

James J. Thompson

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Department of Religion and Philosophy
Presbyterian College
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I. Education

The University of Chicago, Chicago, Illinois

Ph.D., Religious Ethics

Dissertation: "Moral Vision in a Disenchanted Age: Conscience, Responsibility, and Hope in the Theological Ethics of Karl Barth and James M. Gustafson"

Advisor: William Schweiker; Readers: Kathryn Tanner and Franklin Gamwell

Qualifying Examinations:

1. Theological Ethics
2. Theological and Philosophical Ethics
3. Religious Ethics and the Social Order
4. The History of Christian Thought through the Reformation
5. Modern and Contemporary Religious Thought

Union Theological Seminary in Virginia, Richmond, Virginia

M.Div.

University of Berne, Switzerland

Exchange Student in Theology

Princeton University, Princeton, New Jersey

A.B., Physics

Fellowships and Honors

Lilly Fellowship for the Chicago Forum on Scholarship in Theology and Religion, the Divinity School, the University of Chicago, 1998–99

Norman Perrin Memorial Prize, the Divinity School, the University of Chicago, 1998

Tuition Scholarship, the Divinity School, the University of Chicago, 1991–94

W. T. Thompson Fellowship, Union Theological Seminary in Virginia, 1990–91

University of Berne Fellowship, Reformed Church of Switzerland, 1988–90

Friends of the Seminary Fellowship, Union Theological Seminary in Virginia, 1986–87

II. Professional Experience

A. Positions Held

Presbyterian College, Clinton, South Carolina

Associate Professor of Philosophy, 2008–present

Assistant Professor of Philosophy, 2003–2008

Union Presbyterian Seminary at Charlotte, North Carolina

Visiting Professor of Theology, Fall 2005 and Fall 2007

The University of Chicago, Chicago, Illinois

Director of Field Education and Church Relations, Assistant to the Dean, and Senior Lecturer in the Divinity School and the College, 1999–2003

Research Assistant to William Schweiker, Professor of Theological Ethics, 1992–96

DePaul University, Chicago, Illinois

Instructor, 2002–2003

McCormick Theological Seminary, Chicago, Illinois

Instructor, 1998–2000

Columbia College Chicago, Chicago, Illinois

Instructor, Department of Liberal Education, 1996–98

Westminster/John Knox Press, Louisville, Kentucky

Editorial Assistant for the *Library of Theological Ethics*, 1992–96

B. Courses Taught

1. Courses Taught at Presbyterian College

I teach abstract ethical theory and intellectual history that would be expected anywhere for the academic discipline of philosophy, but I also aim to tailor my teaching to the particular needs of our particular students in our particular college. With time, my teaching has evolved to incorporate time and space in the structure of each course for students to reflect on what they are learning and integrate it meaningfully into their lives. When successful, this approach has enhanced the academic rigor and appeal of my course offerings.

In response to changing needs, interests, and priorities of students, departments and programs, and the college as a whole, I have taught over 30 distinct courses at Presbyterian

College. Some of these courses I have taught only once; others I have taught a dozen or more times. Even for repeated courses, I continue to make substantial revisions, often so substantial that they are effectively new courses. Although it is constantly subject to change, I try to maintain a rotation of ten to twelve courses that I offer on a regular basis. The current rotation looks like this:

<i>Fall Semester</i>	<i>Spring Semester</i>
COLS 1000 Why College?	PHIL 203 Introduction to Ethics
RELG 201 Introduction to the Study of Religion	PHIL 301 Ancient Philosophy/ PHIL 304 Early Modern Philosophy
PHIL 205 Logic	PHIL 315 Medical Ethics
PHIL 317 Environmental Ethics/ PHIL 332 Philosophy of Education	PHIL 314 Professional Ethics/ PHIL 330 Philosophy of Law

Below is a list of all the courses that I have taught at Presbyterian College. Those designated “new” are courses that I have introduced and have been approved by the Academic Affairs Council for permanent inclusion in the college catalog. Because of changing needs of the college, some of these courses have also been retired.

