

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



2010

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. – 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 has on the community beyond the University.

The TAS program offers seminars in the arts, humanities, and social sciences to teachers in six regional school districts: South Bend Community School Corporation, the Diocese of Fort Wayne-South Bend Schools, School City of Mishawaka, 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 scholarship—the reason they became teachers in the first place.

During 2010 (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 2010 program.

SPRING 2010 / FALL 2010 FACULTY

LANCE ASKILDSON, associate professor of the practice and director of the Center for the Study of Languages and Cultures, specializes in applied linguistics and second language acquisition. He is a fellow of Notre Dame’s Nanovic Institute for European Studies and a board member of the International Association for Language Learning Technology. Askildson’s teaches courses including Language and the Mind, Second Language Acquisition Theory, and Language, Culture & Identity. He has published scholarly articles on language acquisition via computer mediated communication, corpus-based discourse analysis of U.S. army obituaries, and psycholinguistic processes of reading development, among others. Askildson’s research interests include computer-aided language learning, psycholinguistic processes of reading, and the intersection of language, culture and identity in study-abroad immersion environments.

DAVID E. CAMPBELL is the John Cardinal O’Hara, C.S.C. Associate Professor of Political Science and the founding director of the Rooney Center for the Study of American Democracy. He is the author of *Why We Vote: How Schools and Communities Shape our Civic Life* and the editor of *A Matter of Faith: Religion in the 2004 Presidential Election*. He has also co-authored and co-edited books on civic engagement, school vouchers, and charter schools. In addition, he has published articles in a number of scholarly journals on such subjects as religion and politics, young people, schools, and civic engagement. His research has won national awards. While at Notre Dame, he has been awarded the Joyce award for Excellence in Undergraduate Teaching. As an expert on religion, politics, and public

policy, he has been featured in the national media, including *The New York Times*, *USA Today*, *The Washington Post*, NBC News, CNN, National Public Radio, Fox News, and C-SPAN. Currently, he is collaborating with Harvard University’s Robert Putnam on a book provisionally titled *American Grace: The Changing Role of Religion in Americans’ Civic Life*.

LAURA CARLSON is a professor in the Notre Dame’s Department of Psychology. She earned her teaching certificate for K-8 at Dartmouth College and spent two years teaching 4th grade in a rural public school in New Hampshire. Carlson’s primary research interest is in spatial cognition, an area that explores how we mentally represent the places and objects around us. She examines tasks that include giving someone directions to a destination and learning a route through a building, and applies principles of decision making to our interactions with the environment. Carlson’s lab uses a variety of methods (empirical, computational, psychophysiological) to explore how objects and their spatial relations are encoded, represented, and described. While at Notre Dame, Carlson has received two Kaneb Teaching Awards and the Edmund P. Joyce, C.S.C. Award for Excellence in Undergraduate Teaching. The National Science Foundation and the National Institutes of Health have funded her research. She also serves as associate editor for the *Journal of Experimental Psychology: Learning, Memory and Cognition*.

OLIVIA REMIE CONSTABLE is the director of Notre Dame’s Medieval Institute. Her work focuses on the

economic, social, and cultural history of the medieval Mediterranean World, especially contacts between Muslims, Christians, and Jews in Spain. Her publications include *Trade and Traders in Muslim Spain: The Commercial Realignment of the Iberian Peninsula 900-1500* and the popular collection of medieval texts in translation, *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources*. Her current work examines relations between Christians and Muslims in late medieval Europe, a project that has been funded by fellowships from the National Endowment for the Humanities and the American Council of Learned Societies. Constable also teaches both undergraduate and graduate classes in Notre Dame’s Department of History.

THOMAS A. GRESIK is a professor in the Department of Economics and Econometrics. He is also a fellow in Notre Dame’s Kellogg Institute for International Studies and the Institute for Educational Initiatives and is a faculty member in the Energy Center and in the GLOBES program, a federally funded interdisciplinary program that studies the linkages between biology, the environment, and society. Gresik earned a B.A. in economics and mathematics from Northwestern University in 1981, a M.S. in social sciences from the California Institute of Technology in 1982, and a Ph.D. in managerial economics and decision sciences from Northwestern University in 1987. Gresik studies the effect of private information on the performance of markets and regulations. His current research focuses on the economics of multinational corporations and international tax competition. He is an associate editor for the *European Economic Review* and *International Tax and Public Finance*. Gresik has advised the European Central Bank, the Norwegian Oil Tax Office, and the Norwegian Ministry of Energy. He has also served as chair of Notre Dame’s Faculty Senate since 2008.

