

TAS SEMINARS 2013

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Spring 2013

[Migrating Immigration into the Curriculum](#) with Allert Brown-Gort
Feb. 11 and 25

[Performing Hamlet](#) with Peter Holland
Feb. 13 and 20

[Robot Uprising: Opportunities and Challenges in Robotics Technology](#) with Jim Schmiedeler
April 10 and 17

[Africa and the World: Rethinking Our Past with African History](#) with Paul Ocobock
April 11 and 18

Fall 2013

[The French Woman: Icons and Issues](#) with Julia Douthwaite
Sept. 6 and 13

[The Effects of Environmental Change on Freshwater](#) with Jennifer Tank
Oct. 2 and 9

[Memory, Memorials, and Lengthening the American Civil Rights Movement](#) with Richard Pierce
Oct. 21 and Nov. 14

[Abraham Lincoln's America](#) with Dan Graff
Oct. 31 and Nov. 11

Seminar Descriptions

Migrating Immigration into the Curriculum

Presented by Allert Brown-Gort

Immigration is one of humanity's most innate practices. However, due in large part to its very nature, immigration is also controversial and the subject of deep misunderstandings. Even the United States, "a nation of immigrants," is not immune from holding widely diverging views and attitudes on the subject.

Based primarily on the contemporary American experience, but including global and historical examples and references to current migration theory, this seminar will seek to answer questions such as: Why do people migrate? How is the destination chosen? How do they get there? Has immigration (and have immigrants themselves) changed fundamentally over the centuries? Is immigration a net cost or a net benefit?

Through a combination of readings, lectures, discussions, and exercises, this seminar will explore a variety of aspects of this fundamental human activity. Particular attention will be paid to the application of the immigration phenomenon to the teaching curricula in a variety of subjects, including history, economics, government, geography, mathematics, and even biology.

About Allert Brown-Gort

Allert Brown-Gort is a Faculty Fellow of the Kellogg Institute for International Studies at the University of Notre Dame, and a Senior Research Fellow at the Institute for Work and the Economy, an independent think tank. Previously he served for over a decade as the founding Associate Director of the Institute for Latino Studies at Notre Dame, where he was responsible for the executive direction of the organization.

A citizen of both the United States and Mexico, he has worked on U.S. Latino, NAFTA, and Latin American issues. His major research interests include immigration policy, particularly its political, economic and public health implications; and the role of culture in shaping values, institutions, and political systems. Current research projects include a national qualitative study of the opinions of the Mexican migrant and Mexican American communities; and the effects of the U.S. immigration discourse on Latino political behavior. He has served as an advisor to the Fox administration in Mexico and to the U.S. Senate Hispanic Task Force. He has also provided testimony before the Indiana Senate on potential effects of proposed legislation aimed at controlling unauthorized immigration.

Prof. Brown-Gort regularly lectures and provides media commentary on issues related to Latinos, immigration, and U.S.-Mexico bilateral relations at the regional, national, and international levels. He is a regular analyst for the Instituto Nacional de la Radio in Mexico, and has appeared on *PBS NewsHour*, *CBS News*, and *CNN en Español*, among others. His op-eds on immigration issues have appeared in magazines and newspapers such as *The Boston Globe*, *Chicago Tribune*, *Dallas Morning News*, *El Universal* (Mexico City), and *Indianapolis Star*.

Performing Hamlet

Presented by Peter Holland

Over the last 400 years, Shakespeare's *Hamlet* has probably had millions of performances by tens of thousands of actors. What are the challenges, the possibilities, the opportunities that this extraordinary play offers?

On the first morning of this class, participants will meet with a member of the Actors from the London Stage Company, AFTLS, to hear firsthand about performing *Hamlet*. Upon returning later in the evening, students will attend the actual performance of *Hamlet* by the AFTLS Company at the DeBartolo Performing Arts Center. TAS will provide tickets for this very special event. All participating districts have approved this arrangement of splitting the day into morning and evening sessions.

