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**De Ideis**

The newsletter of the Core Curriculum at Boston University

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**Gilgamesh Meets Bollywood**

**by Maura Elford**

*Gilgamesh trekked* to the ends of the earth, Odysseus wandered for twenty years, and Dante ventured through the gates of Hell on journeys of self-exploration; my own path towards a broader worldview has taken a few twists and turns through unfamiliar places, different worlds of thought-- and a lot of movies. Indian movies, in particular. The leap from classical Greco-Roman civilization to Bollywood cinema is a rather big one, but it aligns with one of Core’s central aims: a dialogue of ideas that transcends time, place, and culture. My best friend is Indian, and our different backgrounds provide a frequent topic of conversation. Despite the fact that the only link between my Irish and her Indian background is that they both start with the letter “I,” we tend to hold many of the same values and share some of the same gripes about family life. We swap stories about our families and our upbringing, ranging from nightmarish summer vacations to strategies for deflecting parental paranoia. The story of waking up in a lakeside cabin filled with freakish 3-inch Maine mosquitoes doesn’t impress her, since she shared her bedroom with 300 red-eyed lizards and the occasional scorpion on her last trip to India. Nagging parents, however, especially of the guilt-tripping variety, seem to be a

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**Dylan and Sin**

**by Professor Christopher Ricks**

*It was good of Dean Johnson to ask me to talk, of an evening, about Bob Dylan, and I was pleased to do so on 24 March in the Castle. I was less pleased with the talk itself, where I lapsed into vacillating between different decisions as to how to go about it: whether to stick to the pages of this forthcoming book of mine -- over the precise wording of which I did take some trouble -- or to talk more spontaneously as though from notes. The audience was kind, and seemed not to mind that the sin for the occasion was sloth. I've been working on the book for twenty years, many of which must therefore have been spent not working on it. But I am pleased with the scheme for Dylan's Visions of Sin: the seven deadly sins (easy to remember and to practice), the four cardinal virtues (less sure, are you?), and the three heavenly graces that are faith, hope, and charity. It's a good job that I failed to write the book twenty years ago, since Dylan has succeeded in adding a great many achievements over the years -- and since I didn't, back then, have much of a sense of how to organize the thing. I first came to love the songs...*
From Political Theory to Ballet  

by Rachel Sciaba

Q: What is your favorite reading from the Core Curriculum?
I can only pick one? Plato’s Republic-- there’s so much to be gained from it. It has everything in there and everyone gets something different from it.

Q: What is your favorite part of teaching Core?
The students. Core students are so willing to work and open up to new ideas. Teaching in the Core is a joyful experience.

Q: Are there any books or authors outside of the Core reading list that you recommend to students?
Barbara Kingsolver’s Poisonwood Bible– it’s the kind of book that grabs you from the first line and never quite lets go.

Q: What would you like to see changed in the Core Curriculum?
We need more hours in the day!

Q: What’s it like teaching both Core Humanities and Core Social Sciences?
Really busy. I find myself making bizarre connections between the two. Sometimes I forget that my first years haven’t read Hobbes and I’ll start talking about it!

Q: Outside of Core Curriculum courses, what subjects have you taught?
The History of Western Political Thought, Ancient Greek Political Thought, Feminist Political Thought, General Introduction to Political Science, and Introduction to International Relations.

Q: How many years have you been teaching in all?
If you count everything including teaching assistantships and that sort of thing, I’ve been doing this since 1993.

Q: What do you like to do on the weekends in Boston? Any suggestions for bored, broke, undergraduate Core students?
I love going to the MFA and the Gardner Museum, although the latter is expensive. I recommend the Harvard University art museums; I believe the students can get in for free on certain days of the week. The Fogg Museum in Harvard Square is great.

Q: If you could travel anywhere in the world where would you go? Greece-- though I’d probably make a fool of myself gawking at everything!

Q: What kind of music do you listen to? Recently I’ve been listening to jazz.

Q: Can you tell me something about your undergraduate experience? I graduated from Tufts. Actually, I knew less of what I wanted than my students seem to. Core students seem to have clear ideas about what they like. I can sympathize with students struggling to find a major.

The Chef Professor  

by Vanessa Battaglia

Q: What is your favorite reading in the Core Curriculum?
Lao-Tzu is great. Yeah, Lao-Tzu and the Book of Job.

