

General Information and Services

Audiovisual Equipment

Room M201, Marquis Level

Audiovisual equipment should have been ordered by February 9, 2010. Scheduling of equipment ordered by that date is handled by Pick's A.V., with offices in the Atlanta Marriott Marquis.

Resolutions Committee

An open meeting of the CCCC Committee on Resolutions, chaired by Steven Parks, will be held Thursday, April 7, 5:30–6:30 p.m. (open), 6:30–7:30 p.m. (closed) in Room L502, Lobby Level

Nominating Committee

An open meeting of the CCCC Nominating Committee, chaired by Martine Courant Rife, will be held on Thursday, April 7, 10:00 a.m.–Noon, in Room L501, Lobby Level.

Planning for Next Year's CCCC Convention

Individuals interested in discussing program proposals for the 2012 CCCC Convention in St. Louis, MO, March 21-14, 2012 are invited to meet with Chris Anson, 2012 Program Chair, at the CCCC Registration Desk, 10:00 a.m.–Noon, International Ballroom Exhibit Hall, International Level.

Smoking

The Marriott and the Convention Center has a smoke-free environment. No smoking is allowed in the hotel or Center.

Nonsexist Language

All CCCC/2011 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their session.

Copying Service

CCCC cannot provide onsite duplicating service; however, copying services are provided at the Marriott's Business Center.

Emergencies

To summon the fire department, the police, or an ambulance (for medical emergencies only), dial 911 and give the nature of the emergency, your location, and the telephone number you are calling from.

Medical and Dental. Most hotels can put you in touch with a doctor or dentist. Inquire at the hotel front desk or ask the hotel operator.

Fire Safety. Although hotel fires are rare, the Executive Committee has asked that convention participants be given complete advice on what to do in case of fire in their hotel. Hotels are equipped with a variety of fire-protection devices—smoke alarms, sprinklers, fire-retardant materials—but none of them is designed to put out fires. They merely contain a fire, impeding its growth and progress long enough to permit the fire department to arrive on the scene. Fire safety in a hotel ultimately depends on the hotel staff's prompt response to reports of fire or smoke. Most hotel staffs will verify the presence of a reported fire before summoning the fire department. To report a fire, call the hotel operator and give your name, location, and the location of the suspected fire. Depending on the circumstances, some fire-safety consultants recommend that after you have called the hotel operator, you also call the local fire department: dial 911. This step will result in the fire department coming to the hotel even as the hotel staff is verifying your report of the fire. You hazard a false alarm on the one hand; on the other, you may be responsible for bringing the fire quickly under control because you have bypassed the hotel's verification procedure. Apart from reporting a suspected fire, you should be aware of various precautions to be taken for your own safety in the event of a fire. A summary of some recommended precautions follows:

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there's a fire alarm or warning call from the hotel management, don't stop to gather personal belongings or work papers. Just get out as quickly as possible. *Take your room key.* You may find it necessary to retreat to your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) *If the door is hot, do not open it.* Soak blankets or towels in water and pack them around the door.

If you must crawl to an exit door, stay close to the wall to avoid anyone running. If you can't leave your room, wait by the window to be rescued. Stay close to the floor to avoid breathing smoke. To increase ventilation, open or break the window (if you don't see smoke or flames rising past the window). Don't jump from the upper floors of a burning building. Wait for the firefighters to rescue you. Let them know you're there by waving towels or coats out the windows.

SPECIAL EVENTS

WEDNESDAY'S SPECIAL EVENTS:

April 6

NCTE/NCATE Reviewers Training

Room M107, Marquis Level

8:30 a.m. – 4:30 p.m.

Research Network Forum

Marquis Ballroom, Salon B, Marquis Level

9:00 a.m.–5:00 p.m.