The second session will be held during the traditional 9 a.m.-3:30 p.m. time frame. It will look at film and television performances by Richard Burton and Kenneth Branagh, Ethan Hawke and Mel Gibson, Laurence Olivier and Arnold Schwarzenegger, and others, and at the evidence for Hamlets of previous centuries from David Garrick to Henry Irving. Teachers will also test out in workshop how one might explore the texts of Shakespeare's play.

About Peter Holland

Peter Holland is McMeel Family Professor in Shakespeare Studies and Associate Dean for the Arts at the University of Notre Dame. He was Director of the Shakespeare Institute in Stratford-upon-Avon from 1997 to 2002 and is one of the Institute's Honorary Fellows. He was also a Governor of the Royal Shakespeare Company and a Trustee of the Shakespeare Birthplace Trust before moving to the US. He was elected President of the Shakespeare Association of America for 2007-8.

Holland has edited many of Shakespeare's plays (for Penguin, Oxford University Press and the Arden Shakespeare) and written widely on the plays in performance, including *English Shakespeares: Shakespeare on the English Stage in the 1990s*. He is the Editor of *Shakespeare Survey*, the UK's leading Shakespeare journal, and is General Editor for a number of book series, including an 18-volume series on *Great Shakespeareans* (with Adrian Poole), the first 13 volumes of which have appeared, and *Oxford Shakespeare Topics* (with Stanley Wells). He also edited a five-volume series, *Redefining British Theatre History*, for Palgrave based on five conferences at the Huntington. His edition of *Coriolanus for the Arden Shakespeare* series is currently in press.

Africa and the World: Rethinking Our Past with African History

Presented by Paul Ocobock

The Romans once called the lands south of the Mediterranean Sea and Sahara Desert: *Aprica*, meaning a sunny place, a land of light. To Romans, Africa was home to mighty empires rich in people and gold. Nineteenth century Europeans took a very different view: Africa was the very heart of darkness, teeming with barbarous tribes and ungodly faiths ripe for conquest and the light of civilization. For millennia, the image of Africa and its place in world history has shifted, often dictated by the observations and misconceptions of outsiders.

This process continues today. How do we imagine Africa? What do we know of Africa's past? How much of our historical knowledge has been shaped by the views of Roman merchants, Arab explorers, Dutch slavers, or English missionaries? How have these past representations of Africa come to define our contemporary views?

In this seminar, we will rethink the history of African peoples by amplifying their voices and restoring their stories to a rightful, prominent place in world history. Our seminar will be sweeping in its scope. We will travel along the shores of the Sahara desert exploring the wealth and power of the Mali Empire. We will set sail with Swahili traders crisscrossing the Indian Ocean with goods bound for African, Chinese, and Indian port cities. We will bear witness to the king of Kongo's conversion to Catholicism and decision to sell his neighbors into slavery. We will question Europe's motivations for bringing civilization and development to Africa down the barrel of a gun.

We will explore these and many other topics during our seminar, which will be held in the Snite Museum of Art. Drawing on the museum's incredible collection of art as well as historical documents and African fiction and film, we reimagine Africa and reconsider our own past with African History.

About Paul Ocobock

Paul Ocobock is an assistant professor of history and faculty fellow of the Kellogg Institute for International Studies. He teaches undergraduate and graduate courses in African History, from earliest times to the present. His research focuses on the cultural and economic history of Africa and European imperialism in the nineteenth and twentieth centuries. He is currently working on a book entitled *Coming of Age in Kenya Colony: Making Manhood and Maturity in an Uncertain Age, 1898-1978*. The book explores the everyday lives of young African men growing up under British colonial rule in Kenya, including their efforts to earn a living, negotiate generational and colonial authority, as well as articulate and fulfill senses of masculinity and maturity. He earned his bachelor's degree from the University of Michigan, an M.Phil in Economic and Social History from Oxford University, and his Ph.D. at Princeton. Ocobock's work has been published in the journal *Social History* and the *International Journal of African Historical Studies*. He also co-edited a book on the history of homelessness and vagrancy entitled *Cast Out: Vagrancy and Homelessness in Global and Historical Perspective*.

