Teachers as Scholars SEMINARS

2013–14 ACADEMIC YEAR

Dear Colleague:

On behalf of The College of New Jersey and the Professional Development School Network, it is my pleasure to announce the 2013–14 Teachers as Scholars program. Teachers as Scholars (TAS) was created seven years ago through the collaborative effort of TCNJ's Professional Development School Network (consisting of 20 partner school districts), The College of New Jersey, and The Woodrow Wilson Foundation.

As a result of our success and the demand for more TAS seminars by our partner school district teachers, we look forward to offering the 2013–14 edition of our TAS program. Teacher scholars who are selected by their school districts can choose a seminar from the seminars described in this brochure. Each seminar will be presented on the scenic campus of The College of New Jersey.

The goals of the PDSN seminars are:

1. to reinvigorate and reestablish teachers as academic and intellectual leaders by giving them time to reflect and discuss new ideas and recent scholarship with colleagues;

2. to give equal opportunity, over time, to all teachers in a district to examine and learn cutting-edge scholarship as part of their workday;

3. to encourage professional relationships between arts and science faculty and classroom teachers, while improving articulation between K–12 schools and higher education.

The two-day seminars are led by outstanding members of The College of New Jersey’s faculty. Each PDSN member school district is guaranteed one registration for each and every seminar. At least 10 registrants are needed to offer a seminar. The maximum number of registrants for each seminar will be 20. If seminars are not filled by the PDSN school districts, the districts can request additional seats in the seminars on a “first come, first served” basis. If seats are available, non-PDSN member school districts can also register to attend seminars on a “fee per person” basis. All of the seminar offerings and non-PDSN member registration fees are listed in this brochure.

Our programs will bring together school teachers with college faculty in a climate that will enrich and expand teaching and learning opportunities of both groups, while challenging and stimulating the intellectual interests and curiosity of all participants. These programs are open to all K–12 teachers regardless of certification or teaching assignment.

Professors who lead the seminars demonstrate great passion and scholarly interest in the disciplines they teach. K–12 teachers who share the same interest are invited to apply by contacting their local school district leaders.

This brochure outlines the process by which teachers will be selected to participate in the program. Each seminar begins at 8:30 A.M. with “coffee and conversation,” and the programs will begin at 9 A.M. and end at 3 P.M. The dates of the two-day seminars are noted. Ten professional development hours will be awarded to teachers who participate in the two-day seminars.

In closing, I hope you will take advantage of this opportunity for professional growth. If you are interested in becoming a Teachers as Scholars candidate, please contact your district liaison listed in this brochure.

We look forward to you joining us during the 2013–14 academic year!

Sincerely yours,

Robert J. Bartoletti, EdD
Director
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What is Art?

October 8 and 15, 2013

Why is the snow shovel that hangs in the Museum of Modern Art (a Marcel Duchamp “readymade”) regarded as an important work of art while an identical shovel hanging in your garage is merely a utensil? Why is John Cage’s 4’33” a milestone in 20th century music even though the musicians who perform it do not play a single note? Why is the telegram that Robert Rauschenberg sent in response to an invitation to submit a portrait of Iris Clert to the Iris Clert Gallery (the telegram read: “This is a portrait of Iris Clert if I say so / Robert Rauschenberg”) a notable example of conceptual art?

Two hundred years ago educated Europeans and their cousins overseas had few doubts about what is and is not a work of art. Although they disagreed, just as we do, about which artworks are best, they took it for granted that any work of art must be a product of human design and craftsmanship that is created to be aesthetically satisfying. It seemed obvious to them that natural objects, machine-made objects, and utensils were not works of art. By 1920, the conceptual tidiness of this way of thinking had been shattered. The invention of photography and film, growing appreciation for non-Western and tribal arts, revolutionary movements in painting and sculpture, atonal music, modernist poetry and prose, and direct assaults on the very concept of art by Marcel Duchamp and Dada had called into question the possibility of drawing a clear distinction between what is and what is not art.

That question persists today and is the subject of this seminar. During the first day of the seminar we will examine controversial cases, such as those described above, that have fueled the ongoing debate over the nature of art. We will also discuss some of the principal theories that have been devised to explain or define art. We will begin with early 20th century theories, such as those advanced by Tolstoy, Freud, and Clive Bell, and then turn to Morris Weitz’s revolutionary argument that art is an open concept that can never be defined. We will discuss attempts to defeat Weitz by anchoring art in the intentions of artists, the endorsement of art institutions, the history of art, or a human art instinct. On the second day we will return to the major contenders among contemporary theories of art and see how they stack up against actual data about the intuitions of art professionals, art buffs, and ordinary folk concerning what is and is not art. Our principal instrument will be an online survey that I have been conducting for two years. You can find and take this survey at: tcnj.qualtrics.com//SE?SID=SV_1XDFWfu8svZWgu0&SVID=Prod

