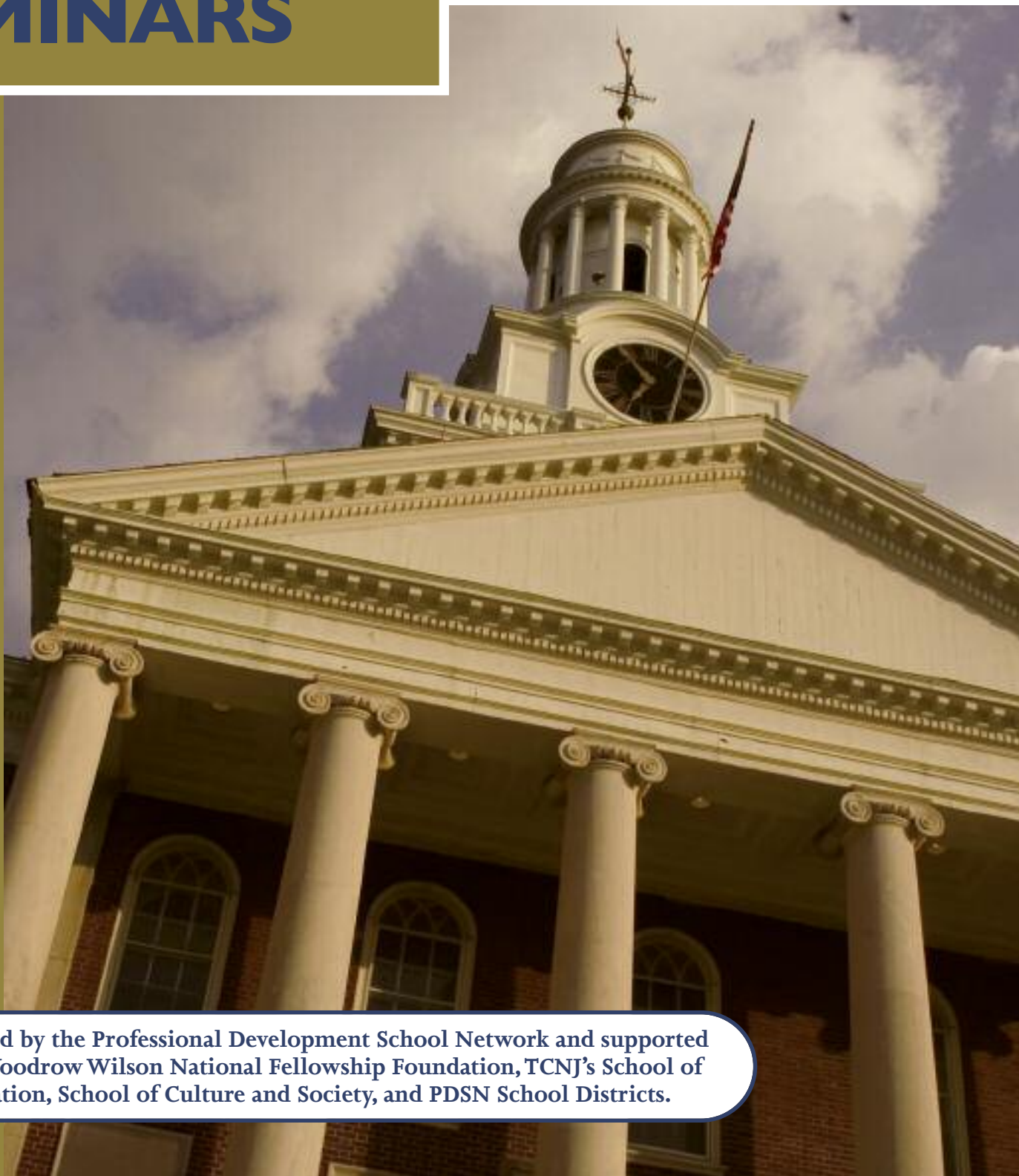


THE COLLEGE OF NEW JERSEY

2006–07 Academic Year

***TEACHERS
AS SCHOLARS
SEMINARS***



Sponsored by the Professional Development School Network and supported by the Woodrow Wilson National Fellowship Foundation, TCNJ's School of Education, School of Culture and Society, and PDSN School Districts.



The College of New Jersey

School of Education

August, 2006

Dear Colleague:

On behalf of The College of New Jersey, it is my pleasure to welcome you to Teachers As Scholars (TAS). Teachers As Scholars, a new initiative of The College of New Jersey, was created through the collaborative effort of TCNJ's Professional Development School Network (consisting of 20 area school districts), the School of Education, and the School of Culture and Society. During the 2006 spring semester, TAS was launched on the campus of The College of New Jersey as a result of a grant from the Woodrow Wilson National Fellowship Foundation.