Q: Favorite aspect of Core?
The sense of community. Common struggles. [The professors] are going to be far afield from their area of expertise. Usually you’re teaching in your own field, but here you have to find ways to open up the text for yourself. That leads to better teaching.

Q: You’re interested in art. Would you like to say something about art, or have you seen any worthwhile exhibits lately?
Landscape painting as a movement began with capturing the ideal landscape. French artists painted Italian landscapes, but in their studios from memory. But then they started painting France instead of Italy, and went to actual scenes where people live and work, and at that point the movement becomes less ideal. The endpoint is Monet’s “Lilly Pads” where the landscape islandscape internal and contemplative. Incidentally, that was at the same time as the rise of psychology, which focuses on the internal.

Q: Know of any Core-related things to do around Boston?
Actually, there is a lot of the Core to be seen around Boston. There’s a great statue of Confucius in Chinatown, and there is some Taoist art in the MFA. The Taoist art is about natural objects that are shaped by nature instead of by human hands. There’s a weather-beaten root that looks like a dragon. Other natural objects that look like something else because of natural shaping. Gentlemen collected these things.

Q: Taoist art sounds great. Any other Core art around the area?
I saw Homer somewhere. . . that was at the MFA. People talk about the subtlety of Greek statues, but what most people don’t know is that the statues used to be painted gaudy colors back in ancient times. These statues look plain to us now, but they used to be painted gold and flashy pink colors. The Greeks had a wild side! But you read the tragedy, you know that.

Q: Okay, last question. Is there anything else you’d like to talk about, or tell Core students? This one’s all up to you.
I used to be a chef. I want to do that again. I used to cook at The Common Ground, a place in Vermont. It’s vegetarian and mostly organic. I love to cook, and sometimes I ride my bike out to Wellesley or to other places to look for fresh ingredients. I’ve studied the history of food. I want my next project to be on Julia Child as an interpreter of French cuisine and culture for American audiences. Or maybe I’d like to do food criticism – writing about food, culture, and history for a newspaper. Studying food kind of goes with being a French historian.

And now, for the big question…
Oh no!

For us nosy De Ideis readers who want to know more about you: About what are you passionate?
That is a big question, but I’ll answer it anyway. I’d have to say that I’m passionate about ballet. Unfortunately I haven’t done it for about a year and a half now, but I’ve been doing it all my life. It’s the one way that I can stop the day from getting to me.

The Chef Professor

Teachers open the door. You enter by yourself.  
-Chinese Proverb
The Philosophy of Kendall by Jehae Kim

Q: What do you most enjoy about teaching Core?
I most enjoy those moments when we discover something new in the classroom. Wherein we begin discussing things that we know and we push against them until we get to some place... a moment of suspense in the classroom... I think that's really exciting.

Q: What book would you say influenced you the most when you were young?
I read the biography of Jim Morrison, No One Here Gets Out Alive, when I was 13, and I decided to read everything that was referred to in the book. So I read Nietzsche, Artaud... I often do more or less the same thing today. I look at the bibliography of a book that I like and try to read everything on it.

Q: Tell me about your undergrad years.
I went to the Florida State University, not too interesting.

Q: What are you interested in, or passionate about?
I am interested in artifice, as you know... the fake... I love the moment when truth becomes fiction and fiction becomes reality. But I suppose I am obsessive and curious about many things. I try to be passionate about living well. I am interested in things like good cheese, wine, and food. Getting the most out of everything. I want books to push me and show me different possibilities for life and thought. I tend to become obsessed with an author and read everything by that author and read everything by all their friends; this as a way to explore the way that language and ideas can be used to provoke experience and thought.

Q: Do you have any words of advice for Core students?
Don't ever be bored.

Shhh! Best Kept Secrets in Boston for College Students on a Budget

Compiled by Lauren Pilkington

1. Backstage at the Wang Center Tours. See where Pavarotti and Baryshnikov walked behind the scenes, and learn the history of the Boston Ballet, Broadway performances, and giant-screen movies. $3 for students. Tues. and Thurs. at 10 AM and 12 PM The first Sat. of each month at 10 AM. www.wangcenter.org

2. Tour the Boston Globe’s Newsroom. Learn how one of Boston’s daily newspapers get published and sent out around the city every day. Call (617) 929-2653 for more information.