Seminar Leader: Richard Kamber, PhD

Richard Kamber is a professor of philosophy at TCNJ, where he also served as dean of the School of Arts and Sciences and chair of the Department of Philosophy and Religion. His publications on existentialism include two books, On Sartre and On Camus (Thomson), and articles such as “Sartre’s Nauseas” (Modern Language Notes) and “Goldhagen and Sartre on Eliminationist Anti-Semitism” (Holocaust and Genocide Studies). He recently edited William James: Essays and Lectures (Pearson) and is now completing a book on metaphilosophy titled, Why Philosophers Can’t Agree.
**Seminar 2**

**Survivors and Storytellers**

**October 10 and 17, 2013**

How and why do survivors of traumatic events (both personal and political) tell their stories? How are attempts to find meaning in life-altering events tied to the art of narrative? This seminar will examine short works of fiction and non-fiction in order to explore how writers come to understand their own—and others’—acts of survival. In particular, we will look at the narrative choices (voice, language, perspective, etc.) that writers make as they seek to communicate these experiences to a broader audience.

In the first session we will analyze narratives that represent acts of survival in harsh or extreme environments (Krakauer, Hersey, Shalamov), and in the second session will analyze narratives that depict the attempt to survive catastrophic bodily illness (Grealy, Bauby). We will use contemporary scholarship in disability studies and trauma theory to explore the complex psychological and philosophical issues involved in both reading and writing narratives of trauma and survival.

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**Seminar Leader: Harriet Hustis, PhD**

Harriet Hustis is an associate professor of English at TCNJ. She received her PhD in comparative literature from Brown University, and she teaches a wide range of courses in British, American, Russian, and French literature of the 19th and 20th centuries. Her research and publications focus on gothic fiction, reader-response and disability theory, and the genre of the novel.

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**Seminar 3**

**Shakespeare’s Titus Andronicus: Representations of Violence and Revenge**

**October 22 and 29, 2013**

If Shakespeare were alive today, it is often said, he would be a popular screenwriter in Hollywood. We might also say that if Quentin Tarantino were alive in 16th century England, he would have written Titus Andronicus.

Titus Andronicus appeared on the English stage when revenge tragedy was all the rage; the relentless portrayal of violence which made the play so popular in Shakespeare’s day is also what made the play so problematic for future generations of critics and audiences who dismissed it as one of Shakespeare’s lesser works. However, in the last few decades, the play has made a comeback: in addition to Julie Taymor’s film Titus (1999) and more frequent stage productions, scholars are reversing traditional opinion and giving Titus another chance.

There are many reasons—beyond the sensationalized representations of violence—why Titus Andronicus might speak to our own cultural moment. The revenge plot, which vividly illustrates Seneca’s dictum that “an act is not revenged unless it is surpassed,” demands that we think about issues that matter to us today: namely, justice, the use and abuse of official power and authority, and government-sanctioned torture. The play also asks us to think about gender roles, family dynamics, and religious, racial, and political difference. Titus Andronicus also introduces many of the character types that Shakespeare would explore in his later plays: the wicked queen, the Machiavellian villain, the tyrannical monarch, the misguided father, and the marginalized Moor.

In this seminar we will read Titus Andronicus with particular attention to Shakespeare’s use of language and wordplay; to its historical and cultural contexts; and to its place in the trajectory of Shakespeare’s career. We will also consider its critical reception and its implications for canon formation. And finally, we will consider how recent cinematic and stage productions have embraced the contemporary possibilities of one of Shakespeare’s earliest tragedies.

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**Seminar Leader: Jo Carney, PhD**

Jo Carney’s most recent book is *Fairy Tale Queens: Representations of Early Modern Queenship* (2012). She has also published articles on Shakespeare, early modern queens, and Renaissance and contemporary fairy tales and edited essay collections on early modern queenship. She teaches courses in Shakespeare, Early Modern British Literature, the literary fairy tale, and contemporary literature.
The emperor Augustus is credited by his biographer with having “found Rome a city of bricks and left it a city of marble.” [Suetonius Div Aug 28]. Archaeological excavations and contemporary literature confirm that a major transformation of the city of Rome did indeed take place during the long reign of the first emperor. In this seminar we will examine how Rome developed from a small local village into a world power. We will discuss how revolutionary new forms in architecture, engineering, and town planning were used to create an advanced urban environment, how new styles in the visual arts developed, and how this was all occurring as Rome made the transition from a representative form of government to autocracy. We will draw on sources from both literature and the visual arts in order to understand the profound impact Augustus had on the development of Rome.

The focus of the seminar will be on the city of Rome itself and will include examination of the major projects undertaken by Augustus, such as the completion of the Forum of Caesar and the building of the Forum of Augustus, changes to the Campus Martius and the installation of the ara Pacis, renovations to his house on the Palatine, the building of his mausoleum, and the development of a uniform imperial portrait to serve as propaganda throughout the Empire. The contributions of his wife, Livia, will also be examined.

November 12 and 19, 2013

The world is rapidly changing. New technological innovations have “shrunk” the world, bringing people around the globe closer to each other than ever. The way business operates, the vehicles people use to interact and communicate, and the way governments work to solve issues have all changed significantly. In this new era of globalization, we have to re-adjust our way of thinking, our life styles, and our way of working and interacting with others.