INTD 105 Freshman Seminar: Clueless in Academe

Why are professors so stupid? Why are students so lazy? In this seminar, we will examine why professors and students often misunderstand each other—and explore strategies for overcoming the mutual incomprehension—through a discussion of Gerald Graff’s recent book *Clueless in Academe: How Schooling Obscures the Life of the Mind*. (Fall 2006)

FRST 110 Introduction to Inquiry: Spirituality and Justice

What do we owe each other? What does spirituality have to do with justice? We will explore these two central questions as we learn about and reflect on the specific communities of which we are a part. (Fall 2010 with Julie Meadows, Fall 2011)

COLS 1000 Freshman Experience: Why College?

What is college for? To prepare you for a career? To help you become a better citizen? To discover the meaning of life? In this seminar, we will explore these and related questions, in conversation with philosophers, educators, filmmakers, and each other. Along the way, we will consider the history of higher education and differences between high school, college, and graduate and professional school, with a view towards understanding how to get the most out of your college experience. (Taught Fall 2013 as 3.0 credit-hour FRST 110 Introduction to Inquiry, Fall 2014, Fall 2015 as 1.0 credit-hour Collegiate Studies Course)

PHIL 201 Contemporary Problems in Philosophy

A popular introduction to philosophy with emphasis on “wondering” about life—about freedom, truth, love, loneliness, beauty, time, and the many questions raised in contemporary life. (Spring 2004)

RELG 201 Introduction to the Study of Religion (new)

This course explores the nature of religion and the history of attempts to understand it. Its questions include: what is religion, how is it formed, and how should it properly be studied? In pursuing these questions, the course will examine myth and ritual, types of religious experience, truth claims of and about religion, ethics and theology, violence and religion, social dimensions of religion, and more. The course will also introduce the main approaches to the academic study of religion, such as sociology of religion, psychology of religion, history of religion, religion and art, ethics, and more. (Cross-listed as PHIL 201. Spring 2016)

PHIL 203 Introduction to Ethics

A study of what it means to live a good life, drawing on the resources of Western philosophy and the world’s religions, with an emphasis on the Christian tradition. The class will address ethical theory (questions of what is good, right, and virtuous) as well as ethical decision making in relation to concrete situations of everyday life. (Fall 2003, Fall 2004, Spring 2005, Fall 2005, Fall 2006, Spring 2008, Spring 2009, Fall 2010, Fall 2011, Spring 2012, Spring 2013, Spring 2014, Spring 2015, Spring 2016)

PHIL 205 Logic

A study of how to analyze, evaluate, and present arguments in many fields, including law, science, economics, politics, religion, and philosophy. We will also pay attention to the most effective ways to present arguments. (Fall 2003, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015, Fall 2015, Spring 2016)

PHIL 207 Introduction to Philosophy (new)

Philosophy begins with questions. What is good? What is true? What is beautiful? In this historical introduction to Western philosophy, we will explore works by five key thinkers—Plato, Descartes, Hume, Kant, and Kierkegaard—who show us different ways of asking and answering these fundamental questions. Along the way, we will develop skills of careful reading, respectful listening, clear writing, and persuasive speaking. No prerequisites or previous work in philosophy are required. (Fall 2012 as PHIL 258: Special Topic; Fall 2014)

PHIL 258 Special Topic: Hellenistic and Neoplatonic Philosophy

A study of philosophy written in Greek and Latin between the fourth century BC and the sixth century CE, with an emphasis on the schools that were most influential for later thought: Stoicism, Epicureanism, Skepticism, and Neoplatonism. (Spring 2005)

PHIL 301 Ancient Philosophy

Philosophy is said to begin with wonder: What is true? What is good? What is beautiful? In this course, we will read and discuss classic texts from the beginnings of Western philosophy. Our emphasis will be on constructive conversation and the basics of philosophical writing, as well as the enduring relevance of the questions raised by ancient thinkers. (Spring 2014)

