

THE COLLEGE OF NEW JERSEY

Teachers as Scholars
SEMINARS

2009–10
ACADEMIC
YEAR

*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.*



Dear Colleague:

On behalf of The College of New Jersey and the Professional Development School Network it is my pleasure to announce the 2009–10 *Teachers as Scholars*. The TAS program was created three years ago through the collaborative effort of TCNJ's Professional Development School Network (consisting of 23 area partner school districts), the School of Education, and the School of Culture and Society. TAS has been partially funded by the Woodrow Wilson National Fellowship Foundation.

As a result of our success and demand for more TAS seminars by our partner school district teachers, we look forward to offering the 2009–10 version of our TAS program. Teacher scholars who are selected by their school districts can choose a seminar from those described in this brochure. Each will be presented on the scenic campus of The College of New Jersey.

The goal of the PDSN seminars is threefold:

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

Through the on-going support of a grant from the Woodrow Wilson Fellowship Foundation we are offering 16 two-day seminars featuring outstanding members of The College of New Jersey's liberal arts faculty who will lead the seminars. Each PDSN member school district is guaranteed one registration for each and every seminar. At least 10 registrants are needed to offer the 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 seminar on a "first come-first served basis." The seminar offerings are listed in this brochure.

All of our programs will bring together school teachers with college 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 these 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. Registration begins at 8:30 A.M. and the programs will run from 9 A.M. until 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 leaders listed in this brochure.

We look forward to you joining us during the 2009–10 academic year!

Sincerely yours,



Robert J. Bartoletti, EdD
Director



Teachers as Scholars

TABLE OF CONTENTS

SEMINARS

Gender and Democracy	4
1989: The End of the 20th Century?	4
Music Learning Theory— A Useful Theory for All Musicians	5
Food in History and Culture	5
Jane Austen: The 19th Century Co-Educational Classroom	6
The Sources and Contexts of Shakespeare’s Comedies	7
Satire and Philosophy	7
The Structure and Evolution of the Physical Universe	8
Captivity	9
Women and the Holocaust	10
Gender and Consumer Culture	12
Free Will and Responsibility	12
Understanding Financial Crisis	13
The Beatles and Their World	14
The Politics of Standard English	14
Socrates’ Method and the “Socratic Method”	15
School District Leaders	16
Application	17–18

SEMINAR 1

Gender and Democracy

October 1 and 8, 2009

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.



SEMINAR 2

1989: The End of the 20th Century?

October 2 and 9, 2009

Twenty years ago, the world watched Berliners dismantle a wall that divided their city, a lone Chinese man who stood up to a tank, and Czechs flooding a square to demand democracy. Communism fell throughout Eastern Europe and was re-imagined in China. South Africans began the process of ending apartheid, and several Latin American countries held their first democratic elections in decades. What were the historical forces that converged in this one year to usher such profound changes throughout the world? Through primary documents, films, and historical writings, we will examine the events and compare interpretations of 1989. The seminar will focus primarily on Eastern Europe, with opportunities to compare events in China, South Africa, the Middle East, and Latin America.

Seminar Leader: Cynthia Paces, PhD

Cynthia Paces is an associate professor of history at The College of New Jersey. A specialist on the history of Eastern and Central Europe, she is the author of *Prague Panoramas*, a forthcoming book about nationalism and religion in Prague. She has published several articles about the convergence of European politics, art, and religion. Professor Paces has traveled and taught extensively in East-Central Europe. Most recently, she was a visiting professor at Goethe University in Frankfurt and lectured at a conference and study tour in Croatia, Bosnia, and Serbia.



SEMINAR 3

Music Learning Theory— A Useful Theory for All Musicians

October 6 and 13, 2009

Many musicians are familiar with the methodologies of Dalcroze, Kodaly, and Orff. A lesser known, but more contemporary method of teaching has been created by music philosopher, Edwin Gordon, who has dubbed it *Music Learning Theory*. *Music Learning Theory* is an explanation of how children learn when they learn music. This theory has evolved over the past 40 years, and includes as its foundation the idea of audiation.

Audiation can be defined as listening to music with understanding. The music may or may not be present. According to Gordon, “Music Learning principles guide music teachers of all stripes: early childhood, elementary general, instrumental, vocal, and the private studio, in establishing sequential curricular goals in accord with their own teaching styles and beliefs.”

The primary objective is development of students’ tonal and rhythm audiation. Through audiation students are able to draw greater meaning from the music they listen to, perform, improvise, and compose. In particular, attention will be focused on audiation, tonal and rhythmic music aptitude, music achievement, Primary Measures of Music Audiation, Intermediate Measures of Music Audiation, and Advanced Measures of Music Audiation.

Members of the seminar will have the opportunity to determine their own music aptitude scores as well as interpret results of age-appropriate aptitude tests given to their own students. Time will be allotted to explore the relevant use of these tests, along with a thoughtful discussion on the ethics of applying the results in musical situations. Other topics for discussion and thought will be the directed listening approach and the use of singing and listening in all music classrooms.

Seminar Leader: Susan C. Guerrini, PhD

Bozena Susan C. Guerrini is an assistant professor and the coordinator of music education at The College of New Jersey where she teaches courses in vocal music methods and contemporary issues in music. She received a PhD degree in music education from Temple University in Philadelphia, PA, taking many courses in music learning theory from experts in that area. Her articles have appeared in various national publications including the *Journal for Research in Music Education* and *Update: Applications of Research in Music Education*, both sponsored by the National Association of Music Educators National Conference and the *Bulletin for the Council of Research in Music Education*. Dr. Guerrini has presented research at the last two conferences of the International Society for Music Educators which took place in Kuala Lumpur, Malaysia, and Bologna, Italy.

