

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



2009

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.

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 2009 (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 2009 program.

SPRING 2009 / FALL 2009 FACULTY

DARREN W. DAVIS is professor of Political Science. Among a variety of different research interests, Professor Davis has particular expertise in public opinion, elections and voting behavior, political psychology, research methods and statistics, and racial politics. Professor Davis' research has appeared in the leading journals in political science; his recent book, *Negative Liberty: Public Opinion and the Terrorist Attacks on America*, examines citizens' perceptions of threat and vulnerability and the tradeoffs between democratic values and security following the September 11 terrorist attacks. Many of his articles explore the consequences of social desirability ("political correctness" and truthfulness), racial differences in public opinion, and political intolerance.

ERIKA DOSS, professor and chair of the Department of American Studies, has teaching and research interests in the areas of modern and contemporary American art. Her work is keenly interdisciplinary and focuses on the complexities of American visual and material cultures, including issues of history, memory, and identity (national, cultural, self), the meanings of popularity and public response, the manufacture of celebrity, and the nature of representation. Her recent books include *Twentieth-Century American Art* (2002), *Looking at Life Magazine* (2001), *Elvis Culture: Fans, Faith, and Image* (1999), and *Spirit Poles and Flying Pigs: Public Art and Cultural Democracy in American Communities* (1995). Professor Doss is currently completing a book project, *Memorial Mania: Self, Nation, and the Culture of Commemoration in Contemporary America*.

JULIA DOUTHWAITE, professor of French literature specializing in eighteenth-century studies, combines the work of the scholar-teacher with her administrative service as Assistant Provost for International Studies. Thanks to a fellowship from the John Simon Guggenheim Memorial Foundation, she took a sabbatical in 2007 to work on her current book project, from which this seminar is inspired: *A Literary History of the French Revolution*. Earlier fellowships from the National Endowment for the Humanities and the Lilly Endowment enabled the research that went into her other books, *The Wild Girl, Natural Man and the Monster: Dangerous Experiments in the Age of Enlightenment* (2002) and *Exotic Women: Literary Heroines and Cultural Strategies in Ancien Regime France* (1992).

AUGUSTIN FUENTES is currently professor of Anthropology; his research and teaching interests include the evolution of social complexity in human and primate societies; reproductive behavior and ecology; and disease and pathogen transfer. His recent published work includes the books *Core Concepts in Biological Anthropology* (McGraw-Hill) and *Primates in Perspective* (co-edited, Oxford University Press) and numerous articles in leading professional journals such as *American Anthropologist* and *American Journal of Primatology*. His current research projects include assessing behavior, ecology, and pathogen transmission in human-monkey interactions in Southeast Asia and Gibraltar and examining the roles of cooperation, social negotiation, and patterns of niche construction in primate and human evolution.

MAURA A. RYAN is the John Cardinal O'Hara, C.S.C. Associate Professor of Christian Ethics and also serves as Associate Dean of the College of Arts and Letters. A member of Notre Dame's faculty since 1993, she received her Ph.D. at Yale University. She is the author of *The Ethics and Economics of Assisted Reproduction: The Cost of Longing* (2001) and *Health, Development and Human Rights: New Directions for Christian Bioethics* (forthcoming, Georgetown University Press). Professor Ryan's articles on bioethics and health policy have appeared in numerous professional journals, including *Theological Studies*, *Environmental Health Perspectives*, *Health Progress*, and *The Hastings Center Report*. She was named a Henry Luce III Fellow in Theology for 2007–2008.

JOHN SITTER joined the Notre Dame faculty in 2004 as the Notre Dame Professor of English and currently chairs the Department of English. His particular interests are poetry and satire from the 17th century to the present. He has written three books on 18th-century literature, one of which, *Literary Loneliness in Mid-Eighteenth-Century England*, won the major prize in its field. He has edited three other books, most recently *The Cambridge Companion to Eighteenth-Century Poetry*. While at Emory University he conducted five NEH Summer Seminars for Teachers on Jonathan Swift and Mark Twain. He has also served as an expert legal witness on satire and parody in a major copyright case, defending the publication of Alice Randall's novel *The Wind Done Gone*.

