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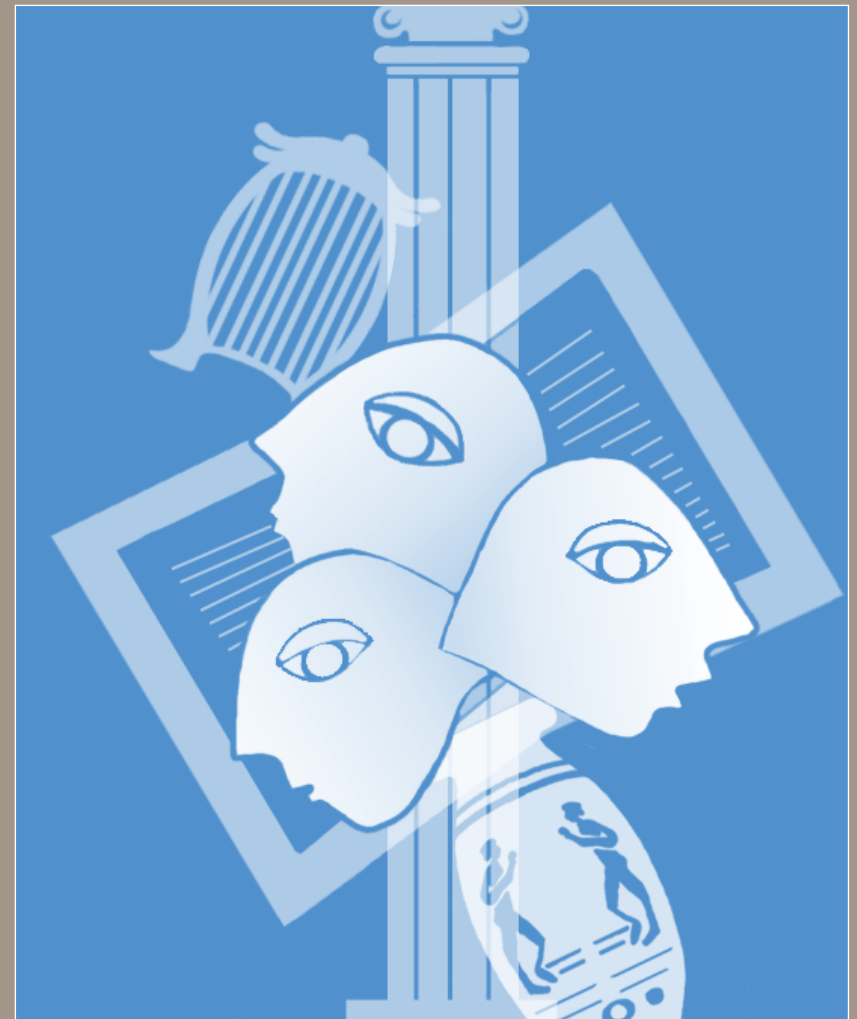
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TEACHERS AS SCHOLARS

AT THE UNIVERSITY OF NOTRE DAME

In collaboration with School City of Mishawaka, South Bend Community School Corporation, Diocese of Fort Wayne-South Bend Catholic Schools, Penn-Harris-Madison School Corporation, John Glenn School Corporation, Union-North United School Corporation



2006

A Professional Development Project at the University of Notre Dame

TEACHERS as SCHOLARS represents both a new vision of professional development and a vital collaboration between University of Notre Dame faculty and public and private school teachers. Through this program, K-12 teachers participate in small, two-day seminars led by leading professors in the College of Arts and Letters and are reconnected to the world of scholarship—the reason many of them became teachers in the first place. In turn, Notre Dame faculty benefit from seeing their own teaching and research have an impact in the community beyond the University's walls.

The TEACHERS as SCHOLARS program at the University of Notre Dame is a professional development program for K-12 teachers in collaboration with the South Bend Community School Corporation, the Diocese of Fort Wayne—South Bend Schools, the School City of Mishawaka, Penn-Harris-Madison School Corporation, John Glenn School Corporation and Union-North United School Corporation. TAS offers content-based seminars, led by University faculty, that provide teachers the opportunity to discuss scholarly issues during the school day (9 a.m.–3:30 p.m.), when they are most likely to benefit from them.

