

CONTACT PERSONS BY DISTRICT

Pat O'Connor

Assistant Superintendent

South Bend Community School Corporation

635 S. Main St., South Bend, IN 46601

Ph: (574) 283-8055, Fax: (574) 283-8059

Rev. Stephen Kempinger, C.S.C.

Associate Superintendent

Catholic Schools Office, Diocese of Fort Wayne-South Bend

1328 West Dragoon Trail, Mishawaka, IN 46544

Ph: (574) 255-1387, Fax: (574) 256-2709

E-mail: jbaranowski@fw.diocesefwsb.org

Carolyn Freeman

School City of Mishawaka

1402 S. Main St., Mishawaka, IN 46544

Ph: (574) 254-4535, Fax: (574) 254-4585

E-mail: remenihb@mishawaka.k12.in.us

Larry Phillips

Superintendent, Union-North United School Corporation

22601 Tyler Rd., Lakeville IN 46536

Ph: (574) 784-8141, Fax: (574) 784-2181

E-mail: lphillips@unorth.k12.in.us

Nancy Nimitz

Assistant Superintendent

Penn-Harris-Madison School Corporation

55900 Bittersweet Rd., Mishawaka, IN 46545

Ph: (574) 258-9577, Fax: (574) 258-9547

E-mail: nnimitz@phm.k12.in.us

Janet Carey

Principal

Urey MS

407 Washington St.

Walkerton, IN 46574

Ph: (574) 586-3184 Fax: (574) 586-3714

E-mail: jlcarey@jgsc.k12.in.us

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



2007

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 2007 (spring/fall semesters), TAS will offer nine 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 2007 program.

TEACHERS AS SCHOLARS

A T T H E U N I V E R S I T Y O F N O T R E D A M E

SPRING 2007 SEMINARS

“BRINGONTHEBOOKSFOREVERY-BODY:”HOWLITERARYCULTURE BECAME POPULAR CULTURE

Literary fiction has become a vital form of popular entertainment within the past decade. Taste distinctions are being redrawn in American culture because folks think that it’s just a matter of knowing where to access it and whom to trust. Traditional dichotomies that once made book-reading somehow apart from movie-going and television-watching have collapsed; there is less faith in the academy and the New York literary scene as the chief brokers of literary value. We enter the realm of the popular literary as soon as we walk into a Barnes and Noble superstore, go to a literary adaptation at the local multiplex, read a literary bestseller, watch Oprah’s Book Club or search a book at Amazon.com. Those sites and rituals are interdependent components of a popular literary culture with its own ways of identifying a literary experience, its own way of talking the talk of passionate reading and its own experts to authorize those pleasures. We will look closely at high- concept adaptations such as Shakespeare in Love and Brokeback Mountain. We will have an extended viewing/discussion of the Anna Karenina episode of the Oprah Book Club. We will also engage in our own adventures in Amazonia and explore the category of the literary bestseller.

Jim Collins
Thursday March 15 & Tuesday March 20

“THEREISNOTHINGSTOPRACTICAL AS A GOOD THEORY:”WHAT THEORIESOFMOTIVATIONHAVETO SAY ABOUT THE CLASSROOM

What motivates you to learn something new? What motivates your students to learn? Behaviorism, with “reinforcement,” is commonly practiced in parenting, teaching, and business. How effective is this theory; is it widely applicable? Beginning in the 1960’s, other theories of motivation, challenging the tenets of reinforcement, have proposed that our goals for learning: our needs to be competent and independent—yet related to others—and our interest in learning, are better explanations of motivation to learn. How might this be applied to the classroom?

We will read about major theories of motivation, discuss their meaning and relevance for daily life, and apply them to issues of motivation and learning in classrooms. On Day One, we will consider common-sense notions of motivation, comparing them to those of theorists. We will also examine the propositions that motivation, as a characteristic of persons, is either stable or changeable, and can thus be influenced by classroom cultures. In preparation for Day Two, participants may collect information about students’ motivation in their classrooms. We will consider the thinking of a prominent theorist who has applied motivation research to educational issues. Sharing the data that teachers have collected in their classrooms, we will make specific applications of motivation theory to K-12 classrooms in general.

Julianne Turner
Mondays, February 12 & March 5

WAR POWERS AND THE CONSTITUTION

American government is one of limited and enumerated powers. Governmental authority at the national level is divided among the legislative, executive, and judicial branches. Under our theory of constitutionalism, the national government can exercise only those powers granted to it under the Constitution. The power to make war and peace, like the power over foreign and military affairs generally, is shared by congress and the president, but we Americans have never been able to agree on which branch has primary authority in this broad field.