It is especially important that we understand the impact and implications of globalization and be able to address many related questions: How did the U.S. become the world superpower? What skills should we teach our students so that they become worldly, independent thinkers when they grow up? How did the Bretton Woods System shape up the world order? How do other countries regard the U.S., currently and in the past? How has outsourcing impacted the U.S.? What is the Wal-Mart effect? Can the U.S. survive the current financial turmoil and recover from it? Can we avoid the climate change disasters? What severe dangers and challenges will we face in the future? How long can the world continue to sustain itself?

This seminar will present the phenomena of globalization and examine relevant issues from socioeconomic, political, environmental, cultural, and historical angles. The seminar participants will have a chance to learn about many events and controversies revolving around globalization. They will also have a chance to explore and discuss the benefits and damages that various political initiatives have yielded. In addition, the participants will develop a stronger awareness of the current globalization trends and the challenges we will face in the near future. They will develop a new understanding of the responsibility we all must take, and take away fresh ideas to help them be better teachers and leaders among the global society. The seminar will be supplemented with documents and relevant digital resources.

Seminar Leader: Alex C. Pan, PhD
Alex C. Pan is an associate professor of education at TCNJ, where he teaches a broad spectrum of courses, ranging from teacher preparation courses, to technology enhanced instruction, to the impact of globalization. Pan has published dozens of articles. He teaches in the Department of Elementary and Early Childhood Education.

Seminar Leader: Lee Ann Riccardi, PhD
Lee Ann Riccardi is an associate professor of Art History and Classical Studies. Her main area of research focuses on Roman portraiture, with a special emphasis on sculptural and coin portraits produced in the Greek world under the Romans, and she has written several articles on various aspects of these topics. She has been the recipient of numerous awards, including a year as a Fulbright scholar in Greece, and regularly leads study abroad trips to Greece and Rome.
November 15 and 22, 2013

What is multicultural literary studies and why does it appear to be the most debated approach to the study of literature? There is, after all, no more consensus about what is intrinsically multicultural about multicultural literary studies than there is about what is intrinsically American about American literary studies or British about British literary studies. Still, students, practitioners and scholars often understand multicultural literary studies to be about demarcating territories between insiders and outsiders. But is this a fitting model for defining this approach to literature? There is ample room for the creation of new paradigms that move beyond the simplistic suggestions that “all literature is multicultural” or “only certain literature is multicultural.” In this seminar, members will have the opportunity to explore this need for new paradigms and become familiar with the concerns and debates among teachers and scholars of literary studies.

Participants will then be introduced to debates and dialogues over multiculturalism, aesthetic value, literary historiography, and disciplinary politics in the literature classroom and in the field. We will read selections from Bethany Bryson’s social scientific study of U.S. English departments—Making Multiculturalism: Boundaries and Meaning in U.S. English Departments—for background on how scholars across the country are contributing to the discourse of multicultural literary studies. We will also read selections from Mingshui Cai’s Multicultural Literature for Children and Young Adults and spend some time examining choices that teachers and scholars make when introducing younger readers of literature to multiculturalism. Time will be allotted for the discussion of terms and concepts such as literature, diversity, ethnicity, culture, multiculturalism. Participants will be asked to bring with them one piece of literature that they would teach under a rubric of “multicultural literary studies” and are encouraged to bring other works of literature and materials to discuss and share with their colleagues.

Seminar Leader: Lisa Ortiz-Vilarelle, PhD
Lisa Ortiz-Vilarelle is an associate professor of English who specializes in multicultural American literary studies and life writing. She has published several articles on autobiographical works by American women of color and is currently writing a book on Latina autobiography and Latin American Dictatorships.

Seminar 6

Multicultural Literary Studies: Insiders, Outsiders and the Need for New Paradigms

February 4 and 11, 2014

On January 3, 1889, Friedrich Nietzsche saw a horse being whipped on a street in Turin. He threw his arms around the horse to protect it and collapsed on the pavement. He was 44 years old. He had published 11 books, but just over 500 copies had been sold in all. Although he lived until 1900, he never regained his sanity. As the rumor spread that a philosopher had gone insane pursuing strange and dangerous ideas, including the death of God, his books began to sell. In 1914 the German government printed 150,000 copies of Nietzsche’s prophetic narrative Thus Spake Zarathustra and issued them to soldiers along with copies of the Bible.

Today Nietzsche is one of the most quoted but least understood thinkers of the 19th century. His dazzling insights and poetic style attract readers who shrink from the dry prose and jargon-filled arguments of more systematic philosophers. But grasping and evaluating what Nietzsche had to say are not easy tasks. Why, for example, did he talk about the death of God? Why did he accuse his contemporaries of having killed God? What did he mean when he suggested that in order to become worthy of this crime we must become gods ourselves.

During the first day of this seminar we will read selections from Nietzsche’s first book, The Birth of Tragedy from the Spirit of Music and trace the course of his life and thought up to and including the publication of Thus Spake Zarathustra. During the second day we will read selections from Beyond Good and Evil and discuss the underlying logic of his philosophical and poetic experiments as a myth-breaker and myth-maker.

