Teachers as Scholars

Seminar Series
2016-2017
Welcome to Teachers as Scholars!

Teachers as Scholars (TAS) is a partnership between Princeton University and surrounding schools and districts formed with the objective of providing scholarly and intellectually engaging opportunities for teachers. Seminars are taught by faculty and staff from Princeton University and span a wide range of topics and subject areas. Each seminar is open to teachers from any grade level or content area, and they are intended to promote life-long learning by elementary and secondary level teachers.

This year Teachers as Scholars will include teachers at all grade levels and subject areas from our members: Bordentown Regional School District, Chapin School, Hillsborough Township Public Schools, Hopewell Valley Regional School District, Hun School, Lawrence Township Public Schools, Lawrenceville School, Newark Academy, Peddie School, Princeton Day School, Princeton Public Schools, Robbinsville Public Schools, The Pennington School, The Saint Paul Catholic School of Princeton, Stuart Country Day School, and West Windsor-Plainsboro Regional Schools.

Non-member districts and schools are invited to attend as space allows. Please budget the following for seminar attendance per person: $175 for a one day seminar and $325 for a two day seminar. If you would like to become a member of Teachers as Scholars, please contact Anne Catena, Ed. D. at acatena@princeton.edu or 609-258-3336.

Seminars meet from 9:00 a.m. until 3:00 p.m. Schools generously provide release time for the teachers on seminar days. In preparation for each seminar participants usually complete readings which are mailed in advance.

The Teachers as Scholars program began at Harvard University in 1996 and has extended to include colleges and universities across the country. The TAS program at Princeton University is in its 18th year and is supported by the Program in Teacher Preparation, and area schools and districts.

Teachers’ Comments:

- It helped my teaching and it gives me the rare and wonderful opportunity to be a student again.
- The TAS program satisfies my thirst for knowledge and I feel it is important to model lifelong learning for my students.
- This directly impacted the way I teach grammar and made me reflect a lot on what I teach and why.
- I am always recharged and prepared to return to my students with excitement about the topics.
- Very useful to me as a parent (wish I would have taken this before having my 2 children) and as an educator who is constantly trying to understand others and appreciate differences.
How interdisciplinary science research really works at Princeton University: MRSEC model. Most research today is collaborative and interdisciplinary and this seminar will focus on how interdisciplinary science and engineering research is conducted at a research center at Princeton University. We will provide an opportunity to gather insight into some science and engineering practices employed in modern research. While teachers in New Jersey implement the Next Generation Science Standards, it is imperative to develop an understanding of how science and engineering practices are used in a real research center and how this is helpful for students to fully understand the core ideas in all STEM. The National Science Foundation funded Princeton Center for Complex Materials has three interdisciplinary research groups on the cutting edge of science, engineering, and technology to benefit society. It has a mission to “advance discovery and understanding while promoting teaching, training, and learning.”

Teachers will meet and have discussions with professors in engineering, physics, chemistry, materials science, and ethics in science. Tours of research labs and facilities will be included. We will converse about all aspects of interdisciplinary research from proposal stage to final product.

Daniel Steinberg, Ph.D. is the education director for the Princeton Center for Complex Materials and the Princeton Institute for the Science and Technology of Materials. He joined Princeton University to direct science education programs in 2000 and leads dozens of education and outreach programs for teachers, students, and the public. Steinberg was an operations astronomer for the Hubble Space Telescope prior to joining Princeton. Scientists and Engineers from the Princeton Center for Complex Materials and the Princeton Institute for the Science and Technology of Materials will also participate.

Seminar 2

Wordplay

December 6 and 13, 2016

Joshua T. Katz, Ph.D.
Department of Classics and Program in Linguistics

9:00 a.m. - 3:00 p.m.

