

AMY ALIZ SIMPSON is a graduate student in the Masters of Liberal Arts program at Texas Christian University in Fort Worth, Texas, where she is focusing on literature and creative writing coursework. With a BA in English Literature from Presbyterian College in South Carolina, and after a long career in public relations and communications, she is passionate about storytelling and creative nonfiction in relating human experiences.

ANAND ATRE is a student in the MLA Program at Johns Hopkins University.

SUSIE CALLAHAN is a student in the Master of Arts in Liberal Studies program at Reed College. She holds a MA Ed from Washington University in St. Louis. Her professional focus has been on education and literacy.

MARGARET DEDMAN is a high school English teacher at Nathan Hale-Ray High School in East Haddam, Connecticut. She obtained a graduate degree in Liberal Studies from Wesleyan University in 2016, and in 2021 she enrolled in another graduate liberal studies program at Wesleyan to obtain a Master of Philosophy in Liberal Arts degree with an emphasis in Education and Human Development. The present article was inspired by her professor, Dr. Glenn Knight, and her daughter, who has achondroplasia.

BRIAN ECKERT is a graduate of the Master's of Liberal Arts program at Johns Hopkins University and plans to complete a PhD in the future. Brian's résumé includes bartending, landscaping, gravedigging, farming, and cooking. Brian is a poet, an avid hiker, and lover of books and bookstores. He hopes to pursue a career in academia.

CLAIRE FOSTER is a Master of Liberal Arts candidate at Johns Hopkins University with a concentration in philosophy. She earned her BA in Latin and Economics from Tufts University and enjoyed a career in nonprofit fundraising and advertising before returning to school. SAPERE-certified (Level 1) to teach P4C (Philosophy for Children), after graduation Claire intends to build a practice designed to introduce philosophy at the pre-collegiate level to local, underserved communities.

DONNA GRIMLEY is in the Master of Liberal Studies program at Rice University and she feels that she is in her element. No longer the only nerd in the room, she is surrounded by intelligent, accomplished, and witty scholars, and all she can say is “better late, than never”; the program at Rice has been a source of challenge, reward, insight, growth, and lasting relationships. New to Liberal Studies, Donna studied electrical engineering, married and raised four children, spent most of her career as a math teacher, and enjoyed enrichment through discussions at book club. When stumped by her writing, Donna retreats to her pollinator garden or joins fellow volunteers in the greenhouse at the Mercer Botanical Garden.

KATY O’GRADY is a student in the Master of Liberal Arts program at Johns Hopkins University. An independent editor and writer for more than 20 years, she has edited books related to education, ethics, mental health, project management, and the environment. She is the assistant editor of the scholarly journal *Professional School Counseling*, the managing editor of a national newsletter for school counselors, and the author of numerous feature articles on education, health, and business topics. Katy’s research interests include the history of reading, the nature of belonging, and the role of music in public life.

CAROL WU majored in Comparative Literature at Williams College and is a 3L at the University of Pennsylvania Carey Law School. She is an avid reader of classics and Greek mythology retellings. In Spring 2023, she took a Penn class named *Witchcraft and Gender in the Early Modern World*.

Confluence is a free-access journal with a 20+-year history of publishing the best work from faculty, students, and alumnae/i of AGLSP member programs. Although still conceived as the premier showcase publication for work from AGLSP member programs, the Journal now accepts submissions from any institutions and areas of interest that reflect the interdisciplinary engagement that is constitutive of a liberal education. *Confluence* welcomes essays, research papers, short fiction, creative nonfiction, poetry, art pieces, and photography, as well as book reviews of interdisciplinary works of interest to the Liberal Arts community.

Confluence is published in print once or twice per year, while online content is updated regularly; because we do not wait for a particular print issue before publishing individual works, submissions are accepted and reviewed at all times.

Special Sections of the Journal:

Human Values—Insights, Implications, Applications

Liberal education bears the responsibility for providing the tools with which to question, to discuss, and to recognize and cultivate new manners of relating. As the voice for graduate liberal studies in North America, *Confluence* works to foster the kind of dialogue, engagement, and relation that constitutes the heart and the value of a liberal education. Work published in this section will deal specifically with applications of 'liberal' learning to questions of human values and contemporary challenges to the stability and security of human society.

Commentaries

Commentaries are brief opinion pieces (1,000 to 2,000 words) that are intended to introduce an idea or identify connections between works which beg for deeper investigation and analysis. Explicitly not an account of a research project or a comprehensive investigative endeavor, a Commentary in *Confluence* is a snapshot, a single moment from the initial encounter with an idea or connection that suggests possibilities for interrogation toward new understanding. The Commentary is an appeal to think about an idea, to consider a question, and to take up in earnest the possible conversation toward which the Commentary points.