The Notre Dame TAS program offers seminars in the arts, humanities, and social sciences. K-12 teachers are encouraged to take seminars that interest them, regardless of their grade level or content expertise. During 2006 (spring/fall semesters), TAS will offer eight seminars, each two days in length. Please refer to this brochure for a listing of the seminars and faculty.

Welcome to the TEACHERS as SCHOLARS 2006 program.

TEACHERS

SPRING 2006 SEMINARS

PHILOSOPHY, MATH AND THE MIND

Come have fun with one of humankind's most excellent intellectual adventures! Philosophers since Plato have found even the most basic kinds of mathematical knowledge immensely fascinating. For math is unlike every other science: instead of doing experiments, mathematicians just sit around in their rocking chairs and think hard - which makes it seem that mathematics has nothing to do with the real world. But on the other hand math is extraordinarily useful: you can't build a bridge without knowing some calculus, and it's even difficult to tile the bathroom floor without a little geometry. So what gives? How can math be so separate from the real world, yet so practically useful?

Pursuit of this question has led to a clearer understanding of the nature of our knowledge in general, i.e. of how what goes on in our head is related to what goes on in the world around us. On day 1, we'll look at what some early philosophers, including Plato, Locke, and Leibniz have said about this topic. On day 2, we'll turn to an important 20th-century answer, one which gave rise to the field of modern logic, but which remains highly controversial. We'll examine the results of such eminent figures as Bertrand Russell and Kurt Gödel, the greatest logician of the 20th century. This is a seminar for everyone; no special knowledge or mathematical background required.

Patricia Blanchette
Wednesdays, May 3 & 17

THE GOSPELS AND THE GALILEAN JESUS

For generations Jesus of Nazareth has inspired artists, writers, Christian believers, and, more recently, filmmakers. This workshop will consider two critical elements of the experience and memory of Jesus: the development of the Gospels and select contemporary reflections on Jesus and his meaning for today.

Based primarily on passages from the Bible itself, the first session will examine the formation of the Gospels from historical events in the life of Jesus to the church's acceptance of Matthew, Mark, Luke, and John as the official canonical Gospels some four centuries later.

The second session will focus primarily on Virgilio Elizondo's *Galilean Journey: The Mexican-American Promise* (Orbis, 2000), which presents what theologian Jacques Audinet has called "a cultural rereading of the gospels, and a gospel rereading of cultural dynamics." Engaging this text as an exemplar of contemporary efforts to discern the significance of the Gospels for our times, we will reread the gospel in light of Mexican-American history and culture, exploring the Galilean background of Jesus and its implications for our pluralistic world. Finally, we will end the workshop by viewing and discussing a documentary film on Jesus movies from the dawn of cinematography to the late twentieth century.

Timothy Matovina
Thursdays, May 4 & 11

NEWS WITHOUT END: NAVIGATING TODAY'S MEDIA AND THEIR MESSAGES

Criticizing the news media is becoming as natural as breathing. In popular books, academic discussions, random conversations, and via the media themselves, news coverage and sources are questioned—or scorned—with consequential consistency. Trust and credibility are at all-time lows. Audiences for many news outlets are shrinking.

What provokes discouraging words and opinions directed at the news media? Is such criticism justified? Ultimately, will it make any difference in the performance of people delivering news and institutions responsible for informing the public?

These questions and related ones require asking in order to come to terms with today's communications environment in its variety and variability. Increasingly, new technologies are creating novel information opportunities. Professional standards established in the 20th century are being tested as 21st-century media find new means, including an emphasis on entertainment, to portray contemporary matters. Strict definitions of news no longer apply, but to what effect?

Our sessions will explore what's called "the mainstream media"—newspapers, magazines, television, and radio—as well as emerging and competitive "alternative" outlets—cable television, radio talk programs, and Internet "blogs." Understanding the different pieces—how they operate, what they seek to do, why they approach subjects in particular ways—will help solve today's media puzzle.

Working that puzzle out will lead to larger considerations about the quality and quantity of information currently available to the public. Are we better informed about America and the world, or does a state of news-overload make it more difficult to interpret what citizens need to know?