THOMAS N. HALL is professor of English and a faculty affiliate of the Medieval Institute at Notre Dame, where since 2006 he has taught courses on Old English literature and the history of the English language. His work concentrates on religious literature of early medieval England, and he has published widely on Old English poetry, the lives of the saints, sermon collections, and apocryphal literature from early medieval England. His 2008 book, *Anglo-Saxon Books and Their Readers*, is a collection of essays on books and authors known to the Anglo Saxons. Hall is currently editing the Latin sermons of Archbishop Wulfstan of York (d. 1023). He is also director and senior editor of a multi-volume encyclopedic project entitled *Sources of Anglo-Saxon Literary Culture*, which aims to document the knowledge and transmission of all Classical, patristic, and early medieval literature in Anglo-Saxon England.

DANIEL K. LAPSLEY is the Alliance for Catholic Education Collegiate Professor, chair of the Department of Psychology, and coordinator of academic programs for the Institute for Educational Initiatives. He is the author or editor of seven books, including *Moral Psychology* and *Self, Ego, Identity*. He has authored numerous articles and book chapters on various topics in child and adolescent development, including risk appraisal and decision making, personality and identity development, and the transition to adulthood. He also studies the moral dimensions of personality and other topics in moral psychology and has written extensively on moral and character education. Lapsley serves currently on the editorial boards of the *Journal of Educational Psychology* and the *Journal of Early Adolescence*. He has won several teaching awards, including the Christ the Teacher Award given by the Alliance for Catholic Education.

PAMELA ROBERTSON WOJCIK is associate professor in the Department of Film, Television and Theatre, and director of the Gender Studies Program. Her areas of research are in film and popular music, performance, camp, genre, space, and gender. Her courses include Film and Popular Music, Sex and Gender in Cinema, American Film Genres, Film Theory, and Hitchcock. She is author of *Guilty Pleasures: Feminist Camp from Mae West to Madonna* and *The Apartment Plot: Urban Living in American Film and Popular Culture, 1945 to 1975*. Wojcik edited the anthology, *Movie Acting*, and co-edited *Soundtrack Available: Essays on Film and Popular Music*. She has published essays on Streisand, Judy Holliday, *Rear Window*, *Gold Diggers of 1933*, Madonna, and *Johnny Guitar*. She also founded the Midwest Undergraduate Film Studies Conference at Notre Dame, which is now in its fourth year and attracts students from all over the country and Canada.

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 funded 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
School City of Mishawaka
South Bend Community School Corporation
Union-North United School Corporation

Local community:

McDonald Physical Therapy and Sports Rehab Center
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Associate Dean, College of Arts and Letters

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. Return the completed form no later than **December 1, 2009**, to the contact person in your district (listed on the back of the brochure). You will be notified by email of your acceptance into a particular seminar by January 15, 2010. Check that the TAS email has entry status on your computer and respond promptly to any questions so that your place is reserved for you.

Name _____
STREET CITY STATE ZIP
Home Address _____
School/Department _____
District _____
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

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SPRING 2010 SEMINARS

Gotta Sing, Gotta Dance: The (Mostly) Hollywood Musical

Recent years have witnessed a resurgence of the genre of the musical, both on Broadway and in movie theaters, with hits like *Hairspray*, *Wicked*, *Dreamgirls*, *Chicago*, and more. Yet contemporary audiences often view the musical as an outmoded, “unnatural” form. Equally associated with camp subcultures, blue-hair Broadway patrons, and screaming teens, the musical is popular, yet embarrassing—beloved and long lasting, yet always seeming on the verge of extinction. This seminar explores the genre of the Hollywood musical, including its form, appeal, and resonance among various spectators.

The seminar will consider the history of the genre and subgenres such as the backstage musical, the folk musical, the black-cast musical, the wartime musical, and the postmodern musical. We will examine star directors like Busby Berkeley and Vincente Minnelli, and as well as stars such as Fred Astaire and Ginger Rogers, Gene Kelly, Judy Garland, Eleanor Powell, Carmen Miranda, Ethel Waters, Lena Horne, and Barbra Streisand.

