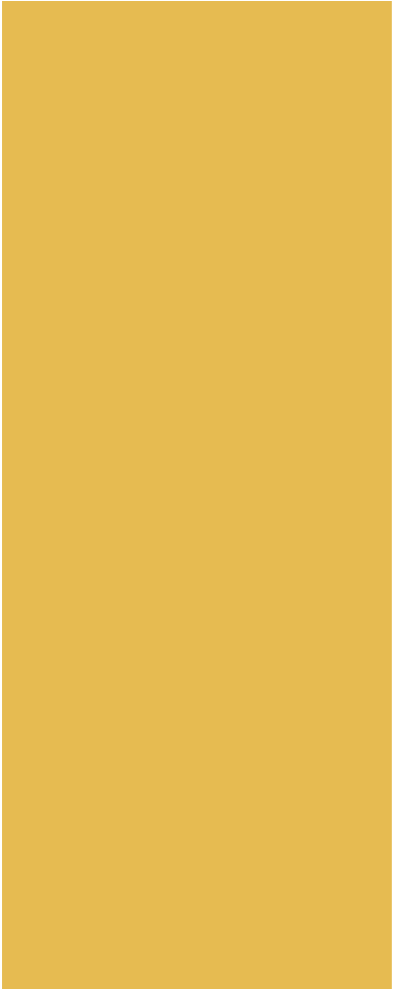
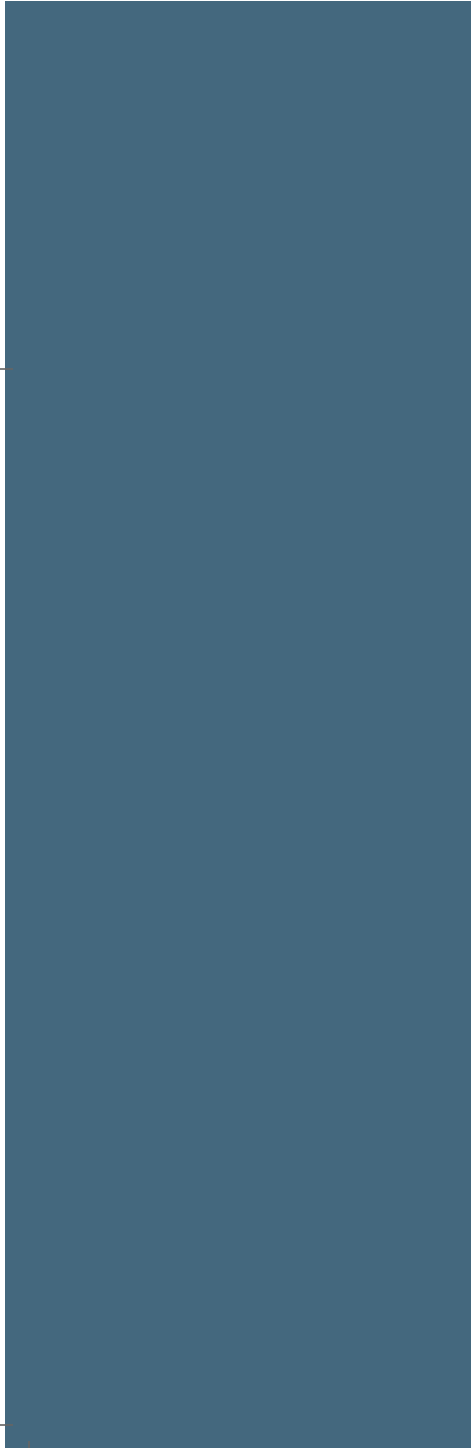


THE COLLEGE OF NEW JERSEY

Teachers as Scholars  
SEMINARS

2011–12 ACADEMIC YEAR



*Sponsored by the Professional Development School Network and supported by the Woodrow Wilson National Fellowship Foundation, The College of New Jersey, and Professional Development School Network 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 2011–12 Teachers as Scholars (TAS). The TAS program was created five years ago through the collaborative effort of TCNJ’s Professional Development School Network (consisting of 20 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 2011–12 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 seminar 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 National Fellowship Foundation we are offering 15 two-day seminars. The seminars are led by outstanding members of The College of New Jersey’s liberal arts and science faculty. 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.” All of the seminar offerings are listed in this brochure.

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

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

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

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

We look forward to you joining us during the 2011–12 academic year!