Robert Schmuhl
Wednesdays, February 8 & 22



AS SCHOLARS

AT THE UNIVERSITY OF NOTRE DAME

FALL 2006 SEMINARS Fall dates will be announced in August 2006

ANCIENT TROY IN FACT AND FICTION

Troy, the first great metropolis represented in Western literature, provides a magnificent backdrop to Homer's vivid rendering of the city in the *Iliad*. The Trojan horse and its part in Troy's tragic fall play a major part in Virgil's *Aeneid*. Even today, the city with its opulence and vulnerability to the Greeks gives title to block-buster movies in the cinematic imagination of Hollywood. Is there any historical truth to these stories of a great civilization living in splendor on the western shores of Asia Minor? Does belief in the historical reality of Troy lend drama to the myth of its destruction? And why does the myth of Troy, regardless of its historical roots, continue to appeal to modern day audiences?

These questions will provide a framework for this seminar, which will focus on selections from Homer's *Iliad* and Virgil's *Aeneid* pertaining to fabled events in the ancient city of Troy. Beginning with the work of Heinrich Schliemann in the 19th century, we will explore the history of archaeological excavations in present-day Turkey at the site of ancient Troy. The significance of the city both as reality and symbol in the Greek and Roman imagination will be compared with that of other cities represented in literature.

Elizabeth Forbis Mazurek
Tuesdays, March 14 & 21

UNDERSTANDING HOW FAMILIES INFLUENCE CHILDREN'S DEVELOPMENT: AN EMOTIONAL SECURITY PERSPECTIVE

The quality of the home environment plays an important role in children's development, but many people do not understand how. This seminar will provide an introduction to how developmental psychologists and psychopathologists have approached the study of family influences on children's development and present some of the basic findings, with a particular emphasis on emotional security theory. Emotional security theory proposes that children's sense of safety and security in the family is critical to children's mental health, especially because emotional insecurity undermines children's ability to regulate their own behavior and emotion. In addition to contributing to children's well-being and adjustment at home, family functioning affects children's performance and adjustment in schools. During the seminar, concepts will be clearly defined and concretely illustrated using multi-media presentations and teacher participation, and teachers will be encouraged to reflect on real-world applications of material to classroom and home settings.

E. Mark Cummings

GENDER, PROPAGANDA AND THE COLD WAR

The Cold War was arguably the defining event of the late twentieth century, as well as the longest conflict in U.S. history. Women's roles as producers of culture in a variety of media are at the center of present Cold War studies. We will compare the preoccupation of U.S. gender ideals with Soviet ones and question the implicit divide between the forces of Americanization and Sovietization in women's lives during this period. In the USSR, the devastation of the population during WWII led to a revalorization of maternity normalizing the feminine as a figure for male control over the nation. Through photography, popular fiction, poetry and films we will examine how women challenged the view of seeing each nation as essentially the "other". How might paradigms, such as motherhood, domesticity, and the idea of the dutiful daughter have been restrictive for women, yet useful for assigning women key roles in a global grab for national power? How did the U.S. definition of the free world as an entity worth defending not only foster anti-communism, but also nurture a notion of mutual obligation between the U.S. and its dependent nations. Government policies concerning international adoption, reproductive rights, immigration and miscegenation will be explored through Margaret Bourke-White's photography, Sylvia Plath's poetry, Alice Childress's writings and films like *Silk Stockings*, and *South Pacific*.

Kate Baldwin

PSYCHOLOGY OF SECRETS: THE SELF: KEY DIMENSIONS OF PERSONALITY AND CAUSES OF INDIVIDUAL DIFFERENCES

Were you an outgoing, energetic, emotional child? Or were you more shy, passive, and laid back? For the first day of this workshop, we will examine what psychologists consider to be the key dimensions of personality and what may cause these individual differences. Examples of causes include genetic and evolutionary factors, along with birth-order influences. At the end of the day, each of you will be invited to assess your own personality using popular instruments, which will be scored in the group setting. For the second day, we will discuss what the optimal type of personality might be. Related to this line of inquiry, are there dangers to having self-esteem that is too high or too low? Can our adult self-concepts be improved? How does what we decide to keep secret about ourselves reveal aspects of our personality? We will explore the latest research in psychotherapy and address both how and why psychotherapy does in fact help so many people change.