Already young children delight in playing with words, and taking pleasure in the ludic side of language is part of many adults’ everyday experiences. This seminar is for you if your morning is not complete without *The New York Times* crossword, if you are known for your terrible puns, or if you’ve admired the perverse (?) virtuosity of Georges Perec’s 1969 French novel *La Disparition* (“The Disappearance”), which — like also Gilbert Adair’s English translation, *A Void* — lacks the letter e. All forms of linguistic expression involve constraints (this course description must be under 200 words, for example, and a Shakespearean sonnet must have 14 decasyllabic verses), but some of these are more difficult to manage, more remarkable, and just plain stranger than others. In our time together, we will consider in as hands-on a way as possible how people — poets, spelling bee contestants, Scrabble mavens, you — manipulate the sounds, writing systems, and other elements of English (and of other languages, too) for purposes that range from silly to serious and from purely aesthetic to unabashedly political. Join in the fun and decide for yourself whether wordplay is a wry plod.

Joshua T. Katz is a linguist by training, a classicist by profession, and a comparative philologist at heart. He received a B.A. from Yale, an M.Phil. from Oxford, and a Ph.D. from Harvard. At Princeton, where he has taught since 1998, he is a Cotsen Professor in the Humanities, Professor of Classics, and the former Director of the Program in Linguistics. Broadly interested and published in the languages, literatures, and cultures of the ancient world, he has received many honors for his scholarship, including a Guggenheim Fellowship (2010), but is especially proud of the awards he has won for his teaching: the President's Distinguished Teaching Award (2003), the Phi Beta Kappa Teaching Award (2008), a listing in “The Best 300 Professors” (Random House, 2012), and the Cotsen Family Faculty Fellowship (2013).
Seminar 3

Seeing Double: Fiction into Film

January 5 and 12, 2017

Maria DiBattista, Ph.D.
Department of English and Comparative Literature

9:00 a.m. - 3:00 p.m.

The translation of literary fictions into film is always an inexact and imperfect one. Hence the disappointment or consternation many readers feel on seeing their favorite novel or short story translated to the screen. However subjective such reactions might be, the artistic issues they raise go to the heart of film as an independent art form with its own conventions and expressive possibilities. Is a literal translation to be preferred to a loose adaptation? Can the “movie version” of a literary work, no matter how accomplished, ever rival its source in originality and artistic power? These are some of the issues we will address in our short course on films that adapt, with varying degrees of strictness, literary fictions. To focus our discussion, we will read works that take as their central theme the split or fractured personality, a fraught psychological phenomenon that filmmakers quickly seize upon to explore the difference between a literary and a cinematic treatment of the same basic story. Our source “texts” for the first session will be Robert Louis Stevenons’ “The Strange Case of Dr. Jekyll and Mr. Hyde” and Joseph Conrad’s Heart of Darkness; the second session will focus on Raymond Chandler’s The Big Sleep.

Participants will be asked to read the assigned literary work and screen the film version before each session. For “The Strange Case of Dr. Jekyll and Mr. Hyde,” screen whatever version you can find; for Conrad, Coppola’s Apocalypse Now; for The Big Sleep, the Hawks’ version with Bogart and Bacall.

Maria DiBattista, Ph.D. is a professor of English and Comparative Literature at Princeton University. In 1994 she received the President’s Distinguished Teaching Award and in 1999 the Howard T. Behrman Award for Distinguished Achievement in the Humanities. Her research interests include modern literature and film. Her recent works include Fast Talking Dames, a study of woman and classic film comedy, Imagining Virginia Woolf: An Experiment in Critical Biography and Novel Characters: A
Seminar 4

Black Holes

January 17 and 31, 2017

Michael Strauss, Ph.D.
Department of Astrophysical Sciences

9:00 a.m. - 3:00 p.m.

Black holes are among the most enigmatic objects in astronomy.

Their existence was predicted almost a century ago as a consequence of Einstein's Theory of General Relativity; in the last few decades, astronomers have discovered vast numbers of them, some in orbits around ordinary stars, while others are a billion times more massive than the Sun lurking at the cores of galaxies. We will explore the nature of black holes and related objects (including neutron stars, white dwarfs, and pulsars), using no more than high-school algebra, and drawing upon a wide range of observations in astronomy. We will ask such questions as: what happens if you were to fall into a black hole? What happens when two black holes collide?

If black holes don't emit any light (as the name implies), how can we know that they are there? Do black holes live forever? (The answer, surprisingly enough, turns out to be no.) Along the way, we will find ourselves learning some of the basic properties of stars, and how they can turn into a black hole. We will also come to an understanding of Einstein's Theory of General Relativity. We will learn that black holes can actually be a prodigious source of energy, and in particular, are the basic engines powering quasars. We will discuss Prof. Strauss' own research on quasars, among the most distant astronomical objects known. We will also discuss the exciting discovery, announced in February 2016, of the first detection of gravitational waves from a pair of merging black holes.

