Integration of a UNESCO Program into the United Nations Millenium Development Project

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Integration of a UNESCO Program into the United Nations Millenium Development Project

Abstract
Prior to the turn of the Millennium the United Nations began to address the needs of an interdependent society; these needs have now been termed the Millennium Development Goals. As one addresses the need for assistance it is essential to understand which groups are in the greatest need and in turn which states, in this globally interdependent society, will assist those in need. The intention of this paper is first to identify the goals and targets of the Millennium Development Project and then provide a plan for progress in achieving these targets. It is my contention that the bureaucratic nature of the United Nations will continue to impede the growth of those who need the greatest amount of assistance. Furthermore I will develop an understanding of how UNESCO's World Philosophy Day can and will assist the United Nations in meeting these goals. Without a philosophical understanding of development and growth, progress will not occur.

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Master of Science in International Studies

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Abstract

Prior to the turn of the Millennium the United Nations began to address the needs of an interdependent society; these needs have now been termed the Millennium Development Goals. As one addresses the need for assistance it is essential to understand which groups are in the greatest need and in turn which states, in this globally interdependent society, will assist those in need. The intention of this paper is first to identify the goals and targets of the Millennium Development Project and then provide a plan for progress in achieving these targets. It is my contention that the bureaucratic nature of the United Nations will continue to impede the growth of those who need the greatest amount of assistance. Furthermore I will develop an understanding of how UNESCO’s World Philosophy Day can and will assist the United Nations in meeting these goals. Without a philosophical understanding of development and growth, progress will not occur.
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As the world has evolved, the need to assist certain groups has increased. As one addresses the need for assistance it is essential to understand which groups are in the greatest need and, in turn, which states, in this globally interdependent society, will assist those in need. One such group exists and has attempted to develop a plan to assist those in need. The United Nations, one of the largest humanitarian aid groups in the world, has pledged to accomplish many of the desired humanitarian goals. This blueprint for development was created prior to the turn of the millennium and is defined by eight main premises. Unfortunately for global development this program is failing.

In 2000 the 192 member states of the United Nations pledged to work together to meet certain goals by the year 2015. This project was termed the Millennium Development Project.¹ The Millennium Development Project was divided into eight goals and then detailed in subgroups with relevant targets. These goals have and will continue to have significant effects on the world; more significantly this will effect the population that was once termed ‘third world’ and will continue to be termed the ‘developing population.’ The contributing members, typically stable developed nation states, will be the leaders in the hopes

¹ United Nations, “Resolution adopted by the General Assembly” 18 September 2000, p.8
of leapfrogging developing nations to meet certain standards of sustainability.²

In hopes of accomplishing the goals developed under the Millennium Development Project the United Nations Secretary General stated, "We will have time to reach the Millennium Development Goal—worldwide and in most, or even all, individual countries— but only if we break with business as usual. We cannot win overnight. Success will require sustained action across the entire decade between now and the deadline. It takes time to train the teachers, nurses and engineers; to build the roads, schools and hospitals; to grow the small and large businesses able to create the jobs and income needed. So we must start now. And we must more than double global development assistance over the next few years. Nothing less will help to achieve the Goals."³ Unfortunately in the first 8 years of the program the United Nations has failed at meeting certain benchmarks created under the project and will continue to fail if certain changes are not implemented. It is my contention that these changes can and will assist the global population in areas of development if and only if they are made in time. The United Nations has started a program that has the potential to

² Leapfrogging is described by many as an ability to skip steps in development. Simple examples can include the ability to skip treatment for certain diseases when cures have been found by other nations or new fuels that are found in one area of the world can be found and used in another area, thus alleviating the need to use resources that have been depleted.
improve sustainable growth on an international level, when and if they address the needed changes in a non-bureaucratic way. One such non-bureaucratic section of the United Nations, UNESCO, can and will prove to assist in the needed changes for the Millennium Development Project.

Unfortunately the bureaucratic nature of the United Nations, one of the largest Inter-Governmental Organizations (IGO) in the world, has led the Millennium Development Project astray. For change to occur in an organized, efficient manner, bureaucracy needs to come second to the need for efficiency. Bureaucracies typically are described as administrations that are bogged down with red tape and thus become inefficient in meeting their goals, something the United Nations is plagued with. To break from this the United Nations needs to "reaffirm the central position of the General Assembly as the chief deliberative, policy-making, and representative of the United Nations, and to enable it to play that role effectively." All organizations are forced to have an overlying hierarchy if they are to become successful, and the General Assembly is the primary leadership group as defined by the UN charter.

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4 **Bureaucracy** 1 a: a body of non-elective government officials b: an administrative policy-making group 2: government characterized by specialization of functions, adherence to fixed rules, and a hierarchy of authority 3: a system of administration marked by officialism, red tape, and proliferation (Webster Merriam Dictionary)

5 **IGO** Inter-Governmental Organization, An organization comprised of members working in partnership to assist all.

6 United Nations, "Resolution adopted by the General Assembly" 18 September 2000, p. 8
The Millennium Development Goals

MDG#1 Eradicate Extreme Poverty and Hunger

Today, an estimated 1.2 billion people live on less than $1 a day. The first goal calls for halving this number, as well as the number of people who suffer from hunger, by 2015. In many developing countries, the poor live on the margins of society, benefiting little from the progress achieved in developed areas. They lack education, health care, adequate shelter, personal safety, and regular income—all the things needed to improve their quality of life and the lives of their children.

Malnutrition is a symptom and a result of poverty. According to the World Bank, there are 150 million underweight children in the developing world, most of them in Africa. For an infant, being even mildly underweight increases the risk of death and inhibits mental and physical development significantly.

In a report titled "Repositioning Nutrition as Central to Development", nutrition is directly linked to economic growth, and then, through economic growth, poverty rates are able to decrease. "Malnutrition remains the world’s most serious health problem and the single biggest contributor to child mortality. Nearly one-third of children in the developing world are either
underweight or stunted, and more than 30 percent of the developing world’s population suffers from micronutrient deficiencies. ”

Poverty rates can be cut in half by 2015 if countries implement policies that eliminate inequalities and create income-earning opportunities for the poor. Meeting this goal is just the beginning, as almost 600 million people will be left living in extreme poverty. Still, the progress made will set into motion a trend that will bring the world closer to the elimination of poverty and the guarantee of every person’s basic human rights.

Targets:

- Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day.
- Halve, between 1990 and 2015, the proportion of people who suffer from hunger.

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7 "Repositioning Nutrition as Central to Development" Directions in Development. The International Bank for Reconstruction and Development/The World Bank 1818 H Street, NW Washington, DC 20433. (2006)
8 Targets are listed in the United Nations, “We the People, The role of the United Nations in the 21st Century” Kofi A. Annan, Millennium report by the Secretary-General of the United Nations (Sept 6 2000).
MDG#2 Achieve universal primary education

Education is a powerful instrument for reducing poverty and inequality, improving health and social well-being, and laying the groundwork for sustained economic growth. Education may be the most important of all the Millennium Development Goals. It is essential for building democratic societies and dynamic, globally competitive economies. Providing universal primary education remains one of the greatest challenges. There are millions of children, mostly female, not in primary school, with the majority living in South Asia and sub-Saharan Africa.