Anita E. Kelly

WHAT IS DEMOCRACY? A LITERARY EXPLORATION

"Democracy" is constantly referred to today by people on every side of our most urgent political debates. Yet the meaning of "democracy" is far from clear. Already in ancient Greece, "democracy" had multiple meanings. It might refer to "the rule of the citizens"—who were propertied white men—or to "the rule of the poor." Over the last two centuries "democracy" has evolved a range of political, economic, and social meanings. These include representative and participatory forms of political action, economic egalitarianism, and equality regardless of gender, race, or class. The sources of democracy are equally varied. It is sometimes claimed to have originated in ancient Athens, while at other times it is supposed to reflect a prehistorical order best exemplified in "savage" societies, or to have psychic roots in the infant before full socialization. Because of its rich range of meanings, democracy is usefully illuminated by works of literature. In this course we will read a small number of literary works by U.S. writers that illuminate the meanings of modern "democracy," including poetry and fiction by Walt Whitman, William Wells Brown, Henry Adams, and Susan Sontag.

Sandra M. Gustafson

TO TEACHERS AND ADMINISTRATORS

The **TEACHERS as SCHOLARS** program provides you the opportunity during the school day to become a student again with your colleagues from neighboring school districts and to study, discuss, and reflect upon scholarly issues in a seminar setting.

The two-day seminars take place on the campus of the University of Notre Dame from 9 a.m. to 3:30 p.m. Since your district or school is a member of the TAS program, the seminars are offered to you at no cost.

You are encouraged to take any seminar that interests you, regardless of what grade level or content area you teach, or your administrative focus—all are designed to be engaging, participatory experiences.

We have included a registration form with this brochure (see other side). Because space is limited, please list three seminars in order of preference. Return the registration card to the contact person in your district (printed on the back of this brochure) by December 5, 2005.

For more information, and for teachers' responses to the 2001–2005 seminars, see our Web site: www.nd.edu/~tas/



SPRING 2006 / FALL 2006 FACULTY

PATRICIA BLANCHETTE is Associate Professor of Philosophy at the University of Notre Dame. She received her PhD in philosophy from Stanford University, and most recently taught at Yale. Her primary research interests include the philosophy of mathematics and the philosophy of logic. Recent publications include articles on the early 20th-century foundations of geometry, on the nature of mathematical objects, and on the nature of logic. She is currently at work on a book about the German mathematician/philosopher Gottlob Frege.

TIMOTHY MATOVINA is Associate Professor of Theology and the William and Anna Jean Cushwa Director of the Cushwa Center for the Study of American Catholicism. He works in the area of Theology and Culture, with specialization in U.S. Catholic and U.S. Latino theology and religion. His most recent book is *Guadalupe and Her Faithful: Latino Catholics in San Antonio from Colonial Origins to the Present* (Johns Hopkins, 2005). In addition to his scholarly work, Matovina offers presentations and workshops to church and adult education groups throughout the United States.

ROBERT SCHMUHL is Professor of American Studies and Director of the John W. Gallivan Program in Journalism, Ethics & Democracy. He is the author or editor of nine books, including *Statecraft and Stagecraft: American Political Life in the Age of Personality* (1990 and 1992) and *Wounded Titans: American Presidents and the Perils of Power* (1996).

His edited volume, *The Responsibilities of Journalism*, has been published in four foreign editions. His most recent book, *Indecent Liberties*, was selected by the Chicago Tribune Books section as one of 40 noteworthy nonfiction titles for 2000. A frequent contributor to popular publications, Schmuhl has appeared on numerous television and radio programs in the U.S. and abroad. He is currently a member of the Institutions of Democracy Commission on the Press, established in 2003 by the Annenberg Foundation. In 2004, he received a Kaneb Teaching Award from Notre Dame.

ELIZABETH FORBIS MAZUREK is associate professor in the Department of Classics, having joined the faculty of the University of Notre Dame in 1990. Her research focuses primarily on the ancient Roman world, including history and literature. In the field of Roman epigraphy (texts inscribed on stone, bronze, wood, e.g.) she has published several articles and a book, *Municipal Virtues in the Roman Empire: The Language of Praise in Roman Honorary Inscriptions*. She has also published articles on the poet Ovid and is currently at work on another book, which examines the Judgment of Paris myth in Ovid and other Latin poets. Professor Mazurek teaches a wide range of courses in the Classics curriculum from introductory Greek and Latin grammar to Roman History to Sex and Gender in Greco-Roman antiquity. She was recognized by students and colleagues for her excellence in teaching when she won a Kaneb teaching award in 2001.