PHIL 303 Ancient and Medieval Philosophy

A study of some of the major philosophers of these eras, including Socrates, Plato, Aristotle, Augustine, Anselm, and Aquinas. The class will devote special attention to the relationship between faith and reason. (Fall 2005)

PHIL 304 Early Modern Philosophy

A survey of western philosophy from Descartes through Kant with special emphasis on epistemology, metaphysics, and ethics. (Fall 2007, Fall 2009, Fall 2012, Spring 2015)

PHIL 305 19th Century Philosophy (new)

A survey of European philosophy from Kant to Nietzsche. Attention will be given to idealism, positivism, utilitarianism, and roots of existentialism. (Taught Spring 2006 as PHIL 258: Special Topic, Spring 2008, Spring 2011)

PHIL 308 Analytic Philosophy (new)

A survey of Analytic Philosophy in the 20th and 21st centuries, with emphasis on its continuity with the history of Western philosophy. Questions to be discussed include: methodology, epistemology, metaphysics, language, mind, freedom, determinism, and personal identity. (E.g., How do we know what we think we know? What is there in the world? What does it mean to be a self? What does it mean to be meaningful?) (Spring 2009)

PHIL 310 Philosophy of Science

A study of the nature of science, with special attention to the history of Western science. The class will consider contemporary reflection on the nature, development, and aims of modern natural science, in light of the theories and methods of thinkers such as Aristotle, Copernicus, Galileo, and Einstein. We will also consider the relationships of natural science to other areas, such as religion, philosophy, and the social sciences. (Fall 2004)

PHIL 312 Ethical Theory

A study of ethical theory in Western thought, including works by Plato, Aristotle, Calvin, Hume, Kant, Mill, and Nietzsche. (Spring 2004, Spring 2005)

PHIL 314 Professional Ethics

What does it mean to be a professional, and what distinctive ethical responsibilities does it entail? This course will analyze ethical issues that arise across and within a range of

professions, including science and engineering, medicine, business, law, politics, ministry, education, and journalism. Our focus will be on how to maintain personal and professional moral integrity against forces that work to undermine them. No prerequisites. (Spring 2012, Fall 2015)

PHIL 315 Medical Ethics

This course is an introduction to ethical issues in modern medicine and medical research. We will consider classic cases as well as contemporary and emerging issues. Topics will include cases ranging from euthanasia and abortion to research ethics and the structure of the health care system. (Spring 2005, Spring 2006, Spring 2007, Spring 2008, Spring 2009, Fall 2010, Fall 2011, Fall 2012, Spring 2013, Spring 2014, Spring 2015, Spring 2016)

PHIL 316 Business Ethics (new)

We will study ethical issues in business with the aim of strengthening our capacity for moral discernment and judgment. Our format will be analysis and discussion of case studies in light of contemporary writings on business ethics. (Cross-listed with BADM 316. Taught Spring 2004 as PHIL 314 Professional Ethics; Fall 2004, Fall 2005; Fall 2006; Fall 2007, Fall 2008, Fall 2009)

PHIL 317 Environmental Ethics (new)

This course will explore challenges that environmental concerns pose for traditional philosophical ethics, which has often focused on what we owe each other as humans. In particular, we will ask how should balance present human needs and desires with respect for the integrity of our natural environment and the needs of future generations. What matters to us, why does it matter, and what should we do about it? (Taught Spring 2007 as PHIL 258: Special Topic, Fall 2014)

PHIL 319 Markets and Values (new)

An exploration of human existence within the market economy, with particular attention to the ways in which markets enhance or diminish human freedom, development, and well-being. Topics of discussion will include the globalization of markets within the world economy, the spread of consumer societies, and the challenges that these developments present to traditional values and forms of life as well as to the natural environment. (Cross-listed as BADM 319. Fall 2004)