Co-Chairs: Gina M. Merys, Creighton University, Omaha, NE

Risa P. Gorelick, College of St. Elizabeth, Morristown, NJ

As a Forum devoted to research across a wide range of educational sites and activities, we are excited by the opportunities inherent in this call. Our researchers explore and interrogate the social constructs of race, gender, class, ethnicity, and authority as they emerge in and impact our teaching, our students' potential participation in the public sphere, and the relations of national, state, and local policies that have an impact on the students we teach in our classrooms and beyond. This necessarily involves fundamental concerns with interdisciplinary research, and increasingly, it demands a focus on the ways in which new media technologies shape both our social discourse and our educational practices. As in the past, we will be drawing on a number of different kinds of research that explore not only language education in the traditional classroom, but also the broad range of public discourse activities that might be affected by the success or failure of our classroom and institutional efforts. The researchers who gather with us are deeply involved with both the abstract theories and the particular, concrete, and social instances of what it means to write, to teach, or to learn writing, and to develop literacy not only as a technical achievement but as active social knowledge that enhances our changing identities. The kinds of teaching and learning we explore include everything from traditional textual literacy to emergent cyber-literacy, as well as a range of related discourse practices and cultural relationships that help to construct the social and institutional realities of that teaching and learning. Ultimately, our research asks us to identify the fundamental ethical issues involving the goals of education. Thus, we are always seeking answers to the essential question of how to "define communities within our discipline and the institutions within which we build our professional homes" and to "make our work meaningful outside of those disciplines and institutions" (2011 CCCC CFP). By contesting space and knowledge, we enrich our shared communities through promoting research of work-in-progress presenters at RNF and throughout the field.

Toward this end, 2011 plenary speakers include:

Kathleen Blake Yancey, Kellogg W. Hunt Professor of English, Director of the Graduate Program in Rhetoric and Composition, Editor, *CCC*, Florida State University, “The Making of Knowledge in Rhetoric and Composition’s Contested Space and Contested Knowledge: Mapping Assumptions, Inquiry, Claims, and Evidences in the 21st Century”

Mike Palmquist, Associate Vice Provost for Learning and Teaching, Professor of English, University Distinguished Teaching Scholar, Colorado State University, “Find a Way into Research: Mentoring, Research Archives, and New Approaches to Publication”

Consortium of Doctoral Programs in Rhetoric and Composition

Marquis Ballroom, Salon D, Marquis Level

1:30–5:00 p.m.

Chair: Cynthia L. Selfe, The Ohio State University, Columbus

The Consortium of Doctoral Programs in Rhetoric and Composition, representing over 70 universities, has met since 1992 at CCCC and most recently as a Caucus on Wednesday afternoon. CCCC is home for our annual meeting, and we use this forum to link doctoral education with the discipline, with masters and undergraduate organizations, and with local and national assessment projects. Most recently, we have sponsored the Visibility Project that has insured that graduate training in Rhetoric and Composition is recognized by the National Research Council and other national databases and classification systems such as the National Center for Educational Statistics and the Survey of Earned Doctorates. These efforts provide consortium members and our field with evidence to defend and extend doctoral education in a variety of locales.

In keeping with the 2011 CCCC Program theme “All Our Relations: Contested Spaces, Contested Knowledge” we offer a two-part caucus that opens with cross talk on a special topic, and then after break at 3:00, closes with our business meeting. For the 2011 Consortium in Atlanta, our topic is Designing and Adapting Doctoral Programs to Changing Times and Contexts, and we invited brief presentations on how the changing nature of doctoral programs in Rhetoric and Composition contribute to “national, state, and local policies that have an impact on our classrooms and the students we teach” (and the communities and stakeholders we serve).

By framing our discussion through the multiple lenses that give us perspective on both change and adaptation to change, we will engender a discussion of doctoral course work, faculty recruitment, program administration and program design. We invite CCCC members to join us in this discussion. We will be using the CDPRC listserv and other forums to invite participation in this session and to attend the consortium business meeting. The business meeting consists of reports from the consortium officers, elections of new officers, planning for the 2012 Caucus in St. Louis, and planning for how the Consortium through our website and membership can connect with stakeholder groups inside or outside of CCCC.

Qualitative Research Network

Imperial Ballroom A, Marquis Level

1:30–5:00 p.m.