Robot Uprising: Opportunities and Challenges in Robotics Technology

Presented by Jim Schmiedeler

Dating back to the first use of the term "robot" in a play that opened in London in 1921, science fiction has consistently predicted the dramatic ascent of robotics technology. All too often, these predictions are associated with disastrous consequences for human beings. On the other hand, the robotics industry that was born in the early 1960's to provide manipulators for performing manufacturing tasks like welding, spray-painting, and assembly has fueled its own promises of further robot advancement that simply have not been realized. The modern reality is that Honda's 25-year effort in humanoid robots has produced the impressive biped ASIMO, but it bears little resemblance to the cyborgs famously depicted in the Terminator movie franchise. Similarly, the U.S.-based company iRobot has sold more than 6 million of its Roomba robotic vacuum cleaners, which pale in comparison to the capabilities of Rosey the robot maid from *The Jetsons* cartoon.

This seminar will examine the state of the art in robotics technology and discuss relatively recent advances that are enabling a significant expansion of the field. The timely convergence of dramatic increases in computational power, significant reductions in advanced sensor costs, and improvements in actuator power and efficiency will broaden the impact of robots in society at large. The seminar will address how these technologies are being applied in both traditional robot manipulators and mobile robot platforms ranging from wheeled to legged systems. The opportunities that such advances present, as well as the challenges that remain for robotics to have its projected impact, will be brought out through discussion and laboratory demonstrations.

About Jim Schmiedeler

Jim Schmiedeler, Associate Professor of Aerospace and Mechanical Engineering, is an experimental roboticist whose research focuses on machine design for robotic systems and the use of technology to develop a better understanding of human motor coordination. His bachelor's degree is from Notre Dame, and his master's and Ph.D. from Ohio State. Schmiedeler has worked on the mechanical design and control of quadruped and biped robots for both walking and running with prototypes designed, built, and tested in his lab. He has also studied how robot-assisted rehabilitation can be optimized to improve recovery from stroke. Schmiedeler is the co-author of the first chapter in the *Springer Handbook of Robotics* and has been recognized with the Presidential Early Career Award for Scientists and Engineers (PECASE).

The French Woman: Icons and Issues

Presented by Julia Douthwaite

Taking as our inspiration the French Woman, course content is divided into “icons and issues” in order to allow students to critically examine the process by which a person is made into a symbol, what forces lie beneath that process, and how symbols evolve over time so that they eventually produce results that depart strikingly from the originals. Through study of various examples of French womanhood from the 15th to the 21st centuries, we will observe how a woman is made into a heroine (or an icon of work, racial difference, or sex appeal), and what happens to her heroism (or work ethic, race, or sexuality) as it is revisited by successive audiences in later eras.

We will approach the topic from a variety of media (literature, music, film, history, and journalism) loosely organized around the following themes:

1. How to Become a Woman
The “Wild Girl of Champagne,” Simone de Beauvoir, and Brigitte Bardot
2. Warrior Queens and Heroines under Attack
Joan of Arc and Marianne, through the ages
3. A Modern Icon of Frenchness, revisited
The “new Édith Piaf” (Zaz)
4. Contemporary Issues
The working woman, the immigrant, and the elderly

About Julia Douthwaite

Julia V. Douthwaite is Professor of French and Francophone Studies. Her most recent book, *The Frankenstein of 1790 and Other Lost Chapters from Revolutionary France* (University of Chicago Press, 2012), shows how key events of the French Revolution took shape through newspaper and imagery produced during the turmoil, and how those same events were later retold by authors such as L. Frank Baum, Mary Shelley, Honoré de Balzac, and Charles Dickens. Other books include *The Wild Girl, Natural Man, and the Monster* (2002), and *Exotic Women* (1992).