PHIL 322 Aesthetics

A consideration of beauty and what various philosophers have had to say about it. This class will also consider art forms, such as painting, sculpture, poetry, music, and photography, to appreciate the presence or absence of beauty therein. (Cross-listed with ART 322, THEA 322. Spring 2006)

PHIL 325 Faith and Reason

A study of the relationship between faith and reason, focusing on how each might complement, contradict, or correct the other. This semester's course will survey classic texts and arguments in the philosophy of religion. (Spring 2007, Spring 2008, Spring 2011, Fall 2011)

PHIL 330 Philosophy of Law (new)

A survey of philosophical understandings of law, in theory and in practice. Topics of discussion will include the basis of law and legal reasoning, the moral force of law, and theories of rights, responsibilities, and punishment in criminal, civil, constitutional, and international law. (Taught Spring 2007 as PHIL 458: Special Topic, Fall 2009, Spring 2011, Fall 2013, Fall 2015)

PHIL 340 Theory of Religion (new)

What is religion? What are its origins and what is its future? Is it a source of good or evil? This course will explore contested questions about the nature of religion and the proper way to study it, through a survey of various approaches the topic, such as theology, philosophy, history, psychology, sociology, anthropology, and cultural studies. Our central questions will be how to assess (a) religious claims and (b) claims about religion. (Taught Fall 2005 as PHIL 258: Special Topic; Fall 2007)

PHIL 450 Seminar: The Problem of Evil

This seminar will consider the problem of evil. Where does it come from? How should we respond to it? Can we avoid being complicit in it? Does morality require that we understand evil or that we see it as something that must remain inexplicable? We will consider sources from the ancient book of Job to contemporary attempts to come to grips with modern atrocities and disasters. (Cross-listed as RELG 450. Spring 2013)

PHIL 458 Special Topic: The Moral Self

An exploration of contemporary thought on the relationship between personal identity and conceptions of the good, with particular attention to the dilemmas of moral tragedy and luck – the problems that arise when our values conflict or depend on sources beyond our control. (Fall 2003)

PHIL 458 Special Topic: Christian Social Ethics

A survey of Christian social thought in the twentieth and early twenty-first centuries. We will examine how theologians and philosophers have sought to adapt traditional notions of love and justice to emerging social concerns—from poverty and inequality to modern warfare to racial and sexual relations—in an environment of religious nationalism, pluralism, and globalism. (Cross-listed as RELG 458. Fall 2008)

PHIL 458 Special Topic: Philosophy of Education

This course will offer an opportunity to think philosophically about basic questions of education: What are its aims? How should it be conducted? What should be its content? What networks of authority and responsibility does it entail? We will analyze these questions in relation to topical issues such as: the relationships between education, employment, and democratic citizenship; government funding and regulation of schools; high-stakes testing of students and teachers; school reform; diversity, community, and equality of opportunity; the teaching of religion and ethics in the classroom; and the meaning and purpose of grades. (Spring 2012)

PHIL 398 Honors Research

Sam Disharoon: Angel of Double Death: Philosophy of Death and *Homestuck* (Spring 2013)

PHIL 442 Directed Study

Early Christian Ethics (Spring 2004, Essie Buxton and Hunt Huntley)
Comparative Dogmatics: Calvin and Aquinas (Drew Whitehead, Spring 2005)

RELG 446 Readings

History of Theological Ethics (Drew Whitehead, Fall 2004, Spring 2005)

2. Courses Taught at Other Institutions**a. Union Presbyterian Seminary, Richmond, VA and Charlotte, NC****Theology 102 Introduction to Theological Ethics**

This course introduces the discipline of theological ethics in ways appropriate to the interests of pastors and educators. We will survey some of the major texts, thinkers, and schools of Christian ethics in the United States during the twentieth century, with a view to how they can illuminate current ethical issues and inform current pastoral and educational practice. The course will be conducted in seminar format with a final project due at the end of the semester. (Fall 2005, Fall 2007)

b. The University of Chicago, Chicago, IL**CM 402 Arts of Ministry: Field Education Practicum I****CM 403 Arts of Ministry: Field Education Practicum II****CM 404 Arts of Ministry: Field Education Practicum III**

