

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



2012



The American Revolution Viewed Through Three Iconic Paintings

This seminar will examine the American Revolution through images. By focusing on three iconic paintings—"The Death of Wolf" by Benjamin West, "Watson and the Shark" by John Singleton Copley, and "Declaration of Independence" by John Trumbull—Professor Griffin will offer new explanations for the origins, progress, and outcomes of the American Revolution. Through these three well-known representations of historic American events, participants will enter a forgotten world of American Britishness, civil war, and the creation of a culture fixated on the role of the Founders.

Other images will be analyzed to move the discussion beyond what we think we know of the American Revolution to include the events and tensions actually faced by the contemporaries of this time.

Participants will explore the American Revolution less as an event that defines Americans today and more as a dynamic process that transformed British subjects into citizens of a republic. From 1763 until 1800, Americans—black and white, settler and Indian, men and women, wealthy and poor—struggled to recreate a sense of order in a world without legitimate sovereignty. Together, they fought with and against the British with the earnest goal of establishing a government that could ensure the proper balance between order and liberty.

Patrick Griffin
Thursdays, February 16 and 23

China's Encounter With the West and Its Path to Modernization

The Chinese used to consider themselves culturally superior to all others. This sense of superiority informed their approach in dealing with the outside world until China's humiliating defeat at the hands of Western powers in the 19th century. While psychologically traumatic, the defeat prompted China onto a path toward modernization, which has eventually led to the country's present status as the world's second largest economy.

Using a combination of lecture and discussion based on selected texts, this seminar investigates China's encounters with the West from the 17th to the 19th centuries against the historical background of Western attempts to trade with and to proselytize in China. We will examine the

case study of Matteo Ricci (1552–1610) and explore the lessons of his success and failure for understanding the cross-cultural interactions in our own times. We will trace the changing perceptions of China in the West and study the impact of such perceptions on Westerners' approach to China. Finally, we will look at the Chinese intellectuals' reactions in the wake of the Opium War (1839–1842) and examine how new lines of thinking have helped to reshape China's strategies in interacting with the West in cultural as well as material terms.

Xiaoshan Yang
Tuesdays, March 6 and 13



Teaching New Media and Digital Culture

This seminar will explore how "new media"—YouTube and e-books—have changed our cultural lives and altered how we teach our students. As we investigate these media technologies, we will focus on how social media generate not just new modes of communication but also new forms of knowledge. A close look at David Fincher's film *The Social Network* will help us tease out the argument it makes about the appeal of social media.

In our exploration of YouTube, we will consider the very different ways it can be framed up for analysis. Is it the next new medium that will replace television? Or is it better understood as the endlessly sprawling digital archive of global culture? Or should it be conceived of as the center of participatory culture, including everything from stupid human tricks to sophisticated forms of interactivity and collective authorship?

When we turn to e-books, our goal will be to identify the key tensions and debates rather than formulate the sort of sweeping generalizations about new media that we usually encounter and that are invariably wrong. Do e-books signal the end of "the book" and "close reading" as we know it—or by changing the edges of what we think of as a book, do they represent a completely different way of imaging the borders of the text and the borders of our pedagogy? Together, we will look at some of the new, amplified e-reader editions of literary classics, such as *On the Road*, complete with videos, photos, and supporting material. The specific question addressed of whether having an "app" for Kerouac or Austen is a good thing or a bad thing will provide a general basis for our exploration of advantages and disadvantages of "new media."

Jim Collins
Tuesdays, March 13 and 20

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FALL 2012 SEMINARS

Dates for the fall seminars will be announced in August 2012.

Christians, Muslims, "Seculars": Why Can't We All Just Get Along?

Violent confrontations between groups seem to be everywhere—with religion remaining a volatile flashpoint. Some "seculars" (folks who prefer that religion be kept in private places of worship) imagine a saner, safer world free from public and political expressions of faith. Meanwhile, the faithful accuse the "godless" and blame deteriorating social values on the marginalization of religion.

