

TEACHERS AS SCHOLARS

AT THE UNIVERSITY OF NOTRE DAME

In collaboration with 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



2011

TEACHERS AS SCHOLARS

AT THE UNIVERSITY OF NOTRE DAME

SPRING 2011 SEMINARS

The Hindu Path to God: Yoga and Meditation and Their Growing Attraction in the West

Hinduism is the world's oldest religion and is numerically the largest religious tradition originating in Asia. Buddhism, Asia's second largest religion, has its roots in Hinduism. Indeed, the Buddha was himself raised in the Hindu tradition. Since the late 19th century, the influence of Hinduism in the West has steadily grown, especially through the spiritual practices of yoga and meditation. The overall goal of this seminar is to discover what we in the West can learn from the practices, experience, and wisdom of Hindus. We will be challenged to widen our understanding of the Divine, the human, and the religious experience.

We will begin with an introduction to the history of Hinduism and its basic teachings on the Divine, reincarnation and karma, liberation from suffering, and the caste system. We will then shift our attention to the rich variety of Hindu practices and spiritualities that will lead us to ask further questions: Are Hindus really idol-worshippers—as Christians often claim—when they go to their temples, or is something more subtle and deeper taking place? What is the purpose of meditation and how does it relate to prayer? What is enlightenment and the “true Self” that is uncovered in meditation experience? What was the original teaching of yoga in India, and what kinds of transformations have taken place in yoga theory and practice since its assimilation in the West? Who are some of the most important modern Hindu saints? How is Hinduism both like and unlike Buddhism?

We will read Bede Griffiths' *The Cosmic Revelation: The Hindu Way to God* (1983) and a few other essays. We will also view many pictures and photos of India and Hinduism as well as a few short video clips.

Bradley Malkovsky
Thursdays, February 10 and 24

Love, Sex, Death, God: The Poetry and Prose of John Donne

John Donne's literary output is astounding in its range: frank, even bawdy, love poetry; profound, searching devotional lyrics; occasional prose works and essays; and many rhetorically-dazzling sermons preached from the major public pulpit of his day, St. Paul's Cathedral. Donne led a flamboyant life: daring in his intellectual



range, provocative in his unconventional religiosities, and impulsively romantic in his private life. Born in 1573, nine years younger than Shakespeare, he gained wide respect in the 17th century as a writer. T.S. Eliot gave him renewed visibility in the 20th century.

No man, Donne wrote, is an island, and neither is Donne himself. His work is best read in the contexts of his time and of ours. This seminar will explore Donne's best-known poetry, including the passionate love lyrics of Songs and Sonnets, the devotional Holy Sonnets, and selections from Donne's prose. We will consider Reformation-era religious debates and conflicts, early modern political culture, and contemporary understandings of gender.

We will close with a discussion of *Wit*, a play drawing on Donne's poetry that won the Pulitzer Prize for drama in 1999 and was adapted as an Emmy- and Golden Globe-winning film by Emma Thompson and Mike Nichols in 2001. A drama about a teacher of Donne's work who finds herself ill with ovarian cancer, *Wit* makes it clear that the bell indeed tolls for all of us and that Donne's work has to do not only with intellectual wit but with compassion, patience, and redemption.

Susannah Montá
Tuesday, February 1, and Thursday, February 10



America and the World After 9/11

The purpose of this seminar is to help participants think about the general outlines of U.S. foreign policy after September 11. It will have two goals: First, it will describe how 9/11 has changed U.S. foreign policy. Does it represent a radical break from pre-9/11 U.S. foreign policy, or are there important elements of continuity? Second, it will assess whether those changes have been better in terms of U.S. national interests and those of the rest of the world. Is American leadership, and a forward-leaning posture abroad best for us and the world, or can a case be made for greater restraint and humility?

We will begin with a session on how to think about the sources of U.S. foreign policy. Why do we have the foreign policy we do? Next, we will explore a series of concrete manifestations of U.S. foreign policy, such as the so-called war on terror including Iraq, Afghanistan, the Israel-Palestine Conflict, and the Iranian nuclear issue. In each case, we will try to identify what U.S. policy is and assess whether that policy advances U.S. and global interests. The seminar will conclude with an in-class crisis simulation.