SEMINAR 4

Food in History and Culture

October 15 and 22, 2009

We consume it every day yet do not take the time to understand its historical significance. Food, like everything else, has a history—as well as a historical impact. Food defines a culture’s economics, class structures, geography and mores. It has been a factor in wars, politics, ethnicity, migrations, and almost every other human experience. For many Native American cultures, women who controlled food sources decided whether or not the men of the tribe would go to war. In essence, they voted with their food. During WWII, women and men grappled with feeding families on rationed foods and planted Victory Gardens to supplement what they could not buy.

For the United States, food is especially salient as a way to understand the complex migratory processes that define US history. Every group that came to the United States, or even migrated between regions, brought their food cultures with them. By sitting down to a meal one can chart the course of immigration and migration in the US—macaroni from Italy, potatoes from Ireland, grits from down South, sauerkraut from Germany, mole from Mexico, etc.

Participants in this seminar will explore the relationships between food and US history. We will discuss the ways in which food has defined our culture and shaped our traditions as well as food’s larger historical impact. Readings will include *Fast Food Nation* as well as scholarly journal articles.

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*, as well as the forthcoming book *Beauty, Body and Politics: Female Imagery in the First and Second Waves*.

Jane Austen: The 19th Century Women's Novel in the 21st Century Co-Educational Classroom

October 19 and 29, 2009

Today's high school readers are often resistant to the 19th century novel, especially those written by women and largely for women readers. This seminar will look at two of Austen's shorter and less studied novels: *Northanger Abbey*, the first Austen novel to be published, and *Persuasion*, the last novel Austen wrote. The seminar will assume participants have read *Pride and Prejudice*, the most commonly taught Austen novel, and will discuss ways in which to teach briefer Austen novels while still allowing students to discuss the ideas raised in *Pride and Prejudice*. In both of these novels, Austen clearly sees herself as a woman writer of novels, and sees her novels as part of a changing literary landscape.

Austen is very aware of the volatile nature of the times in which she lived—born at the start of the American Revolution, seeing relatives killed or uprooted by the French Revolution, living through a Regency necessitated by the king's madness, witnessing the outlawing of the slave trade in Britain, and watching land values fluctuate wildly as Britain's agrarian economy is displaced by enclosures and by the Industrial Revolution. The seminar will argue that her novels show the effects of the social, economic, political, and literary upheavals of the late 18th and early 19th centuries. Austen's novels are often taught absent their historical moment; seeing these novels as grappling with many issues as yet unresolved in the 21st century, however, will help students see them as worth reading and discussing.

Our approach to *Northanger Abbey* will situate Austen in her era, focusing on the novel's Gothic elements, on its Romantic sensibilities, and on its awareness of its own status as a new literary form in a new woman-directed medium (the novel). Austen clearly satirizes her own medium, as well as her readers and the education they may have obtained from reading novels or from their schools and families. Catherine Morland sees herself as constituted by her reading—as a person very nearly made from books. Many of the questions which structure classroom discussion on *Pride and Prejudice* are applicable to *Northanger Abbey*: (1) how ought one to judge another? (2) how does setting and movement from place to place affect character? (3) what decisions are open to women, and why ought society to care about women's choices and the education they bring to those choices? (4) how are social class and virtue inter-related? and (5) how are social class (money) and social status (birth and education) inter-twined?

On the second day, we will focus on *Persuasion*. *Persuasion* is not easily seen as a product of its own time, and we will explore both the novel's immersion in the Romantic movement and also its distancing of itself from that ideology. *Persuasion*'s heroine Anne Elliot rejects her status as the daughter of a baronet, and re-fashions herself as a naval wife, taking on responsible work and duties aimed at facilitating Britain's colonial expansion.

All of Austen's novels are concerned with the fashioning of women, and all her novels see women as key to her nation's future status. The seminar will aim at helping secondary teachers see that questions raised by Austen are relevant to 21st century readers.

Books: Austen, Jane. *Northanger Abbey*. Longman Cultural edition. Edited by Marilyn Gaull. Pearson. ISBN-13: 978-0321202086
Austen, Jane. *Persuasion*. Norton Critical edition. Edited by Donald J. Gray. Norton. ISBN-13: 978-0393960181

Seminar Leader: Diane Vanner Steinberg, MA

Diane is assistant professor of English at The College of New Jersey, specializing in European literature of the medieval and early modern periods and in the history of the English language.



SEMINAR 6

The Sources and Contexts of Shakespeare's Comedies

October 20 and 27, 2009

The focus of this seminar will be the reconstruction of the literary “horizon of expectations” for Shakespeare’s comedies at the time of their first performance. The seminar will not be a seminar in Shakespeare per se but rather a seminar in the dramatic texts that shaped the literary imagination, expectations, perceptions, and tastes of Shakespeare and his audience. We will reconstruct what an Elizabethan audience might have expected when it went to the theater to see a comedy—based on the dramatic genre, familiar plays, and important antecedents that they would have known.

The first day of the seminar will focus on what Shakespeare’s antecedents tell us about how he and his audience would have conceived of comedy as a genre. We will read a wide variety of plays—from an ancient Roman comedy by Plautus and medieval English mystery plays to an early Tudor entertainment (*Ralph Roister Doister*) and John Lyly’s *Endymion* (a play that is stylistically elegant, full of philosophical commonplaces of its time). On the second day of the seminar, we will examine comedy and its development during Shakespeare’s career. For this day, we will read the optimistic, patriotic play *Friar Bacon and Friar Bungay* by Richard Greene, the rollicking *Shoemaker’s Holiday* by Thomas Dekker, Ben Jonson’s *Bartholomew Fair*, and the theatrically daring *Knight of the Burning Pestle* by Francis Beaumont. After the two days of this seminar, participants will have a firm foundation in the Elizabethan literary context for reading and teaching Shakespeare’s comedies.