The purpose of the field education practicum is to provide a space for second-year ministry students to reflect together on their experiences as student pastors and on the practices of the congregations they serve. The goals of this seminar include: the development and strengthening of each student's ministerial identity; the development of strengthening of

pastoral skills; and the exploration of how what is learned in the parish might challenge and deepen what is learned in Divinity School classes as well as how what is learned in Swift Hall might challenge and deepen what is learned in the field. (Fall/Winter/Spring 1999-2000, Fall/Winter/Spring 2000-2001, Fall/Winter/Spring 2001-2002, Fall/Winter/Spring 2002-2003)

RLST 24100 Introduction to Religious Ethics

In this course, we will explore the relation between religious construals of the world and the question of how we ought to live. Emphasis will be on the connection between interpretation and moral judgment, especially the tension between a hermeneutics of suspicion and a hermeneutics of retrieval, and the difficulty of both secular and religious reflection on ethics in the modern world. (Spring 2002)

c. DePaul University, Chicago, IL

REL 228 Business, Ethics, and Society

The objective of this course is to reflect critically on the practice of business and commerce in contemporary society, using the methods and theories of religious and philosophical ethics, and to reflect critically on the methods and theories of religious and philosophical ethics, through an examination of contemporary business and society. (Cross-listed as MGT 228. Fall 2002, Winter 2003, Spring 2003)

d. McCormick Theological Seminary, Chicago

Ethics 418 Justice: Human and Divine

A historical introduction to Christian thinking about political and economic justice, from the Biblical period to the present. Our focus will be on the ways that Christian thinkers have sought to relate theological convictions to reflection on the present, temporal order of things, the effort to bring traditional thought to bear on the political and economic problems of the modern and 'postmodern' worlds, and the continuing relevance of these thinkers for us as representatives of the church today. Selected readings from Augustine, Aquinas, Luther, Calvin, Walter Rauschenbusch, Dorothy Day, Karl Barth, Reinhold Niebuhr, Gustavo Gutierrez, Cornel West, and others. (Winter 1999, Winter 2000)

e. Columbia College Chicago, Chicago

Humanities 51-1401 Philosophy I

The nature of careful inquiry and some of the enduring philosophical questions of the ages are the focus of this examination of reasoning and classical and contemporary problems in philosophy. Study is conducted through class discussions and student papers. (Fall 1996, Spring 1997, Fall 1997, Spring 1998)

C. Service

1. Service to Presbyterian College

Chair, Department of Religion and Philosophy, Fall 2015-present

I was elected chair of the Department of Religion and Philosophy at the beginning of the fall semester 2015. In addition to regular departmental matters, the academic year 2015-16 will include: Presbyterian College's ten-year accreditation review by the Southern Association of Colleges and Schools Commission on Colleges, the possible renovation of Neville Hall, continued development of the Cornelson Institute for Christian Practice and Vocation, and forthcoming initiatives by the administration and board of trustees concerning the college's academic program.

Director, Philosophy Program, Fall 2005-present

In the fall of 2003, I was hired to a new faculty line as part of a long-standing plan to develop a major in philosophy at Presbyterian College. With the unexpected departure of my senior colleague in 2005, the program fell to me. I led the effort to establish the major, including the search for my colleague's successor, Dr. Julie Meadows. Dr. Meadows and I collaborated to develop a distinctive major in philosophy, with an emphasis on history, ethics, and aesthetics. Our courses served majors and minors, other programs in the college, and, through appealing electives, the student body as a whole. Unfortunately, the major and Dr. Meadows's faculty line were cut for budgetary reasons in 2011, as the college failed to meet its targets for growth in the student body. Since 2011, I have led the retrenchment of the program. Drawing on faculty in the departments of English, History, Political Science, and Theatre, we have established Philosophy as an interdisciplinary minor and reestablished a combined major in Religion and Philosophy, with concentrations in Religious Studies, Christian Studies, and Philosophy.