Millennium Development Goal 2 seeks to ensure that, by 2015, all primary age boys and girls around the world are enrolled in some form of education. If achieved, it will give millions of children the tools and skills they need to rise out of poverty and contribute to the good of a globally interdependent society.

Target:

- Ensure that, by 2015, children everywhere—boys and girls alike—will be able to complete a full course of primary schooling.
MDG#3 Promote Gender Equality and Empower Women

In both rich and poor countries gender discrimination persists, and its consequences are difficult to ignore. Nowhere is this more apparent than in many developing countries, where traditional beliefs and practices put a high premium on boys' education, while girls are excluded (e.g. Western Chinese beliefs). Even when girls start school, they are more likely to drop out for reasons related to traditions that place a higher value on a male's education versus a female's. Without at least a complete primary education, women face limited employment options, discrimination, lower pay, and less control over their health and well-being.

Goal 3 calls on countries to ensure that girls have equal access to education by 2015. Doing so will contribute to overall country growth and development advances. Educated girls have many more choices and opportunities for employment, and they have the knowledge and capabilities to access information that positively affects them and their families. Additionally, by empowering women, they are able to shape their country's political, social, economic and environmental progress and therefore become part of the solution.
Target:

- Eliminate gender disparity in primary and secondary education, preferably by 2005, and extend this to all levels of education no later than 2015.

**MDG#4 Reduce Child Mortality**

Keeping children alive and healthy, and enabling them to learn and thrive through adolescence, is imperative for the future of civilization. According to the United Nations Development Program (UNDP), on average in developing countries, for every 1,000 children, 100 die before the age of five. Around the world, thousands of children die every year from preventable causes, derived from extreme poverty. Illnesses caused by contaminated water, inadequate immunization, injuries from war and civil conflict, malnutrition, HIV/AIDS and the high incidence of malaria and tuberculosis greatly affect the rising rate of child mortality in developing nation states.

Goal 4 hopes to reverse this trend by cutting the mortality rate of children under five by two-thirds by the year 2015. This Goal is inextricably tied to the fight against poverty, because the poor are the least likely to receive the health services
needed to protect the lives of their children, in turn improving on Goal #1, Eradicating extreme poverty and hunger will assist in lowering child mortality rates. Child mortality could be considered one of the greatest issues plaguing our future society; if only the elite are able to survive, how in turn will society be shaped?

Target:

- Reduce by two thirds, between 1990 and 2015, the under-five mortality rate.

MDG#5 Improve Maternal Health

In 2000, more than half a million women died during childbirth or from pregnancy-related complications, a majority of which occurred in developing areas of the world. Ninety-nine percent of these deaths, many of them preventable, occur in developing countries where health care is insufficient. Infections, severe blood loss and unsafe abortions account for the majority of deaths. Goal 5 calls for reducing the rate of maternal mortality by 75 percent by 2015.
Goal #5 is inevitably linked to goal 4, as maternal health is directly associated with newborn health. As maternal health improves, newborn health will subsequently rise. To achieve this goal, along with goal 4, a greater investment in, and better management of, health systems is needed to improve the quality and coverage of health services. Additionally, governments must work with local communities to provide improved prenatal and postnatal care for the poor. Universal access to reproductive health care—including family planning, care during pregnancy and after childbirth, and emergency obstetric care—will save women's lives and the lives of their children.

Target:

- Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio.

MDG#6 Combat HIV/AIDS, Malaria, and Other Diseases

The rampant spread of infectious diseases threatens to reverse development progress, reduce life expectancy and cut productivity in many of the developing areas of the world. With an estimated 40 million people living with HIV/AIDS and 20
million deaths since the disease was first identified, AIDS poses an unprecedented health, economic, and social challenge on a global scale. Over one half of the new cases of HIV occur in individuals between the age of 15 and 24. Because the disease is affecting young individuals disproportionately, the epidemic is undermining local and international sustainability.

Other infectious diseases are also seriously threatening the state of the world and future development. Malaria is endemic in more than 100 countries and territories; an estimated 300 million people are infected each year. Although there has been some success in eradicating the disease, malaria-carrying mosquitoes are still prevalent in developing areas where climates are moisture enriched. Tuberculosis continues to be the main cause of death from a single infectious agent among adults in developing countries. Over the past decade the rate of tuberculosis has grown rapidly in all areas outside the Americas. To control this, significant investment needs to be made in Europe, Asia and Africa.

Targets:

• Have halted by 2015 the infection rate of HIV/AIDS and begun to reverse the infected rate.
• Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases.

MDG#7 Ensure Environmental Sustainability

Our natural environment is the unequivocal basis for human survival. It is the foundation for all economic and human development. Due to poorly managed economic development we see widespread pollution, land erosion, natural resource depletion, and deforestation. This endangers the future of any and all of our natural resources, and our very survival. Because the environment provides the raw materials vital to sustaining human existence and growth, we must ensure that international development policies work to preserve our natural environment for future generations and continued growth.

Goal 7 calls for upholding the principles of sustainable development and systematically integrating them into country policies and programs, something that is not done on an international level currently. It also mandates reversing and replenishing the loss of environmental resources. One natural resource that is often overlooked is safe drinking water. Goal 7 seeks to reduce by half the proportion of people without access to safe drinking water and to achieve significant improvement in
the lives of at least 100 million slum dwellers by 2020. Unfortunately many areas of poverty are clustered in developed areas and become ‘slums’. These areas will continue to inhibit growth, and will subsequently provide an area where disease can go untreated, thus defeating goal 6, Combating HIV/AIDS, malaria and other diseases.⁹

Targets:

- Integrate the principles of sustainable development into country policies and programs and reverse the losses of environmental resources.
- By 2015, reduce by half the proportion of people without access to safe drinking water.
- By 2020, achieve significant improvement in the lives of at least 100 million slum dwellers.

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⁹ *Slums*: a densely populated usually urban area marked by crowding, dirty rundown housing, poverty, and social disorganization (Webster Merriam Dictionary).
MDG#8 Develop a global partnership for development

The last goal in many ways may be the most significant. Without key partnerships between rich and poor countries, the previous seven goals are unachievable. Great opportunities for growth and development exist in today's fast-changing, interdependent global economy, but many poor countries have been left behind. This is primarily due to the fact that many developing nations do not have sufficient access to technologies that would allow them to contribute to the globalization process (e.g. internet access). In order to achieve any of the Millennium Development Goals, a new global partnership for development, based on stronger policies, good governance and a real sense of shared responsibility among stakeholders in both rich and poor countries is imperative.¹⁰

Partnerships between developed nations that have established economic policies that thrive on good governance will greatly affect, in a positive way, poverty rates in poor developing nations. Unfortunately in some cases, aid from developed nations is tied to purchases of goods and services approved by the donor country. Such restrictions reduce the chance for sustained progress and set conditions on universal responsibility for the gain of personal profit. Goal 8 suggests

¹⁰ For the purpose of this argument Stakeholders are defined as individuals within the society that desire to improve upon the environment in which we live. This includes all members of society.
the elimination of such conditions. It also advocates for easing the burden of debt on Heavily Indebted Poor Countries (HIPC) and for reducing barriers to trade between developed and underdeveloped countries.

