

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



2008

A Professional Development Project at the University of Notre Dame

TEACHERS as SCHOLARS (TAS) 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.

TAS 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. The program 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 2008 (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 2008 program.

SPRING 2007 / FALL 2007 FACULTY

THOMAS ANDERSON, associate professor in the Department of Romance Languages and Literatures, specializes in the literature and cultures of the Hispanic Caribbean. He is a faculty fellow of Notre Dame's Institute for Latino Studies and Helen Kellogg Institute for International Studies, from which he received a faculty residential fellowship in 2001–2002. Anderson published *Everything in Its Place: The Life and Works of Virgilio Piñera* in 2006, and he is presently working on a second book, *Carnival, Comparsas, and National Identity in Cuban Poetry, 1916–1961*. His articles focus on the intersection of literature and history in the modern Hispanic Caribbean and include studies of the works of Márquez, Piñera, Mir, Guillén, Emilio Ballagas, and Reinaldo Arenas.

JULIA BRAUNGART-RIEKER, professor in the Department of Psychology, specializes in social and emotional development during infancy and early childhood. In particular, she explores the development of children's abilities to regulate and manage emotions. Using longitudinal designs, she examines the extent to which children's characteristics (e.g. temperament), parenting practices, the spousal relationship, and contextual factors (e.g. family earner status) relate to outcomes such as children's ability to manage distress, parent-child attachment security, and children's social competence. In addition, she studies fathers in her samples because traditional child development research has often focused solely on mothers' roles. One of her current research projects, which has been funded by the National Institutes of Health, focuses on tracking individual changes in infants' abilities to regulate their emotions as they enter into the toddler period. Over the last two decades, Braungart-Rieker has published a number of articles in a wide variety of professional journals. She is also the mother of two school-aged children who remind her every day that theories of child development are meant to be challenged!

STEPHEN FALLON, professor in the Program of Liberal Studies and the Department of English, studies literature and intellectual history, focusing on the early modern period. He has written two books: *Milton among the Philosophers: Poetry and Materialism in 17th-Century England* and *Milton's Peculiar Grace: Self-Representation and Authority*. He has also co-edited *The Complete Poetry and Essential Prose of John Milton* for Random House/Modern Library and has received the Sheedy Award for Excellence in Teaching in Notre Dame's College of Arts and Letters. In addition, Fallon co-founded and continues to teach a course in literary and philosophical classics at the South Bend Center for the Homeless.

LIONEL JENSEN, associate professor in the Department of East Asian Languages and Cultures, specializes in Chinese history. He is the author of *Manufacturing Confucianism: Chinese Traditions and Universal Civilization*, recognized in 1998 with the Best First Book in the History of Religions Award by the American Academy of Religion. Jensen has co-edited and coauthored four other works: *Early China, China beyond the Headlines*, *China Off Center: Mapping the Margins of the Middle Kingdom*, and *China's Transformations: The Stories beyond the Headlines*. His research interests are in the areas of Chinese religion and thought, folklore, human rights, informational technology, nationalism, and popular cults.

ANTON JUAN, professor in the Department of Film, Television, and Theatre, is a critically acclaimed director-playwright whose productions are known for pressing issues to the edge. Visual poetry, movement, and language in space mark his directorial works, which have received international recognition. Juan is the founding artistic director of Teatro Aggelon Bima, Athens, and serves on the board of the International Playwrights Forum of the International

Theatre Institute. His most recent productions at Notre Dame include *The Threepenny Opera* and *Salomé*.

JESSE LANDER, associate professor in the Department of English, specializes in Shakespeare, Tudor-Stuart drama, the Renaissance, and the history of books. He is currently working on the connections between print technology, religious polemic, and literary culture in early modern England. He has published essays on Shakespeare's *Henry IV, Part 1*; John Foxe's *Book of Martyrs*; nationalism in Thomas Heywood's *Edward IV*; and Shakespeare in print.

JOANNE MACK, concurrent associate professor in the Department of Anthropology, has been curator of Native American art and culture at Notre Dame's Snite Museum of Art since 1997. She pioneered the recognition of a ceramic tradition in southern Oregon and northern California, identifying it as having developed independently approximately 1,000 years ago. Mack has edited a monograph on the ceramics of hunters and gatherers in the far west of the United States and regularly acts as an advisor to U.S. government agencies, private companies, and Native American tribes concerning cultural resources within southwest Oregon and northern California. Her research interests center on North American Native peoples and their history, art, and images as perceived by other societies, including their presentation in museums. She has curated several shows at the Snite on Native American art, using the collections of the museum, and reinstalled the permanent gallery for the museum's northern Native American art.