Teachers As Scholars began in 1996 as a collaborative project between Harvard University and Brookline School District. Since 1998, the Woodrow Wilson National Fellowship Foundation has promoted the program as a national network by providing modest startup funds and technical assistance for colleges and universities. Each year, thousands of teachers participate in seminars with arts and science faculty from nearby universities. The goal of the seminar network is threefold:

- to reinvigorate and reestablish teachers of academic and intellectual leaders by giving them time to reflect and discuss new ideas and recent scholarship with colleagues;
- to give equal opportunity, over time, to all teachers in a district to examine and learn cutting edge scholarship as part of their working day; and
- to encourage real relationships between arts and science faculty and classroom teachers, while improving articulation between K-12 schools and higher education.

The teachers and professors who participated in our first series of seminar offerings raved about their experience. Intellectually stimulating, invigorating, challenging, dynamic, meaningful, and creative were but a few of the words used to describe their participation in TCNJ's inaugural TAS seminars. The 2006 program far exceeded our expectations.

As a result of our success, we are offering Teachers As Scholars seminars during the fall and spring semesters of our 2006-2007 academic year. Teachers who have been selected by their school districts can choose a seminar from the 12 that are described in the brochure. Each seminar consists of two sessions and they will be presented on the scenic campus of The College of New Jersey.

We will offer 12 two-day seminars featuring outstanding members of The College of New Jersey's liberal arts and science faculty who will lead the seminars. Each member school district of our Professional Development School Network will select one teacher to attend each of the seminars during the fall and spring 2006-2007 semesters. The seminar offerings are listed in this brochure.

These programs will bring together school teachers with university faculty in a climate that will enrich and expand the 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 for the disciplines they teach. K-12 teachers who share that interest are invited to apply by contacting their local school district leaders.

This brochure also outlines the process by which teachers will be selected to participate in the program. The seminars will be conducted on the campus of The College of New Jersey from 9 A.M. until 3 P.M. Registration begins at 8:30 A.M. The dates of the two-day seminars are also noted. Ten professional development hours will be awarded to teachers who participate in the seminars.

In closing, I hope you will take advantage of this opportunity for professional growth, and if you are interested in becoming a TAS candidate, please contact your district liaison who is listed in our brochure. School districts must register their scholars by September 15, 2006 and forward the list of registrants to the STEP office. Wishing you the best in professional development and continued success in teaching, I remain

Sincerely yours,

Robert J. Bartoletti, EdD
Director, PDSN and TAS

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“By the worldly standards of public life, all scholars in their work are of course oddly virtuous. They do not make wild claims; they do not cheat; they do not try to persuade at any cost; they appeal neither to prejudice nor to authority; they are often frank about their ignorance; their disputes are fairly decorous; they do not confuse what is being argued with race, politics, sex or age; they listen patiently to the young and to the old who both know everything. These are the general virtues of scholarship, and they are peculiarly the virtues of science.”

—Jacob Bronowski

English writer and narrator of the BBC television series “The Ascent of Man”



SEMINAR 1

Shakespeare's *Othello*: Literary, Historical, and Cultural Contexts

October 3 and 11, 2006

Othello has long been one of Shakespeare's most powerful and controversial tragedies. The play's compelling title role and its intense, dramatic depiction of psychological betrayal have made it a perennial favorite with actors and audiences, while its complex treatment of religion, power, race, gender, and sexuality have made it a popular site for recent cultural criticism. *Othello* poses further questions when it is read in conjunction with Elizabeth Cary's *The Tragedy of Mariam*, the first female-authored play published in English. Both plays consider the public and private consequences of mistaken jealousy, the tragic downfall of ambitious male characters marked by cultural difference, and the demise of women circumscribed by social expectations. Recent evidence suggests that Shakespeare and Cary may have been familiar with each other's plays.

During the first session, we will discuss the two plays with particular attention to genre, language, literary sources, and textual and production history. During the second session, we will focus on the plays in the context of historical sources such as Leo Africanus' *The History and Description of Africa*, prescriptive marriage manuals, and travel and colonization literature. We will also look at contemporary dramatic, cinematic, and critical responses, all with a view of asking how these two plays still resonate with audiences and readers today.

Seminar Leader: Jo Carney, PhD

Jo Carney is an associate professor of English at TCNJ. Her research and teaching focus on early modern British literature and Shakespeare. She is the editor of *Renaissance and Reformation: 1500–1620* and co-editor of two essay collections, *Elizabeth I: Always Her Own Free Woman* and "*High and Mighty Queens*" of *Early Modern England: Realities and Representations*.

SEMINAR 2

The U.S. Immigrant Experience: An Ethnographic Comparison of Italians and Latinos

October 5 and 27, 2006

The question of whether or not the U.S. is (and/or should be) a "nation of immigrants" incites deeply-rooted passions about how we imagine the United States. Many people draw deep distinctions between the older wave of immigrants, mostly from Europe, and the newer immigrants from Latin America, Asia, and Africa. The older wave, it is alleged by some, were better able to assimilate and become Americans, whereas the newer immigrants have no such desire and/or ability to do so. This seminar addresses this issue by exploring the U.S. immigrant experience from an anthropological perspective. Since cultural anthropologists are interested in understanding how people actually live their lives, the seminar seeks to analyze the immigrant experience by comparing accounts, both scholarly and literary, from these two eras of immigration history.