At the same time, Christians work alongside Muslims and Jews and "seculars" in nonviolent campaigns to end bloodshed, reduce poverty, and provide education to neglected women and children. More than 50 percent of the health care in sub-Saharan Africa—and in some American cities—is delivered by disparate religious communities who share a commitment to end human suffering. Courageous imams stand shoulder to shoulder with priests and rabbis to oppose human rights abuses by despotic regimes.

Competing values clash ominously, due to antagonisms between "true believers" from different religions or from different sects within the same religion. Some Christians demonize Islam, seeing all Muslims as terrorists-in-waiting. Some Muslims seem to turn a blind eye when their co-religionists endorse indiscriminate violence. Occasionally, Muslims kill Muslims, while a shared faith does not stop Christian-majority nations from invading or bombing Christian, Muslim, and secular populations.

This seminar will explore explanations and answers to the questions: How can we explain religion's power to simultaneously evoke courageous acts of compassion and healing and to justify horrendous acts of intolerance and persecution? Under what conditions do religions cooperate with one another for the common good? Where can "secular" and religious individuals and groups find common ground to address the world's most pressing problems?

Scott Appleby
Dates TBD

Teaching American History With Music and the Visual Arts

This seminar is built on the premise that teaching American history can be richer, deeper, and more enjoyable if American song (texts and music) and the visual arts (including film) become part of the evidence. New resources on the Internet, many free to the public, open new possibilities for teaching American history through song, song texts, and the visual arts. These sites offer students primary evidence that has great appeal in its challenging perplexities.

The course begins with a general overview of the best and most accessible online resources for American history, with an emphasis on sound and video databases and archives. Subsequently, three case studies will focus on different periods of American history or cultural development, suggesting multiple ways to incorporate these newly available materials into teaching.

Unit one provides a brief study of settlement patterns and compares the ways in which colonial powers treated Amerindians in the Great Plains region with those in California. In both cases, music played a major

role in the interaction; in California, the music of conversion was coupled with a distinctive architecture.

Unit two moves to the mixing and mingling of cultures in New York City from around 1880–1920, when great numbers of newly arrived immigrants were becoming established. People were learning about each other and making fun of each other; Vaudeville was on the rise—an art form that would lead to the musical review and then to early musical comedies.

Unit three focuses on African-American sacred music. Each participant will receive a copy of a new documentary, *You Can't Sing It for Them: Continuity, Change, and a Church Musician* (Jacqueline Richard and Margot Fassler, directors/producers), which draws the viewer into the major issues faced by a congregation in transition and into broader issues surrounding music, culture, and identity.

Margot Fassler
Dates TBD

Ku Klux Klan Activism and Its Long-Term Consequences for Social and Political Life in the United States

Why did so many Americans join the Ku Klux Klan in the early 1920s, particularly in Indiana where approximately one out of every three native-born white men was a dues-paying member? Indiana's women also embraced the goals of the "Invisible Empire" by establishing chapters of the Women's Ku Klux Klan.

Does a study of the Klan help us to understand contemporary political polarization in the United States? In the nation as a whole, millions of American men and women joined the Klan as the organization's leaders promised to unite all white native-born Protestants in a common cause. The Klan used its clout to influence both local and national elections.

Looking at the 1920s Klan in comparison to Klan organizations of the 1860s, the 1960s, and today, we will explore the variations in the support for organizations such as the Ku Klux Klan.

From a sociological perspective, we will discuss various theories of social movement activism. Empirical data will help us first test our own ideas about the sources of support for racist activism and then consider the broader implications for studying the Ku Klux Klan. Our study will focus on two essential questions: Can our knowledge help us to make predictions about the future of race relations in America? Can lessons learned from an investigation of the Ku Klux Klan be used to develop public policies that promote greater inter-group tolerance and cooperation?

Rory McVeigh
Dates TBD

Fostering Ethics in Kids: From Home to Classroom

What kind of adult care and social environment help children develop optimally, with empathy and the skills to be good citizens? We know that humans grow and

develop in relationship to others—first with caregivers, then friends and neighbors, then teachers. This seminar will examine how early life experiences establish brain function for ethics and how subsequent interactions with others affect self-regulation and cooperative capacities.

Together, we will look at what is known about developing a "prosocial" brain and evaluate how the effects of parenting and adult practices can facilitate the development of intelligence, as well as social and ethical capacities in children.