Michael Desch
Wednesdays, March 30 and April 13

A Passage to North Africa: French Literary and Artistic Impressions

In the 19th century, North Africa excited the imagination of painters and writers, whose works reflect a preconceived exoticism. Edward Saïd's study, *Orientalism*, exposed such works as mirroring the ideology of an imperial Europe dominating the weaker and largely silent “Orient.” Looking at Orientalist paintings and reading short texts, we will contrast the period of French colonial rule over Algeria and Morocco (1830 to 1962) with the dramatically different perception of North Africa in the postcolonial period.

In order to grasp the significance of these 19th century Western representations of North Africa and their potential meaning for today's Western presence in the Middle East and for questions of immigration, our seminar will take us to North Africa, also known as the Maghreb, in the company of writers and artists who visited or resided in Morocco and Algeria. We will analyze paintings by Delacroix, Fromentin, and Matisse and read a critique of French colonial rule in Algeria in a short story by the adventurous Isabelle Eberhardt. Excerpts of Bertolucci's *The Sheltering Sky*, a movie based on the 1949 novel by U.S. expatriate Paul Bowles, will give an American perspective of the Maghreb, while excerpts from the 1980 novel *Desert* by Nobel Prize winner J.M.G. Le Clézio will offer a postcolonial perspective.

Finally, we will reflect on the perspective of former colonized North Africans with the Algerian writer Assia Djebar, who responds to Delacroix. Then, exploring the issue of immigration to Europe, we will read excerpts of the novel *Leaving Tangier* by Moroccan Tahar Ben Jelloun and a short story from *Hope and Other Dangerous Pursuits* by Moroccan born Leïla Lalami, who writes in English. All texts will be short and in translation, if not in the original English.

Catherine Perry
Tuesdays, May 10 and 17



FALL 2011 SEMINARS

Dates for the fall seminars will be announced in August 2011

It's a Material World! Our Identities, Our Stuff, and (Un)Changing Times

Do you ever wonder what archaeologists actually do with the stuff they excavate out of the ground? Have you ever pondered how people lived in a world without television, YouTube, iPhones, Lady GaGa, and cell phones? Why have bellbottoms come and gone twice in the last 50 years? Will we be forced to relive the fashion mistakes of the 1980s? In asking and answering these questions, we must focus on one underlying query: What does our stuff really say about who we are and who we want to be?

This workshop combines lectures, interactive small-group activities, and archaeological collections housed in Notre Dame's anthropology laboratories to explore the nature and breadth of peoples' relationships with their things. We will investigate why and how people make and use different types of objects, and how the use of these material goods resonates with peoples' identities in the deep past, recent history, and today. Because everyone in the class will already be an expert user and consumer of things, we will consider how people today use material objects to assert, remake, reclaim, and create identities—and compare today's practices to those of people who lived long ago.

Class members will learn about how anthropologists, including ethnographers (studying people today) and archaeologists (studying past peoples), think about and approach the material nature of our social, economic, and political lives. We will discuss why styles and technologies change through time, and why, in the end, there is very little new under the sun in terms of human behaviors and the way people produce and consume goods. The topical breadth of this workshop encompasses most social science disciplines (including history, economics, psychology, and anthropology) and resonates with classics, art history, and gender studies.

Meredith S. Chesson
Dates TBD

Viewing the World Through Animation

Animated cinema has claimed a special place in contemporary culture. It has been praised for its zany humor and entertaining characters, and vilified for its depictions of asocial, violent behavior. On cable shows like *South Park*, nothing is safe from savage parodies of religion, politics, sexual mores, and society in general.

This seminar will focus on how animation's niche as a place of protected speech and its casual acceptance as “mere entertainment” has allowed its filmmakers to represent big questions of the day with irony, skepticism, and, of course, humor.

The films studied will include *Who Framed Roger Rabbit?* (1988), *Grave of the Fireflies* (1988), *The Triplets of Belleville* (2003), *Persepolis* (2007), and *Waltz With Bashir* (2008). The films will be screened in the Browning Cinema on the Notre Dame campus.

Donald Crafton
Dates TBD

Where Will News Come From in the Digital Age?

In the latter half of the 20th century, news organizations in America reached their zenith. Major newspapers and broadcast networks devoted enormous resources to covering local, national, and international news. Along the way, inspired by such leaders as *The Washington Post's* Ben Bradlee and CBS's Edward R. Murrow, among many others, strong values of investigative reporting, verification, independence, and balance established themselves.

Now comes the digital age, where the Internet has fragmented the market and, particularly, advertising dollars, the lifeblood of journalist endeavors. A new generation of consumers has come along, expecting that news is free (conveniently forgetting what they pay for cable TV). This throws the future of quality news reporting into great uncertainty.