We will also consider ideologies of romance by looking at how the couple is formed in the musical and at the role of dance in romance. We will consider African American performance in the musical, and camp and queer spectatorship. In examining the unique qualities of the Hollywood musical, we also will consider the French musical and Bollywood “picturized songs” as points of contrast.

Pamela Robertson Wójcik
Wednesday, January 27, and Monday, February 8

The Two Things Your Mother Told You Never to Talk About: Religion and Politics

To understand America, one must understand the unique role religion plays in American society and politics. America is the most religious of any industrialized democracy, seemingly defying the long-held belief that economic development inevitably brings secularization. The contemporary United States successfully combines both high religiosity and religious pluralism, while maintaining remarkably high levels of religious tolerance. And yet, religion can also cause division—as evidenced by the use of religious appeals in recent political campaigns.



This seminar will draw on cutting-edge social science research to explore a number of themes regarding religion in contemporary American society, including:

- trends in Americans’ religious beliefs and practices
- which religions are gaining and which are losing members, and the long-term consequences of these shifts
- why the claim that “11:00 a.m. on Sunday is the most segregated hour” may no longer be true
- the “real story” behind the intertwining of religion and politics over the last generation
- rising secularism among young people and its surprising political implications
- how Americans are able to combine high religiosity, religious pluralism, and a high degree of religious tolerance

The format for this seminar will be a workshop; participants will have the opportunity to read and discuss working drafts of chapters from my forthcoming book on religion in America.

David E. Campbell
Wednesday, February 10, and Monday, February 22



Teen Meets World: Adolescence in the 21st Century

The second decade of life is a crucial developmental transition that is fraught with important physical, psychological, and social challenges that pose significant adaptational challenges to young people—not to mention their parents, teachers, and friends. Moreover, popular culture, media, and film present images of adolescence and of teenagers that influence our perception of what is normative and what is to be expected or feared.

This seminar will explore the portrait of adolescence that is revealed by contemporary developmental science. It will attempt to understand adolescence in a cultural and historical context, survey recent empirical findings on some core topics, and correct some of the popular memes about teenagers and the adolescent experience.

On the first day, we will take on some fundamental questions: Is adolescence a natural part of the human life cycle or is it characteristic of only certain kinds of cultures or historical eras? Does adolescence exist everywhere, and what are its features? How does culture influence the experience of the second decade of life and the transition to adulthood? This will require examining the history of

adolescence and the role of social forces in influencing the way the life cycle is experienced, from puberty to “emerging adulthood.”

On the second day, we will take up specific claims often heard in our collective “folk psychology” of adolescence. Is it true that adolescence is a period of “storm and stress” and declining self-esteem? Is it true that teenagers are rebellious? Feel invulnerable? Are narcissistic? What can we do to facilitate healthy development during this period?

Daniel K. Lapsley
Thursday, February 11, and Thursday, February 18

Deciding to be Green

Awareness is increasing of ever-growing environmental problems and the need to change our relationship to the environment. However, getting people to change their individual behaviors is hard. There is a common attitude that individual efforts won’t have much of an effect. Indeed, it is typically difficult to see any effect of one’s own action, because the environmental benefits are far off in the future.

In addition, individual decisions are usually made without much thought or deliberation; if there is deliberation, then the deliberation takes into account many other dimensions that are typically prioritized over environmental influences, such as convenience, cost, and social influence.

This seminar will examine the cognitive psychology underlying eco-friendly behavior, focusing on individual decisions about individual behaviors. We will examine the processes we use and the dimensions we consider when we make a decision, and apply this to our understanding of environmental issues. We will also evaluate advertising and marketing campaigns that purport to promote green products and consult sources that facilitate eco-friendly purchasing. Finally, we will use psychological methods to design research-based initiatives that seek to increase environmentally friendly behavior in the classroom.

Laura Carlson
Monday, May 10, and Monday, May 17



FALL 2010 SEMINARS

Dates for the fall seminars will be announced in August 2010

Language, Mind, and the Human Condition

Would you like a deeper understanding of the role of language in our lives and a greater appreciation of its impact on our humanity? How does culture affect linguistic form and thereby shape patterns of thought and perception? What are the neurological and psychological impacts of language on the development of the mind and on perception of the world around us? This seminar will examine the role and nature of language in its capacity as a vehicle for thought, perception and expression.