Co-Chairs: Gwen Gorzelsky, Wayne State University, Detroit, MI
Kevin Roozen, Auburn University, AL

The Qualitative Research Network (QRN) aims to foster discussion of qualitative research issues and to offer mentoring and support of qualitative researchers at all levels of experience, in all areas of study within the college composition community, and at all stages of the research process. The QRN session for 2011 will consist of two components. The first hour features a keynote address by Professor Beth Daniell of Kennesaw State University. Titled “The Questions that Need Answers,” Daniell’s talk argues that if research is the attempt to make sense of not only what is around us, but also who we are, then researchers need to treat the questions we need answers to as both professionally and personally important. The remaining two hours feature research roundtables where new and veteran qualitative researchers present works-in-progress for small group discussion facilitated by QRN mentors.

All CCCC attendees are invited to attend the keynote address and/or the works-in-progress presentations.

Keynote Speaker: Beth Daniell, Kennesaw State University, “The Questions that Need Answers”

Intellectual Property in Composition Studies

Room M301, Marquis Level

2:00–5:30 p.m.

Co-Chairs: Traci Zimmerman, James Madison University, Harrisonburg, VA
Martine Courant Rife, Lansing Community College, MI

Since 1994, the Caucus on Intellectual Property and Composition/Communication Studies (CCCC-IP) has sponsored explorations of intellectual property issues pertinent to teachers, scholars, and students. Meeting in roundtables, participants discuss topics such as plagiarism and authorship, student and teacher IP rights, open access and open source policies, and best practices in teaching students and instructors about IP. Roundtable speakers provide overviews of their topics, and participants then create action plans, develop lobbying strategies, and produce documents for political, professional, and pedagogical use. At the end of the workshop, participants reconvene to share their plans and recommendations for future action.

Topics discussed will be:

- Implications of the DMCA for Teaching and Learning
- Students’ Rights to Their Own Writing—and the Writing of Others
- Current Research and Publications on Intellectual Property Issues
- Teaching IP with RiP!
- Tracking Open Access/Fair Use Court Cases and Legislations
- Building a Student-Oriented Sample Plagiarism Policy

Newcomers' Orientation

Imperial Ballroom, Salon A, Marquis Level

5:15–6:15 p.m.

Coalition of Women Scholars

Marquis Ballroom, Salon B, Marquis Level

6:00–8:00 p.m.

Chair: Nancy Myers, University of North Carolina at Greensboro

The first part of the session consists of Keynote Speakers, “Women in the Profession: Disciplinary and Institutional Relations Past, Present, Future.”

Keynote Speakers: Erika Lindemann, University of North Carolina-Chapel Hill, “When the field was young . . . and I was too”

Hui Wu, University of Texas-Tyler, “An Academic Career Built on Hybrid Feminist Rhetorics: From China to the U.S.”

Rhea Estelle Lathan, Florida State University, “And Still I Rise: Unceasing Variations in an Early Afrafeminist Academic Career”

Michelle T. Johnson, Livingstone College, “Beginning with the End in Mind: Why I’ve Chosen a Career at an HBCU”

By examining their specific motivations and commitments to the discipline and higher education, the four speakers address the following question: “How do we define communities within our discipline and the institutions within which we build our professional homes?” These women represent emerita, mid-career, and early career moments along with a range of institutional locations.

The second part of the session consists of the Coalition’s traditional mentoring groups led by Coalition members and disciplinary leaders such as Nan Johnson, Lynee Gaillet, Cheryl Glenn, and others. Topics of these mentoring groups include Grant Writing, Tenure and Promotion, Completing the Dissertation, Publishing from the Dissertation, and similar professional subjects.

Rhetoricians for Peace—Where are the Rhetoricians? Rhetorical Intervention as Activism

Marquis Ballroom, Salon D, Marquis Level

6:00–10:00 p.m.

Chairs: Mary Braun, University of North Carolina at Pembroke

Teresa Grettano, University of Scranton, PA

In early 2003, as the calls to war with Iraq escalated and scores of artists and poets descended upon DC to protest, Charles Bazerman pleaded on H-Rhetor—“Where are the rhetoricians?” With that charge, Rhetoricians for Peace was created, and, since then, the organization has: examined public communications and their contexts by analyzing public discourses and the rhetorical situations in which those discourses occur; countered manipulative rhetoric, lies, dishonest representations of facts, and

appeals to the power of force over reason and empathy; and networked with organizations dedicated to open inquiry, particularly organizations that promote peace, environmental responsibility, and social justice.