Michael Strauss, Ph. D. is a Professor and Associate Chair of the Department of Astrophysical Sciences, having joined the department in 1995. He studies the nature and large-scale distribution of galaxies and quasars. He and his team have discovered some of the most distant quasars known.
Seminar 5

Philanthropy and Inequality in American Life

February 14 and 28, 2017

Stanley Katz, Ph.D.
Woodrow Wilson School of Public and International Affairs

9:00 a.m. - 3:00 p.m.

We will examine the origins of the modern American conception of “philanthropy” as an innovative method of using private wealth to secure the public good. This was a conception, institutionalized in the private philanthropic foundation, of private investment in research on the underlying causes of fundamental societal problems, in the hope of identifying strategies to address the underlying problems of humankind. John D. Rockefeller, Sr. and Andrew Carnegie were the model-builders, and over the course of the last century the philanthropic foundation grew in size, function, and mission. But, as Thomas Piketty has explained to us, we now live in a society in which the wealthy can expand their existing wealth much more quickly than the less economically advantaged. This is creating a radical asymmetry in the distribution of wealth in the U.S. (and globally) that has given the upper 1% of the population a huge wealth advantage. This is intersecting with the philanthropic system put into place a century ago. The result is that over the past twenty years we have seen the emergence of mega-foundations (think the Bill and Melinda Gates Foundation) that have taken the institution in new directions. The question I want you to ask is whether these new directions are good for democracy?

Stan N. Katz, Ph.D. teaches courses on democracy, civil society and nonprofit organizations at the Woodrow Wilson School. He writes about the United States and human rights and higher education policy. Katz works on projects in Cuba and elsewhere. He directs the Center for Arts and Cultural Policy Studies at WWS and is the president emeritus of the American Council of Learned Societies.
Seminar 6

**Contemporary American Fiction in English**

February 15 and March 1, 2017

Michael Wood, Ph.D.
Department of English

9:00 a.m. - 3:00 p.m.

This seminar will explore novels by four contemporary writers. The idea is to think about what is happening in current fiction, what its possibilities are, what chances it takes, and where it wants to go. We won’t be able to think too definitively about these questions, of course, because there are lots of other authors doing other things. But these four give us a good range to begin with. They come from different places, are of different ages and temperaments, they use different tones and voices; and they explore different themes. But there are also many points where their texts meet up and they belong very much to our time. They are ‘contemporary’ in a very immediate sense: all four of these novels were published in the last three years. They are:

J M Coetzee, *The Childhood of Jesus*, 2013
Lorrie Moore, *Bark*, 2014
Toni Morrison, *God Help the Child*, 2015

Michael Wood, Ph. D. is the Charles Barnwell Straut Professor of English and Comparative Literature Emeritus at Princeton. He received the Howard T. Behrman Award for Achievement in the Humanities in 2002 and the President’s Distinguished Teaching Award in 2005. A member of the American Philosophical Society and the American Academy of Arts and Sciences, he is a frequent contributor to the *New York Review of Books* and the *London Review of Books*, writing chiefly on modern literature and on film. His most recent book is *Alfred Hitchcock: The Man Who Knew Too Much.*
“Give me a half tanker of iron, and I will give you an ice age.” With this proclamation, the chemical oceanographer John Martin entered the fray on the complex debate as to how humans might mitigate global warming by drawing carbon dioxide out of the atmosphere. We will discuss the ongoing rise in atmospheric carbon dioxide concentrations, the environmental consequences of this rise (most importantly, global warming), and the proposals that have been put forward to halt the rise in atmospheric greenhouse gases, including Martin’s proposal of purposeful “iron fertilization” of the ocean. We will then dig into the science behind iron fertilization, including the controls on the ocean’s biological productivity and the surprising reasons that algae in the ocean are starved of iron (hint: it has to do with the biological invention of photosynthesis early in Earth’s history).

