from conference registrants.

CALL FOR PAPERS

LOOKING
BACK &
MOVING
FORWARD

THE NEXT 100 YEARS OF LIBERAL ARTS
Confronting the Challenges



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International Conference on the Liberal Arts

St. Thomas University,
September 30- October 2, 2010

SCHOLARLY PUBLICATIONS

CONFERENCE PROCEEDINGS:

We will be publishing the 'Conference Proceedings' on the St. Thomas University website. Each presenter and workshop leader can publish a paper or summary of their presentation on-line. We will accept manuscripts based on your presentation, or a summary of the workshop (for example, purpose, objectives, activity, and discussion). We request that manuscripts and summaries be in MSWord, 12 cpi, Times New Roman font, double-spaced, and using APA format. Papers may be any length up to 20 pages. To be included in the Proceedings all papers **must be received by November 4, 2010**.

CANADIAN JOURNAL OF HIGHER EDUCATION:

The Canadian Journal of Higher Education endeavours to publish manuscripts on topics that address and are relevant to the Canadian higher education system and its structures, processes, and community; and to promote research with international and comparative dimensions in relation to Canadian higher education.

JOURNAL OF GENERAL EDUCATION:

The Journal of General Education targets faculty, administrators, and policymakers, JGE is the professional forum for discussing issues in general education today. JGE addresses the general education concerns of community colleges, four-year colleges, universities, and state systems. Along with perceptive essays on the role of general education today, JGE features articles on innovative methods in teaching and assessment, profiles of exemplary general education programs, case studies of successful curriculum development efforts, and reviews of books and monographs related to general education.

Additional information can be obtained by contacting John Coates, jcoates@stu.ca or Heather Burns Mann, laconfhosting@stu.ca.

Submission should be sent to:
Heather Burns Mann laconfhosting@stu.ca

CANADIAN JOURNAL OF HIGHER EDUCATION

Special Issue: Confronting the Challenges: The Next 100 Years of Liberal Arts

Internationalization, corporatization, the impoverishment/diminishment of government funding, and demands for 'job ready' graduates are among the challenges that are having an impact on Liberal Arts education. Such realities challenge the autonomy, accountability and perhaps even the integrity of Liberal Arts education. The *Canadian Journal of Higher Education* endeavors to provide leadership in the field of higher education by fostering a dialogue on the challenges facing the Liberal Arts. In this special issue, we invite submissions that address, but are not limited to, to the following:

1. Corporatization and unionization on campus; impact on Liberal Arts
2. New Approaches to a Liberal Arts Curriculum
3. What is the Place of Religious Tradition in the Liberal Arts?
4. The Relationship of Fine Arts in the Liberal Arts
5. Has over-specialization lessened Collegiality?
6. The impact of Diversity and Inclusivity and changes in the student body on Liberal Arts
7. What is the impact of the decline of Public Funding on Liberal Arts?
8. Citizenship Engagement and the Liberal Arts
9. The place of Research in the Liberal Arts
10. Liberal Arts and the Internationalization of the campus

Papers in French are most welcome

Manuscripts should be submitted by **December 15, 2010**, and will be subject to anonymous peer review.

Manuscripts should be 5000 to 7,500 words (firm maximum), contain a title page with author(s) name and affiliation, and e-mail address; a title and abstract page, and be submitted by e-mail in .doc, .docx or .rtf format. APA style is required.

Submission should be sent to:

Heather Burns Mann laconfhosting@stu.ca

JOURNAL OF GENERAL EDUCATION

Special Issue: Liberal Arts in the Next Century

JGE is the professional forum for discussing issues in general education today. JGE addresses the general education concerns of community colleges, four-year colleges, universities, and state/provincial systems. Along with perceptive essays on the role of general education today, JGE features articles on innovative methods in teaching and assessment, profiles of exemplary general education programs, case studies of successful curriculum development efforts, and reviews of books and monographs related to general education.

Increasing attention in recent years to the challenges of internationalization, diversity, shifts in funding patterns and the presence of the corporation on the campus has raised concern about the impact of such issues on the future of the Liberal Arts. Even the demands for 'job ready' graduates challenges the traditional goal of Liberal Arts education- the engaged citizen. Such realities challenge the role of Liberal Arts in the academy and its relevance for society.

We are planning to assemble a special issue on liberal arts courses/issues within general education curricula for JGE. In other words, manuscripts for this journal should address the courses/issues that are common experiences for all students (not just advanced majors). Manuscripts will be selected based on the original ideas, cogent argument, and new information they contribute. Each article is assessed for its contribution to the discussion and debate over these issues. Manuscripts can discuss, but are not limited to, the conference themes listed below.