At this year's Special Event, the organization would like to focus its work on the rhetorical interventions activist-rhetoricians can make in current public discourse, ways in which we can continue to lend our expertise to reframing conversations by examining current problems in public discourse and offering strategies for intervention and working toward more just and peaceful approaches to problem-solving. The event will be structured around seven presentations over three hours. The first three papers are theoretical; the first two provide grounding in neo-liberalism, the political economic theory that dominates discursive rationalizations for the expansion of capitalist globally, and the third provides grounding in rhetorical theory that problematizes contemporary social movement discourse. The next four papers examine rhetorical interventions through teaching and activism that are suggested by this theory. The final hour is reserved for the annual meeting of Rhetoricians for Peace.

Master's Degree Consortium of Writing Studies Specialists

Room A703, Atrium Level

6:30–8:30 p.m.

Chair: Peter Vandenberg, DePaul University, Chicago, IL

M.A. programs (those either fully or partially focused on composition and rhetoric) that are independent of Ph.D. programs serve a variety of needs for local student populations, needs that are often distinct from M.A. programs linked to PhD programs. The Master's Degree Consortium of Writing Studies Specialists meets annually at CCCC; its goals are defined primarily by the needs and demands of those of us working in MA-granting, non-PhD departments. The Consortium serves as a clearinghouse and advocacy network to strengthen our programs, promote the value of the MA degree, foster effective articulation between MA-only programs and PhD programs in writing studies, and help undergraduate advisors direct students to MA programs.

The organization's ongoing agenda can be referenced at <http://www.mastersinwritingprograms.com/index.html>.

Public Image of the Two-Year Colleges: Hallmarks of Fame

Room M301, Marquis Level

6:30–7:30 p.m.

Chair: Sterling Warner, Evergreen Valley College, San Jose, CA

SPECIAL EVENTS

THURSDAY'S SPECIAL EVENTS:

April 7

Newcomers' Coffee Hour

Imperial Ballroom, Salon B

7:30–8:15 a.m.

Opening Session

Marquis Ballroom, Marquis Level

8:30–10:00 a.m.

At this session we honor both the 2011 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair's address. Please join us.

Featured Speakers

Marquis Ballroom, Salons A, B, and C

Scholars for the Dream Reception

PULSE Loft

6:00–7:00 p.m.

Everyone is invited!

Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at the CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically underrepresented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians). Join these at the reception to meet them personally and learn about their research interests.

Humor Night

Imperial Ballroom, Salon A

8:00–10:00 p.m.

In keeping with the 2011 CCCC theme, Humor Night panelists will explore questions of relations, space, and knowledge, ranging from the relations one has with one's colleagues to the relations one has with one's administration to the relations one has with one's students to the relations we all have with the open road and the messages we're assailed with there.

SPECIAL EVENTS

FRIDAY'S SPECIAL EVENTS: April 8

Featured Speakers

Marquis Ballroom, Salon A

Awards/Recognition Reception

Marquis Ballroom, Salon A

5:00–6:30 p.m.

At this reception we announce the winners of the 2011 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in *TETYC*, and the Nell Ann Pickett Service Award. Past CCCC chairs and distinguished guests will be recognized. A reception follows. Please attend and honor your colleagues.

TYCA Talks

Marquis Ballroom, Salon D

6:30–7:30 p.m.

Come celebrate 15 years of National TYCA!

This special event brings together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

The Twenty-Fourth Annual Poetry Forum: Exultation of Larks

Room L508, Lobby Level

7:30–10:30 p.m.

This forum has become a valued gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond and share in the pleasures

of the occasion. Poet readers should contact Mary Minock (English Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminock@madonna.edu) if they have questions.

CCCC Jam

Marquis Ballroom

9:30 p.m. – 1:00 a.m.