Targets:

- Develop further an open trading and financial system that includes a commitment to good governance, development and poverty reduction both nationally and internationally.
- Address the least developed countries' special needs, and the special needs of landlocked and small-island developing states.
- Deal comprehensively with developing countries' debt issues. Both national and international measures need to be established in order to make debt sustainable in the long term.
- Develop decent and productive work for youth.
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.
- In cooperation with the private sector, make available the benefits of new technologies—especially information and communications technologies.
As the Millennium Development project was created, sections for the underlying goals were defined and will continue to be grouped by definition. These groupings can be described by three main categories, Human Rights issues (goals 1-3), Health (goals 4-6), and global issues (goals 7 and 8). As one identifies the sections, they are able to identify key targets that are interdependently affected. As the program was adopted by the United Nations General Assembly in September of 2000, the principles of the newly developed declaration were in turn implemented. Under this declaration six main premises were described as “essential” to international relations in the twenty-first century.

- **Freedom**—the right for men and women to choose how they live their lives. This should include the ability to live without the fear of reprisal and ability to determine where and how to make a living. Choosing to live in poverty is considered a freedom and a choice, although this is not a choice that many make.

- **Equality**—All men and women should be given the chance to benefit from development on a national scale. Development should not benefit one section of the population while hurting another section.
• **Solidarity**—“Global changes must be managed in a way that distributes the cost and burdens fairly in accordance with basic principles of equality and social justice. Those who suffer or benefit least deserve help from those who benefit the most.”

• **Tolerance**—Societies have developed into different groups with different views and beliefs. It is imperative that these differences are considered assets for growth and thus are treated with respect and understanding. No group within the whole should attempt to put down any aspect of any other group; rather our differences should be considered positive and through our differences growth can occur on a global level.

• **Respect for nature**—Sustainable development can and will only occur if it is done in accordance with respect for our surroundings. One of the primary responsibilities of the global population must be to ensure that our deplete-able natural resources are available for future generations. These natural resources are our only link to sustainable development.

• **Shared Responsibility**—As the global society develops it is essential for a governing body to oversee how and why certain relationships come about. Relationships are the

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key to development and growth. The United Nations, specifically UNESCO, has the ability to work on an international level to promote positive reinforcement of humanitarian principles. Without a governing body, it is likely that certain relationships will be developed for the good of certain parties at the cost of others.

Health Issues

Global health is of grave importance as we look forward in time and grow on an international level. Millennium Development Goals 4-6 deal specifically with the improvement of health standards on an international level. As improvements to maternal health occur and prevention of Malaria and HIV/AIDS improve, the rate at which child mortality occurs will resultantly decrease. Additionally an understanding of child mortality becomes linked to the understanding of early and/or premature death. Death in individuals below the age of thirty is rare in developed nations, but unfortunately, due to disease and poor health care, death within this age group in developing areas is still prevalent. The interlinked nature of the Millennium Development Project targets demonstrates the complex need of international improvements on the health front. "The
primary causes of this avoidable mortality are maternal and perinatal health, vaccine preventable disease, acute respiratory infection and diarrhea, protein-energy and micronutrient malnutrition, malaria, tuberculosis, tobacco-attributed disease and HIV/AIDS."¹² Most of these epidemics are treatable and even preventable if the appropriate improvements are made to health care systems in the developing areas of the world.

One of the major killers of the twentieth and twenty-first centuries is the HIV/AIDS epidemic. Fortunately this disease is preventable, but unfortunately health care systems in developing areas are lacking in programs to inform the general population about prevention. To improve upon health care systems in developing nations a significant investment needs to be made in educating the public. It is projected that to improve healthcare systems in the 83 worst off countries, an investment of $40-52 billion dollars (USD) would be necessary between now and 2015. This investment would far outweigh the negative effects on the world’s economy as HIV plagues the growth of many economies. Almost ¾ of this investment is associated with HIV treatment and prevention, 80% of which would be spent in the area of sub-Saharan Africa.¹³

The success seen in Cambodia to fight AIDS and HIV has shown that, even under poor governance, significant progress can be made to fight the disease. In Cambodia we see a reduction in the prevalence of HIV by 1/3; this is largely due to the United Nations’ involvement along with the World Health Organization’s, commitment to control the level of infection. A continued presence, as outlined in the Millennium Development project, can and will prove successful if and only if both poor and rich countries share the burden of investing in prevention and treatment.

Human Rights Issues

At the heart of human rights is an understanding of equality; within this dimension the United Nations is attempting to lower the gender inequality specifically in primary and secondary education settings. Gender inequality at all levels limits the ability for democratic states to allow equal contributions from both sexes. "Women’s ties to men limit their consciousness of themselves as a subordinated group."14 This subordination limits the female sex from contributing to the whole group. If and when females gain independence they will

have a greater ability to influence the current generation and future generations.

"There is no such thing as 'the' status of women. Gender inequality is empirically, as well as conceptually a multidimensional phenomenon". To gain a better understanding of how gender equality can occur it is necessary to identify the problems that cause inequality.\textsuperscript{15} In history we see male dominated hierarchy, within this hierarchy an understanding of male dominance develops. Males have been considered the leaders of the family social structure and through this leadership an understanding of female dependence occurred. Females have been considered the family care takers, but not the leaders, in time the female sex needs to improve their standing within the family social structure. Through this change we see a need for improved education. If the female was considered the care taker, they typically did not receive a full education and this limited their ability to grow and prosper independently.

"Education and women's employment are often viewed as affecting men's and women's gender attitudes, mainly by exposing them to egalitarian ideas."\textsuperscript{16}

Gender inequality creates a venue for violence, as any inequality can and will promote a power struggle through


\textsuperscript{16} Janeen Baxter & Emily W. Kane "Dependence and Independence: A Cross-National Analysis of Gender Inequality and Gender attitudes" \textit{Gender and Society} Vol. 9, No. 2. (April, 1995) p. 193.
differences. Since the dawn of human beings, men have been considered the ones that wage war against each other while the women, as previously stated, are the care takers. A more in-depth analysis of gender claims that leaders that are female are less likely to promote war (violence) as a corrective action for disputes.\textsuperscript{17} This is not to say that males are innately inclined towards violence, but rather that when a statistical analysis was conducted to identify key motivations towards war, males were more likely to use force to correct disputes, when compared to women. Since this is the case, one corrective action that could be implemented could be the promotion of more women in leadership roles on an international level.