I will also tell you about my work to address whether iron fertilization occurred during past ice ages. We will finish by hashing out a list of topics, the broad vein of possible ways to slow the rise of greenhouse gases, with the goal of using scientific concepts to help students prioritize that list.

Daniel Sigman is an American geoscientist, and the Dusenbury Professor of Geological and Geophysical Sciences at Princeton University. Sigman received a MacArthur Foundation “genius grant” in 2009. He studies the global cycles of biologically active elements, in particular, nitrogen and carbon, and he is active in the development of analytical techniques for studying nitrogen in the environment. He also investigates the history of these cycles in order to understand the causes of past changes in the atmospheric concentration of carbon dioxide, the role of this greenhouse gas in the waxing and waning of ice ages, and the ocean’s response to climate change.
Seminar 8

Visual/Verbal Relations in Illustrated Children’s Books

March 2, 2017

Ulrich C. Knoepflmacher, Ph.D.
Professor Emeritus, Department of English

9:00 a.m. - 3:00 p.m.

Picture books are hybrid texts that can lure children and grownups as joint participants in the pleasurable experience of an unfolding visual and verbal narrative. This seminar will examine books authored by writer-illustrators whose creation of different kinds of text-image relationships raises some larger questions. Do pictures merely complement a text or do they offer an altogether different dimension of meaning? When and how do the responses of a child viewer overlap with those of an adult reader? When and how are their responses at odds?

We shall start with a close analysis of Maurice Sendak’s masterpiece *Where the Wild Things Are* before we discuss his brilliant but problematic *Higglety, Pigglety, Pop!* We shall then turn to two more recent texts: *Officer Buckle and Gloria* by Peggy Rathmann and *Franny, Randy and The Over-the-Edge Cat Person* by a Princeton author/illustrator who will welcome your scrutiny. If time permits, we may end with a brief look at samples from earlier writer/illustrators such as Rudyard Kipling and William Blake.

Uli Knoepflmacher, Ph.D., the Paton Foundation Professor Emeritus of Ancient and Modern Literature, retired from Princeton’s English department in 2007. He has authored, edited, or co-edited a dozen books in both 19th C British literature and children’s literature, and has written over a hundred articles in these two fields. His children’s book, “Franny, Randy, and the Over-the-Edge Cat Person”, appeared in 2009, and his edition of “Victorian Hybridities: Cultural Anxiety and Formal Innovation” in 2010. Among his recent articles are “Children’s Texts and the Grownup Reader” (2009) and “Oscar Wilde at Toad Hall” (2010), and “Boy-Orphans, Mesmeric Villians and Film Stars: Inscribing ‘Oliver Twist’ into ‘Treasure Island’” (2011), and “Kipling as Browning: from Parody to Translation” (2012).
Seminar 9

Selected Issues in Educational Psychology: Update for Teacher/Practitioners

May 8 and 15, 2017

Mark Glat, Ph.D.
Department of Psychology

9:00 a.m. - 3:00 p.m.

In our two day seminar we will present a model of educational psychology based on the idea of teaching as a clinical practice. This point of view will allow us to consider current research and advances in human development, cognitive science, social psychology, and neuroscience from the standpoint of their relevance to actual teacher practices in the classroom. In particular, we will examine the significance of these advances for curriculum development and pedagogical practices as well as emotional engagement and motivation. Finally, in a case study format, we will consider how our studies and discussions can be put to use in developing practical approaches in addressing current concerns about the effects of social and economic inequalities in American education.

Mark Glat is a Lecturer in the Department of Psychology. In addition to teaching Educational Psychology in conjunction with the Program in Teacher Preparation, he has also taught Models of Psychotherapy and Controversies in Clinical Psychology. He is a Certified School Psychologist in the State of New Jersey and served for three years as the first Clinical Director of The Beadleston School, a hospital based high school for emotionally disturbed adolescents in Elizabeth New Jersey under the auspices of The Union County Educational Services Commission. In addition to his teaching and clinical practice of psychology, Dr. Glat has served as Member and Chair of the New Jersey Board of Psychological Examiners and most recently was a consultant to the Board.