The first session will explore Italian immigration from the turn of the 20th century up until the 1960s. During this wave Italians arrived in the U.S., mostly via Ellis Island. What were their experiences like? What were their lives like in the U.S.? Why did they come? Did they want to return home? What happened to them in terms of assimilation into U.S. society? The second session will examine what scholars call, "the new immigration", the post-1965 period. During this era of immigration, people coming from non-European destinations are the most numerous groups arriving in the U.S. What are their experiences like? And finally, the central question of the seminar: How do the new Latinos compare with the earlier Italian immigrants?

Seminar Leader: Rachel Adler, PhD

Rachel H. Adler is associate professor and chair of the Department of Sociology and Anthropology at TCNJ. She has a BS in social studies secondary education from SUNY Oneonta, and a PhD in anthropology from Arizona State University. Professor Adler is author of *Yucatecans in Dallas: Breaching the Border, Bridging the Distance* (Allyn and Bacon 2004). Her current research, funded by the New Jersey Historical Commission and TCNJ, investigates ethnic transition in the Chambersburg neighborhood of Trenton, NJ. Adler's research and teaching interests include urban anthropology, peoples of Mexico, migration, ethnicity, gender, U.S. immigration law, and Latinos in the United States.



SEMINAR 3

New Jersey in the American Revolution

October 10 and 19, 2006

“These are the times that try men’s souls,” wrote Thomas Paine as he marched with the battered remnants of Washington’s army in their dreary trek across New Jersey after their disastrous defeats on Long Island and Manhattan. On November 18, 1776, the general had shed tears of helpless rage as he stood on the heights above the Hudson at Fort Lee and looked across the river at Hessian grenadiers bayoneting surrendering American soldiers. This was indeed the low point of the American Revolution, a time when the spark of independence was nearly extinguished.

More of the American Revolution was fought in New Jersey than in any other state and it was, in the words of one author, “the theatre of operations that proved decisive.” Victories at Trenton and Princeton and at Monmouth and Springfield kept the fire alive, but the Revolution in New Jersey was more than just a military campaign. It was also a civil war that divided countries, towns, and even families and often proved more savage and bitter than the war itself. The last royal governor of New Jersey, William Franklin, remained a Tory, a decision that forever estranged him from his famous father, Benjamin Franklin.

In this seminar, we shall read David Hackett Fischer’s *Washington’s Crossing* and focus on the battles of Trenton and Princeton. The program will include a tour of both battle sites. We shall also discuss important questions that bear more broadly on the nature of the conflict. What were the factors that induced the leadership of New Jersey, a loyal province of the crown, to, in a very short time, cast their lot with rebellion? What of the people, their circumstances of occupation, social position, location, and religion that influenced their attitudes toward independence? Finally, how did the conduct of the people in this state influence the military outcome?

Seminar Leader: Martin Paulsson, PhD

Martin Paulsson is an associate professor of history at TCNJ, where he teaches courses in American history and New Jersey history. He also teaches the methods of teaching course and supervises student teachers in the secondary education program. Professor Paulsson is the author of *The Social Anxieties of Progressive Reform: Atlantic City 1854–1920*.



The Universal vs. the Historical Chaucer

October 17 and 31, 2006

For centuries, Chaucer has been seen and appreciated primarily in terms of his universal appeal. As John Dryden observed in 1700, Chaucer presents “our forefathers and great-grand-dames all before us, as they were in Chaucer’s days,” but for Dryden, their concrete historical existence “in Chaucer’s days” is less important than the fact that, in Dryden’s words, “their general characters are still remaining in mankind . . . though they are called by other names than those of Monks, and Friars, and Canons, and Lady Abbesses, and Nuns; for mankind is ever the same.” In almost the very same words over 100 years later, William Blake observes that “[o]f Chaucer’s Characters as described in his *Canterbury Tales*, some of the Names are altered by Time, but the Characters themselves for ever remain unaltered [a]nd consequently they are the Physiognomies or L[i]neaments of Universal Human Life beyond which Nature never steps.”

But the very newest thought on Chaucer’s *The Canterbury Tales* has definitely begun to question this traditional characterization of Chaucer as a universal or disinterested poet in favor of a Chaucer who is a concretely historical writer, intimately influenced by—and struggling mightily with—the social and cultural issues of his own peculiar time and place. Indeed, our understanding of *The Canterbury Tales* is enriched when we perceive Chaucer as concretely engaged with the literary, social, political, religious, and cultural issues of his day. When we look at *The Canterbury Tales* in relation to the decline of minstrelsy and the rise of humanism or in relation to the Peasants’ Revolt, we see Chaucer in a new light—as a concrete human being, struggling with the frightening uncertainties and pressing issues of his age. Chaucer becomes more real, more human, and more truly ingenious for having successfully negotiated the shifting landscape of 14th century England.