3. MTV’s Real World House. Visit the house of drama where Season 6 of MTV’s Real World reality show took place. This renovated Beacon Hill house is located on the corner of Mount Vernon and River Streets. www.realworldhouses.com

4. Logan Airport’s Air Traffic Control Tower. At 280 feet above sea level, Logan Airport’s air traffic control tower is the tallest control tower in the world. Visit the top and watch the mechanical birds take off and land on the runways by the water. Call (617) 569-6710 for more information.

5. The Garment District. This ’60s and ’70s themed store has awesome bargains. The first floor has clothes strewn out priced at 1 dollar per pound! On the second floor, one can find everything from vintage tee-shirts to wedding dresses. Located near the Kendall Square T-stop on the Red Line. http://www.garment-district.com/

6. Boston Public Library Art and Architecture Tours. Instead of heading straight for the mall, actually go inside the grandiose library just outside the Copley T-stop. The BPL is filled with notable artwork and architecture. Free. Mon. at 2:30 PM, Tues. and Wed. at 6:30 PM, Thurs., and Sat. at 1:15 AM. http://www.bpl.org/guides/index.htm

7. Karaoke Do Re Mi. Not only does this Allston joint let you sing karaoke until there are no songs left, but you get the opportunity to record and buy tapes of yourself or your friends singing. Call (617) 783-8900 for information.

8. Readings at the Brookline Booksmith. Events are always happening in this little store, from readings to book signings at least once a week. Monthly “Mystery Night” for the detective minds. Readings are free and open to the public. Call (617) 566-6680 for more information.

When I am... traveling in a carriage, or walking after a good meal, or during the night when I cannot sleep; it is on such occasions that ideas flow best and most abundantly.

-Wolfgang Amadeus Mozart
Ever wonder what your classmates and professors have lined up for the summer? Don’t wait until the fall to find out what went on this summer within the Core community -- check out who’s saving the world, who’s traveling to exotic lands, and who’s whittling wood this summer:

1. **Ireland:** Professor Nelson will be in Ireland. She’ll be writing a book... when she’s not milking cows.

Professor De Paor will also be in Ireland this summer. He’ll be teaching a BU field course in Connemara, western Ireland. During his spare time, he hopes to hit the outdoors doing some long-distance running and sea kayaking.

2. **Boston:** When he’s not traveling to places like Germany and Russia, Professor Marscher will be on 143 Bay State Road directing the University’s Center for Excellence in Teaching. He aims to please his music fans by recording his songs into MP3 format! Professor Burnett is hitting the books this summer. He’ll work on his edition of The Letters of A.E. Housman, the introduction for the Milton Variorum Project, and a complete scholarly edition of The Poems of Philip Larkin. He’ll be on campus teaching a course in Modern English Literature, too.

3. **Panama:** Professor Warkentin will be in Panama conducting field research at the Smithsonian Tropical Research Institute. There, she’ll study how red-eyed treefrog embryos detect predators.

4. **Spain:** Professor Smith will be enjoying Spanish culture this summer as director of BU’s Madrid program.

5. **France:** Professor Kalberg will travel to Paris and continue to reflect on Weber as he works on a book titled Max Weber’s Sociology of Civilizations.

Kimberly Christensen will be enjoying delicious food and drink studying abroad in Paris.

6. **Greece:** Professor Scully will immerse himself in the classics this summer. In July he’ll travel to gorgeous Greece where he’ll attend a conference on Apollo. He’ll also be writing a book on Hesiod’s Theogony.

7. **India:** Classmate Raja Bhattar will be road tripping through the southern half of India while Core peer Havovi Mirza plans to do some great sight-seeing in India. She hopes to see the Ganges, the Taj Mahal, and, most importantly, her family.

8. **Virginia:** Sandy Lord plans to satisfy his wanderlust walking the Virginia portion of the Appalachian Trail... or at least 400 miles of it. Good luck!

9. **Costa Rica:** Jonathan Tucker will be in Costa Rica doing volunteer work and some outdoor adventure. Classmate Jocelyn Sarmiento joins him in Costa Rica where she’ll be working in the classrooms of elementary schools supplementing the public education of Costa Rica’s children.

10. **Ohio:** Joe Tita will keep active coaching high school girls’ rowing and caddying at a country club in Ohio.

11. **New York:** Cassandra Miller is keeping busy with three jobs she has lined up in New York. You can catch her singing at an Italian restaurant in Oneonta or greeting people at the Baseball Hall of Fame. In the daytime, she’ll switch back into school mode substituting at a few elementary schools.

12. **Louisiana:** Linda Tan hopes to put her cooking skills to good use this summer. She’s excited to travel to New Orleans.