One could easily identify the matriculation of males into leadership roles; in most nation states males have shown predominance towards leadership roles in history. Changes in roles may prove difficult to implement; in turn one could possibly identify the nation states that would most likely allow women leaders to be elected and/or appointed. The United States, although developed as compared to many warring states, is attempting to demonstrate this ability at the highest levels (e.g. The Democratic Primary for the President of the United

\textsuperscript{17} Mary Caprioli "Gender Conflict" Journal of Peace Research (2000) p.51-68.
States). Since 1900 only 24 nation states have placed a female leader into office.\textsuperscript{18} \textsuperscript{19}

**Integrating UNESCO into the project**

As evolution takes its toll upon mankind, a new understanding and a new set of guidelines is necessary within an environment of an interconnected and interdependent world society. Through an understanding that nation states will not be at the forefront of creating such guidelines, the need for a specific Inter-Governmental Organization (IGO) becomes ever more apparent in the understanding of leadership needs. Such an organization needs to be one that bases its roots upon a common understanding of ethical and moral beliefs, and has the ability to communicate its message globally. Such an organization exists within the framework of the United Nations, UNESCO: the United Nations Educational, Scientific, and Cultural Organization, has been and will continue to be at the forefront of a globally interdependent race for ethical and moral relations between states.

In time and space, events of the recent years have taken a toll upon all society and through this we see a "crisis of moral


\textsuperscript{19} For the purpose of this statement a female leader is defined as the president, prime minister, or any other decision maker with the last say or highest ability to invoke changes.
values."\textsuperscript{20} The answer to how such moral values should be corrected is one that is as the heart of UNESCO and the philosophical branch of discussion. The United Nations created UNESCO in 1945, well before the Millennium Development Project. UNESCO has been described by Dr. David White as an organization that focused upon the rebuilding of educational facilities and classrooms within devastated countries during World War II. It encourages scientific breakthroughs, all within an ethical and moral fabric for the good of humanity, and most importantly to bring peace to the minds of all people.\textsuperscript{21} From the onset UNESCO has attempted to play a leading role within the world environment in the fields of scientific and educational breakthroughs, one of the current functions UNESCO plays is as a supporter of the worldwide campaign against illiteracy. Through a literate world both socio-economic and cultural fields can be improved for the good of humanity, which in turn also assist in reaching Millennium Development Goal 2, as literacy is part of primary education.\textsuperscript{22}

UNESCO does not profess to be the answer to the Millennium Development project, but rather an invitation to the members of a global society to "create the conditions for genuine dialogue

\textsuperscript{21} David White, United Nations Philosophy Day held at St. John Fisher College, (November 18, 2004) Rochester, NY.
based upon respect for shared values and the dignity of each civilization and culture."\(^{23}\) This invitation is not limited to the nations that have and/or will continue to have dialog between themselves, but rather an invitation for all to come to a common understanding that dialog is key in the development of an answer to the global crisis. With the creation of atomic and nuclear weapons, human beings now have the ability not only to decline, but also destroy themselves. With this great power it is imperative that human beings choose to grow and come together instead of working independently and allowing our weakest link to deteriorate. Only through an open, deep dialog can humanity gain the knowledge and ability to improve upon what should be available to all, as outlined in the Millennium Development Project. "All individuals, no matter where they live must have the opportunity to learn how to reason and to cultivate humanistic values, the first as the motor for material progress, the second to lay the foundations for peace and respect for human rights."\(^{24}\)

An understanding of the function of an inter-governmental organization is one that philosophers, sociologists, biologists, historians, jurist, writers, political scientists, and artists can together determine at a philosophic forum. At this type of


meeting the minds of individuals from across the world can begin to question and discuss the possible implications of a global network of understanding through philosophy. Philosophy, the love of wisdom, is at the heart of any intellectual discussion that is for the purpose of improving current conditions. As this forum has developed, an understanding has developed of not only who, but what UNESCO’s philosophy department should and can strive to become. The universal understanding for UNESCO is that the work completed by the philosophic division, is not that of an individual effort, but rather is a discussion for the benefit of all humanity. One question at the heart of defining a global consensus is ‘what is solidarity’, is solidarity possible with a clear and concise differentia between the rich and the poor?  

UNESCO is the United Nations’ specialized division for education in a global society, something at the heart of the Millennium Development project. Since the creation of this division, UNESCO has attempted to improve the quality of education through standard setting, technical advice, innovative projects, capacity-building, and networking. The key underlying goal of UNESCO is to push for a clear and concise action to the looming crisis in education for all. Education is a key factor in the ability of a global environment to improve upon itself.

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"The Universal Declaration of Human Rights says that all children, youth, and adults have the right to education. Yet millions of people never get he chance to learn." Education offers an answer for many of the world's problems, an environment that supports education for all is one that ultimately will prove beneficial to humanity and assist with reaching the goals outlined in the Millennium Development project. Education is an effective way to fight poverty (Goal 1) and to build a community that can and will foster a democratic environment. In a democratic environment the voice of all, not just the educated, can and will be heard.

UNESCO defines what is termed a plausible chain of events, an outline for achieving many of the Millennium Development Goals. First, by an educated and literate environment an individual can and will have a better chance of surviving infancy and then have the ability to acquire the foundation for learning (Millennium development Goals 2 & 4). Second, individuals will have a greater opportunity to attend school and also have the family support to succeed in acquiring an education. After becoming an educated, literate, contributing member of society, an individual is more likely to marry later and have fewer and healthier children. They are more likely to find employment in a field that in which they are is qualified

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and contribute to a democratic community that is beneficial for fostering individual freedoms.\textsuperscript{27}

Through education individuals have the opportunity to improve the world around them; the cost of this improvement is also at the heart of the philosophical discussion of UNESCO. An ethical progression must be the key motivating factor of this discussion within UNESCO, if the hope is for an improved world environment. Ethics and philosophy go hand and hand in an understanding of knowledge, for the benefit of all humanity, knowledge and the betterment of society can and will only occur through the ethical principles of development. "The current revolution in science and technology has led to the concern that unbridled scientific progress is not always ethically acceptable."\textsuperscript{28}

UNESCO’s current aim is to place targets in a context of ethical reflection in the cultural, philosophical, and religious heritage of humanity. An ethical understanding is not something that is arrived at simply by observing doctrine or law; it is rather come to by a common discussion by participating figures and referred to by historical implications upon humanity. "They are problems of communication and community which have assumed the guise of philosophy, and uses of philosophy as an intellectual discipline have been altered by the successes men

have achieved in compounding their new differences by discussion
and in recognizing their new responsibilities."²⁹

To arrive at UNESCO's philosophic hopes, one can look at
the event of Philosophy Day, a day of celebration, on a micro
scale within the St. John Fisher College community. To begin,
on the micro scale, the United States had left UNESCO in 1984
due to its objection over supposed anti-American sentiments. It
was not until 2003 that the United States returned to UNESCO.
Prior to the return of the United States to UNESCO St. John
Fisher College, in Rochester NY, chose to take part in an
international day of celebration and attention to the discipline
of philosophy. This day is typically held on the third Thursday
of November and is dedicated to the notion that an open forum
for philosophic discussions will assist humanity in correcting
the problems of modern day. Many of the problems of the modern
day have been addressed and will continue to be addressed by the
goals, as outlined, in the United Nations Millennium Development
Program.

UNESCO has been celebrating this event since 2002 and with
the return of the United States to UNESCO, the opportunity for a
'small' college to take a lead role within the United States
proved to be successful. Much credit is given to Dr. David
White and Dr. Tim Madigan for bringing Philosophy Day to St.