The first day's agenda will focus on the Old World values of coverage, most of which one hopes carry over to the future. What are the bedrock values for good journalism? On the second day, we'll consider what lies ahead. What are the trends? What are the solutions being considered? And we'll examine, via video and the Internet, what works and what doesn't. In the end, we should have a notion about whether the future will leave us better informed or not.

Matthew V. Storin
Dates TBD



TO TEACHERS AND ADMINISTRATORS

The TEACHERS as SCHOLARS program provides you the opportunity to become a student again with colleagues from neighboring school districts as you 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. Because 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 seminar choices in order of preference. Return the completed registration card to the contact person in your district (printed on the back of this brochure) by December 1, 2010.

For more information about the TAS program,
please visit our website at tas.nd.edu

Fighting Poverty in a Rich Country

At \$14 trillion, the U.S. economy is the richest in the world—nearly three times that of the next closest country. Nevertheless, nearly 40 million people (including more than 14 million children) live in poverty. This seminar will explore the characteristics, causes, and consequences of domestic poverty. We will examine the nature of poverty along a number of dimensions including age, race, location, and family structure.

The first part of this seminar will explore what causes poverty, why poverty remains so pervasive in a rich country, and how U.S. poverty differs from poverty in other rich countries and from poverty in the developing world. In the second part of the seminar, participants will discuss the consequences of living in poverty. We will consider the long-term impact of growing up poor and explore the effects of job loss, disability, and other adverse events. This discussion will include an examination of how the recent recession has impacted disadvantaged groups.

Finally, we will explore what is being done to combat poverty. We will evaluate anti-poverty efforts to determine which policies work and which do not. Readings will be drawn from print media and book chapters as well as James Sullivan's own research on poverty in the United States.

James Sullivan
Dates TBD

A Professional Development Project at the University of Notre Dame

TEACHERS as SCHOLARS (TAS) represents 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, content-based, two-day seminars taught by leading professors in Notre Dame's College of Arts and Letters. Teachers have the opportunity to discuss scholarly issues during the school day (9 a.m. to 3:30 p.m.) when they are most likely to benefit from them. In turn, the Notre Dame faculty benefit from seeing the impact that their own teaching and research have on the community beyond the University.

The TAS program offers seminars in the arts, humanities, and social sciences to teachers in five regional school districts: South Bend Community School Corporation, the Diocese of Fort Wayne-South Bend Schools, Penn-Harris-Madison School Corporation, John Glenn School Corporation, and Union-North United School Corporation. Teachers are encouraged to choose topics that interest them, regardless of their grade level or content expertise, in order to nourish their love of learning—the reason they became teachers in the first place.

During 2011 (spring and fall semesters), TAS will offer eight different seminar topics. Please refer to this brochure for the list of topics, faculty, and registration form. There is no charge for participating in this program, which is funded by the University of Notre Dame, community partners, and participating school districts as a way of saying “thank you” to our K-12 colleagues.

Welcome to the TEACHERS as SCHOLARS 2011 program.

SPRING 2011 / FALL 2011 FACULTY

MEREDITH S. CHESSON, associate professor of anthropology, has participated in or directed archaeological projects in Israel, Jordan, British Columbia, Virginia (Monticello), Calabria, Sicily, and Cyprus. Her research focuses on how people, particularly those without writing systems and texts, create and (de)value difference in ancient societies. She explores peoples' everyday lives by excavating and analyzing the houses, trash deposits, and things people made, used, and discarded thousands of years ago. As co-editor of final reports of the Expedition to the Dead Sea Plain's excavations (1960s to 1990s) at some of the world's earliest fortified towns and neighboring cemeteries in Jordan (nd.edu/~mchesson/newedsphome.html), she analyzes the excavation results from important sites where remains are still unpublished. Field excavation and survey work take her to Calabria, where she co-directs the Bova Marina Archaeological Project (arch.cam.ac.uk/~jer39/BMAP/index.html). Chesson contributes to anthropological and archaeological journals and edited a volume on mortuary practices, *Social Memory, Identity and Death*, for the American Anthropological Association. She currently co-directs a funded project to study modern looting of ancient cemeteries in southern Jordan.