The goal of this seminar is to move beyond theory and research to application. Using materials from the Minnesota Community Voices and Character Education project, you, the seminar participants, will figure out how you can, during academic instruction, help students develop their ethical capacities in activities both in and outside of the school day. As teachers, through "integrative ethical education," you will learn to incorporate into your class-time instruction, or into any learning environment, the novice-to-expert framework of applied ethical skill development. Readings will include theory and guidebooks designed for practical application.

Darcia Narvaez
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 at 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 the grade level or content you teach or your administrative focus—all are 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, 2011.

FOR MORE INFORMATION ABOUT THE TAS PROGRAM, PLEASE VISIT OUR WEBSITE AT tas.nd.edu.



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 2012 (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 2012 program.

SPRING 2012 / FALL 2012 FACULTY

SCOTT APPLEBY, professor of history at Notre Dame, is the John M. Regan Jr. Director of the Kroc Institute for International Peace Studies. He has authored several books and articles on religion in the modern world, including *The Ambivalence of the Sacred: Religion, Violence and Reconciliation* and *Strong Religion: The Rise of Fundamentalist Movements Around the World*. He is currently directing a global research and public education project entitled “Contending Modernities: Catholic, Muslim, Secular.” He co-chaired a Chicago Council on Global Affairs’ Task Force, which in 2010 produced the report “Engaging Religious Communities Abroad: A New Imperative for U.S. Foreign Policy.” Appleby earned his Ph.D. from the University of Chicago in 1985, is a fellow of the American Academy of Arts and Sciences, and is the recipient of honorary doctorates from Fordham University, Scranton University, and St. John’s University in Collegeville, Minn.

JIM COLLINS, professor of film and television and concurrent professor in English, is the chair of the Department of Film, Television, and Theatre. He received his bachelor’s and doctoral degrees from the University of Iowa and has been a member of the Notre Dame faculty since 1985. He specializes in media theory, popular culture, contemporary fiction, and digital humanities. His most recent book is *Bring on the Books for Everybody: How Literary Culture Became Popular Culture* (2010). He is also the author of *Architecture of Excess: Cultural Life in the Information Age* (1995) and *Uncommon Cultures: Popular Culture and Postmodernism* (1989), editor of *High-Pop: Making Culture Into Popular Entertainment* (2002), and co-editor of *Film Theory Goes to the Movies* (1993). Through intensive summer seminars for Notre Dame faculty and his

seminars in the Teachers as Scholars program, Jim offers exciting opportunities for other teachers to learn how to make effective use of film and new media in their classes.

MARGOT FASSLER, the Keough-Hesburgh Professor of Music History and Liturgy, is an internationally renowned expert in the history and practice of sacred music. For a decade, she served as the director of Yale University’s Institute of Sacred Music. In 2009, she came to Notre Dame, where she co-directs the Master of Sacred Music program. Fassler has won a number of awards in her field, including the major book prizes of two scholarly societies. She has been a member of the Institute for Advanced Study in Princeton, N.J.; was a Luce Faculty Fellow in Theology; and was elected to the American Academy of Arts and Sciences in 2007. As a documentary filmmaker—an unusual departure for a scholar—Fassler captures the sights, sounds, and glorious ritual of present-day sacred music. One of her films focuses on the nuns of Regina Laudis and another portrays the day-to-day struggles of a Baptist choir director of chant and liturgy at St. Mark’s Coptic Church in Jersey City, N.J. All her films are intended to teach and inspire—much like Fassler herself.

PATRICK GRIFFIN, the Madden-Hennebry Professor of History, studies the intersection of colonial American and early modern Irish and British history, focusing on Atlantic-wide themes and dynamics. His bachelor’s degree is from Notre Dame, his master’s from Columbia University, and his Ph.D. from Northwestern University. Griffin’s publications feature the movement of peoples and cultures from Ireland to America, the process of adaptation, and the links and divisions between Ireland and America

during the 17th and 18th centuries. Griffin’s many articles explore revolution and rebellion, movement and migration, and colonization and conquest in each society. Current projects are a comparative study of the colonization and transformation of Ireland and Virginia during the 17th century and a biography of Sir William Johnson, an Irish Catholic-born British official who was regarded by the Mohawk as one of their own and became an architect of the British empire in America at the time of the Seven Years’ War. Griffin’s two most noted books are *The People With No Name: Ireland’s Ulster Scots, America’s Scots Irish and the Creation of a British Atlantic World* and *American Leviathan: Empire, Nation, and Revolutionary Frontier*.