CCCC isn't CCCC without a night of fun, dancing, and partying! And Friday night will be the jam to beat all jams. So, bring your best two-step, your coolest moves and get your party on at the C's!

Sponsored by McGraw Hill

SPECIAL EVENTS

SATURDAY'S SPECIAL EVENTS:

April 9

TYCA Annual Breakfast

Imperial Ballroom, Salon B

7:00–8:00 a.m.

This lively annual event presents TYCA's Outstanding Programs in English Awards and the Fame and Shame Awards for media reference to two-year colleges. Come, break muffins, eat a hot breakfast, and talk with convivial two-year college faculty and other boosters. National TYCA is a national coalition of the seven TYCA Regional Conferences, each of which has retained its separate identity. Because this breakfast is partially supported by donations from book publishers, educational software companies, and many textbook authors who teach at two-year colleges, the cost per person is only \$25.00. Tickets should have been ordered in advance. You can check at the Registration Desk, Exhibit Hall, to see if any tickets are still available.

Annual Business/Town Hall Meeting

Marquis Ballroom Salon B

8:00–9:15 a.m.

The CCCC annual business meeting happens at 8:00 a.m. Saturday. It's open to all CCCC members, and as veterans of that meeting well know, there is inevitably a lively exchange on crucial issues.

Oklahoma Girl Makes Good: Celebrating the Boundary-less Career of Andrea Abernethy Lunsford

Marquis Ballroom, Salon A, Marquis Level

11:00 a.m.–12:15 p.m.

Oklahoma born and Tennessee bred, Andrea Abernethy Lunsford grew up to blaze a trail and establish settlements throughout then-frontier, now thriving field of rhetoric and composition. Because she knows no boundaries and would joyously contest any she met, anyway, this tireless, omniscient, much lauded and awarded, perpetual publishing Louise Hewlett Nixon Professor of English and Director of the Program in Writing and Rhetoric at Stanford University has used her immeasurable rhetorical skills and charisma to make converts and friends of rhetoric every step of the way. Her professional and personal contributions constitute one compelling reason that rhetoric and composition can claim “all our relations.”

In this round table/open-mic session, a number of her colleagues will celebrate her contributions to our field, in terms of scholarship, collaborative work, developing graduate and undergraduate education, the women's coalition, mentoring, attention to underrepresented groups, and building professional alliances. Each of us will speak very briefly so that audience members can join us at the open mic.

For a list of speakers, see page 284.

Exultation of Larks: Poet-to-Poet

International Ballroom, Salon A, International Level

12:30–1:45 p.m.

Co-Chairs: Mary Minock, Madonna University, Livonia, MI

Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

Join the Saturday Afternoon Exultation of Larks: Poet-to-Poet Event. Bring 10 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This workshop is not limited to readers at the Friday Exultation of Larks. There is no fee for this event. We particularly welcome CCCC member poets who are novices.

Prison Writing: Pedagogy, Representation, Research and Action

Imperial Ballroom, Salon B, Marquis Level

2:00–3:15 p.m.

Experienced and novice teachers of prison writing share and extend best practices, discuss critical ethical issues, and explore implications of prison and related community-based teaching and research for comp and rhetoric.

Prisons are incredibly compelling places. There is an immediacy and urgency about prisons that captures the imagination – something that resonates with us at an elemental level. Whether it's about freedom or dignity or fear or something else, prisons have everything to do with who we are and how we interact with each other both as teachers and as human beings. Prison classrooms, in many ways the ultimate contested space, serve as an especially intense instantiation of community-based teaching and learning, where the process of crossing boundaries, engaging with difference, and entering a space imagined as other is made literal.

This workshop brings together veteran and novice teachers of writing in prison and related alternative sites of literacy to share and extend best practices, discuss ethical issues associated with teaching marginal populations in complex institutional settings, and explore the implications of prison teaching for the future of composition studies. Each speaker will present a very brief (5-7 minute) overview of key themes and will provide participants with a two-page handout that includes major arguments, sample materials, and bibliography. The day will have several interrelated components: three main mini-workshops, each followed by a pause for more informal conversation; an exchange of successful strategies (prompts, recommendations for readings, and strategies for working with correctional institutions); and a final plenary session that will enable participants to synthesize the different threads introduced throughout the day and to make plans for ongoing collaborations.