The first day of the seminar focuses on the historical sources of the war power, certain historical conflicts between president and congress over the exercise of this power and the role of the Supreme Court in the resolution of these conflicts. The second day’s focus is on the furious debate currently taking place over the constitutionality of President Bush’s use of executive and military power in the fight against international terrorism. Equal time will be given to both sides of this great debate. Readings include selected Supreme Court opinions, congressional resolutions and executive orders.

Donald P. Kommers
Tuesdays, April 10 & 17

DEALING WITH WAR

We are told that we have entered a “Long War” in which the struggle against terrorism will continue for a generation. And while we are in the midst of this, of course, there is a daily shooting war in Iraq and Afghanistan. Then comes the intermittent and horrible carnage of random terrorism.

For all of us as citizens, and certainly for those of us who teach, this reality as background to our lives and those of our students presents some serious challenges. How do we cope with war and its consequences? What happens to society in other areas of its life when it is a “society at war”? How are the interests, outlooks and goals of our students affected by this circumstance? These sessions are designed to hear the concerns of teachers struggling with these questions and to explore the materials and the methods that are available to assist us in dealing with a generation at war - including ourselves.

George A. Lopez
Tuesdays, February 20 & 27



THE EXTRATERRESTRIAL LIFE DEBATE: A HISTORICAL PERSPECTIVE

Do extraterrestrial intelligent beings exist? What is their nature? Were we to come into contact with them, what would this tell us about ourselves, about the universe, and about the existence to God? These and related questions have generated a debate involving not only astronomy, but also religion, philosophy, the social sciences, and imaginative works (literature, film, television, etc.).

Not only do we now struggle with issues about extraterrestrials, these issues have been debated throughout history by both classical and modern authors. Among such authors are Aristotle, Lucretius, Cusa, Bruno, Kepler, Pascal, Newton, Huygens, Franklin, Kant, Swedenborg, Paine, the Herschels, Comte, Emerson, Tennyson, Whewell and Twain. Twentieth-century authors include Lowell, Drake, Sagan, C. S. Lewis, and Gould. Such important recent developments as space flight and radio astronomy, as well as the discovery of extremophiles and of over a hundred other solar systems have given new urgency to the issues.

Although the ultimate questions regarding extraterrestrials remain unanswered, enough progress has been secured that persons enrolling in this seminar can expect to attain sound judgments in regard to many key issues in the ETI debate and also to enhance their understanding of how to deal responsibly with such complex and fascinating issues. Both believers and skeptics will be welcome.

Michael J. Crowe
Wednesdays, April 11 & 18



FALL 2007 SEMINARS

Fall dates will be announced in August 2007

VAMPS AND VAMPIRES

Why are European artists and writers of the 1890s obsessed with vampires? How does vampirism come to represent the anxieties characteristic of modernity? In particular, what does the vampire have to do with changing images of women – the vamp, the New Woman, the Suffragette, the lesbian, the hysteric, the typist – and with changing images of men – the shell-shocked veteran, the “invert,” the obsessional compulsive? What is the relation between imaginary vampires and real empires, both striving for world-domination at the turn of the century?

This course addresses these and other questions about vampires in Anglophone and European literature and art from the 1880s to the 1920s. Day 1 focuses on Bram Stoker’s Dracula and the proliferation of vampire-metaphors in the period, ranging from Guy de Maupassant to Karl Marx. Day 2 compares literary to visual representations of the vampire.

Maud Ellmann

THE DEAD SEAScrolls AND THE COMPOSITION OF THE BIBLE

With creationism, jihadism, and the “Christian right,” it has become more obvious how potent a force religion is in modern culture. In contrast, there is little serious study or discussion attempting to clarify, justify or critique its role, or to challenge fundamentalist beliefs about sacred books. The popular imagination envisions direct dictation of Scripture from God to a few specific holy men (Moses, Isaiah, Matthew, Paul, etc.). But ever since the Enlightenment, scholars have theorized that the Scriptures are the end product of a long process of anonymous composition-by-stages, as successive communities passed on the sacred traditions but revised them in light of new historical and religious developments.

The 230 biblical manuscripts among the Dead Sea Scrolls—a millennium older than our previous texts—now provide documentary evidence of the dynamic process by which the biblical books took shape. These manuscripts offer many surprises and open a window on a period of the Bible’s development that had been lost in the darkness of history.

