

Dean's Weekly

Department of English and Philosophy

1 August 2012

Past Events

1. Dr. Tony McGowan, an expert in 19th century American literature and visual culture, participated in a National Endowment for the Humanities Summer Institute from 9-20 July in New York City. Dr. McGowan was selected to participate out of a field of hundreds of applicants for this prestigious opportunity, hosted by the City University of New York (CUNY) Graduate Center. The Institute brought together 30 college and university professors from around the country for two weeks of intensive archival research into the "Visual Civil War."
2. On 19 July 2012, Colonel John Nelson spoke to an audience at the Cornwall Public Library, Cornwall-on-Hudson, about Iranian cinema and the Iranian film director Majid Majidi. He then showed Majidi's 1997 film *Children of Heaven*.
3. On 24 July, Professor Patrick Query spoke to the Pageturners book club at the Coeur d'Alene, Idaho, Public Library on the subject of *Brideshead Revisited*, the famous novel of World War II by British author Evelyn Waugh. Dr. Query, an internationally recognized expert on Evelyn Waugh, had earlier provided members of the club with a guide to the novel, and the session included a presentation by Dr. Query followed by a long question-and-answer period covering such topics as the interwar period in Great Britain, the British system of education, and the treatment of religion, love, and class in *Brideshead Revisited*. Dr. Query has been asked to speak to the club again next summer.



Professor Patrick Query speaks in Idaho about *Brideshead Revisited*

4. From 26 to 29 July, LTC Chris Mayer attended the American Association of Philosophy Teachers conference at St. Edwards University in Austin, Texas. At the conference, LTC Mayer, who is the course director for PY201 (Philosophy), led a workshop titled “Developing Goals for and Assessing Learning in an Introduction to Philosophy Course.” Workshop participants learned how to align the goals of an introduction to philosophy course with institutional learning goals; they also examined assessment data and discussed what it meant in terms of how well students were achieving the course’s learning goals. After their review of the course goals and assessment data, participants discussed ways to improve learning in both introductory philosophy courses and PY201.