Seminar Leader: Richard Kamber, PhD
Richard Kamber is a professor of philosophy at TCNJ, where he also served as dean of the School of Arts and Sciences and chair of the Department of Philosophy and Religion. His publications on existentialism include two books, On Sartre and On Camus (Thomson), and articles such as “Sartre’s Nausea” (Modern Language Notes) and “Goldhagen and Sartre on Eliminationist Anti-Semitism” (Holocaust and Genocide Studies). He recently edited William James: Essays and Lectures (Pearson) and is now completing a book on metaphilosophy titled, Why Philosophers Can’t Agree.
America has become known as the “Incarceration Nation,” imprisoning more people than any other country in the world. This seminar will explore literature by and about prisoners, and address such themes as confinement, slavery and oppression, and most importantly, the power of the written word. We will consider many disciplines as we approach these materials: gender, criminology, psychology, sociology, and, most notably, literary analysis. Together, we will turn to the groundbreaking, provocative material written by one of the most neglected, silenced, but all-too-critical sectors of our population—the incarcerated.

Seminar Leader: Michele Lise Tarter, PhD
Michele Lise Tarter is an associate professor of English and the coordinator of graduate studies at The College of New Jersey. She has published and presented extensively on early American women’s writing as well as on 17th- and 18th-century transatlantic Quaker literature. She is co-editor of “A Centre of Wonders:” The Body in Early America (Cornell UP, 2001) and of a forthcoming book, Buried Lives: Incarcerated in Early America (University of Georgia Press, 2010). Her most recent research project is based on her volunteer work teaching a memoir-writing class to prisoners in the maximum-security wing of the Edna Mahan Correctional Facility for Women in New Jersey.

February 7 and 14, 2014

Seminar 8

“Incarceration Nation:” The Literature of the Prison

February 18 and 25, 2014

Seminar 9

“The Art of Protest”

This seminar will explore the history of socially and politically engaged art, considering the place and impact of the visual arts both in the workings of political power and in processes of social change. We will discuss artists as both supporters of and challengers to political, religious, and aesthetic authority, studying examples of protest art which address politics, religion, racism, bigotry, feminism, colonialism, war, AIDS, homophobia, the environment, and consumerism. Among the questions we will consider are: Should there be limits on creative expression? What are the goals of protest art? How should we judge the quality of art with an overt political/social message? What is the distinction between protest and provocation? What is the audience for protest art and how does the audience affect its form and message?

Seminar Leader: Hetty E. Joyce, PhD
Hetty Joyce is assistant professor of art history at TCNJ, where she teaches the introductory art history survey and advanced courses in Classical, Renaissance, and Baroque art. Her special field of interest is the discovery and influence of ancient painting and decorative arts from the Renaissance until the present (recent articles are “Studies in the Renaissance Reception of Ancient Vault Decoration” and “From Darkness to Light: Annibale Carracci, G. P. Bellori, and Ancient Painting”), as well as the paintings of Michelangelo (“A Paternity Test for Michelangelo’s Doni Tondo”).
February 20 and 27, 2014

The unprecedented economic crisis that hit the U.S. in the fall of 2008 spread quickly to the rest of the world causing recession in most of the global economy. While some compare its severity to the Great Depression, the recession of 2008 has different causes and characteristic than other periods of economic downturn: high risk opaque financial instruments and practices led to a financial sector meltdown that quickly spread into other economic sectors with unprecedented speed. A related lack of credit, which threatens future economic growth and production, is generating lower consumer spending and rising unemployment. As a result, the stock market has declined more than 40 percent in less than two months. These are just some of the most visible results of the recession.

This seminar has two parts: in the first part, we build a better understanding of the major forces involved in the current recession. In doing so, we will examine the major domestic and international factors affecting the U.S. economy, with particular emphasis on mortgage backed securities and housing markets, the financial sector’s role in supporting growth in the real economy, and the major engines of U.S. growth, inflation, and unemployment. Our objective here is to enhance understanding those factors and their complex independencies.

In part two of the seminar, we will focus on the government’s response to the crisis to foster a better understanding of how different outcomes may be linked to various policy options. Use of traditional policies, such as interest rate adjustments and fiscal stimuli, will be evaluated. In addition, the international situation will be discussed, along with the role of the U.S. as a global engine of growth and the rising interdependencies of global markets. When assessing our government’s management of the current crisis, we will discuss such issues as moral hazard, tax payer costs, the timing and nature of various bail outs, the appropriate role of financial sector regulations, and role of markets (as opposed to governments) in allocating resources. The distinction between government actions to benefit Wall Street and Main Street will be also evaluated.

Seminar Leader: Bozena Leven, PhD
Bozena Leven graduated from the Central School of Planning and Statistics, Warsaw, Poland with an MA in Economics (specializing in International Trade) and was awarded a PhD in Economics from Cornell University. She has consulted at the Ford Foundation, the United Nations, Office of the Under-Secretary-General, Department for Economic and Social Information and Policy Analysis, the William Davidson Institute, the University of Michigan, and the World Bank. Her publications and research focus on financial restructuring of Eastern and Central Europe and the welfare effects of recent marketization reforms in that region.