CHRISTIAN MOEVS, associate professor in the Department of Romance Languages and Literatures, is a fellow of Notre Dame's Medieval Institute. His interests include Dante, medieval Italian literature, lyric poetry and poetics, and the intersection between literature and philosophy (especially metaphysics and medieval philosophy). He is co-editor of the *Devers Series in Dante Studies* and has received fellowships from the National Endowment for the Humanities and Villa I Tatti, the Harvard University Center for Renaissance Studies in Florence. His *The Metaphysics of Dante's Comedy* won the Modern Language Association's Marraro Prize for Italian Studies and the American Association for Italian Studies prize for the best book of 2005. He is currently working on a book on Dante and the medieval contemplative (mystical) tradition. Moevs was awarded the first Junior Faculty Award for Excellence in Teaching by the Department of Romance Languages and Literatures, a Kaneb Teaching Award, and the Sheedy Award for Excellence in Teaching in the College of Arts and Letters.

SUSAN OHMER, William T. and Helen Kuhn Carey Associate Professor of Modern Communications, Department of Film, Television, and Theatre, teaches classes on film and digital culture, teen culture, media industries, and film and television history. Her research focuses on 1940s Hollywood and investigates the structures and functions of media industries at that time. Ohmer's first book, *George Gallup in Hollywood*, looks at what happened when America's most famous pollster began asking the public for their opinions on film stars, casts, and titles. Her current project examines the Walt Disney studio of the early 1940s, the time when, she argues, the company began to develop the corporate structure that forms the basis of its work today. She has published articles on Disney's *Cinderella* and the studio's short cartoons and has been commissioned to write an essay on *Peter Pan* for a forthcoming anthology.

MARK PILKINTON, professor in the Department of Film, Television, and Theatre, has a primary interest in early English theatre and drama, which culminated in his book *Records of Early English Drama: Bristol*. The book is the 13th volume in the REED series, which has as its goal the location, transcription, and editing of documents pertaining to theatre, drama, music, and minstrelsy in Britain before 1642. Pilkinton also directs productions for the Notre Dame mainstage season, including most recently *Wings* and *Antigone* and, in the past, *Twelfth Night* and *The Tempest*.

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

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South Bend Community School Corporation
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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
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, 2007, 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, 2008.

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 _____

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 2008 SEMINARS

The Image of Native Americans in Fine Art, Film, and Literature

This seminar will focus on images of Native Americans and how popular writing, fine art, advertisement, and film have shaped these images. By reading books, viewing fine art and film, and discussing the images presented, participants will broaden their understanding of Indian stereotypes. In the seminar, we will compare popular images of Native Americans to an anthropological perspective on Native American beliefs, lifestyles, and material culture. The goal is to encourage participants to examine their personal images about Native American cultures, both past and present, and, by the end of the two days, allow them to construct a more accurate image of Native Americans.

The seminar's literature will include both short stories and books. We will also view clips from movies and television series and take a tour through the Snite Museum of Art. Some of the literature, fine art, and film will be from Native American authors and contemporary Native American artists and filmmakers. Together, the readings, artworks, and films will reveal the great diversity of both people and ideas that are all too often lumped under one category, which we label "Native American."

Joanne Mack
Wednesday, Feb. 20 & Wednesday, Feb. 27

To Be(lieve) or Not to Be(lieve): Exploring Poetry and Faith

Can poetry replace religion? Since the time of John Keats, some have argued that it can. We will look at two pairs of poets: Emily Dickinson and Gerard Manley Hopkins from the 19th century, T.S. Eliot and Wallace Stevens from the 20th. Dickinson and Stevens are skeptics with a religious bent; Hopkins and Eliot are believers. Despite their differences, all four wrestle with the relation of religion and poetry (and all four are astonishing poets). Dickinson and Stevens substitute the poet for the priest and poetry for church. Dickinson chooses to celebrate nature rather than go to church: "So instead of getting to heaven at last—I'm going all along." Stevens writes, "After one has abandoned a belief in God, poetry is that essence which takes its place as life's redemption." Hopkins and Eliot, on the other hand, write poems that converge with prayer. Hopkins insists: "The world is charged with the grandeur of God." Our aim will not be to answer the question of poetry versus religion, but to observe four outstanding artists wrestling with it. As Eliot writes in *East Coker*, "For us, there is only the trying."