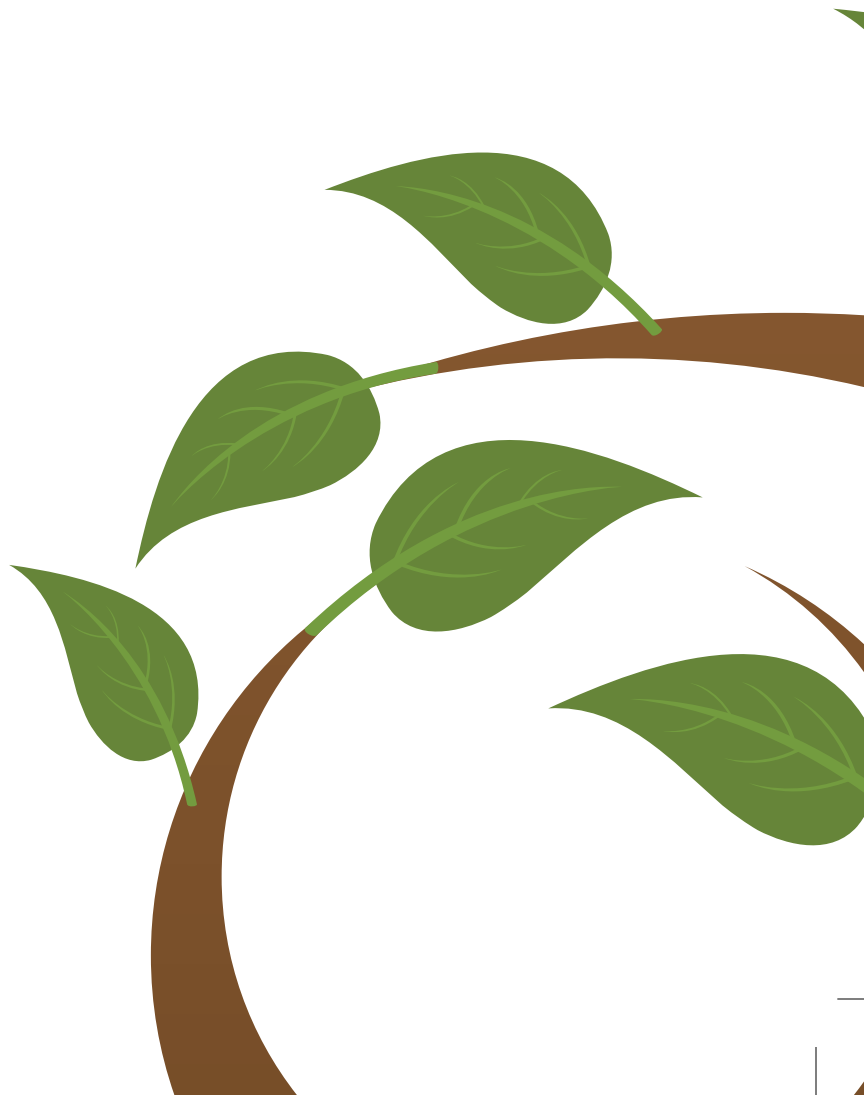
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Manuscripts should be submitted by **December 15, 2010**, and will be subject to anonymous peer review. Manuscripts for submission should be typed double-spaced throughout, including block quotations and references, and pages should be numbered consecutively, with endnotes if used. To ensure anonymity, authors' names and affiliations should appear only on a separate cover page with title, author(s) name and affiliation, and e-mail address. Essays, literature reviews, and position papers regarding issues in general education should not exceed 25 pages. Research articles can be up to 35 pages. A 50-word abstract is required with all submissions. APA style is required and manuscripts should be submitted in .doc, .docx or .rtf. Dr. John Coates, Guest Editor. Papers should be submitted to: laconfhosting@stu.ca

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LOOKING BACK & MOVING FORWARD

THE NEXT 100 YEARS OF LIBERAL ARTS
Confronting the Challenges



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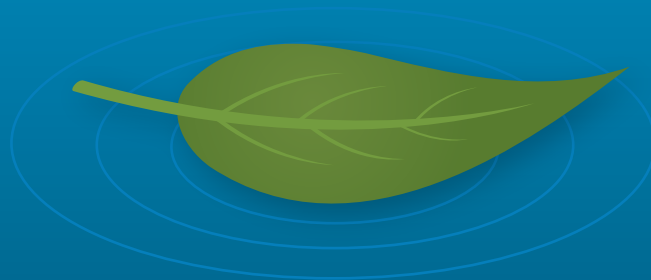
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