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 the Modern Language Association’s *Approaches to Teaching 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 7

Satire and Philosophy

November 10 and 17, 2009

At his trial for impiety and corrupting the young in 399 BC, Socrates blamed the poet Aristophanes for having misrepresented his teaching to the people of Athens in his satiric play *The Clouds*. Years later Socrates’ student Plato wrote in the *Republic* of “an old quarrel between philosophy and poetry” and recommended that poets be banished from the ideal state. It is ironic that Plato banishes the poets in the *Republic*, since the *Republic* is a dialogue rich in poetry. But this irony rises to mystery in Plato’s *Symposium*. The *Symposium* is virtually a play—often comic and satiric—about a group of friends discussing love (eros) at a drinking party. Two of the friends are Socrates and Aristophanes, and Aristophanes is presented without rancor or criticism as a clever and gentle humorist. Why did Plato present him so positively? What was the real relationship between Socrates and Aristophanes? Did Plato come to agree with some part of Aristophanes’ satire of Socrates?

During the first week of this seminar we will read *The Clouds* and the *Symposium* to solve this mystery. We will also reflect in a more general way on the capacity of satire to yield philosophical insights. In the second week of the seminar we will turn our attention from antiquity to modernity (or perhaps post-modernity) by discussing Kurt Vonnegut’s 1969 novel *Slaughterhouse-Five*. The themes of *Slaughterhouse-Five* could not be more serious. They include war, death, fate, free will, and the meaningfulness of human aspirations. Yet this novel is satiric on so many levels that is difficult to determine what should be taken seriously. Through close reading of the text and careful consideration of relevant philosophical issues, we will attempt to unravel the multiple mysteries of Vonnegut’s novel.

Seminar Leader: Richard Kamber, PhD

Richard Kamber is a professor of philosophy. He has served as dean of the School of Arts and Sciences and chair of the Department of Philosophy and Religion. He has published two books on existentialism, *On Sartre and On Camus*, and a number of articles, including “Sartre’s Nauseas” in *Modern Language Notes* and “Goldhagen and Sartre on Eliminationist Anti-Semitism,” in *Holocaust and Genocide Studies*. He recently edited *William James: Essays and Lectures* for Pearson Longman. He is now completing a book on metaphilosophy entitled *Why Philosophers Can’t Agree*.

The Structure and Evolution of the Physical Universe

November 13 and 20, 2009

Just about everyone has heard of the Hubble Space Telescope (HST), but not everyone knows that the telescope is named after Edwin P. Hubble, who he was, and exactly what he did. Hubble is regarded as the greatest American astronomer and probably the greatest astronomer of the 20th century. He is responsible for having discovered the scope, scale, and dynamics of the universe in which we live. He was also an outstanding athlete, a Rhodes Scholar in jurisprudence and Spanish, an attorney, a high school teacher and basketball coach, and a major in the United States Army during World War I. Had he not died suddenly in 1953, Hubble would have won that year's Nobel Prize in Physics.

This seminar will present the development of modern cosmology from a biographical and historical perspective. It will not only discuss the life and accomplishments of Edwin Hubble but also others who have contributed to discovering the nature of the physical universe, such as Copernicus, Galileo, Kepler, Newton, Herschel, Einstein, and Shapley. Essentially it will be a "who did what, when, and how" seminar. Therefore, it will also entail learning something about astronomy and the techniques that astronomers have used to construct our understanding of the physical universe in which we find ourselves and cannot escape. The course will also show how we are the byproduct of stellar evolution, and that the sun's evolution will one day result in the destruction of the earth. The ultimate fate of humanity in the far future and what can be done to prevent our extinction will be addressed.

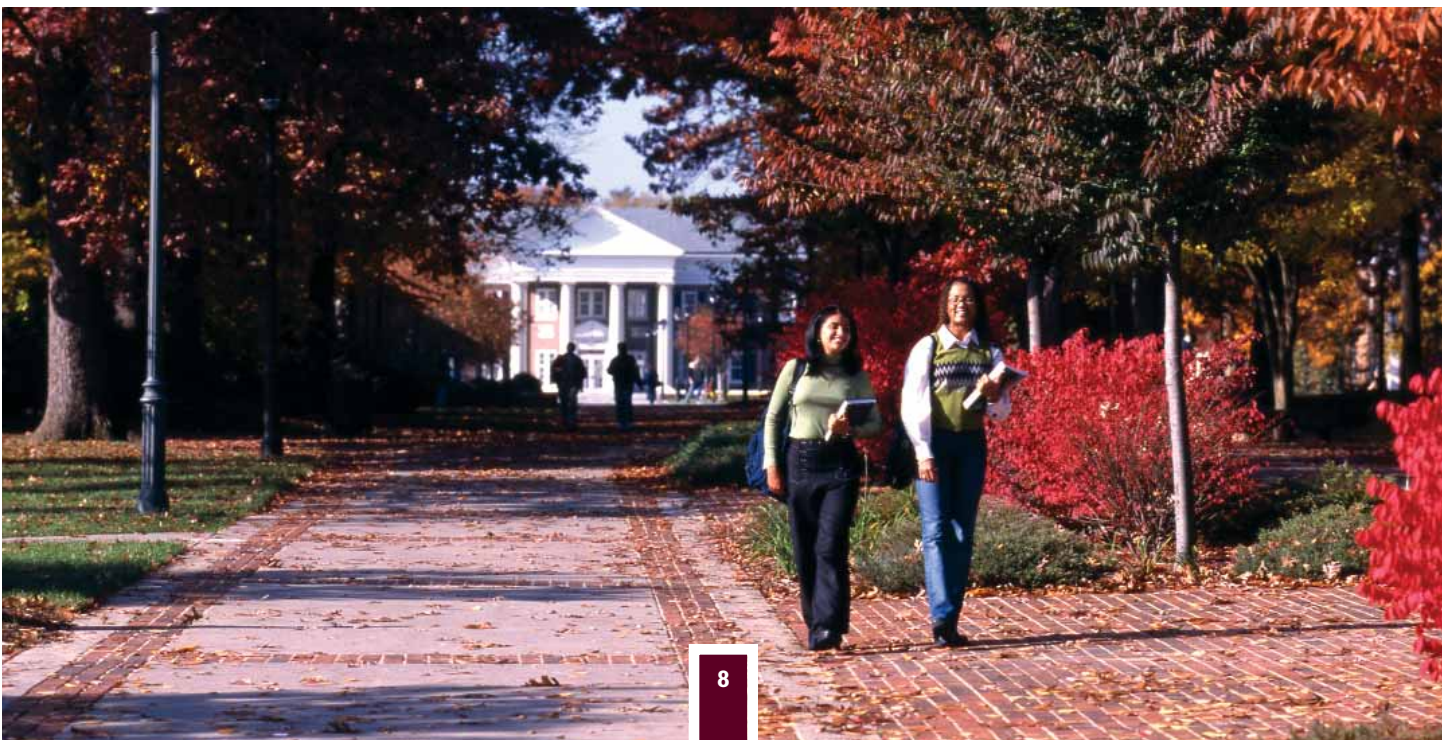
The seminar will also address participants' questions that they may have about cosmology and astronomy in general and share