March 7 and 21, 2014

Jews, Christians, and Muslims believe that God exists, and that God is all-mighty, all-knowing, and all-good. In light of these divine attributes, the question arises: Why does God allow so much suffering to occur in the world? Think about it. Why did God allow the Holocaust to happen, or allow millions of people to be enslaved? Why does God allow child abusers to continue with their depredations, or allow animal suffering on such a massive scale to persist? Why does God allow devastating earthquakes, hurricanes, and other horrific natural disasters to occur? The problem posed by the existence and extent of human and animal suffering constitutes one of the most powerful reasons for rejecting the God of Abraham, Isaac, and Jacob.

This seminar will explore an interesting range of answers to this problem. Such answers, known as theodicies, endeavor to explain why God, despite being all-mighty, all-knowing, and all-good, allows suffering to occur and to continue. We will consider the “Free Will Theodicy” of the great Jewish philosopher and rabbi Saadya Gaon, the "Perfection Theodicy" of the great Sufi Muslim philosopher and mystic Al-Ghazali, and a variety of theodicies from the Christian tradition, including John Hick’s theodicy inspired by St. Irenaeus, and the theodicies articulated by Marilyn McCord Adams and Eleonore Stump inspired by the work of St. Augustine. We will end by considering the lessons in humility articulated in the Book of Job.

Seminar Leader: Pierre Le Morvan, PhD
Pierre Le Morvan is associate professor of philosophy and coordinator of religious studies in the Department of Philosophy, Religion, and Classical Studies at the College. He earned his PhD in philosophy at Syracuse University and had as dissertation adviser the late William P. Alston, one of the most distinguished epistemologists and philosophers of religion of the 20th century. He has taught epistemology, philosophy of religion, philosophy of science, aesthetics, and ethics, and has published articles on such topics as the problem of suffering, the nature of knowledge, the nature of truth, the nature of ignorance, the nature of perception, and how to distinguish healthy from unhealthy skepticism.
Seminar 12

The Mathematics and Statistics of Voting and Social Choice

March 18 and 25, 2014

What voting system should a country, state, or community use for elections and to resolve the many conflicting opinions of a group into a single choice? Voting theory is an area of mathematics that studies when systems are fair and how to ensure the selection of the choice that is most preferred by the electorate. It has become particularly important in recent years as the fairness of many elections have been challenged (chads in 2000, voter suppression in 2012). In the first part of the seminar, we will discuss many of the questions that arise.

In the second part of the seminar, we will discuss related questions related to apportionment, fair division, and the statistics of elections. For example, does the current number of 435 seats in the House of Representatives result in a voter in Montana having less (or more) voting power than a voter in California? And if so, should the number of representatives be increased? Similar questions involving fair division of resources, and applications to divorce, will also be mentioned. Finally, we will discuss the statistics about elections and predictions in general. For example, how were so many of the forecasts about the 2012 Presidential Election wrong, and yet other forecaster exactly predicted the outcome?

Seminar Leader: Thomas Hagadorn, PhD

Thomas Hagedorn is a professor and co-chair of the Department of Mathematics and Statistics. He is also the coordinator of TCNJ’s First Seminar Program. His mathematical research is in computational number theory, algebra, and mathematical biology. He has published many scholarly articles in mathematics and received three grants from the National Science Foundation supporting his research and teaching. His recent teaching interests include Linear Algebra, “The Mathematics of Voting,” and (for the FSP program) “Does What We Eat Matter: The Culture, Politics, and Science of Food.” He received his doctorate in mathematics from Harvard University in 1994.

Seminar 13

From Suffrage to Liberation: Women’s Movements in the 20th Century

March 20 and 27, 2014

U.S. women fought for full participatory citizenship and equality in the 20th century. The Suffrage Movement, or what historians call the first wave, began in the mid-19th century but reached its apex in 1920 with the passage of the 19th Amendment. While the 19th Amendment granted women voting rights, it did not grant women equality in the economic and social spheres. The second wave, the Women’s Liberation Movement, addressed these areas, recognizing that the “personal is political,” and that the battle for equal rights needed to be fought in the boardrooms, offices, living rooms, and bedrooms of the U.S. This seminar will explore the first and second waves of the women’s movement, enabling participants to learn how women’s history investigates the social, political and cultural meanings of historical eras and events.

Participants will examine the political, social and cultural impact of the Suffrage Movement and the Women’s Liberation Movement. Using primary and secondary sources, we will investigate the meanings of women’s equality, the price paid in the fight for that equality and the women who paid that price.

Sources for this seminar will include texts such as Marjorie Spruill Wheeler, Ed., One Woman One Vote: Rediscovering the Woman Suffrage Movement and Ruth Rosen, The World Split Open: How the Modern Women’s Movement Changed America as well as documentaries and primary sources.