²⁹ Richard McKeon, "Communication and Community as Philosophy" Ethics Vol. 63,
John Fisher College prior to the United States rejoining UNESCO. St. John Fisher has become a leader within the United States in celebrating this day of dialogue. UNESCO supplied three basic criteria or guidelines to St. John Fisher College for participation in this day. The three guidelines follow an understanding of how and why philosophy is at the heart of humanity. The day was to be and has been, by UNESCO's guidelines, open to the general public, outside typical academic circles, and publicly advertised.

Beginning in 2003 St. John Fisher College was the only University or group to participate in Philosophy Day within the United States. 30 This day has lent itself to a diverse background of presentations and presenters. 31 From psychologists and academics to African dance teams, the celebration at St. John Fisher College has become an opportunity "to reflect upon the importance of critical thinking, world peace, international cooperation, and the love of wisdom." 32 St. John Fisher College was successful in its attempt to bring a community together and thus was successful in UNESCO's goal of opening a public forum for discussion.

From the very first celebration, I, Robert Zack, have had the opportunity to present and contribute to the planning of

30 In 2004 the United States witnessed a second University participate in the day of celebration, Smith College.
32 "International Philosophy Day Declared" College news & calendar A publication of St. John Fisher College. P.3
each UNESCO World Philosophy Day celebration at St. John Fisher College. Additionally, I have had the opportunity to accept an invitation from UNESCO to participate and contribute to one of their international conferences. In 2005, I attended and participated in a roundtable on "Globalization, real or imaginary" at the international conference in Santiago Chile. While at this conference I had the opportunity to discuss global development issues as they related to the growth of the Millennium Development Project. I am happy to report that through this day of celebration a dialogue has been started to work towards many of the goals outlined in the Millennium Development Project.

Conclusion

The expected outcome of an increased awareness of philosophic principles is the hope that through a non-governmental process the global community will arrive at the goals outlined in the Millennium Development Project. These guidelines are not limited to, but directed at, the fields of education and ethical understanding. Through an educated population, humanity can reap the benefits of future endeavors. Through UNESCO, the world has the ability to create a forum and

\[33\] In 2006 I was invited to present at the international conference in Rabat, Morocco, but was unable to attend due to logistical complications. Please see appendix 1 and 2 for official letters of invitation.
thus has the ability to correct the problems of today and work
towards avoiding future issues that may plague our society.
Unfortunately, to date, these goals have not been met, although
through UNESCO’s intervention, the underlying discussions for
such solutions have begun. There is no current, clear and
defined answer to the issues of evolution, but through
philosophic discussion, enlightenment and peace is possible and
probable. At minimum, the strategy of opening a global forum
for discussion is an attempt to solve the problems of humanity
and can not be detrimental, but rather a start to a better
future.
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Webster Merriam Dictionary

Dear Professor Zack,

On behalf of Mr. Sergio Biter, Chilean Minister of Education, I have the pleasure of inviting you to the World Philosophy Day, which will be organized with UNESCO and will take place on Thursday 24 November 2005 in Santiago, Chile.

Launched by UNESCO in 2002, the World Philosophy Day aims at promoting philosophical reflection in the world.

For its 2005 edition, the Chilean government offered to host this important event in Chile. Hence, we would be greatly honored if you could accept our invitation to participate in this 4th Philosophy Day.

Please find enclosed the list of participants expected and the topics of the different round tables. Should you accept this invitation, we would be grateful if you could choose two topics on which you would like to intervene, as we are trying to ensure a fair balance between the different round tables.

Please confirm your participation to Ms. Carolina Rossetti, tel. 56.2. 390 46 19 fax: 56.2.380 03 42 – e-mail: carolina.rossetti@mineduc.cl.

Looking forward to your positive reply in order to make this event a memorable one.

Yours sincerely,

[Signature]

Embassy of Chile
UNESCO
Appendix 2

From: mina ELMGHARI-BAIDA [mailto:commarocaine@yahoo.fr]
Sent: Wednesday, August 23, 2006 8:19 AM
To: bobzackjr@hotmail.com
Subject: Invitation : journée mondiale de la Philosophie

Journée mondiale de la philosophie
Maroc, 15-16-17 novembre 2006

Monsieur,


Lancée en 2002 par l’UNESCO, la Journée de la philosophie a pour objectif de promouvoir la réflexion philosophique dans le monde. Il s’agit d’un événement annuel qui a été célébré dans plus de soixante-dix pays, à travers des activités organisées par des universités, ONGs et autres institutions travaillant dans le domaine de la philosophie.


Hautement honorée de cette proclamation solennelle par l’UNESCO, le gouvernement marocain s’est proposé d’accueillir la célébration de la Journée mondiale de la philosophie 2006 au Maroc. Aussi, serions-nous très heureux si vous acceptiez de participer à cet important événement.

Vous trouverez ci-joint le programme provisoire et les thèmes des tables rondes et conférences retenus par le Comité scientifique international chargé de l’élaboration du programme de la Journée. Dans le cas d’une réponse positive de votre part, nous vous serions reconnaissants de bien vouloir choisir au moins deux thèmes sur lesquels vous souhaiteriez faire une présentation afin d’assurer une répartition équilibrée entre les différentes tables rondes.


Tel. : +212 37 68 20 72
Fax: +212 37 68 24 81
E-mail : commarocaine@yahoo.fr
commaroc@enssup.gov.ma

Comptant vivement sur votre participation, nous vous prions de bien vouloir agréer,
Monsieur, l’assurance de notre considération distinguée.

Commission Nationale Marocaine
pour l’Education, la Culture et les Sciences
UNESCO-ISESCO-ALECSO
3 Bis, Rue Innaouen,Agdal-Rabat
B.P 420,Rabat RP-MAROC
Fax : + (212) 37 68 24 81
Tel : +(212) 37 68 20 72
GSM : + (212) 70 31 82 47
United Nations Philosophy Day
St. John Fisher College
Thursday, November 18, 2004
Golisano Gateway
All events are free and open to the public

SESSION ONE: 8 AM-9:30 AM: PHILOSOPHY AND CRITICAL THINKING
8:00-8:15 AM: Welcome: David White, Tim Madigan and "The Humanist"
8:15-8:30 AM: Sarah White: The Logic of Learning Disabilities
8:30-8:45 AM: Maria Gonzalez-Smith: Philosophy and Peace Studies
8:45-9:00 AM: Robert Holmes: Philosophers for Peace
9:00-9:15 AM: Taslima Nasrin: UNESCO’s Role in World Peace
9:15-9:30 AM: David White: Sherlock Holmes and Deductive Logic

SESSION TWO: 9:30 AM-11:00 AM: PHILOSOPHY ANCIENT AND MODERN
9:30-9:45 AM: Video: “Plato’s Cave”, narrated by Orson Welles
9:45-10:00 AM: Tim Madigan: “The Matrix” and Plato’s Cave
10:00-10:15 AM: David White: Allan Bloom and the Uses of Philosophy
10:15-10:30 AM: Elizabeth Laidlaw: Plato’s War Against the Poets
10:30-10:45 AM: Heidi Northwood: Why We Should Read the Ancients
10:45-11:00 AM: Charles Natoli: Why Xenophon Matters
10:45-11:00 AM: David Suits: Epicurus’s Continuing Influence