what they have learned. It is expected that the participants will carry away with them knowledge that will make them better teachers, regardless of their field, and to be able to place scientific discoveries into the framework of our culture and history. The course will be supplemented with documents authored by the leader and made available online.

Seminar Leader: Raymond J. Pfeiffer, PhD

Raymond J. Pfeiffer is professor of physics and astronomy at The College of New Jersey, where he teaches a broad spectrum of courses, ranging from astronomy to thermodynamics. Dr. Pfeiffer did his undergraduate work in physics and astronomy at the University of Michigan and received an MA in physics from Temple University. He received his PhD in astronomy and astrophysics from the University of Pennsylvania and has been a faculty member at the College since 1964. Dr. Pfeiffer has published more than 40 scientific papers in the field of astronomy and astrophysics, mostly dealing with the physics of interacting stars in binary systems.

On several occasions he has been a guest investigator at NASA's Goddard Space Flight Center for the use of the International Ultraviolet Explorer satellite telescope. Dr. Pfeiffer is also the author of an astronomy manual that is used in the introductory astronomy course taught at TCNJ.



Captivity

February 9 and 19, 2010

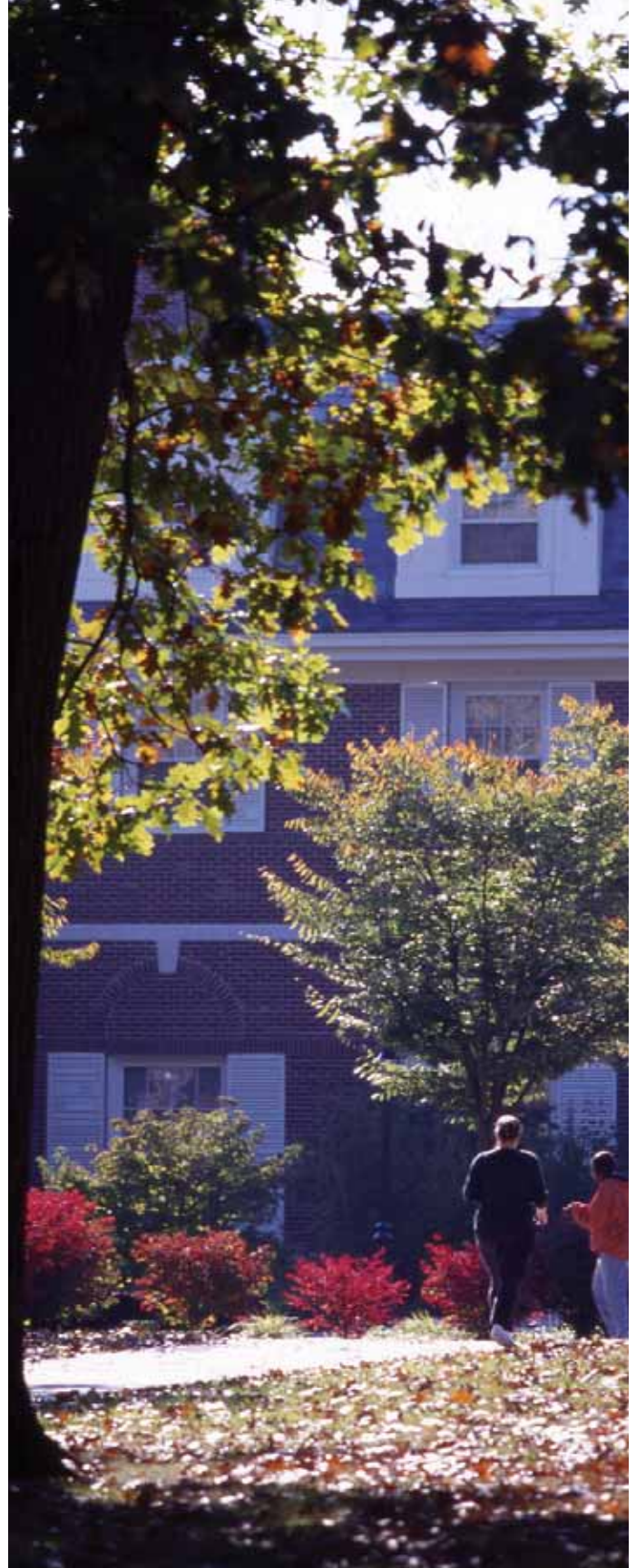
America has a fascinating obsession with the experience of captivity. We see this exhibited in contemporary bestselling memoirs and popular films that focus on hostages, kidnapped victims, prisoners, and the myriad voices of those being held in confinement against their wills. Quite interestingly, America's identification with captivity finds its origins in colonial times. This seminar will explore the construction of captivity in our nation's earliest literature, history, and culture.

We will turn to some dramatic primary texts from the 17th and 18th centuries, including Native American Indian captivity narratives, Salem Witchcraft trial records, rapturous prophesyings recorded during the Great Awakening, and classic seduction and romance tales of Revolutionary America. In particular, we will look at the first two American bestsellers—a spiritual memoir written by a Puritan minister's wife (Mary Rowlandson) who was taken captive by Algonquin Indians in 1676, and then a novella (*Charlotte Temple*) about a young woman who was seduced by a British soldier and taken to America.