DONALD CRAFTON, a film historian, received his doctorate from Yale in the history of art, his master's degree in film at the University of Iowa, and a B.A. in English at the University of Michigan. At Notre Dame, he teaches a variety of film courses and seminars on film animation. Crafton's most recent book, *Shadow of a Mouse: Animation Performance*, explores aspects of animation theory and practice. In addition to many articles in international journals, his previous books include *The Talkies:*

American Cinema's Transition to Sound, 1926-1931 (1999); *Emile Cohl, Caricature, and Film* (1990), a study of the French film pioneer; and *Before Mickey: The Animated Film, 1898-1928* (1982; 1993, a survey of the origins of animation). Crafton has won awards for his work from the Jean Vigo Institute (France) and the International Film Festival in Zagreb (Croatia). In 2001, he was named inaugural Academy Film Scholar by the Academy for Motion Picture Arts and Sciences. His work merited two fellowships from the National Endowment for the Humanities, and in 2007 he received the University of Notre Dame's Presidential Award.

MICHAEL DESCH, professor and chair of the Department of Political Science, was the founding director of the Scowcroft Institute of International Affairs and the first holder of the Robert M. Gates Chair (2004-2008) in Intelligence and National Security Decision-Making at the George Bush School of Government and Public Service at Texas A&M University. From 1993 to 1998, he was assistant director and senior research associate at the Olin Institute. He has authored *When the Third World Matters: Latin America and U.S. Grand Strategy* (1993), *Civilian Control of the Military: The Changing Security Environment* (1999), and *Power and Military Effectiveness: The Fallacy of Democratic Triumphalism* (2008). He was co-editor of *From Pirates to Drug Lords: The Post-Cold War Caribbean Security Environment* (1998) and editor of *Soldiers in Cities: Military Operations on Urban Terrain* for the U.S. Army War College (2001). Desch has published numerous scholarly articles and reviews and has worked on the staff of a U.S. Senator, in the Bureau of Intelligence and Research at the Department of State, and in the

Foreign Affairs and National Defense Division of the Congressional Research Service.

BRADLEY MALKOVSKY, associate professor of comparative theology, has taught at Notre Dame since 1992. He completed his doctorate in the Department of Catholic Theology at the University of Tuebingen, Germany, after living and researching in India for five years. Along with articles in academic journals, he has authored *New Perspectives on Advaita Vedanta* (2000) and *The Role of Divine Grace in the Soteriology of Samkara* (2001). In 2008, he won the Huston Smith Prize for his India memoir promoting inter-religious understanding. The book, still untitled, will appear with HarperOne in 2011. Since 2001, he has been the editor of the *Journal of Hindu-Christian Studies*, the only academic periodical in the world that deals exclusively with the encounter of two religions. Notre Dame has honored Malkovsky with two teaching awards.

SUSANNAH BRIETZ MONTA is John Cardinal O'Hara, C.S.C., and Glynn Family Honors Program Associate Professor of English and editor of the journal *Religion and Literature*. She pursues her interest in early modern women writers, hagiography, biblical exegesis, and pedagogy, and publishes widely on the relationships between Reformation-era religious changes and literary culture. Her first book, *Martyrdom and Literature in Early Modern England* (2005, 2009), studies the impact of competing Protestant and Catholic martyrologies on major (Shakespeare, Donne) and traditionally non-canonical (Southwell, Copley) authors. Her current book project, entitled *Sacred Echoes: Repetitive Prayer and Reformation-Era Poetics*, explores the relationships between repetitive forms of prayer, rhetorical repetition, and the use of repetition, echo, and refrain in devotional lyrics. The Modern Language Association published her co-edited book, *Teaching Early Modern English Prose*, in 2010. She is working on a scholarly edition of Anthony Copley's "A for Fortune," a Catholic response to Edmund Spenser's "The Faerie Queene." Her scholarship has received support from major academic foundations.

CATHERINE PERRY, associate professor in the Department of Romance Languages and Literatures, has lived on three continents: the United States, Europe, and Africa. A teacher of French and Francophone literatures from the 19th century to the present, she works on intellectual history, gender studies, representations of North Africa in European literature and painting, and Francophone literatures from Morocco and Algeria. Her book, *Persephone Unbound: Dionysian Aesthetics in the Works of Anna de Noailles*, studies a woman poet of "Oriental" ancestry in early 20th century France. Perry is presently studying representations of Islam in contemporary Francophone literature by writers of Muslim origins. In her courses, she uses books and films that promote intercultural dialogue and understanding. A recipient of the Kaneb Award for Teaching Excellence, the Distinguished Notre Dame Woman Award, and the Edmund P. Joyce, C.S.C., Award for Excellence in Undergraduate Teaching, Catherine Perry is a *chevalier* in the French national order, "Ordre des palmes académiques," and a fellow of the Nanovic Institute for European Studies and the Kroc Institute for International Peace Studies.