Stephen Fallon
Wednesday, Feb. 27 & Wednesday, March 12

Doctor Faustus: Selling One's Soul to the Devil

Cosponsored with the Nanovic Institute for European Studies

Perhaps no story is more compelling than the legend of Faust, who sold his eternal soul to the devil to gain vast temporal power and knowledge. The story has been told repeatedly, from Christopher Marlowe's 1590s dramatization to the 1968 film with Richard Burton and Elizabeth Taylor (as Helen of Troy). Other versions include Goethe's *Faust* (1806), Berlioz's and Gounod's operas (1840s, 1859), and the Broadway play *Damn Yankees* (1955). Films include *Bedazzled* (1967, 2000) and the most recent variant, *Ghost Rider* (2007), based on the graphic novel.

This seminar focuses on Marlowe's play, *The Tragical History of Doctor Faustus*, first performed in the 1590s and believed to be the earliest dramatization of the Faust legend. The seminar will examine textual issues and the decisions and choices made by the director and artistic staff in the production.

Marlowe's *Doctor Faustus* is an excellent play to teach to high-school students for the many pertinent questions it poses: What is the nature of damnation and salvation? Will Faustus repent? Can Faustus repent? What role does free will play in our lives? What is the relationship between supernatural temptation and coercion? The seminar proposes to relate this great Elizabethan play to contemporary issues relevant to our culture today.

The combined artistic and scholarly expertise of the three faculty members leading this seminar will allow participants to explore dramatic issues on the page as well as theatrical issues on the stage. The first day's seminar discussion will meet in the afternoon to serve as preparation for the performance. After a dinner break, participants will attend the opening-night performance (tickets are included) in the Decio Theatre in the DeBartolo Performing Arts Center and meet with the cast and crew backstage in the green room afterwards. The next day's discussions, with a lunch break, will include the director of the production.

Anton Juan, Jesse Lander, and Mark Pilkinton

Tuesday, April 8: 2:00 to 5:00 p.m.
and the evening performance at 7:30
Wednesday, April 9: 9:30 a.m. to noon and 1:30 to 4:00 p.m.

Participants in this seminar are also invited to join the "Faust at Notre Dame" conference (April 17–19).

Boccaccio's Decameron: Love, Laughter, and Life

Cosponsored with the Devers Program in Dante Studies

Students are sometimes shocked that one of the greatest masterpieces in literature, written around 1350, is also one of the funniest, most delightful, and most entertaining books ever written. The *Decameron*, in which 10 young ladies and men tell 10 tales each over 10 days, essentially invented the modern short story as we know it and provided the basis for Chaucer's *Canterbury Tales*, as well as countless other literary and dramatic texts, paintings, and music. It also remains one of the pinnacles of the short story as a literary genre. The *Decameron* is, however, a deeply enigmatic book, one of the most elusive, complex, and encompassing works in literature. Reading Boccaccio leads to meditation on every aspect of human life, literature, and the world: language, meaning, society, order, religion, sexuality, gender, nature, capitalism, renunciation, ambition, intelligence, creativity, love, art, fortune, providence. Boccaccio defies, or undermines, any simplistic or reductive account of reality, of human life, or of his own masterpiece.

We will read and discuss together a selection of stories from the *Decameron* (participants are of course welcome to read the whole book and may not be able to stop reading it!), pursuing the questions they raise and probing the mastery of Boccaccio's art. Pausing occasionally to look at paintings, illustrations, film, and music inspired by the *Decameron*, we will also be able to see a facsimile of the autograph manuscript in Boccaccio's own handwriting, with his marginal doodles and sketches, in Notre Dame's library.

Christian Moevs
Wednesday, April 30 & Wednesday, May 7



FALL 2008 SEMINARS

Fall dates will be announced in August 2008

Images That Matter: The United States as Seen Through Latin-American Eyes

Cosponsored with the Helen Kellogg Institute for International Studies

Throughout its history, the United States has had a profound impact on the people, politics, economics, and cultures of its neighbors to the south. In this seminar, we will explore the roots and consequences of this impact through images of the United States as presented in Latin American literary and political texts that respond directly to U.S. involvement in the region. In the first session, we will explore the late 19th century, during which certain U.S. governmental policies such as the "The Good Neighbor" and the "Big Stick," as well as the Spanish-American War of 1898, profoundly hampered many Latin American countries' quests for autonomy and strong national identities. We will read selected texts by three prominent figures from this era: the Cuban patriot and intellectual José Martí; Rubén Darío of Nicaragua, one of Latin America's greatest poets; and the Uruguayan intellectual and essayist José Enrique Rodó.