SESSION THREE: 11:00 AM-12:30 PM: PHILOSOPHY AND THE ARTS
11:00-11:15 AM: Dee Hogan: Poetry
11:15-11:30 AM: Sarah Freiligh: Poetry
11:30-11:45 AM: Norm Davis: Poetry
11:45- NOON: M. J. Iuppa: Poetry
12:05-12:15 PM: Nick Di Chario: Prose
12:15-12:30 PM: Steve Huff: Prose

SESSION FOUR: 12:30 PM-1:45 PM: PHILOSOPHY AND YOUTH
Informal Sessions with philosophy students from Monroe Community College, Rochester Institute of Technology, The University of Rochester, Nazareth College, SUNY-Brockport and St. John Fisher College

SESSION FIVE: 1:45 PM-3:30 PM: APPLIED PHILOSOPHY
1:45-2:00 PM: Fr. Joe Lanzalaco: The Basilian Philosophy
2:00-2:15 PM: Tim Madigan: John Fisher and Thomas More
2:15-2:45 PM: The URMC Players: A Reader’s Theater Presentation “The Doctors of Hoyland” by Sir Arthur Conan Doyle
2:45-3:00 PM: Ed Scutt: Ambrose Bierce on War
3:00-3:30 PM: Fr. Stephen Nagari and David Baronov: Biomedical Imperialism
SESSION SIX:  3:30 PM-5:00 PM: PHILOSOPHY IN POPULAR CULTURE
3:30-3:45 PM:  Jim Bowers: Songs from “Tequila Lips”
3:45-4:00 PM:  Colleen Henrick: Drummers and Dancers
4:00-4:30 PM:  Phil Ebersole with Al Geier: A Reading of “Whichever the Way” by Raymond Smullyan
4:30-4:45 PM:  George Campbell McDade: Art and Experience
4:45-5:00 PM:  Paul Mitacek: John Dewey and “Art as Experience”

SESSION SEVEN:  5:00 PM-6:15 PM: PHILOSOPHY CAFÉ – OPEN DISCUSSION WITH SJFC ALUMNI
Hosted by Robert Zack and Jessica Charles

SESSION EIGHT:  6:15 PM-7:45 PM: PHILOSOPHY AND CONTEMPORARY ISSUES
6:15-6:30 PM:  Warren Allen Smith: Confessions of a Teratologist
6:30-6:45 PM:  Lou Horvath: G. K. Chesterton for Today
6:45-7:00 PM:  David Henehan: Bertrand Russell’s Educational Philosophy
7:00-7:30 PM:  Alfred Geier: Leo Strauss: A Tribute
7:30-7:45 PM:  Theodore Bluhm: Personal Reflections on Leo Strauss
7:45-8:00 PM:  John Harman: Combating Terrorism

SESSION NINE:  8:00 PM-9:00 PM: WITHER PHILOSOPHY?
8:00 PM-9:00 PM:  Open Discussion: Philosophy Day 2005 and Beyond

PARTICIPANTS
Baronov, David. Dept. of Sociology, St. John Fisher College.
Bluhm, Theodore. Retired Professor of Political Science, University of Rochester.
Bowers, Jim. Dept. of Political Science, St. John Fisher College.
Davis, Norm. Editor, “Hazmat.”
DiChario, Nick. SJFC alum and manager, Writers and Books.
Ebersole, Phil. Retired reporter, “Democrat and Chronicle.”
Freiligh, Sarah. Dept. of English, St. John Fisher College.
Geier, Alfred. Dept. of Religion and Classics, University of Rochester.
Gonzalez-Smith, Maria. Peace Studies Program, St. John Fisher College.
Henehan, David. Member, Greater Rochester Russell Set and local attorney.
Henrick, Colleen. Local performance artist and musician.
Hogan, Dee. Dept. of English, St. John Fisher College.
Holmes, Robert. Dept. of Philosophy, University of Rochester.
Huff, Steve. Local author and poet.
"Humanist". Created by Anita Wechsler, companion of Warren Allen Smith.
Iuppa, M. J. Dept. of English, St. John Fisher College.
Laidlaw, Elizabeth. Dept. of Philosophy, Monroe Community College.
Lanzalaco, Father Joe. Campus Ministry, St. John Fisher College.
Madigan, Tim. Dept. of Philosophy, St. John Fisher College.
McDade, George Campbell. Retired Professor of Art, Monroe Community College.
Mitacek, Paul. Retired Professor of Chemistry, St. John Fisher College.
Natoli, Charles. Dept. of Philosophy, St. John Fisher College.
Northwood, Heidi. Dept. of Philosophy, Nazareth College.
Scutt, Ed. Local actor and playwright.
Smith, Warren Allen. Author and raconteur. Friend to "The Humanist."
Suits, David. Dept. of Philosophy, Rochester Institute of Technology.
White, David. Dept. of Philosophy, St. John Fisher College.

THE ORGANIZERS WISH TO THANK THE PERFORMERS,
ALL WHO ATTENDED
AND THE FOLLOWING SUPPORTERS,
WITHOUT WHOM PHILOSOPHY DAY WOULD NOT BE POSSIBLE

- The American Philosophical Association (31 Amstel Avenue, University of Delaware, Newark, DE 19716-4797)
- Greenwood Books (123 East Avenue, Rochester, NY)
- The International Federation of Philosophical Societies (Fribourg, Switzerland, sponsor of The World Congress of Philosophy (most recently conducted in Istanbul, Turkey)
- The New York State Philosophical Association (Creighton Club)
- PHILOSOPHY NOW: A MAGAZINE OF IDEAS (43a Jermingham Road, London SE14 5NQ, United Kingdom)
- St. John Fisher College, Office of Alumni Affairs
- St. John Fisher College, Office of the Provost
- UNESCO (7, Place de Fontenoy, 75352 PARIS 07 SP, France)

THE UNITED STATES AND UNESCO

From the office of the First Lady:

UNESCO Plenary Session in Paris, France

On September 29, 2003, Mrs. Bush gave the keynote address at UNESCO. The United States returned to UNESCO headquarters on October 1, 2003 after nearly a two-decade absence. Changes in UNESCO have created an opportunity for the United States to contribute to its worthy, focused goals.

American leadership in the service of peace and security can help mobilize multilateral institutions, including UNESCO, to stand up for common values that promote tolerance and thwart terrorism.
The Third Annual
United Nations Philosophy Day
At
St. John Fisher College
Wednesday, November 16 and Thursday
November 17, 2005
FREE AND OPEN TO THE PUBLIC

Opening Session

Wednesday, November 16 Cathedral Café, Michaelhouse – Featuring John Morreall

6:15-7:00 PM: The David Edmund White Superstars: “Rousseau's Emile”

7:00-8:30 PM: John Morreall: “Taking Laughter Seriously” Keynote Address
John Morreall is a St. John Fisher graduate (1968) who has a doctorate in philosophy from the University of Toronto. He has written widely in philosophy, religion, and linguistics, and is the author of Taking Laughter Seriously and The Philosophy of Laughter and Humor (SUNY Press). He is the current president of the International Society for Humor Studies and is working on a new book, I Think, Therefore I Amuse: The Psychology, Aesthetics, and Ethics of Humor. As a consultant (www.humorworks.com), Dr. Morreall has done over 400 presentations on humor for corporations, hospitals, and schools. His clients include AT&T, IBM, and the IRS.