Academic Master Plan Task Force, 2014-15

This committee, convened by the provost at the request of the faculty, worked intensively during the academic year 2014-2015 to produce recommendations for the faculty, administration, and board of trustees as to how to enhance the quality, affordability, and appeal of the academic program of the college.

Health Sciences Advisory Committee, 2012-present

This committee interviews students who are applying to medical, osteopathic, and dental schools to produce a joint faculty letter of recommendation for each applicant.

Faculty Personnel Committee, 2014-present

This committee hears questions and concerns from faculty related to personnel and benefits, advises the Benefits Committee, the Provost, and other offices on matters of benefits, personnel, and faculty-specific issues that do not fall under the Faculty Status

Committee, and communicate policies concerning benefits and personnel to the faculty.
(Chair, 2014-15)

Academic Affairs Council, 2005-2008, 2014-15

The Academic Affairs Council gives special attention to educational policies and planning and to the development of curriculum and evaluation of the academic program.
(Curriculum Proposal Committee, 2006–2007)

Faculty Mentoring

As part of the college's mentoring program for new faculty, I served as a mentor to first-year faculty Chad Rodekahr (Physics, 2008-2009), Cindy Lucking (Economics and Business Administration, 2010-11), and Weichun Chen (Confucius Institute 2012-2013).

Other Committees

Pre-Law Committee, 2013-present

Environmental Studies Committee, 2014-present

Search Committee for Director of Campus Ministries and Service, 2013-2014

Faculty Development Committee, 2013-2014

Honor Council, 2003-2004, 2014-1015

Alcohol and Drug Advisory Committee, 2012-2014

Committee on Assignments, 2011-2014

Faculty Scholarship Committee, 2012-2013

Lectures and Fine Arts Committee, 2004-2009, 2011-12

Working Group on Family Leave Policy, 2009-2010

Russell Committee on Health, Medicine, Technology and the Media, 2004–2006 (planning for 2005-2006 program)

Southeastern Center for International Studies Committee on Globalization, 2004-2006 (planning for 2005-2006 program)

Faculty Fellow, Carol International House, 2004–2006

Honor Committee Appeals Board, 2004–2005

International Studies Committee, 2004–2005

2. Service to Other Institutions

The Divinity School of the University of Chicago

In the absence of a Director for the ministry program, I served for two years on the administrative leadership team for the Divinity School. I also served on the Admissions Committee for the masters programs of the Divinity School for four years.

III. Scholarship

A. Projects

1. Keep the Devil Down in the Hole: Redemption and *The Wire*

Two years ago, I contributed a chapter for a book on philosophy and the HBO television series *The Wire* (*The Wire and Philosophy: This America, Man*, edited by David Bzdak, Joanna Crosby, and Seth Vannatta. Open Court Series in Popular Culture and Philosophy. Chicago: Open Court 2013). In the course of writing for this volume, I realized that I had much more to say than the constraints of a short chapter in a popular format would allow, and that I could use *The Wire* to focus my reflections on professional, bureaucratic, and political ethics in a way that would be both scholarly and accessible to a wide audience. My wife and colleague Dr. Julie Meadows and I have developed a proposal for a book-length treatment of ethics and *The Wire*, focused on the philosophical implications of the implicit atheism of the world presented by the series. Our description is as follows:

“Without illusion or pretense, *The Wire* provokes deep existential questions. How are we to live authentic and responsible lives, and find genuine human community, in a world that is tragically devoid of justice and is brutalized, not simply by evil men and women, but by the impersonal institutions and forms of modern life? *The Wire* vividly depicts the bureaucratic rationality of institutions of modern life and their frightful indifference to the fate of individuals. It unfolds in a moral framework akin to ancient tragedy, and with such extraordinary realism that it challenges our culpable ignorance and willful denial about the world. It thus provides a useful mirror and measure for theological accounts of sin and redemption. How do we maintain faith, hope, and love in *this* world?”