13. **Montana:** James Downing is getting far away from city-life this summer: he plans to retreat to his cabin deep in the woods of Montana where he’ll carve bunnies from tree stumps. Rousseau would be so proud!

14. **Sweden:** Stuben Bumsen is going to get a taste of the mundane and the foreign this summer. He plans to pump gas... in Sweden. We hope the fumes won’t cause him to forget everything he learned in Core!
Inspiring the Aspiring Writers
By Seth Allen

“Sing in me... O Muse.” Everyone can recollect Homer’s invocation of the Muse in the opening of the Odyssey. Looking for some divine inspiration in writing, a few select Core students have channeled Professor Kalogeris in a bi-weekly poetry seminar. Kalogeris stresses that his seminar is more an appreciation of poetry than an actual workshop. He opened the session by quoting T. S. Eliot who said “poetry can communicate before it is understood. We must enjoy the poetry before we attempt to penetrate the poet’s mind.”

As a graduate student at Boston University, Professor Kalogeris was strongly influenced by professors such as Geoffrey Hill and Derek Walcott, a Nobel Prize winner. This interest continued as he earned his Masters in Creative Writing (Poetry) and Comparative Literature PhD in the University Professors Program. Currently working on translations, Kalogeris’s primary dedication is to his students in his Core discussion sections.

The seminar concentrates on close readings of major poets of the 20th century, which include modern American, Polish, and Greek authors. Kalogeris provides a brief historical background of each author so that one may properly place the poem in context. Zbigniew Herbert wrote in the post World War II-era. He was the first poet analyzed in the seminar with his object poem “Pebble” and his questioning of the validity of language with “Episode in a Library.” Another poet, Constantine P. Cavafy, asserts that poetry teaches people to learn from the mind and body in “Ithaka.” Nobel Prize winning author Mediterraneo embraces Dante in “—after Montale” as he addresses the sea in a translation by

For the Aristotle Addicts...

Complied by Seth Allen and Je-hae Kim

The Undergraduate Philosophy Association hosts monthly guest speakers, usually professors, who present a topic of the guest’s choosing. The club has a casual atmosphere and seldom holds administrative meetings.

Suggestions and ideas for new meetings are encouraged. Majors and non-majors are welcome to come. For an idea of what they talk about: at the last meeting, featuring Professor Peter Schwartz, the topic was “What can philosophy tell biologists about their concepts?”

For more information, look up at the website: http://people.bu.edu/buupa/web/

Wise men talk because they have something to say; fools, because they have to say something.

-Plato
universal plague. Although many of our values and goals are similar, without a complete understanding of her beliefs I was never able to appreciate the subtle differences in our attitudes and perceptions.

One day my friend was describing a Hindu epic that deals with the struggles of one man against his destiny and the guidance he receives from the Deity, Krishna, when light suddenly in my mind. This was the Bhagavad Gita, the Hindu text I had read in Core and watched in movie form on the sprawling Tsai Center screen. At once the ideas in the text took on a new, personal relevance to me. I still have much more to learn, though—fortunately there’s no shortage of movies to aid my cultural research.

Professor Kalogeris himself. The seminar concluded with W. H. Auden’s “The Fall of Rome.” The seminar provides the opportunity for Core students to look over their own poetry if they are inclined to do so. The seminar concludes with W. H. Auden’s “The Fall of Rome.”

The most enjoyable aspect of this seminar is that Professor Kalogeris encourages individual participation and interpretation as well as second readings of the poems. The pace of the reading is relaxed, which is undoubtedly a relief for those attending. Many of the works being analyzed are likely to be included in anthologies and canons within the next few decades before reaching the highest and most prestigious plateau: being integrated into the Core. The seminar provides the opportunity for Core students to continue on their academic journey by breaking into modern works of 20th century that are not covered by the Core Curriculum. Although past experience in the

Education is the best provision for old age
-Aristotle

Dylan's Visions of Sin by Christopher Ricks will be available in late September.
Quick Hits: What Core Alumni are doing

Compiled by Suzyn-Elayne Soler

FEATURE PROFILE

JORGE ALDAY
Core '95, CAS/COM '97
V.P. of Technology Group, Ruder Finn, NY

During his years at Boston University, Jorge Alday (CAS/COM '97) called Washington D.C. home. Since graduation Jorge has enjoyed success in his career and has traveled the world. After calling London home for three years, he recently moved to New York's East Village to begin a new position as a vice president in the technology group at Ruder Finn, the largest Public Relations firm in New York.

