Teachers as Scholars

Seminar Series
2015-2016
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, The Pennington School, Princeton Day School, Princeton Public Schools, Robbinsville Public Schools, 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., unless noted otherwise. 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 17th year and is supported by the Program in Teacher Preparation, and area schools and districts. Teachers as Scholars is registered as a Professional Development Provider for the State of New Jersey.

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.
Seminar 1

Interdisciplinary STEM Research

November 10 and 17, 2015

Daniel J. Steinberg, Ph.D.
Princeton Center for Complex Materials

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

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 prepare to 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 and chemistry and materials science, 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. For more information visit http://www.princeton.edu/pccm/ and http://www.princeton.edu/prism/
T. S. Eliot exemplified all the paradoxes of modern literary culture: an innovator with a profound regard for tradition, a critic who proclaimed the doctrine of impersonality while producing startlingly, painfully personal poetry, a Mandarin who delighted in popular culture and wrote some himself (Cats!). This seminar will devote itself to a close examination of two of his most important, signature works: The Love Song of Alfred J Prufrock and Other Poems (session one) and The Waste Land (session two). Reading these works intensely will inevitably raise certain questions: What is the relation between a work of art and the critical pronouncements meant to explain its meaning and intention? What is the relation between art and biography, between the poet's personality and his impersonal representations? How much do personal prejudices affect the quality and not just the meaning of a work of art? Is there such a thing as anti-Semitic poetry or only anti-Semitic poets?

We can’t, of course, hope to arrive at definite answers to these questions, but in asking them we might find new ways of understanding and teaching some of the most important poems of the twentieth century.

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 Genealogy.
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 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).
Are we alone? Is life as we know it unique to the planet Earth, or has it developed on other planets in other parts of the Universe?

Humankind has wondered about this question for thousands of years. We will examine this question in detail in the face of exciting new developments in astronomy, geology, biology, and other fields. In the last decade, the first unambiguous evidence has been found for the existence of planets around stars other than the Sun, and now close to 2000 such planets are known. An armada of missions is exploring the geology and past history of Mars in exquisite detail. New insights about the origin of life are coming in from detailed biological, geological, and astronomical experiments.

We will examine these and other recent developments in detail, and learn what they imply about the origins of life on Earth, and the number of planets harboring life in our Galaxy. We will learn about the threats to life on Earth from cosmic catastrophes such as giant asteroids, and we will discuss search strategies for radio signals from extraterrestrial civilizations. We will also discuss some of the sociological aspects of the problem: Why is the general public so fascinated by the idea of UFO's? What would be the philosophical implications of the discovery of extraterrestrial life? Although we will find ourselves drawing on knowledge in a number of fields in this course, the main emphasis will be astronomical.

Depending on the interests and background of the teachers, we will carry out some calculations involving the temperatures of planets, the complexity of DNA, and the number of planets in the Milky Way.

Michael Strauss, Ph. D. is a professor in the Department of Astrophysical Sciences at Princeton University, having joined the department in 1995. He studies the properties and large-scale distribution of galaxies and quasars.
Seminar 5

Preconceived Perceptions: Understanding Autism Through Personal Narratives

January 11, 2016

Gerardine Wurzburg
2014-15 Visiting Lecturer in the Council of the Humanities and the Anschutz Distinguished Fellow in American Studies.

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

How do we perceive the ability of students who learn differently? This seminar will explore our preconceived notions of competence focusing specifically on students diagnosed with autism. Class discussions will be guided by selective readings and film screenings.

READINGS:
Select Readings from Autism & The Myth of the Person Alone.

FILMS:
Wretches & Jabberers
Autism is a World

Gerardine Wurzburg was a 2014-15 Visiting Lecturer in the Council of the Humanities and the Anschutz Distinguished Fellow in American Studies. She is an Academy Award(TM)-winning producer and director of documentary films. Over the last thirty years, she has focused on trends in disability rights, advocacy, social justice, education, science and health. Since the 1980s, she has focused her talents on the advancement of full inclusion for persons with disabilities and the promotion of self-advocacy. Her major works in disability rights include: Regular Lives, Educating Peter, Graduating Peter, Autism is a World, and Wretches & Jabberers. She is the Founder and President of State of the Art, Inc., a communications company in Washington, DC whose work focuses on the use of media to promote change in education and health. Other honors include: Honorary Doctorate of Letters from Syracuse University, Rockefeller Bellagio Fellow, and the Anschutz Distinguished Fellow at Princeton.
Can we hear the history of the United States—its culture and politics, events and people, ideals and aspirations—in its music? This seminar assumes that we can, and argues that American music matters, that it has something to say about the time and place of its original creation as well as the context of its ongoing reception. Focusing on particular social, political, and cultural transformations from first contact to 9/11, we will explore what was sung and heard and what it meant—not just the lyrics, but the music itself. The morning will begin with songs of the American Revolution then move through the music of the Civil War and history of the national anthem. (Yes, it was originally a British drinking song, and no, it wasn't the anthem until the Great Depression.) In the afternoon, will cover music in the Civil Rights movement, disco in 1970s New York City, and the surprising post-9/11 resurgence of “God Bless America.” No musical knowledge is required as we will emphasize not the music itself but its historical contexts. But we will develop the critical listening skills necessary to understand how sound can be analyzed apart from words.