MATTHEW V. STORIN, adjunct professor in the Department of American Studies, is deputy director of the John W. Gallivan Program in Journalism, Ethics, and Democracy. From 2002 to 2006, he also served the University of Notre Dame as associate vice president for news and information. Beginning as a reporter in his hometown at *The Springfield (MA) Daily News*, he carved out a career in journalism over nearly four decades. He retired as editor of *The Boston Globe* in 2001 after eight years in that post, during which time the *Globe* won four Pulitzer Prizes. Earlier in his career, he was the *Globe's* White House correspondent and later its Asian bureau chief, covering the wars in Vietnam and Cambodia. He is also a former executive editor of the *Daily News* of New York

(1989-1992) and senior vice president and editor of the *Chicago Sun-Times* (1986-87). He holds a bachelor's degree in sociology (1964) and an honorary doctor of laws degree (2006) from Notre Dame.

JAMES SULLIVAN, associate professor of economics, studies poverty in the United States and how welfare and tax policy affect the well-being of the poor. His recent work examines the extent to which macroeconomic conditions, and the recent recession in particular, affect domestic poverty. He is a research affiliate of the National Poverty Center at the University of Michigan, and his research has been supported by grants from the Smith Richardson Foundation, the Earhart Foundation, the Annie E. Casey Foundation, the National Bureau of Economic Research, and the United States Department of Agriculture. His published articles in economic journals have focused on "Measuring the Well-Being of the Poor Using Income and Consumption," "The Relationship Between Income and Material Hardship," and concerns about income and well-being in families headed by single mothers. His findings have been cited in Congressional testimony on reforming poverty measurement in the United States. This year, Sullivan received the Rev. Edmund P. Joyce, C.S.C., Award for Excellence in Undergraduate Teaching.

OUR SPONSORS

The Woodrow Wilson National Fellowship Foundation is the national sponsor of Teachers as Scholars (www.woodrow.org/tas), with programs at 34 sites including Princeton University, the University of Michigan, the Newberry Library in Chicago, and Carnegie Mellon University.

Originally funded in 2000 by a starter grant from the Woodrow Wilson National Fellowship Foundation, the TAS program at the University of Notre Dame is presently supported by the following donors:

University of Notre Dame:

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

Local school districts:

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

Local community:

McDonald Physical Therapy and Sports Rehab Center
PressGaney Associates, Inc.

CONTACT US

TAS Executive Coordinator

E. Jane Doering
113 Decio Hall
Mailing Address:
301 O'Shaughnessy Hall
University of Notre Dame
Notre Dame, IN 46556
Ph: 574.631.5675, Fax: 574.631.4268
tas@nd.edu

TAS Director

Dayle Seidenspinner-Núñez
Professor, Romance Languages and Literatures
Associate Dean, College of Arts and Letters

CONTACT PERSONS BY DISTRICT

Tom Fujimura

Executive Director
Division of Instruction
South Bend Community School Corporation
South Bend Community School Corporation
215 South St. Joseph Street, South Bend, IN 46601
Ph: 574.283.8055, Fax: 574.283.8059

Mark Myers

Superintendent of Catholic Schools
Catholic Schools Office, Diocese of Fort Wayne-South Bend
1328 West Dragoon Trail, Mishawaka, IN 46544
Ph: 574.255.1387, Fax: 574.256.2709
jbaranowski@fw.diocesefwsb.org

Terry Barker

Superintendent
Union-North United School Corporation
22601 Tyler Road, Lakeville, IN 46536
Ph: 574.784.8141, Fax: 574.784.2181
klaffoon@unorth.k12.in.us; tbarker@unorth.k12.in.us

Heather Short

Director of Professional Development and Student Learning
Penn-Harris-Madison School Corporation
55900 Bittersweet Road, Mishawaka, IN 46545
Ph: 574.258.9590, Fax: 574.258.9547
hshort@phm.k12.in.us

Janet Carey

Principal
North Liberty Elementary School
John Glenn School Corporation
400 School Drive, North Liberty, IN 46554
Ph: 574.656.8123, Fax: 574.656.8345
jlcarey@jgsc.k12.in.us