Seminar Leader: Ann Marie Nicolosi, PhD

Ann Marie Nicolosi is an associate professor of history/women’s and gender studies at TCNJ. Her research and teaching interests are in American women’s history. She received her PhD in American history from Rutgers University and is the author of scholarly articles in women’s history such as “We Do Not Want Our Girls to Marry Foreigners: Gender, Race and American Citizenship” and “The Most Beautiful Suffragette: Inez Milholland and Political Currency of Beauty.”
**Stoics, Epicureans and Sceptics: An Exploration of Hellenistic Philosophy**

March 24 and April 1, 2014

We are familiar with claims like 'she is too skeptical: she doesn’t trust anyone', 'look at his kitchen: he is quite the epicurean', and 'she was so calm prior to the surgery: what a stoic!' The key terms and concepts within these claims trace back to an exciting era in the history of philosophy: the Hellenistic era (350 BC to 250 AD). Hellenistic philosophy is unified insofar as it focuses on *ataraxia* (lack of strife) and asks 'how are we to structure our lives in order to gain happiness and tranquility?' Nevertheless, each of the three Hellenistic schools proposes a radically different route toward tranquillity. Further, each school has had a significant impact upon the development of western thought: the Stoics have shaped our understanding of military virtue; the Sceptics advanced challenges to claims regarding knowledge and certainty that were first countered centuries later by Rene Descartes (1596–1650 AD); and the discovery of an otherwise lost Epicurean text in a remote Germany monastery in 1417 AD helped spark the Renaissance. This text, Lucretius’ *On the Nature of Things* (*De Rerum Natura*), influenced a long line of intellectuals from Galileo to Thomas Jefferson.

In the seminar, we shall read seminal works by key Hellenistic philosophers. We shall study The *Handbook* (*Encheiridion*), by Epictetus (55–135 AD); Outline of *Pyrrhonism* (*Pyrrhoneioi hypotyposeis*), by Sextus Empiricus (160–210 AD); and On the *Nature of Things*, by Lucretius (99–55 BC). We shall explore core concepts, together with creative and perplexing arguments. In addition, we will assess the influence that Hellenistic philosophy has had upon the modern mind.

**Seminar Leader: John Sisko, PhD**

John E. Sisko is Professor of Philosophy and Faculty Fellow in Humanities and Social Sciences at The College of New Jersey. He has previously taught at Temple University, the College of William & Mary, and the California State University at San Bernardino. His research interests are in ancient philosophy, notably Aristotle’s philosophy of mind and early Greek cosmology. He has published in *Ancient Philosophy*, *Apeiron*, *Archiv für Geschichte der Philosophie*, *Classical Quarterly*, *Hermathena*, *Mind*, *Oxford Studies in Ancient Philosophy*, *Philosophy Compass*, *Phronesis*, and *Proceedings of the Boston Area Colloquium in Ancient Philosophy*.

**African Feminist Art: The Power of Expressive Culture in Reshaping Material, Gender and Social Relations**

March 31 and April 7, 2014

This seminar will examine the life and work of several African feminist artists and situate their work within multiple, often conflicting, discourses relating to women’s rights, culture, sexuality, identity, and development in African cultures. Existing literature on expressive culture in African societies reveals a long and rich history linking the expressive arts to social change and as a medium of powerful social commentaries. However, far less attention has been paid to the role expressive culture plays specifically for women—as artists, performers, composers, critics, audience members and consumers—in contemporary times. In contrast, a wealth of development literature focusing on Africa has centered on women’s rights and empowerment in relation to the arts and expressive culture. However, this literature often presents two oversimplified and divergent views. The first uncritically presents women as holders and transmitters of a traditional expressive culture that impedes development. The second, is to present expressive culture as simply as a means to an end—merely as a way to gain financial independence without also looking at the other dimensions of expressive production and engagement that might be considered a challenge to dominant ideas of women’s positions within the home, community, nation in the ways it has served as a site of struggle and reconfiguration of material, gender, and social relations.

The seminar will highlight the diversity of expressive cultures being produced on the continent today (such as drumming, dance, healing arts, music, blogs, khangas/fashion, film, visual culture, and activism) and engages with larger questions about what is to be an ‘empowered’ woman in the global South as new forms of South-South cooperation and transnational networking—including diasporic communities—are being developed through the sharing and circulation of creative expression, including through the use of digital and social media.

**Seminar Leader: Marla Jaksch, PhD**

Marla Jaksch is an assistant professor of women’s and gender studies at TCNJ, where she teaches about transnational feminisms, visual culture, development, and digital technologies, especially in East Africa. Jaksch, a 2009–10 Fulbright Scholar to Tanzania, has recently published work on the visual culture of the global maternal health movement, mapping women’s contributions to the liberation struggle in Tanzania, African hip hop feminisms, and the work of East African Taraab singer Bi Kidude.
This seminar celebrates the 50th anniversary of the Beatles’ first visit to America, during which they performed on the Ed Sullivan Show and played Carnegie Hall.

The Beatles’ lives and musical careers reflect profound cultural changes that took place after the Great Depression and World War II. In particular, the extraordinary transformation of this group in a decade and a half from one of many local Liverpool bands to one of the most influential popular music groups of all time and an international cultural arbiter offers insight into the modern cultural world. With the Beatles as its focus, this seminar will explore such topics in modern cultural history as race relations, women’s rights and gender issues, youth culture, counterculture and protest, mass media and public relations, as well as, of course, developments in popular music.

