

# TEACHERS AS SCHOLARS

## SEMINARS 2016

### SPRING 2016

#### **Ted Beatty:** *Inequalities in World History*

This seminar will examine the origins and persistence of inequality in world history. The difference between rich and poor nations (and between rich and poor individuals) is not, as Ernest Hemingway once said, merely that the rich have more money than the poor. It is a question of opportunity, itself structured by political, economic, and social factors. Participants will spend some time talking about theory and concepts, but also about ways to use visual, written, and simple statistical evidence to help students raise questions about and understand social inequalities.

**Ted Beatty** is Associate Dean for Academic Affairs at Notre Dame's Keough School of Global Affairs and Associate Professor of History. His research examines problems of economic development in the nineteenth century, outside the North Atlantic, and focuses especially on Mexico. He has researched and written on the role of institutions in economic development; on the intellectual and material bases of policy formation; and on the history of technological change.

#### **Susan Sharpe:** *The Promise and the Paradox: Unpacking Restorative Justice*

Restorative justice—often known in the school context as restorative practices or restorative discipline—is gaining momentum across the country as a powerful key to educational reform. This course unpacks the promise of restorative justice, clarifying what the concept means and how it intersects with other foundations of student success, such as socio-emotional learning and trauma recovery. Participants will come away with deeper understandings of what restorative justice means in theory, what it could mean in their own practice, and what they might need to invest in order to realize its potential.

**Susan Sharpe** is Advisor on Restorative Justice at Notre Dame's Center for Social Concerns. She began facilitating victim-offender dialogue in 1994 and has specialized in restorative justice since 2001, publishing on the theory and the practice of restorative justice and consulting for government and nonprofit agencies in Canada, the United States, and South Africa. Since 2010 she has been at Notre Dame, teaching restorative justice and related courses, and encouraging its application on campus and in the community.

#### **Pierpaolo Polzonetti:** *Learning Through Opera*

This seminar explores the study of opera as an opportunity for acquiring knowledge across the disciplines. Opera combines a literary text, its musical and dramatic delivery, as well as architecture and art in the stage sets. Opera therefore allows students to encounter world literature, music, theater, and the arts. In addition, the critical approach to and understanding of opera also require political and social contextualization, both in the work's original historical context and in our time. This seminar will introduce the basic methods of approaching opera that are suitable to those who encounter this strange art form for the first time.

**Pierpaolo Polzonetti** is Associate Professor of music and liberal studies at the University of Notre Dame and has also taught opera at the Westville Correctional Facility. His book, *Italian Opera in the Age of the American Revolution* (Cambridge University Press 2011) received the Lockwood Book Award, and his article on Mozart's *Così fan tutte* published in *Cambridge Opera Journal* received the Einstein Award, both conferred by the American Musicological Society.

### **Patrick Clauss: *Aristotelian Argument and Rhetoric in a Digital Age***

The Greek philosopher Aristotle's work *On Rhetoric* dates from approximately 350 B.C.E., composed in a culture and era quite different than our own. In Aristotle's time, for instance, someone wanting to share a message, to influence others, had a rather limited set of options: Among other means, that person could write a letter, stand in a public place and shout, or maybe even send up smoke signals. In 2016, writers and speakers have an unprecedented number of communication options, including television, podcasts, smart phones, YouTube videos, Facebook posts, text messages . . . the list goes on. Undoubtedly, available media have exploded in recent years, but have the fundamental components of the messages themselves also changed? What might we learn about contemporary discourse—specifically, persuasion and argument—from ancient texts such as *On Rhetoric*? Also, as we examine contemporary persuasive messages and arguments from a variety of media and genres, how might we assess their truth and effectiveness?

**Patrick Clauss** is Professor of the Practice and the Director of First Year Writing and Rhetoric in the University Writing Program at Notre Dame. His research and teaching interests include argumentation theory and informal logic, composition theory and pedagogy, and rhetoric. He is the author of *claim: visualizing argument*, and he teaches Writing and Rhetoric and a graduate practicum on the teaching of writing. Patrick also currently serves as a consultant for the College Board. In the spring of 2014, he was named a recipient of the Rev. Edmund P. Joyce, C.S.C. Award for Excellence in Undergraduate Teaching.