A Reception Will Follow.

Thursday November 17 Golisano Midlevel Gateway

SESSION ONE: 8 AM-9:30 AM:  INTRODUCTION TO PHILOSOPHY
8:00-8:05 AM: Welcome; David Pate, Dean of Arts and Sciences
8:05-8:15 AM: Robert Zack: “Updates from UNESCO in Paris”
8:15-8:30 AM: David White: “White on Black”
8:30-8:45 AM: Geraldine Hogan: “Poetry as a Reflection of Self”
8:45-9:15 AM: George Campbell McDade: “Pythagoras”

SESSION TWO: 9:30 AM-11:00 AM: PHILOSOPHY ANCIENT AND MODERN
9:30-9:45 AM: Tim Madigan: “Aristophanes and the Angry Inch”
9:45-10:00 AM: Sarah White: “Democracy in the Classroom”
10:00-10:15 AM: Heidi Northwood: “Ancient Philosophy’s Continuing Relevance”
10:15-10:30 AM: Alexis Blackman: “Complicating Catharsis: Plato on the Body”
10:30-10:45 AM: Katie Price: “Plato, Imitation and Truth”
10:45-11:00 AM: Randall Curren: “Aristotle and Education”

SESSION THREE: 11:00 AM-12:30 PM: PHILOSOPHY AND SOCIAL THEORY
11:00-11:15 AM: Barbara Lowe: “Arrogant Love and Human Potential”
11:15-11:30 AM: Paul Fuller: “Empire and Love”
11:30-11:45 AM: Martin De Bruyn: “Michel Foucault on Love”
11:45- NOON: Katrina Arndt: “Institutional Ethnography”
12:00-12:15 PM: Jessica Franco: “Cultural Deviance”
12:15-12:30 PM: David Baronov: “Philosophy and Social Theory”

SESSION FOUR: 12:30 PM-1:45 PM: HOT TOPICS: PHILOSOPHY AND HUMOR
“Is There Humor Found in Tragedy?” Sponsored by the CONNECT Program. Hosted by Nicole Hollister. All are welcome.

SESSION FIVE: 1:45 PM-3:30 PM: EXISTENTIALISM
1:45-2:00 PM: An Interview with Jean-Paul Sartre (video)
2:00-2:15 PM: Tim Madigan: “Sartre and No Exit”
2:15-2:30 PM: John Seem: “Erich Fromm on Love”
2:30-2:45 PM: James Moran: “Jurgen Habermas’s Critique of Eugenics”
2:45-3:00 PM: Jessica Charles: Philosophy and Fashion
3:00-3:30 PM: An Interview with Simone De Beavoir (video)

SESSION SIX: 3:30 PM-5:00 PM: GLOBAL PHILOSOPHY
3:45-4:00 PM: Aimée Frederes: “Partido Revolucionario Institucional”
4:00-4:15 PM: Alice Fraser: “John Stuart Mill: Still Pertinent?”
4:15-4:45 PM: Alfred Geier: “Is Temperance a Virtue?”
4:45-5:00 PM: Round Table Discussion

SESSION SEVEN: 5:00 PM-6:15 PM: PHILOSOPHY CAFÉ – OPEN DISCUSSION WITH SJFC ALUMNI
Sponsored by the Alumni Development Office

SESSION EIGHT: 6:15 PM-7:45 PM: PHILOSOPHY AND CONTEMPORARY ISSUES: Hosted by Michael Brown
The Flower City Philosophers, a group of young people interested in philosophical issues, will present skits, short films and other materials to show the continuing relevance of philosophy to the current generation.

SESSION NINE: 8:00 PM-9:00 PM: WITHER PHILOSOPHY?
8:00 PM-9:00 PM: Open Discussion: Philosophy Day 2006 and Beyond
BIOGRAPHIES:

Arndt, Katrina. Dept. of Special Education, St. John Fisher College.
Baronov, David. Dept. of Sociology, St. John Fisher College.
Blackman, Alexis. Student, Nazareth College.
Curren, Randall. Chair, Dept. of Philosophy, University of Rochester.
De Bruyn, Martyn. Dept. of Political Science, St. John Fisher College.
Franco, Jessica. Monroe County Sheriff and undergraduate student, St. John Fisher College.
Fraser, Alice. Student, St. John Fisher College.
Fuller, Paul. Dept. of Sociology, St. John Fisher College.
Geier, Alfred. Dept. of Religion and Classics, University of Rochester.
Hogan, Geraldine. Dept. of English, St. John Fisher College.
Hollister, Nicole. CONNECT coordinator, St. John Fisher College.
Liebow, James. Impresario, “Bon Appetit”.
Lowe, Barbara. Dept. of Philosophy, St. John Fisher College.
Madigan, Tim. Dept. of Philosophy, St. John Fisher College.
McDade, George Campbell. Retired Professor of Art, Monroe Community College.
Moran, James. Dept. of Philosophy, Daemen College.
Northwood, Heidi. Chair, Dept. of Philosophy, Nazareth College.
Pate, David. Dean of Arts and Sciences, St. John Fisher College.
Price, Katie. Student, Nazareth College.
Seem, John. Dept. of Sociology, St. John Fisher College.
White, David. Dept. of Philosophy, St. John Fisher College.
The Fourth Annual
United Nations Philosophy Day
St. John Fisher College
3690 East Avenue,
Rochester, New York
Wednesday, November 15 and Thursday November 16, 2006
FREE AND OPEN TO THE PUBLIC

“PHILOSOPHY AND POPULAR CULTURE”
MOTTO: “Everything that is popular, it has been said, deserves the attention of the philosopher. And this for the obvious reason that, although it may not be of any worth in itself, yet it characterizes the people.” Ralph Waldo Emerson, The Times: Introductory Lecture (1842).

With Your Hosts:
David White, Tim Madigan and Robert Zack

Opening Session

Wednesday, November 15

Golisano Midlevel Gateway

6:15-7:00 PM: Mary McHale-Woodruff (St. John Fisher College Graduate Student in Mental Health Counseling): “Existential Therapy in Action.” Discover how existential philosophies and group therapy combine to assist clients in finding purpose and meaning in their lives. Participate in some existential based group activities to encourage self-awareness and responsibility. Based on the teachings of Frankl, May, and Yalom.

7:00-8:00 PM: Keynote speaker: Father Leo Hetzler, CSB: “Max Brand: The Poet/Philosopher and Writer of Western Novels.”
Max Brand was the pseudonym of Frederick Faust (1892-1944), a prolific author of such Westerns as Destry Rides Again, Outlaw Breed, and The Untamed, as well as hundreds of other works. Rev. Hetzler is one of the leading authorities on Brand’s life and work and will discuss how he used classical references, such as Greek mythology, as an inspiration for his fiction. Brand was an expert on using philosophy to enliven his popular works.