Dr. Glat earned his undergraduate degree at The City College of New York. He holds doctorates from Rutgers University in both Political Science and Professional Psychology. Prior to becoming a psychologist, Dr. Glat was an Assistant Professor of Political Science at Tel-Aviv University.
Registration Procedure

**Step 1 Teacher Application with the School District:**
Please fill out the application in this brochure and submit it to your contact listed below. Your contact will notify you of your status.

**Step 2 Teacher Registration with the University:**
Once you receive confirmation from the Contact Representative that you have been selected to attend a Teachers as Scholars seminar, **you need to register electronically on the Teachers as Scholars Web Page at [http://www.princeton.edu/teacher/tas.htm](http://www.princeton.edu/teacher/tas.htm).**
The deadline for registration with the University is **October 14, 2016.**

If you have any questions about Teachers as Scholars, please contact Anne Catena, Ed.D., Director of Professional Development Initiatives, at acatena@princeton.edu or at (609) 258-3336. We hope you find your experience with Teachers as Scholars to be enjoyable and rewarding, and we look forward to your participation.

**Member Contacts**

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Application to Member Schools for TAS

Please provide the information below and submit this form to your TAS Contact no later than

__________________________________

Name ______________________________________

School ________________________________

Grade Level/Content Area _______________________

Please list your first, second and third choice for the seminar you wish to attend:

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About the Program in Teacher Preparation at Princeton University

The Program in Teacher Preparation is a uniquely designed interdepartmental course of study that prepares Princeton University students, undergraduates and graduates, and alumni to become certified to teach. The students who earn certification are sincerely committed to becoming teachers and bring a level of enthusiasm, dedication, and intellectual excellence that will make them outstanding members of the profession. The Program offers specific courses, special seminars and colloquia, and many exciting opportunities for direct collaboration with area classroom teachers through structured, practical field experiences, including full-time practice teaching. We are very proud of our long-time collaboration with the teachers and administrators from area schools, and we are grateful for their willingness to share their expertise and their valuable time to help us to prepare our students so superbly. We call this collaboration the “community that builds teachers.” Any teacher who hosts our student teachers attends a TAS seminar as our guest, with no charge.

Other important initiatives

In addition to Teachers as Scholars, the Program in Teacher Preparation is responsible for other important initiatives for students and teachers in area schools.

QUEST is a professional development program in science and mathematics for local teachers. This intensive summer institute presents a unique opportunity for teachers to enhance their personal knowledge of science and mathematics content by engaging in laboratory experiments and field experiences led by the faculty and staff of the University and scientists from neighboring institutions. QUEST offers participants the chance to develop skills for applying inquiry based teaching by helping them develop their knowledge, confidence, and enthusiasm in science and mathematics education.

The Princeton University Preparatory Program (PUPP), inaugurated in July 2001, provides high school students from working-class families with an opportunity to develop their skills, knowledge, qualifications, and self-confidence so that they will have the best chance possible to be admitted to and succeed at the nation’s leading universities. Each spring, a group of rising sophomores from Ewing, Hamilton, Lawrence, Princeton, and Trenton High Schools, selected on grades, test scores, and essays, are invited to spend the next three summers attending classes at Princeton University. At Princeton, they undertake an intensive and challenging six-week program of courses, tutorials, internships, and guided field trips. PUPP works in close cooperation with the principals and professional staff of the participating school districts to identify and recruit students and to track their progress.

For more information on Princeton University’s Program in Teacher Preparation, please visit our website at www.princeton.edu/teacher.

Program in Teacher Preparation, 41 William Street, Princeton, NJ 08540 (609) 258-3336

Christopher J. Campisano, Director, Program in Teacher Preparation
Todd W. Kent, Associate Director, Program in Teacher Preparation
Anne N. Catena, Director of Professional Development Initiatives
Jason R. Klugman, Director, Princeton University Preparatory Program (PUPP); Program Associate
Torey T. Wilson, Director, Prison Teaching Initiative; Associate Director, Princeton University Preparatory Program (PUPP)
Kathleen M. Nolan, Coordinator of Urban Specialization; Program Associate, Teacher Certification Program
QuinnShauna M. Felder-Snipes, Program Administrator/PUPP Counselor
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Tara Rhonda, Program Coordinator, Prison Teaching Initiative
Mona Villa-Sgobbo, Program Manager
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