### **FALL 2016**

#### **Jason Springs: *Love and Violence: Religion, Civil Disobedience, and Non-violent Resistance***

Participants will explore the ways in which religious thinkers, philosophers, ethicists, and social critics have employed conceptions of love and violence for the purposes of resisting oppressive political conditions, for transforming violent conflict for purposes of constructive change, and for promoting just and peaceful social and political arrangements. Discussion will revolve around the writings and movements of Emerson, Thoreau, Garrison, Fanon, Gandhi, Martin Luther King, and Malcolm X.

**Jason Springs** is Associate Professor of Religion, Ethics, and Peace Studies at the Kroc Institute for International Peace Studies, University of Notre Dame. His research and teaching broadly integrate religious ethics with moral philosophy, political and social theories in modern European and North American contexts. He is particularly interested in conceptions of religious toleration and the challenges posed by religious pluralism for transforming conflict; structural and cultural violence; ethical, philosophical and theological dimensions restorative justice and the prison-industrial complex in the U.S.; democratic theories and practices as frameworks for peacebuilding.

#### **Johannes Goransson: *US Poetry and the World***

Discussions of literature tend to assume a nation-based context. We read poets as symptomatic of a culture or a language; in universities, literature departments are divided up according to language, very seldom crossing those linguistic boundaries. In this class, we will look at US poetry with an international lens, looking at the ways that foreign poets have influenced and continue to influence US poets, and how US poets have influenced foreign poets. For example, we will look at the way Spanish poet Federico Garcia Lorca has influenced generations of US poets, from Robert Bly to Eduardo Corral, and how US poet Sylvia Plath has influenced foreign poets such as Korean poet Kim Hyesoon and Swedish poet Aase Berg, and how these poets in turn have influenced younger US poets. We will begin to think through what happens when influences cross cultural, political and linguistic boundaries, and we'll consider what other kinds of contexts we might develop to read poetry transculturally. Finally, we will consider how the practice of

translation provides a nexus both for the exchange of poetry across borders and for the generation of new border-defying texts. We will read texts critically but we will also respond creatively with our own poetry; and we will engage in a variety of translation exercises to explore the process of translation, to think about how the process changes, deforms or expands the original poem. No knowledge of foreign languages necessary.

**Johannes Göransson** teaches in the Department of English and the MFA Program in Creative Writing at the University of Notre Dame. He has written six books of poetry and translated another eight from Swedish and Korean poets. Together with Joyelle McSweeney, he edits Action Books, one of the leading US presses for poetry in translation.

### **Amy Hixon: Nuclear Energy and the Environment**

In the last two decades, there has been a global call to decrease greenhouse gas emissions generated during electricity production. Nuclear power is a viable option to reduce these emissions while still maintaining the current level of energy production needed to meet public demand. However, the lack of a strategy to safely dispose of current and future nuclear waste is a serious environmental concern because of the long half-lives and high toxicity of several isotopes present in used nuclear fuel. This seminar will provide participants with a general understanding of radiation and radioactivity, nuclear fuel cycles, and the safe disposal of nuclear materials.

**Amy Hixon** is an assistant professor in the Department of Civil & Environmental Engineering & Earth Sciences at the University of Notre Dame. She obtained her Ph.D. and M.S. degrees in Environmental Engineering & Earth Sciences from Clemson University and her B.S. degree in Chemistry from Radford University. While a doctoral candidate at Clemson University, she held a position at the U.S. Nuclear Regulatory Commission in the Office of Federal and State Materials and Environmental Management Programs, where she supported the work of the Performance Assessment and Environmental Review branches.

### **Joseph Rosenberg: *Not Getting It: Approaching Difficult Art***

In the face of a great work of art, music, or literature, we often stand mute, or feel struck dumb. And yet, works that challenge our understanding – works that, in other words, make us feel dumb – are often derided as “obscure,” “incomprehensible,” “detached from reality,” and “elitist.” Presumably, this is because art shouldn’t be hard to understand. But maybe we value understanding too much. In this seminar participants will examine works of literature, music, and visual art that deliberately assault our ability to construct meaning.

**Joseph Elkanah Rosenberg** is an Assistant Professor of the Practice in Notre Dame’s Program of Liberal Studies, a “Great Books” program for undergraduates, for which he also serves as Director of Undergraduate Studies. His research focuses on twentieth century British, Irish, and American fiction, and he’s particularly interested in the relationship between literature and media technology in the modernist period. He is about to complete work on his first book, *Wastepaper Modernism: Twentieth-Century Fiction and the Ruins of Print*, an examination of the imagination of the death of paper at the dawn of the age of new media.