During the second session, we will discuss several of the specific historical events and conditions that shaped and constrained U.S. relations with many Latin American countries during the 20th century: the imposition of the Platt Amendment and the Jones Act, the wars in Korea and Vietnam, the Cuban Revolution, and the Chilean coup d'état. Our authors will include Nobel Prize winners from Colombia (Gabriel García Márquez) and Chile (Pablo Neruda), prominent political figures from Cuba (Fidel Castro) and Puerto Rico (Pedro Albizu Campos), and major writers and intellectuals from Mexico (Carlos Fuentes), the Dominican Republic (Pedro Mir), Venezuela (Arturo Uslar Pietri), and Cuba (Nicolás Guillén). All reading materials will be in English.

Thomas Anderson
Dates TBD

Observing Babies and Children: Gaining Insights Into the Psychological Lives of the Very Young

Although young infants cannot talk, there are numerous ways in which developmental psychologists gain insights into how infants are feeling and what they might be perceiving and thinking. Carefully watching infants' and young children's behavior in various situations can also tell us about how they are developing socially and emotionally. This seminar will provide an overview of the ways in which developmental psychologists study the minds and lives of the very young. Readings and discussions will cover broad areas such as emotional development, parent-child relationships, and why some children develop differently than others in terms of their social and emotional well-being. Specialized topics will include the development of coping with emotions, mother-child and father-child attachment, temperament, and the development of self-control. Examples of Julia Braungart-Rieker's own research will be integrated throughout the seminar, allowing participants to watch some of the recorded sessions that touch upon many of the concepts to be covered.

Julia Braungart-Rieker
Dates TBD

Olympian Feat: China's 21st-Century Presence

Cosponsored with the Helen Kellogg Institute for International Studies

China is a force to be reckoned with; it is a place that we must understand. There is no nation more prominent in the spectrum of world economy and politics than the People's Republic of China. "Olympian Feat" will introduce the complex human geography of China and thereby move beyond its simplistic popular representation in Western broadcast and print media. Participants will explore such critical issues as environmental degradation, ethnicity, film and literature, the Internet, language, nationalism, news reporting, religion, unemployment, and the human costs of the economic boom, as well as the uncanny relevance of China for the United States. China has a gross domestic product of \$2.2 trillion, 400 million cellular phones, 150 million people online, 47 million blogs, and \$400 billion held in U.S. debt. This seminar is designed to offer participants a window from which to observe and better understand this nation and its people. Readings will be drawn from specific articles in the print media, online sources, and *China's Transformation: The Stories beyond the Headlines*, a book that Lionel Jensen co-edited.

Lionel Jensen
Dates TBD

Peter Pan, Technology, and Children's Culture

Ever since Wendy, Peter, and Tinkerbell first appeared on stage in London in 1904, James M. Barrie's characters have continued to represent the wonder and imagination of childhood. In his lifetime, Barrie took the characters he first invented to amuse the children of friends and developed them in literary form, first in the play, then in a series of stories a few years later. Since his death, however, and with the development of new forms of technology in the 20th century, his characters have been brought to life in music, on television, and in animated and live-action films. These changing incarnations reflect both new media for creating childhood fantasies and new meanings for childhood itself.

Our seminar will explore the various embodiments of Barrie's characters that have taken shape over the last 100 years. We will begin by reading Barrie's play and stories as well as documents of early stage productions in London and New York. Then we will screen excerpts of the first live-action film of the tale, Herbert Brenon's 1924 feature, and watch and discuss the 1953 Walt Disney animated film. Comparing live action and animation, a black-and-white silent and a color film with sound, we will study the process of adapting the characters and their adventures to the screen. The second part of the course focuses on more recent manifestations of Barrie's work: the television specials starring Mary Martin and Cathy Rigby and the live-action films *Hook* and *Finding Neverland*. By juxtaposing these many forms of the famous characters, we can understand better both the richness of the stories themselves and how their meanings have changed as society—and our ideas of childhood—have changed with them.

Susan Ohmer
Dates TBD

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. Please return the registration card to the contact person in your district (printed on the back of this brochure) by December 5, 2007

For more information, and for teachers' responses to the 2001–2007 seminars, see our Web site: www.nd.edu/~tas/

CONTACT PERSONS BY DISTRICT

Pat O'Connor

Assistant Superintendent
South Bend Community School Corporation
215 S. Saint Joseph St., South Bend, IN 46601
Ph: (574) 283–8055, Fax: (574) 283–8059

Rev. Stephen Kempinger, C.S.C.
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: FreemanC@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 Nimtz

Assistant Superintendent
Penn-Harris-Madison School Corporation
55900 Bittersweet Rd., Mishawaka, IN 46545
Ph: (574) 258–9577, Fax: (574) 258–9547
E-mail: nnmtz@pnm.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