Those enrolling in the seminar are encouraged to read the following books to provide a common basis for discussion: Jonathan Gould, Can’t Buy Me Love: The Beatles, Britain, and America and Steven D. Stark, Meet the Beatles: A Cultural History of the Band That Shook Youth, Gender, and the World.

**Seminar Leader: David Venturo, PhD**
David Venturo is professor of English at TCNJ. He has a lifelong interest in the Beatles and popular culture. His other research and teaching interests include the literature of the long 18th century (1640–1830), Shakespeare, modern poetry and poetics, and the cultural significance of American baseball. He is author of *Johnson the Poet: The Poetic Career of Samuel Johnson* (Univ. of Delaware Press) and editor of *The School of the Eucharist … With a Preface Concerning the Testimony of Miracles* (AMS Press), and has written extensively on British literature and culture, 1640–1830. He helps edit *ECCB: The Eighteenth Century Current Bibliography* and *The Scriblerian*, and is writing a book on epic, mock epic, and the decline of heroism in the 17th and 18th centuries.

This seminar will focus on the lives and writings of women in early America. Looking specifically at the public and private expressions of women living between 1630 and 1800, our interdisciplinary study will explore such primary documents as diaries, commonplace books, Indian captivity narratives, spiritual memoirs, travel logs, slave narratives, poetry, and Revolutionary fiction. Ultimately, we will address the historical, literary, and cultural influences that shaped women’s lives at this time and then discern the ways that women addressed and even subverted such influences through their literary expression.

**Seminar Leader: Michele Lise Tarter, PhD**
Michele Lise Tarter is an associate professor of English and the coordinator of graduate studies at The College of New Jersey. She has published and presented extensively on early American women’s writing as well as on 17th- and 18th-century transatlantic Quaker literature. She is co-editor of “A Centre of Wonders”: *The Body in Early America* (Cornell UP, 2001) and of a forthcoming book, *Buried Lives: Incarcerated in Early America* (University of Georgia Press, 2010). Her most recent research project is based on her volunteer work teaching a memoir-writing class to prisoners in the maximum-security wing of the Edna Mahan Correctional Facility for Women in New Jersey.
APPLICATION

DIRECTIONS FOR COMPLETING THE TEACHERS AS SCHOLARS APPLICATION

The Teachers as Scholars Program is open to all school district teachers subject to local school district policy and selection criteria. Teachers wishing to participate in the Teachers as Scholars seminars must:

Complete the district application form located on the following page and return it to the TAS school district leader listed on page 13. Deadline for the fall registration is September 15, 2013 and December 1, 2013 for the spring 2014 registration.

School district leaders will select one participant for each seminar offered during each semester and fax the list of participants to Dr. Robert J. Bartoletti, Director, at 609.637.5196.

- The STEP Office will confirm the teachers’ selection as a Teachers as Scholars participant and will send the appropriate information about each seminar to the teacher.
- Each district is guaranteed one place for each seminar.
- If seats are available, districts will be informed and will be permitted to register more than one registrant in the same seminar.
- A minimum of 10 participants will be required in order to offer the seminar.
- Cost of materials and books will be paid by TCNJ.
- Questions pertaining to the Teachers as Scholars can be addressed to Robert J. Bartoletti at 609.771.2327 or e-mail at bartolet@tcnj.edu.
- PLEASE BE SURE TO LIST THE EXACT MAILING ADDRESS OF ALL REGISTRANTS. Registration forms without this information will not be processed and will be returned to the district.
- All seminars will feature coffee and conversation from 8:30–9 A.M. The seminars will begin at 9 A.M. and conclude at 3 P.M.
- It is expected that the assigned readings will be completed prior to the start of each seminar.
- Support Staff Contact: Josephine Miller, Secretary, jmiller@tcnj.edu or 609.771.2261.

APPLICATION FOR TEACHERS AS SCHOLARS

Please note the above application directions. This application must be submitted to your school district leader, by September 15, 2013. Please provide ALL of the requested information. Incomplete registration forms will be returned and will not be processed.

SEMINAR NUMBER ___________ TITLE __________________________

NAME __________________________

MAIL ALL CORRESPONDENCE AND READING MATERIALS TO ME AT THE FOLLOWING ADDRESS:

ADDRESS __________________________

CITY ___________________________ STATE __________ ZIP __________

HOME PHONE (______) _________________________ E-MAIL (required) _________________________

SCHOOL PHONE (______) _________________________ E-MAIL (required) _________________________

SCHOOL NAME __________________________

SCHOOL DISTRICT __________________________

GRADE LEVEL/CONTENT AREA __________________________

Registration Fees:

☐ My district is a PDSN member. No fee for teachers from PDSN member districts.

☐ My district is not a PDSN member but is interested in being considered as an applicant to attend the TAS seminars.

If your district is not a PDSN member, please pay by purchase order or check. Please make checks payable to “The College of New Jersey.” The cost of each seminar for each registrant is $200.

Purchase Order # ___________________________ or Enclosed Check # ___________________________

Signature: ___________________________

Application continued on next page.
THE 2013–2014 TEACHERS AS SCHOLARS PROGRAM

Each seminar is limited to 20 participants. If seats are available, districts will be informed and will be permitted to register more than one teacher in the same seminar. Each seminar requires 10 registrants to warrant its offering. Please check the seminar(s) you wish to attend.