We will examine such issues as language, culture, and the mental mechanisms of perception and how they give rise to the uniquely human condition we all share. Drawing on Noam Chomsky, we will discuss the nature of linguistic knowledge and its determination of the language acquisition process. Would more knowledge about the role of language as a tool for insight and interpretation into who we are as human beings be helpful with your students?

Our two-day discussion will be grounded in both research and experiential discovery. While making use of the everyday language that surrounds us in order to drive our discovery, we will draw upon scholars in the fields of linguistics, philosophy and cognitive science, among others.

Lance Askildson
Dates TBD

A Land of Three Religions: Christians, Muslims, and Jews in Medieval Spain

For nearly eight hundred years (711-1492), Christians, Muslims, and Jews lived together in the Iberian Peninsula. Sometimes their relationships were hostile, at other times relatively harmonious and tolerant, but overall the medieval period in Spain was marked by tremendous intellectual, material, and artistic achievements resulting from cross-cultural exchange. All of this changed in the late 15th century. In the same year that Columbus arrived in the New World, Christian rulers in Spain conquered the last independent Muslim kingdom of Granada and expelled all of the Jews from their kingdoms. At the same time, the Spanish Inquisition was also getting underway.

What caused this tremendous change in the 15th century? What do we know about the shifting relations between Christians, Muslim, and Jews in Spain during the medieval centuries before 1492? In what ways was the course of western European literature, theology, philosophy, architecture, agriculture, commerce, and other fields profoundly affected by the long centuries of close contact between Christianity, Judaism, and Islam?

This seminar will look not only at the textual and material evidence for this medieval relationship (recorded in documents, stories, music, art, architecture, and cuisine), but will also consider the implications of medieval Iberian history for our world today and modern inter-faith relations.

Olivia Remie Constable
Dates TBD

Experiencing Economics Through Experiments

From the local farmers’ market to international energy markets, from firing up our backyard grills to large factories in China polluting the air, from individual car loans to collateralized debt obligations, we all participate in both local and global markets to one degree or another. The choices we make and the choices of others across the world are linked via our participation in markets and through the actions of our governments. This seminar will explore the role of markets and governments in influencing how we all make decisions.

Discover the fundamental aspects of economic behavior through participation in economic experiments. We will participate in interactive economic experiments and then discover first-hand important economic principles through the analysis of the outcomes of the experiments. The experiments will begin by focusing attention on how markets work and what their primary purpose is, on when market outcomes achieve good social outcomes, and on the problems that can prevent markets from achieving socially desirable outcomes. The experiments will then explore possible remedies that could be used to address market imperfections.

Thomas A. Gresik
Dates TBD



The Puzzle of Beowulf

Beowulf is one of the oldest poems in English, the closest thing we have to an Old English epic, a literary monument of extraordinary complexity, and required reading in high schools and universities across America. Public fascination with *Beowulf* is currently at an all-time high, thanks in part to the spate of recent film adaptations, the award-winning 1999 translation by Seamus Heaney, and recognition of the poem’s pervasive influence on Tolkien. Yet *Beowulf* is in many ways a puzzle, generating far more questions than it does answers, and scholars can’t even agree on which century it was written.

Where does this story of a Dark-Age Swedish warrior named Beowulf and his battles with Grendel, Grendel’s mother, and a dragon come from—and why does it resonate so powerfully with modern audiences? What was its value for the Christianized Anglo-Saxons who performed this story in alliterative verse and who preserved it in its present form? What are its enduring lessons about the tragic consequences of a heroic confrontation with the dark chaotic forces that beset the world around us?

This seminar will plunge deep into the mysteries surrounding *Beowulf* by taking up key questions about language, heroic behavior, and the intersection of history, myth, and legend. We’ll read the Heaney translation (which is accompanied by a facing-page Old English text so we can talk about elements of the original language) along with a slim collection of essays that reflect current critical concerns. We’ll also view scenes from two of the recent *Beowulf* movies to consider the pros and cons of the film adaptations.

Thomas N. Hall
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, 2009**.

For more information about these seminars and the TAS program, go to www.nd.edu/~tas/

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