DANIEL G. GROODY, associate professor of theology and director of the Center for Latino Spirituality and Culture at Notre Dame’s Institute for Latino Studies, is a Holy Cross priest, a scholar, a teacher, and an award-winning author and film producer. He has authored several books, including *Border of Death, Valley of Life: An Immigrant Journey of Heart and Spirit*; and *Globalization, Spirituality, and Justice: Navigating the Path to Peace* (2007). He is also editor of *The Option for the Poor in Christian Theology* (2007) and co-editor of *A Promised Land, A Perilous Journey: Theological Perspectives on Migration* (2007). He has worked with the U.S. Congress, U.S. Conference of Catholic Bishops, World Council of Churches, and the Vatican on issues of theology, globalization, and immigration. Groody is the executive producer for *One Border, One Body: Immigration and the Eucharist*, and *Dying to Live: A Migrant’s Journey*, which have received international acclaim and aired on various television stations. In addition to teaching courses on U.S. Latino spirituality, globalization, Christian spirituality, and social justice, Groody lectures widely in the United States as well as Latin America, Europe, and Asia.

RORY MCVEIGH, professor of sociology, is the chair of the Department of Sociology, director of the Center for the Study of Social Movements, and editor of *Mobilization: The International Quarterly Review of Social Movement Research*. His research focuses on identifying the structural foundations of social conflict and investigating long-term consequences of social movement mobilization. His latest book, *The Rise of the Ku Klux Klan: Right-Wing Movements and National Politics* (2009), addresses social and political consequences of segregation. Recent articles in premier sociology journals include “Structural Influences on Activism and Crime: Identifying the Social Structure of Discontent,” “Red Counties, Blue Counties, and Occupational Segregation by Sex and Race,” “Hate Crime Reporting as a Successful Social Movement Outcome,” and “Voting to Ban Same-Sex Marriage: Social Structure and Threats to Interests, Values, and Communities.”

DARCIA F. NARVAEZ, associate professor of psychology and editor of the *Journal of Moral Education*, researches moral development through the human lifespan. She developed the Integrative Ethical Education model, published in the 2006 *Handbook of Moral Development*, and co-authored the first chapter on character education for the *Handbook of Child Psychology*. Her theories include how early life affects the neurobiology underpinning of moral functioning (triune ethics theory), how ancestral parenting practices may foster optimal moral functioning, and how teachers can take steps to foster ethical capacities during regular instruction (integrative ethical education). She directed the federally funded Minnesota Community Voices and Character Education project and presented on this work at the 2002 White House conference on Character and Community. Her numerous publications have emphasized “moral complexity” and the importance of both deliberative and intuitive processes in ethical expertise. Her books include the award-winning *Postconventional Moral Thinking: Moral Development, Self and Identity*; and, most recently, the *Handbook of Moral and Character Education*.

XIAOSHAN YANG, associate professor in the Department of East Asian Languages and Cultures, received his Ph.D. in comparative literature from Harvard University. A recipient of the Edmund P. Joyce, C.S.C., Award for Excellence in Undergraduate Teaching, Yang teaches Chinese language, literature, and culture. As a scholar of classical Chinese poetry and poetics, he has published a monograph on comparative poetics as well as articles on Tang-Song poetry, prose, and political discourse. His book, *Metamorphosis of the Private Sphere: Gardens and Objects in Tang-Song Poetry* (Harvard 2003), was translated into Chinese and published by Jiangsu renmin chubanshe in 2008. His research has been recognized with grants by the National Endowment for the Humanities and the Chiang Ching-kuo Foundation.



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.

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University of Notre Dame:
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John Glenn School Corporation
Penn-Harris-Madison School Corporation
South Bend Community School Corporation
Union-North United School Corporation

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