Our analysis will consider the prevalent issues that attracted and moved our nation's earliest readers, including cross-cultural encounters, the performance of American masculinity, the allurements of rescue missions, the feminized behavior of hostages, the entrapment of marriage, and the religious notions of "possession" and spiritual captivity. Throughout these discussions, we will invariably find critical connections to our present-day understanding of captivity and examine the ways in which this experience is deeply embedded in the roots of American identity and selfhood.

Seminar Leader: Michele Lise Tarter, PhD

Susan 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 is currently working on a book manuscript titled *The Body as Testimony: Quaker Women's Prophesyings in Early American Culture and Text*. Her most recent research project is based on her volunteer work teaching a memoir-writing class to women in the maximum-security wing of the New Jersey State Prison in Trenton.



Women and the Holocaust

February 11 and 18, 2010

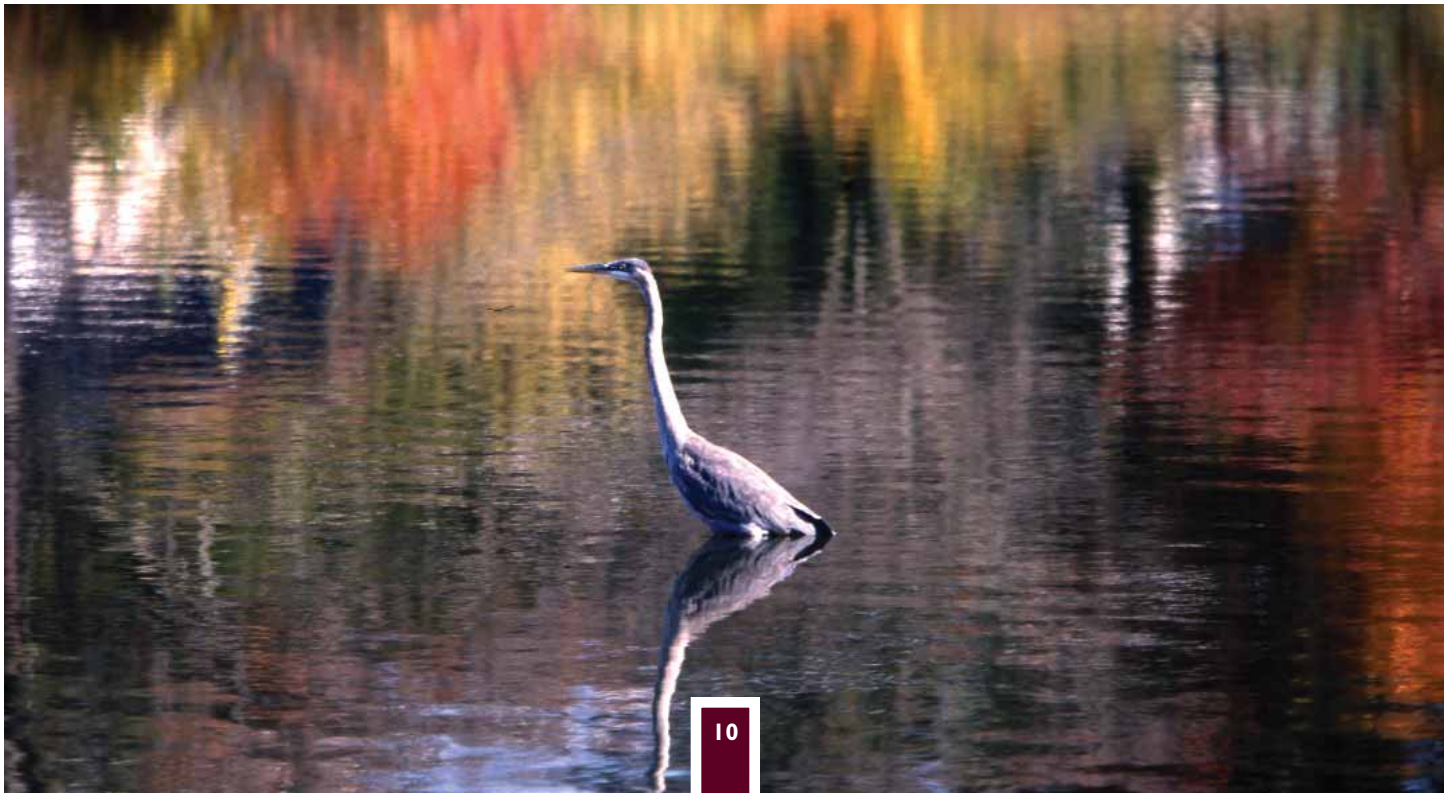
Among the issues that can now be addressed with more depth and clarity than ever before are questions having to do with differences in the way women and men responded to their circumstances during the Holocaust. A guiding question for the seminar considers whether the way women and men learned their gender roles affected how they dealt with the situations they found themselves in during the Holocaust. In reading memoirs, in viewing films and art, the seminar members will speculate on the influence of gender difference. As Jewish men were prohibited from following their professions and occupations, women were sometimes flexible enough to retool themselves in order to provide for the family. The seminar will also consider Nazi policies regarding women and their relationship to the imagined Nazi future. Women, in fact, were at the center of many Nazi decisions during the Holocaust years—particularly in their roles as procreators. Other questions that suggest themselves as we look at women’s creative works include the relationship between history and memory. Is there a gender component to this relationship? Although the answers to such questions do not follow a strict gender divide, we may be able to map some differences.