E. MARK CUMMINGS is the Notre Dame Endowed Chair in Psychology and has been a Professor at the University of Notre Dame since 1996. He has written a half dozen books on the role of families in child development and published over 150 scientific articles. In many of his research studies, Dr. Cummings seeks teachers' participation, reflecting his belief that teachers have a unique and valuable perspective on children's well-being, social and academic functioning. He is involved in research at the national level, helping set research priorities at the National Institutes of Health, the National Science Foundation, and the Administration for Children and Families. His research focuses primarily on family functioning and child development, including the effects of marital conflict on children. He is currently the director of the Happy Couples for Happy Kids Project, which teaches families how to better handle marital conflict for the sake of children.

KATE BALDWIN is a 20th-century Americanist who specializes in comparative theories of gender, race and ethnicity. Her work focuses on intersections between the mappings of identity and social history in a global context. Her first book, *Beyond the Color Line and the Iron Curtain: Reading Encounters between Black and Red, 1922-63* (2002), remaps black American modernism by addressing the involvement of African American intellectuals with Soviet communism and a Russian intellectual heritage. Past fellowships include the Pembroke at Brown University, a Mellon post-doc at Johns Hopkins University, and the Bunting Fellowship at Harvard University. She has published articles in *Novel*, *Cultural Critique*, *Diaspora*, *Modern Fiction Studies*, and *differences*, and is working on a book titled *Authenticating Nations: Cultural Fictions of Soviet and American Women during the Cold War*, as well as a translation into English of the 1925 Russian text based on Claude McKay's lost English manuscript of *Sudom Linchal Trial by Lynching*.

ANITA E. KELLY grew up in Rochester, NY. She received her B.S. from Northwestern University and her M.S. and Ph.D. in psychology from the University of Florida in Gainesville. She completed a one-year internship at the University of Maryland and then took her first position as an Assistant Professor at Iowa State University, where she became a licensed psychologist. She moved to the University of Notre Dame in 1994, where she has taught the Psychology of Personality, along with graduate and undergraduate courses on the latest research and theories about psychotherapy. Her research interests lie at the interface between counseling/clinical and social psychology. In particular, she is interested in examining how the self-concept can change in both psychotherapeutic and everyday contexts. She recently published a book called *The Psychology of Secrets*.

SANDRA M. GUSTAFSON is an Associate Professor of English. She has held a variety of fellowships and grants, including a postdoctoral fellowship at the Omohundro Institute for Early American History and Culture and, most recently, an NEH fellowship. She is a member of the Advisory Board for the History of the Book program at the American Antiquarian Society, where she recently hosted a conference on "Histories of Print, Manuscript, and Performance in America" and gave a keynote address entitled "The Emerging Media of Early America." She has published on a variety of authors and topics in early American literature and culture. Her first book, *Eloquence is Power: Oratory and Performance in Early America*, explores the significance of religious and political oratory in colonial British North America and the early republic. Currently she is working on a book on culture and democracy in the antebellum United States.

ACKNOWLEDGMENTS

The Woodrow Wilson National Fellowship Foundation is the national sponsor of Teachers as Scholars (Web site: www.woodrow.org/tas), with programs existing at 29 sites including Princeton University, the University of Michigan, the Newberry Library in Chicago, and Carnegie Mellon University.

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TEACHERS AS SCHOLARS

AT THE UNIVERSITY OF NOTRE DAME

(Please duplicate this form as necessary)

Please fill out the information below and **choose, in order of preference, any three seminars** you would like to attend. When completed, return this form no later than December 5, 2005 to the contact person in your district (listed on the back of the brochure). Participants will be notified of their seminar placement by January 29, 2006.

Name _____

Home Address _____
STREET CITY STATE ZIP

School/Department _____

Grade Level/Content Area _____

Telephone (Daytime) _____

Telephone (Evening) _____

E-mail address: _____

In the space below please choose any **three seminars** you would like to attend, in order of preference.

TITLE OF SEMINAR

Choice #1 _____

Choice #2 _____

Choice #3 _____