The first session of this seminar focuses on the relationship between *The Canterbury Tales* and the Peasants’ Revolt of 1381 (an event that Lillian Bisson calls “the most explosive manifestation of England’s social tension” in Chaucer’s day). The second session focuses on Chaucer’s part in what Richard Firth Green has called the “literary revolution” of the later Middle Ages; Chaucer was a participant in the trend in late medieval courtly society that replaced old-fashioned minstrels and arcane Latin scholars with a more lettered and more prestigious class of vernacular writers.

Seminar Leader: Glenn Steinberg, PhD

Glenn Steinberg is an associate professor of English at TCNJ. His research focuses on the reception of classical and medieval texts in England during the late Middle Ages and Renaissance with a particular emphasis on the evolving reputations of Virgil, Dante, and Chaucer from the 14th to the 16th centuries. He has published essays in *The Chaucer Review*, *Chung Wai Literary Monthly*, *English Literary Renaissance*, and *Chaucer’s Troilus and Criseyde* and the *Shorter Poems*. He taught at the University of St. Thomas in St. Paul, MN, for four years before coming to The College of New Jersey in 1998, where he teaches courses on Virgil, Ovid, Dante, Boccaccio, Chaucer, Middle English romances, Shakespeare’s literary sources, and the Bible as literature.



SEMINAR 5

Rosie the Riveter: American Women in World War II

November 2 and 16, 2006

Rosie the Riveter is one of the most enduring images of the 20th century and representative of the role of American women in World War II. With her muscular arm exposed and carefully made-up face, she epitomized the American ideal of female strength and femininity in the service of defense. But who was Rosie? How was she created? Did she really represent American women in the war era? This seminar will explore the creation and marketing of Rosie the Riveter. It will examine the role of American women at the home front and in the military during World War II. In doing so, this seminar will enable participants to learn how women's history investigates accepted historical accounts of eras and events.

Participants will look beyond the celebrated icon to understand the complex relationship between women, the home front, and the workplace. Moving beyond the symbols, we will learn what life was really like for women when their society was enmeshed in total war and their experiences as citizens, workers, soldiers, wives, and mothers in World War II America.

Sources for this seminar will include texts such as Judy Barrett Litoff and David Smith, eds., *Since You Went Away: WWII Letters from American Women on the Home Front* and Maureen Honey, *Creating Rosie the Riveter* as well as documentaries and wartime posters.

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 currently working on her second doctorate. She 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" and the forthcoming book *Beauty, Body and Politics: Female Imagery in the First and Second Waves*.

SEMINAR 6

Hyper-Redundant Binary-Based Robotic Manipulators

November 13 and 30, 2006

Hyper-redundant robotic manipulators, which are also called snake-like, serpentine, or highly articulated manipulators, possess conformational freedom far superior to that of conventional manipulators. They have been recognized as a means to improve manipulator performance in unstructured environments. Examples include inspection and repair tasks in complex environments, search and rescue tasks in areas difficult to access by humans, medical diagnostic and minimally invasive operations in health care.

Substantial research has been done on hyper-redundant manipulators, and many prototypes have been constructed. In this seminar, a novel manipulator of this kind based on a binary paradigm will be introduced. These binary manipulators perform sensorless manipulation without requiring feedback control. They do not need heavy and unreliable traditional components such as motors, gears, bearings, and sensors. This simplicity enables the development of such binary manipulators from the micro-scale to the macro-scale. The result could be analogous to the revolution of digital electronics over analog devices. The topics of this seminar include the prototype design, workspace generation, and inverse kinematics. Hands-on operations of binary manipulators will be integrated into the sessions.

Seminar Leader: Yunfeng (Jennifer) Wang, PhD

Yunfeng (Jennifer) Wang is an assistant professor of mechanical engineering at TCNJ. She received her PhD in mechanical engineering from Johns Hopkins University in 2002. Prior to her appointment at TCNJ, she was a post-doctoral associate in the Field and Space Robotics Laboratory at Massachusetts Institute of Technology for one year. Her research interests include robots kinematics and dynamics, engineering applications of group theory, autonomous vehicles, and biological inspired robots. She has over 20 publications in her field, and serves on the editorial board of *Robotica*, a prestigious scientific journal published by Cambridge University Press.

SEMINAR 7

Mathematics and the Internet

January 25 and February 1, 2007

The widespread use of the Internet and e-mail is one of the transformative events of the past two decades. It has reshaped diverse aspects of society from how business is conducted to how political campaigns are waged to changing our notion of what a community represents. But the growth of e-mail and the Internet would not have been possible without the development of mathematics that enables secure communication and efficient search algorithms. In this seminar, we will introduce the mathematics behind the internet and explore the research questions in mathematics that the internet suggests.

The primary topic we will explore is security on the Internet. When you purchase an item on eBay, your credit card number is sent over the Internet to a seller who you have not met before. As it travels along the internet, your credit card number passes through several public nodes where many people can read. So to keep your credit card number secure, you must first encode your message before sending it to the seller. But historically, all codes required the sender and the recipient of the message to agree on an encryption scheme before the message is transmitted. Since you have usually not met the eBay seller beforehand, traditional coding methods will not work. Luckily, in 1971, the public-key encryption system was invented, enabling two strangers to securely communicate a message sent via a public pathway. The public-key system is based upon mathematics developed several hundred years ago by Fermat and Euler to answer basic questions in number theory.