Perhaps the most important lesson to derive from this seminar is that integrating women’s experiences and expressions into Holocaust studies not only enlarges understanding, but changes it. Women’s oral histories and memoirs close the gaps in historical records. Bonnie Gurewitsch, in *Mothers, Sisters, Resisters*:

Oral Histories of Women Who Survived the Holocaust, discusses how women had more responsibility for the emotional support of the family and bore the brunt of holding families together. As the men were arrested, imprisoned, or in denial, women often remained behind to deal with children and elderly parents. They also led the efforts for education in the ghettos. Women were more mobile because they were thought of by the Nazis as less dangerous than Jewish men; they had no physical distinction, such as circumcision, to identify them as Jews. In pursuing all of these ideas, we will read selections from such texts as Nechama Tec, *Dry Tears: The Story of Lost Childhood*; Michael Burleigh, *The Racial State: Germany from 1933–1945*, Brana Gurewitsch, *Mothers, Sisters, Resisters: Oral Histories of Women Who Survived the Holocaust*; James Edward Young, *At Memory’s Edge: After Images of the Holocaust in Contemporary Art and Architecture*; and Lore Segal, *Other People’s Houses*.

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.





SEMINAR 11

Gender and Consumer Culture

February 15 and 25, 2010

We live in a society that defines us as consumers. Whenever we purchase anything, from the food we eat to the houses we live in, we are consuming. But consumption is much more than just buying the things we need—in some aspects it also shapes our identities, especially as men and women. What we wear especially is vulnerable to the dictates of our consumer culture—one year it is essential to have shoulder pads and baseball caps and the next narrow shoulders and ski caps. Consumer culture is ubiquitous—and understanding it helps us to understand our individual and societal aspirations, as well as our conflicts, insecurities, and agendas.

But how is consuming gendered? Whenever we joke about the supposed natural proclivity of women for shopping or the big screen television that men supposedly lust after, we are engaging with the gendered nature of consumer culture. Purchasing the right perfume that makes you irresistible as a woman or the correct razor that will make women want to touch your face are also examples, as are the stereotypical roles for men and women that appear in advertisements.

In this seminar we will explore the relationship between consumer culture and gender in both historical and contemporary contexts. The text for this seminar is *Gender and Consumer Culture*, a collection of scholarly articles that examines the ways in which gender and consumption are linked, and how that connection influences our lives.

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" and the forthcoming book *Beauty, Body and Politics: Women, Media and Image in the First and Second Waves*.

SEMINAR 12

Free Will and Responsibility

March 18 and 25, 2010

"Live free or die" is the motto of New Hampshire, but it is a sentiment shared by many people today. We cherish our capacity to choose freely between alternatives without coercion or constraint. We also hold free agents responsible for their intentional acts: we blame them for acting wrongly and praise them for acting rightly. However, our common convictions about free will and responsibility may rest on an illusion. Science generally assumes that all non-quantum events, including human choices and actions, are governed by invariable regularities. If this assumption is correct, then we do not have the capacity to choose freely between alternatives because the conditions that precede our choices *determine* which alternative will be chosen. This is the challenge of determinism.

Many philosophers now contend that determinism is compatible with free will and responsibility. These "compatibilists" argue that free will can be explained in terms of a deep self that governs our desires and that blameworthiness and raiseworthiness needn't require that a person could have chosen an alternative. Defenders of traditional free will reply that "compatibilists" only push back the problem since they fail to show that we are responsible for our deep selves, and that blaming someone for doing wrong when they could not have chosen an alternative is to blame them for not doing the impossible. This debate has fascinating implications for our understanding of moral and legal responsibility, sanity, and self-identity.

We will begin the first week of the course with an overview of the free will debate. We will discuss fatalism, divine foreknowledge, and principal theories of free will and determinism. We will consider the difficulty of formulating a theory of free will that is consistent with our own experience of making choices. We will then turn our attention to influential essays in defense of compatibilism by Daniel Dennett and Harry Frankfurt. In the second week we will focus on issues of sanity and legal responsibility, with particular attention to essays by Susan Wolf and Gary Watson. Finally, we will discuss the contributions of neuropsychology and experimental philosophy to free will issues.

Seminar Leader: Richard Kamber, PhD

Richard Kamber is a professor of philosophy. He has served as dean of the School of Arts and Sciences and chair of the Department of Philosophy and Religion. He has published two books on existentialism, *On Sartre* and *On Camus*, and a number of articles, including "Sartre's Nauseas" in *Modern Language Notes* and "Goldhagen and Sartre on Eliminationist Anti-Semitism," in *Holocaust and Genocide Studies*. He recently edited *William James: Essays and Lectures* for Pearson Longman. He is now completing a book on metaphilosophy entitled *Why Philosophers Can't Agree*.

SEMINAR 13

Understanding Financial Crisis

April 5 and 12, 2010

Recent macroeconomic events pose a challenge for our understanding of how the economy works as well as for appropriate policy interventions. The New Financial Architecture of the 1990s, which shed regulatory restraints in the name of unfettered markets, made claims that history has shown could not be sustained. Cascading “surprise events” have brought financial markets to lows not experienced for 80 years. In this climate, the US Federal Reserve Bank (the Fed), the US Treasury Department, the President and Congress are scrambling to invent intervention strategies in the hope of staving off another Great Depression.

This seminar will focus on the development, claims, and fault-lines of the New Financial Architecture, and trace its consequences for excessive risk-taking in financial markets, reduced transparency in financial transactions and therefore understanding of the risks involved, and the macroeconomic context in which accelerating financial speculation proved more attractive than real capital formation. We will revisit standard undergraduate macroeconomic models of Fed policy to show how to adapt them to the present context. We will explore changes in the structure of the banking and financial sectors over the last 30 years which have undermined the effectiveness of the Fed’s traditional policy tools. This permits an examination of the Fed’s recent creative initiatives to find ways to act as lender of last resort on both a national and international scale.

Participants will read Crotty and Epstein on the New Financial Architecture, Orhanghazi on the financialization of the firm, and Naples on rethinking bank-money in light of the financial crisis. Once we have reviewed basic macroeconomic principles of money creation and contraction, we will explore how that model has to be adapted to current conditions. We will examine the St. Louis Fed’s timeline of the credit crunch and associated creative Fed interventions, as well as other primary statistics indicating financial duress. And we will explore the logic of the Fed’s efforts, and probable benefits or constraints on its success.