Book Reviews

Book Reviews are brief but compelling evaluations (1,500 to 2,500 words) of interdisciplinary works of interest to the Humanities and Liberal Arts community. Reviews should introduce the text, give a general characterization of its purpose and content, and discuss aspects of particular relevance to the 'humanities' as either an academic or existential endeavor.

Reader's and Educator's Corners

Are you currently reading (or have you recently read) something which you feel would be particularly relevant to the general AGLSP community? Have you found a creative way to engage the students/faculty in your classroom or in your program? Please tell us about your experience and spark a conversation!

***Confluence* Reader's Corner**

The Reader's Corner features brief accounts (no more than 1,500 words) of one specific aspect of a text and suggests its particular significance for the AGLSP community.

***Confluence* Educator's Corner**

The Educator's Corner features brief accounts (no more than 1,500 words) of a particular classroom experience, in which the writer identifies the program or class context, describes the strategy and its outcomes, and offers insight into how similar strategies might be appropriate and effective for other classes and programs.

All approved submissions will be published at the *Confluence*/AGLSP websites as a discussion forum, and featured submissions will be published in a print issue of *Confluence*.

Submission and Style Guidelines

Prose manuscripts may be up to 8,000 words in length and must be double-spaced. Poetry can be single-spaced, with each poem limited to 10 pages. All manuscripts should be set in Times New Roman, 12 pt. type. No more than one work of prose, three poems, three art pieces, or three photographs may be submitted. You may submit in two genres. If your manuscript is accepted for publication, you must wait at least one year before submitting a new manuscript of the same genre (i.e., if your essay is accepted, you may not submit another essay but you may submit fiction, poetry, or art). Manuscripts should NOT include the author's name, and headers/footers should not be used.

The journal follows the Chicago Manual of Style footnote citation format, although you may use footnotes or endnotes in your manuscript (endnotes will be converted to footnotes for final publication). Bibliographies are not required; ensure that the first citation of any source includes the complete publication information in the footnote/endnote.

Style should be consistent throughout the manuscript, such as in the treatment of titles, abbreviations, and foreign words. Proofread carefully for possible errors of any sort, noting especially any foreign or highly technical words or phrases. Format and style of the manuscript are solely the responsibility of the author; even if your submission is accepted for publication, you may be asked to revise your manuscript if it fails to meet the journal's style requirements.

All text, including tables, must be incorporated into the body of the manuscript. Any graphic material such as photographs or diagrams should be submitted as separate digital files (.jpeg, .pdf, .tiff). The dimensions of graphics should be no greater than 4.25 inches wide by 6.5 inches high with a resolution of 300 dpi or greater. The placement of graphic material must be clearly indicated in the body of the manuscript. PLEASE NOTE: Currently, the print version of the journal does not include color; while full-color images will be published online, all such images will be converted to grayscale for print publication.

Prepare a short biographical statement as a separate document. The biographical statement should be from three to five sentences in length and should include the author's institutional and program affiliation. After the biographical statement, also include full phone, e-mail, and mailing information.

Submit manuscript and biographical statement files to Editor@confluence-aglsp.org in Microsoft Word format. In the Subject section of the e-mail, state “Confluence Submission” and the title of your submission. Your submission will be acknowledged by e-mail and will be under review for approximately four to six weeks.

U of M THE UNIVERSITY OF MEMPHIS
College of Professional & Liberal Studies

DOCTOR OF LIBERAL STUDIES

THE DOCTOR OF LIBERAL STUDIES (DLS) is a research-based terminal degree which allows participants to design their own interdisciplinary doctoral program focused on areas of interest to the student. Students will develop a coordinated study to create a unique program with at least two areas of emphasis. The degree can be completed online if courses in the emphasis are available.

For more information on admission requirements, visit our website or scan the QR Code.

Contact Us:
901.678.2716
memphis.edu/dls
Memphis, Tennessee

"Although activism has always been an integral component of my life, it was the MALS and DLS program that awakened my passion for international human rights . . . Since earning my DLS Degree, I have relocated to Setubal, Portugal where I will use my scholarship and activism to continue to fight for the human and civil rights of the Romani and other marginalized people across the globe."

Dr. Vivian K. Morgan,
DLS Graduate

APPLICATION DEADLINES
Fall - August 1
Spring - December 1
Summer - May 1

The University of Memphis is an Equal Opportunity/Affirmative Action University. It is committed to the education of a non-racially identifiable student body. UOMDS-PC234.