PHILLIP R. SLOAN is professor in the Program, of Liberal Studies and teaches in the graduate Program in History and Philosophy of Science. He is a Fellow of the American Association for the Advancement of Science and has held offices in the History of Science Society and the American Association for the Advancement of Science. His research centers on the history and philosophy of life science from the early modern period to contemporary molecular biology; recent publications include contributions to the *Cambridge Companion to Darwin* (2003), *Darwinism and Philosophy* (2005), and the forthcoming *Cambridge Companion to the Origin of Species* (2008). He is also the editor and contributor to *Controlling Our Destinies: Historical, Philosophical, Ethical and Theological Implications of the Human Genome Project* (2002).

SUSAN YUENS, J. W. Van Gorkom Professor of Music, is a scholar of 19th century German song, especially the songs of Franz Schubert (1797-1828), Robert Schumann (1810-1856), and Hugo Wolf (1860-1903). She has also taught courses on various aspects of opera, including the Shakespeare operas of Giuseppe Verdi, Mozart's operas for Vienna during his last decade, and Opera and Mythology. She is the author of numerous scholarly articles on German song and eight books, including most recently *Hugo Wolf and his Mörike Songs* (Cambridge, 2000); *Schubert's Late Lieder* (Cambridge, 2002); and *Heinrich Heine and the Lied* (Cambridge, 2007). Professor Yuens was recently the subject of the BBC3 radio program, "Music Matters," for March 22, 2008, and has taught at the Steans Institute for Young Artists at Ravinia for the past three years.

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 34 sites including Princeton University, the University of Michigan, the Newberry Library in Chicago, and Carnegie Mellon University.

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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, 2008, 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, 2009.

Name _____

Home Address _____

SCHOOL/DEPARTMENT _____ STREET _____ CITY _____ STATE _____ ZIP _____

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

Memorial Mania

Focusing on the great variety—and great numbers—of memorials erected in recent decades, this seminar explores how cultural memory is created and what it has come to mean in terms of national identity in modern and contemporary America.

Recognizing the broad definitions of the key terms “memorial,” “memory,” and “America,” this seminar considers the following questions: What does memory mean in America today and in American memorial culture? What is driving the urgency to “memorialize,” and who and what, in fact, is being remembered? Who and what are memorable, in terms of American history and in terms of American national identity?

The definition of “memorial” is purposely broad: from statues and monuments to parks, public squares, cemeteries, public ceremonies, and moments of silence. Memorials can be permanent or temporary—such as roadside shrines. Understandings of “memory” are also broad, ranging from subjects of local and civic memory to those of national and/or collective memory, and including popular interests in autobiography, memoirs, and family genealogy. Understandings of “America” are similarly wide-ranging, often conflicted, and always in flux.

Potential subjects are vast and include war memorials, Holocaust memorials, presidential commemoration, memorials erected at sites of tragedy and trauma (Oklahoma City, World Trade Center, Columbine), ritualistic memorial practices (such as pilgrimage and gift-giving), issues of public response, different styles (figurative v. abstract memorials), and the role of the National Park Service, the nation’s primary “keeper” of historical and cultural memory. Course readings will include selections by contemporary historians, art historians, and theorists engaged in issues of memory, history, and material/visual culture, as well as films.

Erika Doss
Wednesdays: March 4 & 18

The Pulse of American Democracy: Polling, Public Opinion, and Political Behavior

As witnessed by the 2008 presidential election and primaries, political polling has become indispensable for politicians, the media, and individual citizens interested in understanding political and social behavior. General impressions and suppositions (so-called gut-reactions) are being replaced by presumably objective, systematic, and “scientific” assessments of public opinion data. At the same time, however, the 2008 presidential primaries and election challenged the credibility of polling and, in the process, raised many questions about the theoretical and methodological foundations upon which attitudes and opinions are measured and analyzed. Foremost among those questions were: how reliable are polls in predicting elections and voting behavior, what factors made polling particularly difficult in 2008, how do political and social attitudes influence voting decisions, and to what extent do polls enhance democracy?