Seminar Leader: Michele I. Naples, PhD

Michele I. Naples is associate professor of economics in the School of Business at TCNJ. Her research interests include the determinants and consequences of business failures, and the revision of macroeconomics in light of the financial crisis. She has also published on strategic competition and its implications for wages, profits, and employment over the business cycle, the theory of the profit rate, cost and price theory, unions, labor-management conflict and productivity growth, and economics pedagogy.



SEMINAR 14

The Beatles and Their World

April 6 and 16, 2010

The lives and music of the Beatles reflect profound cultural changes that followed the Great Depression and World War II. The extraordinary transformation of this musical group from a locally popular Liverpool band to one of the most famous and controversial groups of all time offers insight into our modern 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, business and recording practices in the music industry, and, 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, professor of English at TCNJ, 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 baseball and American culture. 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* (AMS Press, 2006), he has written extensively on British literature and culture, 1640–1830. He helps edit *ECCB: The Eighteenth-Century Current Bibliography* and *The Scriblerian*, and has in the works projects on ambiguity and indirection in the writing of Milton, Dryden, and Swift and on baseball and American culture.

SEMINAR 15

The Politics of Standard English

April 12 and 19, 2010

The December 18, 1996, decision of the Oakland School Board set off a firestorm of debate about the nature, value, and linguistic structure of the dialects of American English. The "Ebonics Resolution," as it has been called, arose from an effort to narrow the achievement gap between African-American students and other students in the district. Discussions of the resolution raised a number of questions about the status of English in the classroom: What will be the language of the classroom? Will Ebonics become a language of instruction? How will students write? How will students speak? What about grammar? Will standard English be lost? What the media often characterized as a debate about race and class also revealed the often uneasy relationship between standard English and the classroom.

While the National Council of Teachers of English and other professional organizations "affirm the students' right to their own patterns and varieties of language" and "affirm strongly that teachers must have the experiences and training" to address language differences in a productive way, many teachers still feel anxious about the task. This seminar will address the current state of the debate about standard English in the classroom through critical readings in linguistics and education. Moreover, this seminar will offer teachers a "tool-kit" to address language difference in the classroom.

Seminar Leader: Felicia Jean Steele, PhD

Felicia Jean Steele is an assistant professor in the English department at The College of New Jersey. She teaches courses in introductory linguistics and the global history of the English language, as well as courses in early literatures and medievalism in British literature. Professor Steele's main research is in historical linguistics, specifically auxiliary verb change over the history of the English language. She has also published essays in historical phonology and the uses of linguistic analysis in discussions of literary influence and the influence of Tolkien on Seamus Heaney.

Socrates' Method and the "Socratic Method"

April 15 and 22, 2010

Socrates (469–399 BC) maintained that “the unexamined life is not worth living” and, by all accounts, he lived in accordance with this principle. Socrates, the father of western philosophy, wrote nothing. Instead, as the writer Plato informs us, Socrates spent much of his adult life walking through the streets of Athens examining and questioning others. He was especially interested in moral questions, like ‘what is the nature of justice?’ and ‘what is the nature of courage?’ When Socrates found someone who was bold enough to offer a definition of a moral term, he would elicit other related claims from that person and then refute the definition on the basis of those related claims. In addition, Plato informs us, Socrates said that he was himself unable to provide adequate answers to his own questions. This was Socrates' Method.

Today, educators sometimes employ the “Socratic Method.” Typically, this method is described as one in which a teacher, already possessing knowledge, guides students to answers by offering leading and suggestive questions. So, at the most rudimentary level, a teacher might ask “how much is eight times two?” and then, by showing that “15” (one student's answer) is too few and “17” (another student's answer) is too many, direct the students to the correct answer: “16.” On the face of it, the “Socratic Method” is not Socrates' Method. Socrates claimed not to have the answers to his own questions, while the contemporary “Socratic” has the answers, but opts not to provide them directly.

In this seminar, we will examine the similarities and differences between Socrates' Method and the “Socratic Method.” We shall explore a number of Plato's dialogues (specifically, the Euthyphro, the Apology, the Meno, and the Gorgias) and we shall assess selections from the contemporary literature on “Socratic Method.” Beyond the merely historical question of the relation between Socrates' Method and the “Socratic Method,” our chief goal will be to explore and enhance our familiarity with and our understanding of educational practices that are both stimulating and effective.

Seminar Leader: John E. Sisko, PhD

John Sisko is associate professor of philosophy and coordinator of College Honors at TCNJ. Professor Sisko's scholarly research on Plato, Aristotle, and the Presocratics has been published in the most respected journals in his field (including *Mind*, *Oxford Studies in Ancient Philosophy*, *Archiv fur Geschichte der Philosophie*, *Phronesis*, *Apeiron*, and *Ancient Philosophy*). He is currently pursuing research on early Greek physics and on the distinction between sophistry and philosophy.





Teachers As Scholars SCHOOL DISTRICT LEADERS

BORDENTOWN REGIONAL SCHOOL DISTRICT

Kathy Siegfried, Supervisor of Language Arts and Library
609.298.0025 Ext. 1139

BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY

Eugene Catanzaro, NCLB Coordinator
609.267.4226 Ext. 295

CITY OF BURLINGTON PUBLIC SCHOOLS

Sherry Knight, Principal
609.387.6971

CRANBURY SCHOOL DISTRICT

Linda Penney, Supervisor
609.395.1700

DELAWARE TOWNSHIP SCHOOL

Patricia Ryan, Principal
609.397.3179

EAST AMWELL TOWNSHIP SCHOOL

Jackie Royer, Director of Curriculum
908.782.6464 Ext. 221

EWING TOWNSHIP SCHOOL DISTRICT

Linda Walker, Director of Instructional Services
609.538.9800 Ext. 7115

HAMILTON TOWNSHIP SCHOOL DISTRICT

William Osman, Supervisor of Professional Development and Mentoring
609.631.4100 Ext. 3006