A reception will follow in The Lavery Library, with a special display on “Westerns in Popular Culture” arranged by Diane Lucas, the Head of Reader Services and campus archivist.

Thursday November 16

Golisano Midlevel Gateway
8-9:20 AM: Roundtable I: PHILOSOPHY AND EDUCATION
Participants: Welcome by David Pate, St. John Fisher College Dean of Arts and Sciences; Ed Scutt (actor, director, writer and retired high school Language Arts teacher): “Making Our Own Meaning”; Sarah White (Rochester School District School Psychologist): “The Role of the School Psychologist”; Katrina Arndt (St. John Fisher College): “Special Education and Autism in Popular Culture”; Alex Eustice (Nazareth College): “Confucianism and Nietzsche”

9:30-10:50 AM: Roundtable II: PHILOSOPHY AND SCIENCE FICTION

11:00 AM-12:20 PM: Roundtable III: PHILOSOPHY IN POPULAR CULTURE

12:30-1:30 PM: KEYNOTE ADDRESS: Lynn Bartholome (Monroe Community College and Immediate Past President, Popular Culture Association): “Lilith the She-Demon: The Evolution of a Femme Fatale.” Lilith was the mythological first wife of Adam, and the feminine dark side of the divine. Professor Bartholome will discuss her continuing relevance and her appearance in popular culture, from the Talmud to the television show “Cheers.”

1:45-3:05 PM: Roundtable IV: PHILOSOPHY AND COMMUNICATION

3:10-4:30 PM: Roundtable V: PHILOSOPHY AND THE CREATIVE ARTS


6:00-7:00 PM: Dinner Break and Open Discussion Time

7:00-9:00 PM Roundtable VII PHILOSOPHY IN THE 21st CENTURY
Participants: Michael Brown (Harley School) and the Flower City Philosophers. The Flower City Philosophers, a group of young people interested in philosophical issues, will present skits, short films and other materials to show the continuing relevance of philosophy to the current generation. Topics include: "What Is Flower City Philosophy?"; Philosophy in High School: The Harley Philosophy Roundtable. High School students from the Harley School Philosophy Club will participate in the discussion.
The Fifth Annual
United Nations World Philosophy Day
St. John Fisher College
3690 East Avenue,
Rochester, New York
Tuesday, November 6th
and Wednesday, November 7th, 2007

With Your Hosts:
David White, Tim Madigan and Robert Zack

FREE AND OPEN TO THE PUBLIC

THIS YEAR’S THEME IS: “PHILOSOPHY AND UTOPIAS”
"Nations will be happy, when either philosophers become kings, or kings become philosophers.”
Cardinal Morton, quoted in Thomas More’s Utopia (1516).

Tuesday, November 6th
Golisano Midlevel Gateway


Father Cylwicki is a member of the Congregation of St. Basil (the Basilian Fathers). He teaches mathematics at St. John Fisher College, and is a member of its Board of Trustees. An author of two books of homilies, Father Cylwicki is also an auto racing enthusiast and was a part-time chaplain for the Indy Racing League during 2005-2006. His talk will address the friendship between Thomas More and John Fisher, who were both Christian Humanists martyred by Henry VIII – a topic dealt with in the film A Man For All Seasons.

7:30-9:30 PM: A showing of the 1966 classic film A Man For All Seasons. Winner of six Academy Awards – including 1966 Best Picture – it stars Oscar Winner Paul Scofield, who won Best Actor in a Leading Role for his depiction of Sir Thomas More, a respected English statesman whose steadfast refusal to recognize King Henry VIII’s marriage to Anne Boleyn cost him his life. Featuring an all-star supporting cast – Wendy Hiller, Leo McKern, Robert Shaw, Orson Welles, Susannah York, Vanessa Redgrave and John Hurt – and directed by Fred Zinnemann, Robert Bolt’s A Man For All Seasons is one of the great film classics of all time.
Wednesday, November 7th
Golisano Midlevel Gateway

8:00-8:55 AM: **Roundtable I: PHILOSOPHY AND THE UTOPIAN IMAGINATION**
Participants: Welcome by David Pate, St. John Fisher College Dean of Arts and Sciences; “The Trial of Pythagoras", an original play written by George Campbell McDade (retired Professor of Art, Monroe Community College), with the Not-Ready-For-Broadway Players; David Suits: “Epicurus and Utopia.”

9:05 AM-10:00 AM: **Roundtable II: UTOPIAS AND HEALTH CARE**
Panel Discussion: Paul Fuller (Sociology, SJFC); David Baronov (Sociology, SJFC); Katrina Arndt (Special Education, SJFC) and students from her Human Exceptionality Class.

10:10 AM-11:05 AM: **Roundtable III: THOMAS MORE’S UTOPIA**
An Open Discussion on Thomas More’s Famous Book
Plus:
**PHILOSOPHICAL JEOPARDY**
Master of Ceremonies: Susan Dawn Wake (Philosophy, SJFC). Test your knowledge of philosophy and win “valuable” prizes.

11:15 AM-12:10 PM: **Roundtable IV: UTOPIAS IN POPULAR CULTURE**

Participants:
12:20 PM-1:15 PM: **Roundtable V: UTOPIAS AND RACIAL EQUALITY**
Presenter: Bruce Jacobs, author of *Race Manners in the 21st Century: Navigating the Minefield Between Black and White Americans in an Age of Fear*. See below for Bruce Jacobs’ biography.

1:25 PM-2:20 PM: **LUNCH BREAK (ON YOUR OWN)**

2:30 PM-3:25 PM: **Roundtable VI: IMAGINING A PERFECT WORLD**

3:35 PM-4:30 PM: **Roundtable VII: PLATO AND UTOPIA**

4:40 PM-5:35 PM: **Roundtable VIII: EDUCATION AND UTOPIA**
Participants: Dan Drmacich (Principal, School Without Walls); Ed Scutt; Barb Lowe; David White; Tim Madigan (Philosophy of Education Instructors at St. John Fisher College), and students from the Philosophy of Education courses at St. John Fisher College.

5:35-6:15 PM: **Dinner Break and Open Discussion Time**

6:15 PM-9:20 PM **KEYNOTE ADDRESS**

50
Presenter: Bruce Jacobs: "Shut Up! What Has Happened to American Racial Discourse and How We Can Reclaim It."

A graduate of Harvard as well as Rochester’s School Without Walls, nationally known author and lecturer Bruce Jacobs has addressed audiences across the United States and has appeared on NPR, Pacifica, C-SPAN, and dozens of radio and television talk shows. With his dynamic presence, his plain-spoken clarity on difficult issues, and his empathy with audiences, he is able to encourage people of good will to challenge racism and to work for the kinds of social and economic fairness that benefits us all.

**Featuring “Utopian Society: An Art Exhibit”**
**By Students and Teachers from the School Without Walls (SWW) Students & Muralist Maria Friske**