Major topics to be addressed include:

- Representations of and by incarcerated writers and the situation of incarceration
- The ethics and pragmatics of publishing work by incarcerated writers
- Documenting the impact of prison writing programs on students, teachers and institutions
- A primer on negotiating entry and sustaining partnerships in the criminal justice system and developing credit-bearing programs
- Prison-university collaborations: action projects, readings, advocacy, letter exchanges
- Re-tooling rhetorical education for the next century: Lessons from the crucible of the prison writing workshop

For a list of speakers, see page 308.

Pedagogies of Passion: Exploring Enthusiasm in Teaching and Writing

Marquis Ballroom, Salon D, Marquis Level

2:00–3:15 p.m.

“The best lack all conviction, while the worst/are filled with passionate intensity.”

Does Yeats’ characterization apply in the age of Obama? What is the role of passion, including compassion and dispassion, in public and private discourse, and how does it affect teaching and writing? Corbett described passion as “the rhetoric of the closed fist”; it both inspires and blinds us—as teachers, writers, and citizens. This workshop, sponsored by the Assembly for Expanded Perspectives on Learning, includes a renowned keynote presenter and involves participants in projects that chart passion’s complicated ethical/political weave of in/exclusion.

Apathy impedes dialogue. The iconic teacher is both passionate and compassionate; the idealized student, eager and engaged. But passion limits perspective. The Montaignian ethos of detachment that informs much of the “personal” writing of creative nonfiction relies on a dispassionate incertitude that opposes the galvanizing dogma of political rhetoric. Even so, personal narrative with its emphasis on “coming to voice” became associated with passionate emotional subjectivity that defied the “rhetorical turn” of late 20th c. writing instruction. Despite, as Borkowski points out, its role in progressive, liberatory pedagogy, “expressivism” was famously dubbed “sentimental realism” by Bartholomae, a charge that haunts pedagogy and writing seeking to promote empathy through narrative witnessing/community/connection—through compassion. Newcomb points out that Arendt saw compassion as a blinding “form of self-interest.” An ethic of care through a discourse of compassion can become something called “compassionate conservatism.” When, then, does the inspiration and vitality of passion become the ossified kitsch of sentimental rhetorics?

Participants will unpack the discourses of enthusiastic emotions by writing about positive/negative encounters with passion, responding to texts exhibiting/evoking passion, and examining student texts for the role passion does or doesn’t play.

For a list of speakers, see page 307.

Graduate Student Forum

International Ballroom, Salon A, International Level

2:00–3:15 p.m.

All graduate students are enthusiastically encouraged to attend this forum!

Organized by the Program Chair at the request of graduate students in Rhetoric & Composition Studies, this forum will provide an official space for graduate students to discuss issues important to you -- this will include, but won’t be limited to, ways to gain representation in the organization (caucus? sig? committee?) in order to make sure that graduate students are included in organizational efforts to build a sustainable disciplinary future. A more detailed overview of this Forum will be included in the Program Update, distributed at the convention registration desk.

Jim Berlin Memorial Run/Walk/Pub Crawl

In many ways, the work and pleasure that we share at CCCC bears witness to the vision of Jim Berlin—a vision of engaged citizenship and shared responsibility. As we discuss the many identities that define us personally, politically, and professionally; as we imagine pedagogies that empower students while also reminding them of the trust placed in them as members of a democratic society; as we reflect on the intricate relationships between literacy and authority, between teaching and politics, between theory and practice; and as we greet one another in warm friendship and collegiality—we keep Jim Berlin’s spirit alive among us.

But perhaps the most congenial celebration of his spirit is the Memorial Run/Walk/Pub Crawl on Saturday. Come and hit the streets, stretch your legs, move amidst the stimulating activity of Louisville, share a drink with friends—and think of Jim. With good cheer and even greater wisdom, he would have seen the city with a special clarity; let’s aim for that clarity as we experience the city, this time in his name.



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