Using the 2008 presidential election as a backdrop, this seminar explores the foundations of political polling and public opinion. By dissecting the psychology of individual behavior and the methodology of polling, we seek to understand how individuals acquire, organize, and alter their political beliefs, attitudes, and behavior.

Darren Davis
Thursdays: April 16 & 23

Darwin after 200 Years: Coming to Terms with Evolution

2009 marks the 200th anniversary of Darwin’s birth (February 12, 1809) and the 150th of the publication of the *Origin of Species*. Since this publication of his best-known work, Darwin has been associated in the public eye, particularly in the United States, with the forces of materialism, anti-religion, and many other ills of modern society. Our most important goal in this seminar is to achieve an informed understanding of Darwin’s insights and the nature of his theoretical achievement. On the first day, we will examine some of the key issues in the genesis of Darwin’s views, reaching back to his early writings, and their importance for several issues of perennial interest, including the implications of Darwin for environmental maintenance and biodiversity. We will also consider some of the new issues that currently surround the evolutionary understanding of life. On the second day, we will discuss some of the interactions of evolution with traditional issues in philosophy and theology.

Readings will include excerpts from the *Journal of Researches*, the *Origin of Species*, and the *Descent of Man*. Secondary sources will include a collection of readings from Darwin’s critics, along with more recent commentary, and Francisco Ayala’s *Darwin’s Gift to Science and Religion* (2007). A small laboratory component is also planned that will be useful for those teaching science classes.

Phillip R. Sloan
Tuesdays: April 14 & 28

The Magic Flute: Life, Love, Mozart

One of the most profound operas in the history of music is also one of the most deliciously comic entertainments of them all. In the last year of his life, Wolfgang Amadeus Mozart (1756-1791) created a “magic” (in every sense of the word) opera entitled *Die Zauberflöte*, or *The Magic Flute*. In which a prince and princess seek both each other and the maturity to rule. Along for the ride are an irrepressibly merry bird-catcher and his sweetheart, the solemn chief priest of the Temple of Wisdom, an evil Queen of the Night who sings in the vocal stratosphere, her three attendants, a Moor, and a variety of other enchanting figures. Mozart, a jester-genius who loved being a parent, appeals to the child in us all and makes us understand that merriment and wisdom go hand-in-hand. It is difficult to imagine a more enticing introduction to opera, to classical music, and to Mozart than this work.

In this seminar, we will investigate the many dimensions of this *Singspiel* (or “song-play”), a type of German opera that features both spoken dialogue and musical numbers; each member of the group will receive a DVD with subtitles in English, a copy of the text both in the original German and in English translation, and a brief introduction to Mozart’s life and works. One reason for choosing this opera above all of his others is that the music for *Singspiels* spans the gamut from the merriest folk songs to the most elevated examples of “the Classical style” as defined by Haydn, Mozart, and their contemporaries. In this single work, we encounter late 18th-century music in all its variety. Mozart was not only one of the greatest musical geniuses the world has ever known but a masterful dramatist whose operas are representations of humanity’s joys and dilemmas both in his own day and for all time.

Susan Youens
Thursdays: May 7 & 14



The French Revolution: A Cultural Approach

This seminar invites teachers to plunge into the history, literature, and art of the French Revolution (1789–1803), when all of Europe watched in horror (or glee) as an ancient feudal monarchy morphed into a nation with egalitarian aspirations. The personalities that marked this epoch—thick-witted Louis XVI and his frivolous wife Marie-Antoinette, the gargantuan Danton and Mirabeau, the sly Robespierre—coupled with the dramatic events that led from the storming of the Bastille to the bloody days of the Terror, provide a fascinating background for a variety of literary and artistic experiments.