2. Hegel, Dewey, and Montessori

In a different vein, my teaching on the philosophy of education and the history of thought has led me to begin a project on the history and future of progressive education. I am interested in the Hegelian (or anti-Hegelian) background to the dispute in the early part of the twentieth century between progressive educators John Dewey and William H. Kilpatrick, on the one hand, and Maria Montessori and her followers, on the other. I am interested in this dispute not merely as a historical episode but as a constructive contribution to the philosophy of education, especially in light of new research in child development and new scholarly approaches to Hegel. I am most interested in the way that Montessori develops a concrete educational program that incorporates something like Hegel’s notion of “objective spirit,” and what her approach might contribute to discussions of both early childhood and higher education in an age which humanistic education frequently finds itself under assault. To this end, I have been reading primary texts and secondary sources on Hegel, Montessori, and Dewey.

3. Teaching of Ethics

Finally, I have two projects related to teaching that may lead to scholarly presentations or possible anthologies of texts. As my teaching matures, I continue to reformulate my introductory course on ethics, with a new syllabus almost every semester. I aim for an approach that is academically responsible, intellectually accessible, and existentially significant for students. I ground the course in classical texts in philosophical ethics, but juxtapose these texts with writings and films attuned to current politics and ethical dimensions of our everyday life. My goal is not simply to introduce students to academic philosophical ethics, but to contribute to students' mindful, reflective, and engaged existence in the world. I have yet to find a ready collection of texts that meets these aims. I would thus like to develop a set of readings that would better address these issues and might also be useful for others who teach beginning courses in ethics. In a second project, I continue to seek ways to bring a more historically informed reflection to courses in business and professional ethics.

B. Publications

"Giving a Fuck When It's Not Your Turn." In *The Wire and Philosophy: This America, Man*, edited by David Bzdak, Joanna Crosby, and Seth Vannatta, 83-95. *Popular Culture and Philosophy*, Volume 73. Chicago: Open Court, 2013.

Theological Commentary on Mark 10:2–16 (Proper 22), Mark 10:17–31 (Proper 23), and Mark 10:35–45 (Proper 24) in *Feasting on the Word: Preaching the Revised Common Lectionary. Year B, Volume 4: Season after Pentecost 2 (Propers 17–Christ the King)*. Edited by David L. Bartlett and Barbara Brown Taylor. Westminster John/Knox Press, 2009.

Translator (from German) of *Rights of Future Generations/Rights of Nature*. Edited by Lukas Vischer. *Studies from the World Alliance of Reformed Churches*, no. 19. Geneva: World Alliance of Reformed Churches, 1990.

Translator (from German) of "Theology and Culture: a Reformed Perspective" and "Christian Eschatology in View of the 21st Century," by Christian Link. In *Christianity Facing the 21st Century*. Edited by Yung Han Kim. International Symposium on Christian Culture and Theology. Seoul: Soong Sil University Press, 1990.

C. Presentations

“Montessori, Dewey, and Hegel: A Dispute about the Spirit of Modern Education.” Presented to the Annual Meeting of the Southeast Philosophy of Education Society, February 6, 2015.

“Freedom, Responsibility, and the Divine.” Presented to the Roundtable Group on Theology and Ethics at the Annual Meeting of the American Academic of Religion, November 2001.

“What Must We Hope For? Christian Hope and the Ethics of Karl Barth and James M. Gustafson.” Presented at the Annual Meeting of the Society of Christian Ethics, January 1998.

D. Memberships

American Academy of Religion

Friends Association for Higher Education

Philosophy of Education Society

Presbyterian Church (USA), Ordained Teaching Elder, Trinity Presbytery

Society of Christian Ethics

South Carolina Society for Philosophy

Southeast Philosophy of Education Society

Western North Carolina Continental Philosophy Circle