In his senior year Jorge was bestowed the high honorific cognomen of Polytropos Jorge Alday from the Core Curriculum for his service as Resident Assistant to one of the Warren Towers' Core floors. He was well liked by his residents and had fantastic Animaniacs slippers! His holiday party will not soon be forgotten. He contacted the parents of all his residents and requested that they send a gift. On the day of the floor event he dressed up as Santa Claus arriving with a mail cart full of presents for everyone! He graduated with a dual degree from CAS in Psychology and from COM in Public Relations and went to work with The Weber Group, a company in which he interned as an undergraduate. He started out as an Account Coordinator and was quickly promoted up the ranks to the position of Account Manager. After two and half years he asked for a transfer from Boston to London. His three years in London with what is now Weber Shandwick, the largest PR firm in the world, provided him with the opportunity to work with world-class clients like Oracle, EMC and Hitachi. He met many new people including a very international group of flat-mates. He was promoted to Associate Director, which is a rough equivalent to Vice-President, then made the decision to return to the United States.

Jorge was offered a position from with Weber Shadwick upon his return to the U.S., but after meeting some of the people from Ruder Finn, he decided it was time to make the move. Jorge took a six-week sabbatical, which included a trip to Chile, and accepted the new job in New York. In his spare time Jorge is exploring New York City, visiting jazz clubs and catching up with old friends and residents, too!

Contact Jorge at aldayj@RuderFinn.com

"Has Core played a part in your post-college life and career?"

Caeli Thibeault
Core '01, CAS '03
Missionary, Leipzig, Germany

I remember in my last Core lecture one of the professors stood and shared his final words of wisdom. His advice surprised me: "Dare to have faith... and dare to question." This counsel has stayed with me, as I prepare to leave on an 18-month mission for my Church. I have learned that many great things have taken place because individuals have chosen to accept this dare. It has propelled me in my own search for truth. I will always be grateful, not only for the structure and family the Core has always been to me, but also for the efforts and wisdom of the individual Core professors. They may never know the parts they have played in my life, but their legacy will live in the memories I treasure and the choices I make.

Ben Flaim
Core '98, CAS '00
Publishing Professional, Time Inc.

Core has been influential in my life, both during college, and after. I find that I am a more well rounded individual after learning so much about so many great people through the ages. It doesn't hurt to have exceptional professors, either, and the Core had a plethora of them.

The Core Curriculum does not seek to make scholars out of students; rather it shows impressionable freshman the way toward achieving greatness beyond compare. In a practical sense, it helps you answer all those Jeopardy questions that come up that no one else can answer. In a lasting, meaningful sense, it gives one's life a sense of purpose and in the grand scheme of things.

Fortune favors the brave.
-Virgil

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Interested in writing for the Core newsletter? Contact core@bu.edu for information on contributing, editing, and layout.
I am going to learn how to make bread to-morrow. So you may imagine me with my sleeves rolled up, mixing flour, milk, saleratus, etc., with a deal of grace. I advise you if you don't know how to make the stuff of life to learn with dispatch.

– Emily Dickinson

Bread is a contradictory staple, a pale, soft hurdle many green cooks are too intimidated to attempt. But is it as easy pie.\(^1\)

Begin by proving the yeast. Such proof lacks the scientific rigor seen in Dawkins or Hawking; it is a more personal process. Open a packet of dry yeast, and pour half of it into one and a quarter cup of warm water. Coax the sleeping organisms into activity with a teaspoon of sugar; they, like most of us, cannot resist sweets. If after five minutes, the water is not frothy with the gaseous discharge of happily digesting bacteria, repeat until you have a batch of yeasty that have proven their merit.

Sieve (the gadget-deficient among us can simply sift with fingers) three cups of white flour into a large bowl. Twist a teaspoon of salt into the flour, and slowly add the yeast-water in dribs and drabs, crumbling the forming dough as you go. Use your bare hands to work the ingredients together. . . wooden spoons are only vulgar impediments! As soon as you are able to, work the dough into a ball and lift it from the bowl with floured hands onto a smooth floured surface.

(Floured does not imply “a modicum dashed in hesitation.” A floured surface is SNOWY. Forget this, and you will end up with overworked, sticky dough that saps your will through hours of tedious scraping and re-gathering.)