Elizabeth Bergman is a musicologist and Americanist who specializes in the intersection of music and culture, especially progressive politics. She received her AB from Columbia, PhD from Yale, and has taught at the University of Texas, Macaulay Honors College (CUNY), and Princeton University, where she is a Lecturer in American Studies. Her book, *Music for the Common Man: Aaron Copland during the Depression and War* (Oxford), received an Honorable Mention for the Lowens Award from the Society for American Music; she also co-edited (with Wayne Shirley) *The Selected Correspondence of Aaron Copland* (Yale) and has twice won the ASCAP-Deems Taylor Award for excellence in writing about music. As a fellow at the Harry Ransom Center at UT-Austin, she twice taught a seminar for middle- and high-school teachers on using American music in the classroom, and also won the Distinguished Teaching Award from the College of Fine Arts.
Adding CO$_2$ to the atmosphere has two major impacts. First, it warms the planet and otherwise changes climate. Second, it affects plant life in the oceans and on land. We will look at the interactions between these great realms of the planet.
Seminar 8

Developing Visual Literacy: Baroque Paintings and Works on Paper

February 9 and 23, 2016

Caroline Harris, Ph.D.
Associate Director for Education, Princeton University Art Museum

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

This seminar is part of a series that focuses on ways to incorporate art in teaching world cultures. Participants will engage in activities, discussions, and gallery sessions that concentrate on visual art and its cultural context in seventeenth-century Europe as well as techniques of object-based teaching using the Princeton University Art Museum’s collection. The class will focus in particular on the art of Rome, Flanders, and the Dutch Republic.

Caroline Harris, Ph.D. has been the Curator of Education and Academic Programs at the Princeton University Art Museum for the past fourteen years. Prior to that, she served as the Staff Lecturer in Charge of Academic Affairs at the Philadelphia Museum of Art. She holds M.A. and Ph.D. degrees in the History of Art from the University of Virginia. Her dissertation topic was Le Violon de Delacroix: Musicality and Modernist Aesthetics.
Seminar 9

Contemporary Poetry

February 10 and 24, 2016

Michael Wood, Ph.D.
Department of English

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

This seminar will explore the work of six poets, three American, one Canadian, one Irish, one Scottish, with a view to understanding something of what it means to write poetry in English at the present moment. Do certain themes impose themselves? Does the writing turn toward politics and history or away from them? How does new work seek to continue or to distance itself from the great poetry of the past? We shall try to answer these and other questions through a close reading of individual poems as well as through broader discussion.

The six poets are Anne Carson, Jorie Graham, Paul Muldoon, Don Paterson, Tracy Smith, and C K Williams. A book by each poet will be provided.

Michael Wood, Ph. D. is the Charles Barnwell Straut Class of 1923 Professor of English and a Professor of Comparative Literature 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 Yeats and Violence.
Seminar 10

The Ocean’s Role in Global Warming

February 29, 2016

Daniel Sigman, Ph.D.
Department of Geosciences

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

The rising concentration of carbon dioxide in the atmosphere, due mostly to fossil fuel burning, is causing global warming and related environmental changes, and both the carbon dioxide rise and its environmental effects are predicted to accelerate over the course of this century. The ocean buffers climate and is the ultimate fate for most fossil fuel carbon dioxide, so its behavior will affect how great an impact fossil fuel burning will ultimately have on the environment and human activities. Since the ocean’s behavior will be affected by global warming, a feedback exists, in which the changing climate alters the ocean and then the ocean affects climate. I will explain these issues in simple but mechanistic terms. I will then turn to the question of how we should expect the ocean’s circulation and biology to respond to global warming. I will use measurements from the geologic past to show that theories and data currently clash over this question, and we will speculate as to how this problem might be solved.

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 11

US History: the 1980s and 1990s

April 11 and 18, 2016

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

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

We will look at the last twenty years of the 20th century to see how fin de siècle America appears in the rear view mirror. One of the major themes will be the end of the Cold War, the fall of the Wall and the consequent reorientation of international relations. Domestically, we will consider the Era of Ronald Reagan and the triumph of conservatism in American politics. But we'll also analyze the emergence of Clintonian democracy – the move of the Democratic Party to the center, and the apparent triumph of centrist politics, especially with its turn to economic deregulation. We'll have to think about the emergence of the Dot Com economy – and the bubble which brought it to an end. How did the country move from Reagan to George W. Bush? There should be plenty to consider!

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.
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://teacherprep.princeton.edu/](http://teacherprep.princeton.edu/).

The deadline for registration is October 16, 2015.

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, undergraduate 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](http://www.princeton.edu/teacher).

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

Christopher Campisano, Director
Todd W. Kent, Associate Director
Anne N. Catena, Program Administrator/Director of Professional Development Initiatives
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