In 2011-12, Douthwaite organized the American début at Notre Dame of the exhibit entitled *DIGNITY: Human Rights and Poverty*, co-sponsored by Amnesty International France, which was first displayed at the Hôtel de Ville, Paris, in May-July 2010. A companion volume, *Art in the Service of Humanity: Rousseau and DIGNITY*, is in progress. Douthwaite has received grants from the John Simon Guggenheim Memorial Foundation, the National Endowment for the Humanities, and the Lilly Foundation.

Mother of two sons, Douthwaite is a long-time resident of South Bend and actively involved in the community. She has been a mentor in the South Bend Community School Corporation's "Dream Team for Unity" since 2009, a teacher in Notre Dame's Upward Bound summer academy since 2012, and is currently teaching "Write YOUR Story" for kids (7-12) at the Salvation Army Kroc Center. Her scholarship explores the history of humanitarian thought and activism from the 18th century to the present (including gender relations), and connections between the French and Francophone history, literature, and art of the Antilles. Other interests include visual studies (book illustration, film, art history), style, popular culture, and definitions of modernity.

The Effects of Environmental Change on Freshwater

Presented by Dr. Jennifer Tank and Brett Peters

This seminar will focus on the major stressors affecting freshwater ecosystems today: invasive species, land-use change, and climate change, which we collectively call "environmental change." We will use a combination of multi-media lectures, small group discussions, independent readings, and hands-on field experiences to learn about these important issues, how they impact freshwater ecosystems, and how scientists are studying the effects of these stressors.

The seminar will begin with an overview of aquatic ecosystems and the mechanisms (biological, physical and chemical) that regulate them. We will introduce the components of environmental change, including their history, how they impact freshwaters, and what is being done to mitigate their effects.

In addition to the lectures and discussions on campus, a portion of the course will be held at the Notre Dame Linked Experimental Ecosystem Facility (ND-LEEF) at St. Patrick's County Park. ND-LEEF is a newly constructed cutting-edge environmental research facility where scientists can manipulate and study experimental streams, ponds, and wetlands that are linked together like real watersheds.

St. Patrick's County Park has several natural aquatic features, which we will explore to observe first-hand the effects of environmental change. At ND-LEEF we will learn more about how science is conducted in aquatic ecosystems through the use of controlled and

replicated experiments. Finally, we will collect data using ND-LEEF's real-time sensor network to demonstrate the ecological principles we covered previously during the classroom portion of the course.

About Jennifer Tank

Dr. Jennifer Tank is the Ludmilla F., Stephen J., and Robert T. Galla Professor of Biological Sciences at the University of Notre Dame. She is also the Director of the Notre Dame Linked Experimental Ecosystem Facility (ND-LEEF). Her research interests explore questions about the cycling of nutrients in stream and rivers systems with a focus on the impact of human land use on ecosystem function. Dr. Tank has served as an advisor to several government agencies focused on environmental issues, including advisory boards for the North American Carbon Program and the National Center for Ecological Analysis and Synthesis. She also actively collaborates with The Nature Conservancy on assessing strategies to improve the health and efficiency of streams draining cropland in the agricultural Midwest. Results from research in the Tank Laboratory continue to demonstrate an ongoing commitment to outreach with the broader community of managers, policy makers, NGOs, and agencies in order to improve the management of our freshwater ecosystems. Since receiving her PhD in 1996, Professor Tank has published over 100 peer-reviewed publications on nutrient cycling in stream and river systems. On the whole, her research raises important questions about the ecological impacts of human choices on the natural world, particularly as it relates to freshwater.

About Brett Peters

Brett Peters is the Assistant Director of the Notre Dame Linked Experimental Ecosystem Facility (ND-LEEF), a globally unique ecological research facility recently constructed at St. Patrick's County Park in South Bend, Indiana. Brett earned his B.S. in Fisheries and Wildlife Management from Michigan State University and his M.S. in Biology from the University of Notre Dame. Brett's graduate research focused on the management of aquatic invasive species in the Midwest. As the Assistant Director of ND-LEEF, Brett has coordinated the design and construction of ND-LEEF, to be completed Fall 2012, and will oversee the operation and maintenance of the facility. In addition, Brett will coordinate all outreach and education activities for ND-LEEF to broaden community engagement with schools as well as adult learners.