In the seminar, we will review the history of codes and cryptography and introduce the elementary number theory techniques needed to understand how the public-key encryption system works. We will also see how these methods also enable total strangers to play a game of poker over the internet and to have confidence that the game is fair.

Seminar Leader: Thomas Hagedorn, PhD

Thomas Hagedorn is an associate professor of mathematics and statistics at the College. He has taught courses in number theory, linear algebra, and cryptography at TCNJ since 1996 and received the department's Teacher of the Year award in 1998. He has been a Sloan Foundation/Department of Energy postdoctoral fellow at Princeton University and the University of Montreal in computational biology and has received funding from NSF grants in mathematical biology and mathematics education. His primary research is in number theory, computational algebra, and bioinformatics.

SEMINAR 8

Theories of Education and Virtue in Ancient Greece

February 6 and 27, 2007

To what extent should we, as educators, value memorization and rote learning? To what extent should we value Socratic method, group discussion and individual exploration? Should education itself be morally neutral (promoting only intellectual skill and practical know-how) or should it aim to train students to become morally praiseworthy adults? If moral character is a legitimate goal of education, does this goal always go hand-in-hand with the goal of teaching students for the good of the state? Further, do all parties involved in debate over moral issues deserve to have their views heard within the classroom? If particular views are to be excluded, expurgated or censured, who is to make this decision and upon what grounds is the decision to be made?

These are issues that confront us today, yet they also confronted the earliest academics and philosophers in the Western tradition.

In this seminar, we shall study Ancient Greek theories of education and virtue. We shall trace the development of these theories from Socrates and the Sophists to Plato and Aristotle. We shall focus on two chief topics: (1) the methods and areas of study that are proper to a complete education and (2) the use of education as a tool for the training of moral character.

In this seminar, we shall consider Protagoras' 'man is the measure' doctrine together with Gorgias' praise of rhetoric in the *Encomium of Helen*. We shall read selections from Plato's early Socratic dialogues (including *Euthyphro*, *Protagoras* and *Gorgias*) and central portions of Plato's seminal work: the *Republic*. Finally, we shall examine Aristotle's account of virtue in the *Nicomachean Ethics* together with his discussion of the importance of public education in the *Politics*. All texts shall be provided to seminar participants.

Seminar Leader: John E. Sisko, PhD

John Sisko is the coordinator of the Honors Program and associate professor of philosophy at TCNJ. He has previously taught at Rutgers University and the College of William and Mary. Professor Sisko's scholarly research on Aristotle, Plato, and the Presocratics has been published in the finest journals in his field (including *Mind*, *Oxford Studies in Ancient Philosophy*, *Archiv für Geschichte der Philosophie*, *Phronesis*, and *Ancient Philosophy*). He is currently pursuing research on the development of Ancient Greek physics.

Mysticism and Shrines in Islamic Society, Past and Present

February 13 and 27, 2007

In the post-9/11 era, the ongoing conflict in Iraq and Afghanistan, and the “war on terrorism,” it is more important than ever that, as citizens of the globe, we are exposed to the history and culture of Islam, the second largest religion in the world (approximately 1.2 billion worldwide, and approximately 5 million in the U.S.). Yet, with a media focused more on the violent acts of a minority of Muslims than on the culture and belief systems of Muslims around the world, there is little chance for the non-specialist to gain such an understanding.

One aspect of Islam that is seldom discussed is the history and practice of Sufism, or Islamic mysticism, which emphasizes intensive devotion to God through the guidance of a spiritual master and various ritual techniques. Rooted in the Qur’an and the Prophet Muhammad, the discipline of Sufism is characterized by the interpretation of subjects in terms of the internal experiences of the soul. However, it is impossible to ignore the exterior social and economic aspects of Sufism, particularly in the context of its leadership, its role in the community, and in the significance of shrines built after the death of eminent Sufi shaykh and other Muslim figures. Such shrines are often built as access to the power of the divine in order to ameliorate things in this world; they also serve as thresholds that connected the living and the dead, and as pious objects of patronage by rulers and elites.

In this seminar we will examine the mystical aspects of Sufism as well as the communal, political, and economic character of shrines. During the first session we will discuss the sacred sources of Sufism and the mystical experience through a selection of readings from the Qur’an and Sufi literature, documentary clips on Sufi

practices, and audio recordings of Sufi music. During the second session, using visual images, we will focus on Muslim shrines in present day Central Asia and their role in the sacred landscape, community, and politics. The seminar will attempt to provide an alternative view to the prevalent, narrow media-based understandings of Islam.