This seminar will offer a brief introduction to the scrolls and then survey key biblical manuscripts to see what they teach us, as well as how they are providing revisions for recent translations of the Bible.

In light of that new documentary evidence, we will examine earlier examples of the composition-by-stages of such passages as the creation and flood stories, the historical books, the prophetic books and the Psalms. Knowing how this powerful machine is put together will hopefully help us use it more judiciously.

Eugene Ulrich

CHRISTIANITYANDTHEREDSTAR: CHURCHESANDNATIONSBEFORE, DURINGANDATERCOMMUNISM

The twentieth century marks a period of catastrophic transformation for the peoples of Russia and Eastern Europe who experienced, in various ways, two world wars in addition to the rise and fall of the Soviet empire. Throughout these ordeals, religion and specifically Christianity, played a pivotal role as a basis of identity, a source of inspiration, and, for believers, a framework of resistance against nationalistic, atheistic, and materialistic ideologies that frequently sought to suppress and even supplant traditions of faith that had long characterized these societies.

This seminar explores the central features of the frequently conflicted encounter between religious groups and their political rivals in Eastern and Central Europe during and after the Cold War. While different communities and every country have their own stories, often with complex particulars, varying from the formidable independence of Catholicism in Poland to the more accommodating tendencies of many Orthodox churches and the courageous witness of Baptists in the prison camps of the Gulag, the general reaction to these shadowy decades of isolation and repression has been a widespread revival of interest in religion, theology, and spirituality. However, the content, shape, and direction of the newly emerging relationships between church, state, and nation in these lands remains ill-defined and largely in flux, especially for the younger generation, as an unprecedented world of possibilities with uncertain limits opens upon a global future.

Patrick D. Gaffney

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, 2006 .

For more information, and for teachers’ responses to the 2001–2006 seminars, see our Web site: www.nd.edu/~tas/

SPRING 2007 / FALL 2007 FACULTY

RUTH ABBEY, with a Ph.D. from McGill University, is an Associate Professor in the Department of Political Science. She researches and teaches in the areas of contemporary political theory, history of political thought and feminist political thought. She is the author of *Nietzsche's Middle Period* and *Philosophy Now: Charles Taylor*, and the editor of *Contemporary Philosophy in Focus: Charles Taylor*. She has also published a number of journal articles and book chapters, ranging from topics such as contemporary liberalism, to conceptions of marriage, to animal ethics. She has been the recipient of a Leverhulme Trust Research Fellowship and a Research fellowship at the Princeton Institute for Advanced Study as well as a number of smaller research grants.

JIM COLLINS, professor of Film, Television, and Theatre, teaches and studies popular narrative, film, cultural studies and postmodernism. He is the author of *Uncommon Cultures: Popular Culture and Postmodernism and Architectures of Excess: Cultural Life in the Age of Information*. He has also co-edited *Film Theory Goes to the Movies*. His most recent book is *High-Pop: Making Culture into Popular Entertainment*.

MICHAEL J. CROWE is Cavanaugh Professor Emeritus in Notre Dame's Program of Liberal Studies and Graduate Program in History and Philosophy of Science. A graduate of both the Program of Liberal Studies and the Notre Dame's College of Science, he completed a doctorate in history of science at the University of Wisconsin. The recipient of numerous grants from the National Science Foundation, he is the author of seven books, mainly on the history of astronomy including *The Extraterrestrial Life Debate: The Idea*

of a Plurality of Worlds from Kant to Lowell, which was published by Cambridge University Press and is also available in a three-volume translation into Japanese. He is currently completing a source book on the extraterrestrial life debate.

MAUD ELLMANN holds the Keough Professorship at the Keough-Naughton Institute for Irish Studies. She is the editor of World's Classics edition of Bram Stoker's *Dracula*, and has published widely on Anglo-Irish literature, modernism, gender studies, and literary theory. Her books include *The Hunger Artists: Starving, Writing, and Imprisonment* and *Elizabeth Bowen: The Shadow Across the Page*, which won the British Academy's Rose Mary Crashay Prize in 2004.

PATRICK D. GAFFNEY, C.S.C. has his primary appointment in Notre Dame's Department of Anthropology, but is also a faculty fellow in the Kroc Institute of International Peace Studies and is the director of the College Seminar Program in the College of Arts and Letters. Specializing in issues of religion and society, he has done extensive research in parts of Africa and Asia, with a focus on Islamic movements, ethnic and socio-cultural conflict, and religious nationalism. Lately, he has turned his attention to Eastern Europe, having taught at the University of Warsaw in 2003, followed by a year spent studying in Russia. He is now engaged in research on attitudes and practices surrounding the memory of the dead, changing funeral rites, and views of the after-life in the former Soviet lands.