Our survey will begin with an overview of revolutionary chronology and political history, as we piece together the events (*grandes journées*) that saw the people march on Versailles and request bread, before snowballing into a movement demanding rights, education, and a democratic form of government. Although it would smolder by 1794 under the pressure of warfare, paranoia, and oppression, this epoch gave birth to concepts familiar to any student of modernity. The Revolution’s values of *liberté, égalité*, and *fraternité* (freedom, equality, and brotherhood) will strike a chord with teachers of American History and Social Studies, just as Art teachers will resonate with the traces of revolutionary history in paintings, caricature, and drawings from the day, where martyrology and historical drama took on vivid connotations. Literary analysis will focus on Orzcy’s classic novel, *The Scarlet Pimpernel*, and a short story by Balzac, “An Episode Under the Terror.” Participants will see how literary writers recast the Revolution in the guise of passionate, exciting detective stories in order to weave surprising political meanings into events readers thought they knew.

Class sessions will be complemented by visits to the Hesburgh Library Rare Books Room and the Snite Museum of Art to appreciate some little-known treasures of Notre Dame on the French Revolution.

Julia Douthwaite
Dates TBD

Going Global: Medical Ethics in the Age of AIDS

The AIDS pandemic has drawn attention to the increasingly global character of many health challenges we face today, e.g. the prevention of infectious disease, the development and use of biotechnologies, and environmental stability. This seminar will explore current issues in global health, in particular, the relationship between health and persistent poverty; the effect of international markets on access to care; the role of the environment in health promotion; the impact of political conflict on health and health care delivery; the intersections of health, development and human rights; and the effectiveness of transnational partnerships for the promotion of health-related initiatives.

Along the way, we will question whether accepted principles and concepts in medical ethics still guide us well as we move beyond our national borders.

Maura A. Ryan
Dates TBD

What Race Is and What it Is Not: Why This Really Matters for Educators

There are no biological races in humans, but *RACE* is a prominent social reality in the USA. Humans vary in many ways, but not always in the way we think. People have dangerous misconceptions about intelligence, health, behavior, and biology as they relate to what we call “races.” This seminar explodes these myths and presents the realities about human biological diversity. The goal here is to discover why this information is very, very important to all of us and what we can do about it.

Throughout this two-day workshop/seminar we will tackle how humans vary biologically and what that means; demystifying human biology is crucial to understanding human variation. We will examine and explain the myths and realities surrounding skin color and variation in the way we look, what DNA tells us, medicine and health, IQ and standardized testing, and related themes. Then we will take a look at how humans vary culturally and socially and why we must take social *RACE* very seriously both as educators and members of USA society. We will focus on the history of racism and the *RACE* concept and why we in the USA have the particular ways of classifying and labeling people that we do. Finally, we look forward and ask what we can do with this information and why/how should we do it?

Agustin Fuentes
Dates TBD

Garden, Wilderness, Ecoverse: Reading Contemporary Nature Poetry

When we think of turning to nature we usually imagine a simpler world. Yet “nature” is, one writer recently noted, “perhaps the most complex word in the language.” We will explore the meanings and faces of nature in the work of six major poets publishing in America over the past four decades: Gary Snyder, Denise Levertov, A.R. Ammons, Wendell Berry, Pattiann Rogers, and Mary Oliver.

Several large questions about the changing, sometimes contradictory meanings of Nature will be with us as we compare these poets. For example: Does Nature include humans? Is Nature simply a collection of facts or an ideal? If Nature often means the opposite of Art, why have so many thinkers seen the world as a vast poem or, on the other hand, the poem as a miniature world? How does the old stereotype of Nature as feminine (and Culture as masculine) change in recent poetry by men and women? We will also explore two fundamental questions about nature poetry: How can our appreciation of natural beauty and of poetry deepen each other? How does an age of keener ecological care affect the nature poet’s voice and vision?

These six poets are especially rewarding to study because their poems are accessible to general readers but complex enough to repay close analysis and collaborative interpretation. All have also written essays or given interviews about natural observation, the environment, the poetry of nature—and vice versa—that will help guide us as we explore their poems.

John Sitter
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, 2008

For more information, and for teachers’ responses to the 2001–2008 seminars, see our Web site: www.nd.edu/~tas/

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