Seminar Leader: JoAnn Gross, PhD

JoAnn Gross is a professor of history at TCNJ. Her primary teaching fields are Middle Eastern and Central Eurasian History, and her research focuses on the early modern social history of Iran, Afghanistan, and Central Eurasia, with a special interest in Islamic mysticism or Sufism and the relationship between religion and state. She is the co-author (with Asom Urunbaev) of *The Letters of Khwajah ‘Ubayd Allah Ahrar and His Associates* (Brill Publishers, 2002) and the editor of *Muslims in Central Asia: Identity and Change* (Duke University Press, 1992), along with numerous articles and book chapters. She is currently working on a book project entitled, *Mapping the Religious Landscape: The Muslim Shrines of Tajikistan*. She is the chair of the Department of History since 2005, and serves as a member of the Board of Directors of the Association for the Study of Persianate Societies (ASPS), as institutional representative on the Board of Directors of the American Institute of Afghan Studies (AIAS), and as a member of the Editorial Board of the *Journal of Persianate Studies*.



SEMINAR 10

The Whitman Tradition

February 14 and 23, 2007

Walt Whitman hoped that *Leaves of Grass* would make the United States a better country by transforming its readers into more reflective individuals. When it came to realizing these revolutionary ambitions, he insisted that future poets would have to continue his work: "Poets to come!" he announced in 1860, "Not to-day is to justify me and answer what I am for .../Arouse! For you must justify me." Although many have steered clear of his goals, Whitman's voice is so large and comprehensive that it has been nearly impossible for American poets to avoid him. To Ezra Pound, he was a pig-nosed father; to Wallace Stevens, he was an American Moses, a poet with a beard of fire and a staff of leaping flame.

This seminar explores the ways in which Whitman's aesthetic has inspired, challenged, and at times frustrated the writers who have followed him. In the first session, we will examine Whitman's poems alongside two of their most obvious supporters: William Carlos Williams and Langston Hughes. In the second session, we'll examine key works by Allen Ginsberg, Adrienne Rich, Anna Deveare Smith, Sherman Alexie, and the novelist Michael Cunningham to ask how Whitman's voice and vision have translated into our contemporary world.

Seminar Leader: David Blake, PhD

David Blake is an associate professor of English at The College of New Jersey. He teaches courses in American literature and political culture. He has taught at Washington University in St. Louis and the United States Air Force Academy, where he won the Outstanding Academy Educator Award in 1998. He is the author of *Walt Whitman and the Culture of American Celebrity* (Yale, 2006) and co-editor of the forthcoming collection of essays, *Where the Future Becomes Present: Walt Whitman and Leaves of Grass*.



SEMINAR 11

Baseball and American Culture

April 16 and 26, 2007

Baseball is often sentimentalized as a timeless and unchanging game. In fact, baseball, especially professional baseball, is deeply rooted in time, and, over the last 150 years, changes in how the game has been played, administered, financed, and promoted reflect larger changes and trends in American culture. With baseball as its focus, this seminar will explore topics in American culture including growth of the mass media and public relations, industrialization and urbanization, race, ethnicity, immigration, labor-management relations, “scientific” business practices, as well as tendencies to mythologize and sentimentalize the game. Particular areas of discussion may include Negro League baseball, the integration of major league baseball in the late 1940s, rise of the Players’ Association, end of the reserve clause, strikes and lockouts, development of the modern “farm” system, function of the baseball commissioner, expansion, and financial politics of the game.

Those enrolling in the seminar will be mailed copies of two books designed to provide a common basis for discussion: Charles Korr, *The End of Baseball As We Knew It: The Players’ Union, 1960–81*, and G. Edward White, *Creating the National Pastime: Baseball Transforms Itself, 1903–1953*.

Seminar Leader: David Venturo, PhD

David Venturo is a professor of English at TCNJ. A longtime member of SABR (Society for American Baseball Research), he is planning a joint study of Branch Rickey and Kenesaw Mountain Landis. In addition to baseball, Venturo’s research and teaching interests include the literature of the long 18th century (1640–1830), Shakespeare, and poetry and poetics. He is author of *Johnson the Poet: The Poetic Career of Samuel Johnson* (Univ. of Delaware Press, 1999) and editor of *The School of the Eucharist ... With a Preface Concerning the Testimony of Miracles* (forthcoming, AMS Press), and has written extensively on British literature and culture, 1640–1830. In addition, he is field editor in philosophy, science, and religion for *ECCB: The Eighteenth Century: A Current Bibliography*, co-editor of *The Scriblerian*, and is writing a book, *Fall’n on Evil Days: Alienation and Protest in Milton, Dryden, and Swift*.

SEMINAR 12

Gender and Democracy

April 17 and 24, 2007

In our lifetime, we have witnessed remarkable changes in the geo-political structure of the world. Extraordinary developments—the fall of the Soviet Union, the formation of the European Union, the end of apartheid in South Africa, conflicts in the Middle East, revolutions in Latin America, 9/11, rapid economic growth, war, and accompanying social displacement in Asia have made us rethink our ideas about citizenship and nationhood. Scholars and policy makers alike have acknowledged the centrality of gender in debates about the meaning of democracy in our changing world.