- **SEMINAR 1: WHAT IS ART?**
  - Leader: Richard Kamber, PhD
  - October 8 and 15, 2013

- **SEMINAR 2: SURVIVORS AND STORYTELLERS**
  - Leader: Harriet Hustis, PhD
  - October 10 and 17, 2013

- **SEMINAR 3: SHAKESPEARE'S TITUS ANDRONICUS: REPRESENTATIONS OF VIOLENCE AND REVENGE**
  - Leader: Jo Carney, PhD
  - October 22 and 29, 2013

- **SEMINAR 4: UNDERSTANDING THE TRENDS AND FACING THE FUTURE: THE IMPACT OF GLOBALIZATION**
  - Leader: Alex C. Pan, PhD
  - November 12 and 19, 2013

- **SEMINAR 5: ROME IN THE AGE OF AUGUSTUS**
  - Leader: Lee Ann Riccardi, PhD
  - November 14 and 21, 2013

- **SEMINAR 6: MULTICULTURAL LITERACY STUDIES: INSIDERS, OUTSIDERS, AND THE NEED FOR NEW PARADIGMS**
  - Leader: Lisa Ortiz-Vilarelle, PhD
  - November 15 and 22, 2013

- **SEMINAR 7: NIETZSCHE AND THE DEATH OF GOD**
  - Leader: Richard Kamber, PhD
  - February 4 and 11, 2014

- **SEMINAR 8: “INCARCERATION NATION:” THE LITERATURE OF THE PRISON**
  - Leader: Michele Lise Tarter, PhD
  - February 7 and 14, 2014

- **SEMINAR 9: THE ART OF PROTEST**
  - Leader: Hetty E. Joyce, PhD
  - February 18 and 25, 2014

- **SEMINAR 10: FINANCIAL CRISIS, 2008—CAUSES AND REMEDIES**
  - Leader: Bozena Leven, PhD
  - February 20 and 27, 2014

- **SEMINAR 11: IF GOD EXISTS, WHY IS THERE SO MUCH SUFFERING IN THE WORLD?**
  - Leader: Pierre Le Morvan, PhD
  - March 7 and 21, 2014

- **SEMINAR 12: THE MATHEMATICS AND STATISTICS OF VOTING AND SOCIAL CHOICE**
  - Leader: Thomas Hagadorn, PhD
  - March 18 and 25, 2014

- **SEMINAR 13: FROM SUFFRAGE TO LIBERATION: WOMEN'S MOVEMENT IN THE 20TH CENTURY**
  - Leader: Ann Marie Nicolosi, PhD
  - March 20 and 27, 2014

- **SEMINAR 14: STOICS, EPICUREANS AND SCEPTICS: AN EXPLORATION OF HELLENISTIC PHILOSOPHY**
  - Leader: John E. Sisko, PhD
  - March 24 and April 1, 2014

- **SEMINAR 15: AFRICAN FEMINIST ART: THE POWER OF EXPRESSIVE CULTURE IN RESHAPING MATERIAL, GENDER, AND SOCIAL RELATIONS**
  - Leader: Marla Jaksch, PhD
  - March 31 and April 7, 2014

- **SEMINAR 16: THE BEATLES AND THEIR WORLD**
  - Leader: David Venturo, PhD
  - April 3 and 10, 2014

- **SEMINAR 17: GOODWIVES AND WITCHES, GOSSIP AND HAGS: WOMEN IN EARLY AMERICA**
  - Leader: Michele Lise Tarter, PhD
  - April 4 and April 11, 2014

Confirmation and room assignment will be e-mailed and mailed to the registrant.

National Woodrow Wilson TAS Seminar Sites:

- College of the Holy Cross
- Colorado College
- Five Colleges, Inc.
- Fordham University
- Furman University
- Miami University of Ohio
- Montclair State University (NJ)
- Newberry Library, Chicago
- Princeton University
- Queens College, CUNY
- Rutgers University at Newark
- Southern Methodist University
- The College of New Jersey
- Trinity University (TX)
- University of California, Irvine
- University of California, Los Angeles
- University of California, Santa Cruz
- University of Colorado, Boulder
- University of Florida, Gainesville
- University of Illinois at Chicago
- University of New Hampshire
- University of North Dakota
- University of North Texas
- University of Notre Dame
- University of Vermont
- University of Washington
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The College of New Jersey is a highly selective institution that has earned national recognition for its commitment to excellence. Founded in 1855 as the New Jersey State Normal School, the College was the state’s first, and the nation’s ninth, teacher training school. The school flourished in the latter 1800s, expanding both academically and physically. The first baccalaureate program was established in 1925, and in 1947, the College awarded its first master’s degree.

Today, the College is recognized nationally for its commitment to quality and excellence, and it consistently ranks as one of the best comprehensive colleges in the region. U.S. News & World Report ranked TCNJ as the #1 Public College in the Northern Region, and Barron’s Profiles of American Colleges named TCNJ a “Best Buy in College Education.”