Knead the dough as professors grade: without mercy. A successful technique involved smashing the mass into a flat, round shape, folding this in half, flipping onto its edge and folding in half again, and repeating with the flattening. Be careful not to tear the dough with excessive twisting or pulling. Such wounds are hard to repair, and may you with a loaf gaping in many places.

Leave your smooth, elastic ball of dough in a bowl, covered with a moist towel, in a warm place. Let the action of the burping yeast inflate your embryonic bread until it has doubled with size, then punch down, and let double again. Punch the twice-doubled dough, quickly form a roughly elongate loaf, and bake for about half an hour on a greased baking sheet at 350 degrees. Before baking, diagonally slash the top with a knife. . . this is very impressive, and will garner more enthusiastic applause.

The loaf is baked when a tap on its bottom resounds with a hollow thump and the skin is camel-golden. Let it cool. At this point, your guests may have arrived. Pour them wine (or for the underage crowd, something less prohibited) and recite your scope of yeasty ruminations: "Of all smells, bread; of all tastes, salt," George Herbert; "Without bread all is misery," William Cobbett; etc.

The finished loaf will be dense after thirty minutes of rest, with a resisting crust. Slather the bread in butter or oleo-doppelgangers. Try ginger or fig jelly, found in fine grocers and Shaw’s Markets, covered with slices of mozzarella cheese\(^2\). Spice the cheese with trivia:

1. The sequence of Lactococcus lactis, the bacterium responsible for curdling cheese, comprises 2.4 million nucleotides encoding 2310 genes.
2. Ten million tons of cheese are consumed worldwide every year. Not one ounce of this is dedicated to the production of Cheetos.
3. The prohibition of cheese during Lent in Chaucer’s day required ingenious cooks to develop fakes. False Ricotta was made from almond milk and fish broth. A recipe entitled "Flans or Tarts in Lent Which Will Taste of Cheese" involves the milk and roe of pike, tench, and carp.
4. According to the medical compendium known as the Tacuinum of Rouen, ricotta’s nature is cold and humid, and though the cheese nourishes and fattens the body, it can cause occlusions and produces colic.

Toast the jammy-cheesed slices or eat them neat. Discuss appropriate critiques of Job’s wailing interrogation of his deity: "Hast thou not poured me out as milk, and curdled me like cheese?" What was the man complaining about? No food deserves more devotion. . .

Eat your baked bread in your apron, lest your guests forget your effort. Talk about college, talk about what happens after college, about life and what happens after life. As bread sustains the body, so conversation feeds the soul. Fry the remainder in egg batter and serve with syrup the next morning. Invite your friends over for another hour. Serves many. ■

\(^1\) Pie is, ironically, harder to bake than bread.
\(^2\) mozzarella: Italian, diminutive of mozza, a cut, mozzarella, from mozzare, to cut off, from mozzo, mutilated, from vulgar Latin mutius, from Latin mutilis.
The Joys of Core... Compiled by Christina Wu

This list had to happen eventually. Adapted from “You know you’re a BU student when. . .”, here are contributions from students as to how and why the Core Curriculum is unique. Unfortunately, we couldn’t fit in all the responses due to space limitations, but thanks to everyone who submitted! You know you’re a Core student when...

Core Concepts
- You see a Gilgamesh joke on Conan O’Brien and find it really funny.
- You no longer think you actually exist -- you’re really just a group of particles which may or may not exist depending on whether there’s a sensor there to detect you.
- The Godfather makes you think of Plato’s Republic.
- You’re not too sure what Tao is, but you know you’ve compared it to the hot chocolate at Warren Towers.
- You insist that Richard Dawkins isn’t just a name, but a belief system.
- You refuse a professor’s suggestion of making project easier by applying the division of labor because it’s dehumanizing.
- You know you’re a Core student when you say: “The Core of the Poodle!”
- You finally understand what Gellner is talking about.
- You make really bad Core jokes: “I ‘Kant’ do it!”

One word: TRIREMES!
- The best jokes involve triremes.
- You’ve never heard of a “trireme” before Professor Samons’ lecture.
- The phrase “Have you seen our triremes?” means something to you.

Why the Tsai Center has become your second home...
- You’re a first-year student and look forward to the listening to the music being played before lecture.
- Or, you’re a second-year student and can’t understand why they stopped playing music before lecture.
- You’ve participated in a mass Tai-Chi session in lecture.
- You’ve seen more professors sleeping during a lecture than students.
- You determine if it was a good lecture based on the number of people who aren’t sprawled out in the lecture hall seats in the last 10 minutes of class.
- You’ve had at least one of your friends (not in Core) laugh at you because you (and the rest of the Core Community) clap at the end of Core lectures.
- You evaluate the Tsai Center, the SMG auditorium, and Room 522 to debate about which one is the best lecture room.