This seminar explores the intersection of gender and democratic aspirations in various regions of the world. The particular geographies of this course include South America, Africa, Central and Eastern Europe, and the Middle East. We will explore the material and political conditions of women and how the constructions of gender affect those conditions transnationally and in particular geographical locations. Men’s and women’s access to political power and economic opportunity and the role of sexuality and reproduction in citizenship are among the topics that highlight the complexity of what we call “democracy.” Also bearing on our understanding in this seminar are the influences of colonialism and neocolonialism; the effects of religious fundamentalism and militarization on gender practices; the relation between failures in nationalist and social reform movements and gender oppression; and the link between nationalism, capitalism, and patriarchy.

These explorations will take various forms: readings in history, feminist theory, and political science; fiction and autobiography; and film.

Seminar Leader: Ellen G. Friedman, PhD

Professor of English and director of the women’s and gender studies program at The College of New Jersey, Ellen Friedman has published seven books and dozens of articles. Her most recent book is *Morality USA*. She teaches in the Women’s and Gender Studies Program and in the English department.

“Education is for improving the lives of others and for leaving your community and world better than you found it.”

—Marian Wright Edelman, Children’s Defense Fund



Teachers As Scholars SCHOOL DISTRICT LEADERS

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WEST AMWELL TOWNSHIP SCHOOL

Tod Fay, Superintendent
609.397.0819

WILLINGBORO PUBLIC SCHOOLS

Edward A. Kern, Interim Superintendent
609.835.8665

APPLICATION FOR **TEACHERS AS SCHOLARS**

DIRECTIONS FOR COMPLETING THE TEACHER 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 a Teachers As Scholars seminar must complete the district application form located below and return it to the TAS school district leader listed on page 10. **Deadline for district registration is September 15, 2006.**

School district leaders will select one participant for each seminar which is offered during each semester and will fax the list of participants to Robert J. Bartoletti, Director of PDSN, at 609.637.5196 or e-mail to bartolet@tcnj.edu. The STEP office will confirm the teachers' selections as TAS participants and will send the appropriate information about each seminar to the teachers. 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. Seminars will require participants to do some reading or preparation prior to attending each 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 to bartolet@tcnj.edu.

PART A

*This application must be submitted to your school district leader by **September 15, 2006.***

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

HOME PHONE (_____) _____ E-MAIL _____

SCHOOL PHONE (_____) _____ E-MAIL _____

SCHOOL NAME _____

SCHOOL DISTRICT _____

GRADE LEVEL/CONTENT AREA _____

My district is a PDSN member.
(No fee for teachers from PDSN, member districts will be charged.)

My district is not a PDSN member.
(If your district is not a PDSN member, please pay by purchase order, credit card, or check. Please make checks payable to "The College of New Jersey." Seminar Fee: \$150.)