DONALD P. KOMMERS is the Joseph and Elizabeth Robbie

Professor of Political Science and Concurrent Professor of Law at the University of Notre Dame. A member of Notre Dame's faculty since 1963, Dr. Kommers received his advanced degrees in political science from the University of Wisconsin-Madison, where he also studied law. He is a leading Anglo-American authority on German constitutional law and the author of *The Constitutional Jurisprudence of the Federal Republic of Germany*, the third edition of which is in preparation. He is co-author of *American Constitutional Law: Cases, Essays, and Comparative Notes* (2nd ed., 2004). In addition, he has authored other books along with dozens of essays and articles, in the areas of constitutional law—American and comparative—and German politics. In addition to numerous fellowships from several American and German foundations, he has received the Alexander von Humboldt Prize for Senior U.S. Scientists and was co-winner of the American Bar Association's Silver Gavel Award for his contribution to a symposium on law and privacy. He received an honorary doctor of laws degree from Heidelberg University (Germany) in 1998.

GEORGE A. LOPEZ is a Senior Fellow at the Kroc Institute of Notre Dame. Professor Lopez's research interests focus primarily on the problems of state violence and coercion, especially economic sanctions and gross violations of human rights. He also has an interest in ethical issues related to these questions. His work on economic sanctions and arms inspections in Iraq, as well as commentaries on the ethics of the war on terror have made him a frequent analyst in news media since 2001. At Notre Dame, he has won the Kaneb Center Undergraduate Teaching Award (1998 and 2005) and the Reinhold Niebuhr Award for distinguished international service (2003).

JULIANNE TURNER is an Associate Professor of Psychology. An educational psychologist and former classroom teacher, her research focuses on students' motivation to learn and teachers' instructional practices that foster motivation. She has conducted research in classrooms in Michigan, Pennsylvania and Indiana. Among other things, she has examined how instructional activities and the messages teachers send about learning are related to student motivation. Recently, she has collaborated with intermediate grade teachers in South Bend interested in adopting motivational strategies in their classrooms. Her published research has appeared in *Journal of Educational Psychology*, *Teachers College Record*, and *Educational Psychologist*. She recently authored the chapter on student engagement in the classroom in the *Handbook of Educational Psychology*.

EUGENE ULRICH, the John A. O'Brien Professor of Theology, teaches and writes in the areas of the Hebrew Scriptures, the Dead Sea Scrolls and the Septuagint. A member of the translation teams of both the *New Revised Standard Version of the Bible* and the *New American Bible*, he recently co-authored *The Dead Sea Scrolls Bible*. He is one of the three General Editors of the Scrolls International Publication Project and Chief Editor of the Biblical Scrolls. Having published five volumes of critical editions of the biblical scrolls in *Discoveries in the Judean Desert* from Oxford University Press, he was an Area Editor for Oxford's *Encyclopedia of the Dead Sea Scrolls*. Prof Ulrich received the Award Medal of the University of Helsinki in 1997, a John Simon Guggenheim Fellowship and several grants from the National Endowment for the Humanities. He was appointed to the Grinfield Lectureship at the University of Oxford for 1998-2000 and invited as a Fellow of the Institute for Advanced Studies at the Hebrew University, Jerusalem.

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.

The TAS program at the University of Notre Dame was originally funded in 2000 by a starter grant from the Woodrow Wilson National Fellowship Foundation. TAS is presently funded by the following:

University of Notre Dame contributors:

College of Arts and Letters
Nanovic Institute for European Studies
Devers Program in Dante Studies
Helen Kellogg Institute for International Studies

We are grateful for funding from the:
McDonald Physical Therapy and Sports Rehab Center

TAS also receives contributions from **six school districts:**

South Bend Community School Corporation
Diocese of Fort-Wayne-South Bend School Corporation
School City of Mishawaka
Union-North United School Corporation
John Glenn School Corporation
Penn-Harris-Madison School Corporation

TAS Executive Coordinator

E. Jane Doering
113 Decio Hall
University of Notre Dame
Notre Dame, IN 46556
Ph: (574) 631-5675, Fax: (574) 631-8209
E-mail: tas@nd.edu

TAS Director

Dayle Seidenspinner-Nuñez
TAS/Professor, Romance Languages and Literatures
Associate Dean, College of Arts and Letters

Cover illustration by Jane Pitz



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, 2006 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, 2007.

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 _____