Memory, Memorials, and Lengthening the American Civil Rights Movement

Presented by Richard Pierce

During our time together, we will trace the Civil Rights Movement in the United States during the twentieth century, and examine its lasting impact on American society. In this class, we will analyze historians' representations and theories of social movements as lenses through which we can explain the circumstances that sparked and sustained the struggle for civil rights. For example, some historians would argue that meaningful change could not have occurred without the actions of the Federal government and the Courts (e.g., *Brown v. Board of Education*, The Civil Rights Act, and The Voting Rights Act). Other historians challenge such a view by pointing to the strength and power of an indigenous movement sustained by direct action and local organizing (e.g., The Montgomery Bus Boycott, The Greensboro sit ins, Freedom Summer, and The March from Selma to Montgomery to secure the right to vote). Another group points to the structural development of the United States

and the increasingly difficult burden of Jim Crow society within its contours.

The lenses of these seemingly opposite historical arguments influence who and what we remember about the past and, in turn, how we as a nation commemorate the Civil Rights Movement. Helping to understand the origins of the Civil Rights Movement allows us to better assess the movement's outcomes.

About Richard Pierce

Richard Pierce is Notre Dame's John Cardinal O'Hara, C.S.C., Associate Professor of History and former Chair of the Department of Africana Studies. He earned his doctorate at Indiana University and joined the faculty at Notre Dame in 1996. In 2009, Professor Pierce was awarded the Charles Sheedy Award for Excellence in Teaching. In 2011, he was selected as a Kaneb Center Faculty Fellow. He is also a Faculty Fellow at the Kroc Institute for International Peace Studies.

Specializing in African American, Urban, and Civil Rights history, Pierce is currently examining the processes by which African American families and institutions taught Jim Crow to their children in the United States. He has been conducting interviews with adults who interacted with African American children during the 1895-1965 timeframe to examine methods they used to preserve self-esteem within the dehumanizing system employed at that time.

Abraham Lincoln's America

Presented by Dan Graff

In "Abraham Lincoln's America" we will use the life of the republic's most celebrated president as a window to explore the transformations and continuities in American politics, cultures, economics, ideologies, and social life during the half-century ending in the cataclysmic Civil War. Using Lincoln's own experiences as a starting point - his poor upbringing, his family's frequent moves across the sectional borderlands, his self-motivation and professional ambition, his embrace of mass politics, and his rapid ascent to national leadership during the republic's greatest crisis - participants will explore much more than the sectional struggle and the fight to save the Union from secession.

Important topics will include the evolving struggles over the meanings of race, freedom, and slavery; the increasing commercialization of the economy and the forging of new class relationships and identities; migration, property-holding, and relations with Native Americans in the rural and small-town west; changing realities and conceptions of gender, family, childhood, and parental authority; the changing role of local and national governments and the rise of political parties and mass political participation; and the heated contests over nativity, religion, and citizenship.

In short, Lincoln's personal experiences will be the entry into understanding American society as a whole during his life (1809-1865), and students will ponder the usefulness of biography to the larger historical project as well as the importance of memory and myth in the ways we repeatedly reconstruct the past.

About Dan Graff

Dan Graff is the Director of Undergraduate Studies in the Department of History at the University of Notre Dame, where he also serves as Associate Director of the Higgins Labor Studies Program. His research interests include the nineteenth-century United States and labor history more broadly, and he teaches a variety of undergraduate courses including "Working in America since 1945," "Jacksonian America: Politics, Culture, and Society," "The Labor History of American Food," and "Abraham Lincoln's America, 1809-1865."

He was a 2011 recipient of the University of Notre Dame's Joyce Award for Excellence in Undergraduate Teaching, and he won the Best Paper Award for "Lovejoy's Legacies: Race, Religion, and Freedom in St. Louis (and American) Memory," at the Collective Memory in St. Louis Symposium in 2010. He is currently writing a book on labor, race, and citizenship in nineteenth-century St. Louis.