In discussion...
- You don’t understand the purpose of the writing evaluations, because it’s a given that Core is superior to divisional studies.
- You actually ENJOY going to a discussion class for three hours a week.
- You write down random, yet profound quotes of your discussion leader.

There is a reason why it takes two semesters to fulfill each level of the writing requirement...
- It's after midnight the day your paper is due. You haven't started working on it. You haven't read the book. And you're not worried.
- You call out to the Muses before writing a paper.
- You read selections of selections of Montaigne's Essays and still write essays on him.
- You can write an 8-page paper about a subject that you've never heard of.

Gotta love the professors...
- You remember Professor Jackson's flaming fire extinguisher rolling across the stage.
- You remember Professor DePaor twirling onstage with the world strapped to his back.
- You remember Professors Whitaker and Marscher both almost falling face first on the stage while demonstrating opposing forces.
- You know you’re a Core student when Ricks “gives” you the elbow.
- You just can't get enough of Professor Ricks’ and Professor Burnett’s accents.
- You smile at the sound of Christopher Ricks’ voice.
- You have ever referred to one of the most prestigious professors at our university as Tricksy Ricksy.
- You’ve been inside Professor Ricks’ house and know for certain that there really are 46 Bob Dylan CDs, not counting bootlegs.
- Dean Johnson knows you by name.
- You expect Dean Johnson to greet you as “scholars”.
- You have actually been inside the castle and know its primary function is hosting Dean Johnson's piano concerts.
- You have called Dean Johnson “Ryan Stiles” at any point during your two years.

Just because we’re special...
- You receive at least one email from core@bu.edu per day.
- Your classes even get their own department for registration (“CC”).

Only the Core would have a fan following for a certain guitar-playing astronomy professor...
- A guitar case on the edge of the Tsai stage is the most exciting sight of your day.
- You’ve held up a lighter during one of Professor Marscher’s songs.
- You think every lecture should end with a blues/punk/rock jam.
- You walk around campus humming Marscher-created science songs.
Joys of Core, continued

- You've memorized the lyrics to Professor Marscher's songs.
- None of your friends back home believes that your professor plays guitar during lectures.
- You show your friends the picture of your guitar-playing science professors who sang about red giants during lecture.
- You can't understand why other students do not have professors that sing or dance during class or lecture.
- You wish Professor Marscher would come out with a CD.

The books. . .
- You are one of the few carrying a Bible down Comm. Ave.
- You have attempted to read Dante's *Inferno*, *Purgatorio* and *Paradiso* in a week apiece, while most people spend a semester or more on each book.
- You know the name of one of the sinners on the 8th level of Dante's *Inferno*.
- You buy your Core books at Barnes and Noble and the cashiers don't believe you when tell them that you're only taking four classes.
- You're more familiar with William James than his brother Henry.
- You shudder at the mention of Gibbon (possibly pronounced gee-BONE).
- You've ever been 250 or more pages behind in the reading.
- You are failing the courses in your major, but you have all the reading done for Core.
- You tell your parents that you can't return your humanities books because your professor told you to eat them.
- You know it's really pronounced "Don Quix-sit" and not "Don Quixote".

Why we're the few, the proud, the HARD CORE...
- You're kicked out of Late Nite after losing track of time from talking about Core.
- You are partying on a Friday night when you and a fellow Core student start arguing over whether Agamemnon was in fact a tragic hero.
- You wonder what they're doing in those OTHER [divisional studies] discussion classes.
- You debate about the higher existence of the frappacino you just ordered.
- You don't know how to take notes because your other professors don't use Powerpoint presentations.
- You've heard/been called "Core Whore" or "Core Floor" (or anything else that rhymes with 'Core').
- You know what 'Hard Core' really means.
- You're the person everyone knows who was way too into Core their freshman year.
- You know what the term "Core Whore" means and don't find it derogatory.
- You don't know what to do when you're finishing Core and registering for next semester's classes because Tuesdays and Thursdays become a lot freer without lectures.
- You've compared the Core to a drug addiction in its ability to take your time, money and relationships away from friends, yet you defend its merits to the death.