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

Lisa Antunes, Assistant Superintendent
908.369.0030

HOPEWELL VALLEY REGIONAL SCHOOL DISTRICT

Patricia Coats, Director of Curriculum and Instruction
609.737.4002 Ext. 2305

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

Brendan McIsaac, Supervisor of Language Arts
908.782.5727 Ext. 7145

LAMBERTVILLE SCHOOL

Gail Tress, Curriculum Coordinator
609.397.4607

LAWRENCE TOWNSHIP SCHOOL DISTRICT

Crystal Lovell, Assistant Superintendent
609.671.5410

MANALAPAN ENGLISHTOWN REGIONAL SCHOOL DISTRICT

Joanne Monroe, Assistant Superintendent
732.786.2500

MARIE KATZENBACH SCHOOL FOR THE DEAF

Linda Hayward, Director of Teaching and Learning
609.530.6020

MONTGOMERY SCHOOL DISTRICT

Tom Barclay, Principal, Orchard Hill School
609.466.7605

PLUMSTED TOWNSHIP SCHOOL DISTRICT

Colleen Davidson, Coordinator, Curriculum and Instruction
609.758.6800

ROBBINSVILLE TOWNSHIP SCHOOL DISTRICT

Bruce Preston, Supervisor of Curriculum and Instruction
609.632.0910 Ext. 2214

SOUTH BRUNSWICK SCHOOL DISTRICT

Lynne Ann Fox, Director of Professional Development
732.297.7800 Ext. 5122

SOUTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

Michael Godown, Vice Principal
609.397.2060

TRENTON PUBLIC SCHOOLS

Cheryl D. Heath, Director of Professional Development
609.656.4900

WEST AMWELL TOWNSHIP SCHOOL DISTRICT

Lyn Meara, Principal
609.397.0819 Ext. 203

WILLINGBORO TOWNSHIP SCHOOL DISTRICT

Terry Downs, Supervisor
609.835.8600

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 16.

Fall Registration Deadline: September 15, 2009

Spring 2010 Registration Deadline: November 15, 2009

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

- The STEP Office will confirm the teacher's 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.
- Seminars will require participants to do some reading or preparation prior to attending each seminar. **It is expected that the assigned readings will be completed prior to the start of 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-mailed 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.
- 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 1, 2009.** 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:

PDSN Member School District—No fee for teachers from PDSN member districts will be charged

Non PDSN Member School District—\$200 per registrant per Seminar

Please pay by purchase order or check. Please make checks payable to "The College of New Jersey."

Purchase Order # _____ or Enclosed Check # _____

Signature: _____

Application continued on next page.

THE 2009 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: GENDER AND DEMOCRACY**
Seminar Leader: Ellen G. Friedman, PhD
October 1, and 8, 2009
- SEMINAR 2: 1989: THE END OF THE 20TH CENTURY?**
Seminar Leader: Cynthia Paces, PhD
October 2 and 9, 2009
- SEMINAR 3: MUSIC LEARNING THEORY—
A USEFUL THEORY FOR ALL MUSICIANS**
Seminar Leader: Susan C. Guerrini, PhD
October 6 and 13, 2009
- SEMINAR 4: FOOD IN HISTORY AND CULTURE**
Seminar Leader: Ann Marie Nicolosi, PhD
October 15 and 22, 2009
- SEMINAR 5: JANE AUSTEN: THE 19TH CENTURE
WOMEN'S NOVEL IN THE 21ST CENTURY
CO-EDUCATIONAL CLASSROOM**
Seminar Leader: Diane Vanner Steinberg, MA
October 19 and 29, 2009
- SEMINAR 6: THE SOURCES AND CONTEXTS
OF SHAKESPEARE'S COMEDIES**
Seminar Leader: Glenn Steinberg, PhD
October 20 and 27, 2009
- SEMINAR 7: SATIRE AND PHILOSOPHY**
Seminar Leader: Richard Kamber, PhD
November 10 and 17, 2009
- SEMINAR 8: THE STRUCTURE AND EVOLUTION
OF THE PHYSICAL UNIVERSE**
Seminar Leader: Raymond J. Pfeiffer, PhD
November 13 and 20, 2009
- SEMINAR 9: CAPTIVITY**
Seminar Leader: Michele Lise Tarter, PhD
February 9 and 19, 2010
- SEMINAR 10: WOMEN AND THE HOLOCAUST**
Seminar Leader: Ellen G. Friedman, PhD
February 11 and 18, 2010
- SEMINAR 11: GENDER AND CONSUMER CULTURE**
Seminar Leader: Ann Marie Nicolosi, PhD
February 15 and 25, 2010
- SEMINAR 12: FREE WILL AND RESPONSIBILITY**
Seminar Leader: Richard Kamber, PhD
March 18 and 25, 2010
- SEMINAR 13: UNDERSTANDING FINANCIAL CRISIS**
Seminar Leader: Michele I. Naples, PhD
April 5 and 12, 2010
- SEMINAR 14: THE BEATLES AND THEIR WORLD**
Seminar Leader: David Venturo, PhD
April 6 and 16, 2010
- SEMINAR 15: THE POLITICS OF STANDARD ENGLISH**
Seminar Leader: Felicia Jean Steele, PhD
April 12 and 19, 2010
- SEMINAR 16: SOCRATES' METHOD AND THE
"SOCRATIC METHOD"**
Seminar Leader: John E. Sisko, PhD
April 15 and 22, 2010

Confirmation and room assignment will be emailed 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



Teachers As Scholars Leadership Team

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

Support for Teacher Education Programs Office

Phone: 609.771.2408
Fax: 609.637.5196

Robert J. Bartoletti, EdD, Director
Victoria Allen Edwards, Assistant Director
Virginia Brown, Project Assistant
Edilma Evans, Support Staff
Josephine Miller, Support Staff



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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 it consistently ranks as one of the best comprehensive colleges in the region. *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.