Purchase Order # _____

Visa/Mastercard # _____ Expiration Date _____

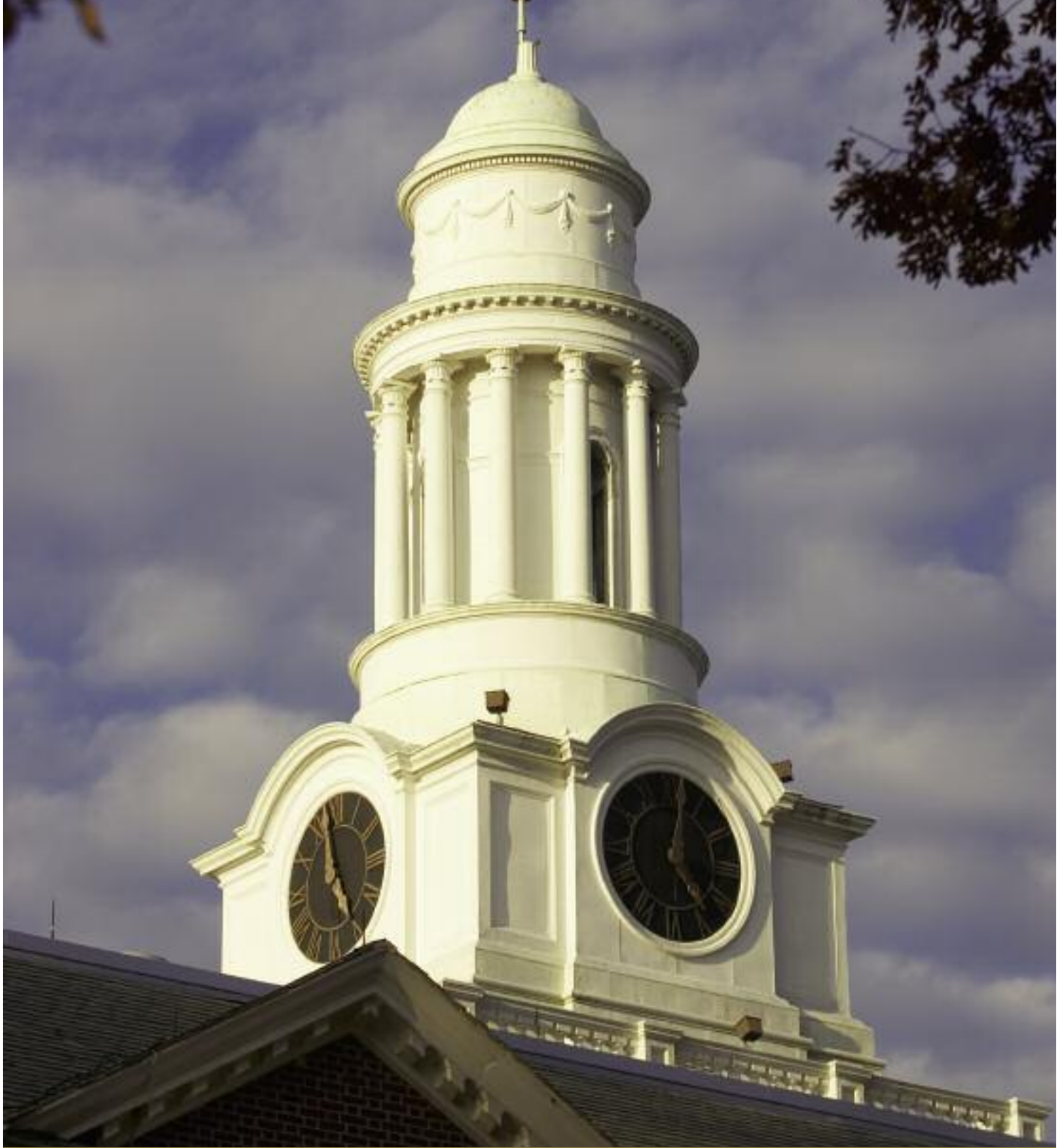
Signature _____

Application continued on next page.

Part B

Each seminar is limited to 20 participants. If space is available, you may register for more than one seminar. Please select the seminar(s) you wish to attend.

- SEMINAR 1 Shakespeare's *Othello*: Literary, Historical, and Cultural Contexts**
October 3 and 11, 2006
Presenter: Jo Carney, PhD
- SEMINAR 2 The U.S. Immigrant Experience: An Ethnographic Comparison of Italians and Latinos**
October 5 and 27, 2006
Presenter: Rachel Adler, PhD
- SEMINAR 3 New Jersey in the American Revolution**
October 10 and 19, 2006
Presenter: Martin Paulsson, PhD
- SEMINAR 4 The Universal vs. the Historical Chaucer**
October 17 and 31, 2006
Presenter: Glenn Steinberg, PhD
- SEMINAR 5 Rosie the Riveter: American Women in World War II**
November 2 and 16, 2006
Presenter: Ann Marie Nicolosi, PhD
- SEMINAR 6 Hyper-Redundant Binary-Based Robotic Manipulators**
November 13 and 30, 2006
Presenter: Yunfeng (Jennifer) Wang, PhD
- SEMINAR 7 Mathematics and the Internet**
January 25 and February 1, 2007
Presenter: Thomas Hagedorn, PhD
- SEMINAR 8 Theories of Education and Virtue in Ancient Greece**
February 6 and 27, 2007
Presenter: John E. Sisko, PhD
- SEMINAR 9 Mysticism and Shrines in Islamic Society, Past and Present**
February 13 and 27, 2007
Presenter: JoAnn Gross, PhD
- SEMINAR 10 The Whitman Tradition**
February 14 and 23, 2007
Presenter: David Blake, PhD
- SEMINAR 11 Baseball and American Culture**
April 16 and 26, 2007
Presenter: David Ventura, PhD
- SEMINAR 12 Gender and Democracy**
April 17 and 24, 2007
Presenter: Ellen G. Friedman, PhD



Woodrow Wilson National Fellowship Foundation TAS Seminar Sites:

College of the Holy Cross
Colorado College
Five Colleges, Inc.
Fordham University
Furman University
Maine Humanities Council
Miami University of Ohio
Montclair State University
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 Maryland
University of New Hampshire
University of North Dakota
University of North Texas–Austin
University of Notre Dame
University of Vermont
University of Washington



The College of New Jersey

Teachers As Scholars Leadership Team

Susan Albertine, PhD, Dean, School of Culture and Society
Robert J. Bartoletti, EdD, Director, Teachers As Scholars
William Behre, PhD, Dean, School of Education

Support for Teacher Education Programs Office

609.771.2408
Fax: 609.637.5196

Robert J. Bartoletti EdD, Director
Virginia Brown, Support Staff
Victoria Allen Edwards, Project Assistant
Jennifer Pirone, Support Staff



Note: Please contact your district leader about TCNJ's Professional Development Day seminars.

The College of New Jersey's *Teachers As Scholars Program* has been made possible from a grant from the Woodrow Wilson National Fellowship Foundation. Programs are also supported by the 20 member school districts of the Professional Development School Network and TCNJ's School of Education and School of Culture and Society.

About The College of New Jersey

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 consistently ranks as one of the best comprehensive colleges in the region. In 2005, *U.S. News & World Report* ranked TCNJ as the top public institution in the US Northern region, and *Barron's Profiles of American Colleges* named the College one of the 75 "Most Competitive" schools in the nation.