Sincerely yours,



Robert J. Bartoletti, EdD  
Director



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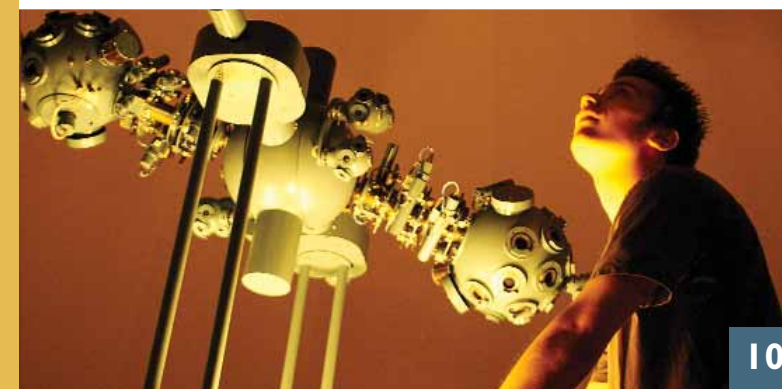
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**Teachers as Scholars**

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## SEMINAR 1

## Bioethics in Film and Fiction

October 25 and November 1, 2011

Recent advances in medical technology are astounding. Children today can expect to live to at least 100 if life expectancy continues to increase at current levels, while today's elderly have access to a range of life-extending treatments that would have been unthinkable a generation ago. Advances in transplant technology have opened the door for markets in human organs bought from poor people for transplant to the rich, while advances in genetic technology and cloning are making it possible to directly select the attributes of future generations.

These medical advances raise a host of ethical questions. How, for example, should we distribute these new and expensive healthcare technologies? Should only the wealthy have access to them, or should they be provided to the poor? Should such distribution be done within those Western countries that have such technology, or should the West provide this to the developing world? Should we continue to ban markets in human organs, or should we legalize and regulate them? Should these markets be international—or would this exploit developing nations? Given that end-of-life technology is expensive, should we use it—or do the elderly have a “duty to die?”

While these questions are now pressing, they are not new, with many having been addressed by novelists and playwrights as well as by philosophers. This seminar will explore these issues through both literature and philosophy. Reading will be drawn from the literature of Shakespeare, Milton, Larry Niven, and John Wyndham, among others, and from the philosophical work of both J.S. Mill, Immanuel Kant, and from the authors contained within Sandra Shapshay's collection of essays, *Bioethics at the Movies*.

**Seminar Leader: James Stacey Taylor, PhD**

James Stacey Taylor is an associate professor of philosophy at TCNJ. Prior to coming to TCNJ he taught at St. Norbert College and Louisiana State University. An Anglo-Scot, he holds an MA and an MLitt degree from St. Andrews University, Scotland, and an MA and a PhD from Bowling Green State University, Ohio. He is the editor of *Personal Autonomy: New Essays and The Ethics and Metaphysics of Death*, and the author of *Stakes and Kidneys and Practical Autonomy and Bioethics*, as well as numerous articles in both philosophy journals and medical journals. He currently serves as the managing editor of the *Journal of Value Inquiry*.

## SEMINAR 2

## The Galileo Affair: Inquisition and Demise of Medieval Cosmology

November 2 and 9, 2011

Galileo (1564–1642) trained a telescope (that he himself had manufactured) upon the heavens. He studied the Earth's moon and both Venus and Jupiter (together with other celestial objects). Based on his observations, Galileo hypothesized that our moon is Earth-like (with mountains and valleys), while Venus undergoes regular phases of illumination by the sun. Further, he surmised that there are several moons traveling in regular orbits around Jupiter. These hypotheses were inconsistent with the cosmology that was then espoused and defended by the Catholic Church: Galileo favored Copernicus' heliocentric cosmology over geocentric cosmology. In 1633, Galileo was put on trial. He was found to be “vehemently suspect of heresy” and was placed under house arrest. Galileo remained under arrest for the rest of his life. The Catholic Church “vindicated” Galileo in 1992.

In this seminar we shall study Galileo's challenge to Medieval and early-Renaissance cosmology. The geocentric cosmology that was defended by the church rested on the views of Aristotle (382–322 BC) and Claudius Ptolemy (2nd century AD). In addition, geocentrism was held to be confirmed by specific passages in the Abrahamic scriptures. Thus, in order to develop an understanding of the church's position, we shall read selections from Aristotle's *On the Heavens* and Ptolemy's *Planetary Hypotheses*, together with passages from the Abrahamic scriptures and certain key medieval theologians. Turning to Galileo, we shall read the *Starry Messenger*, together with passages from both the *Letter on Sunspots* and the *Letter to the Grand Duchess Christina*. Our study of Galileo's reaction against church-supported geocentrism, shall lead to an exploration of more general issues concerning the relation between science and religion.

**Seminar Leader: John E. Sisko, PhD**

John Sisko is an associate professor of philosophy and coordinator of College Honors at TCNJ. His 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.

## SEMINAR 3

## What is Art?

November 3 and 10, 2011

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

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

That question persists today and is the subject of this seminar. During the first week of the seminar we will examine controversial cases, such as those described above, that have fueled the ongoing debate over the nature of art. We will also discuss some of the

principal theories that have been devised to explain or define art. We will begin with early 20th century theories, such as those advanced by Tolstoy, Freud, and Clive Bell, and then turn to Morris Weitz's revolutionary argument that art is an open concept that can never be defined. We will discuss attempts to defeat Weitz by anchoring art in the intentions of artists, the endorsement of art institutions, the history of art, or a human art instinct. In the second week we will return to the major contenders among contemporary theories of art and see how they stack up against actual data about the intuitions of art professionals, art buffs, and ordinary folk concerning what is and is not art. Our principal instrument will be an online survey that I have been conducting for two years. You can find and take this survey at: <http://goo.gl/JCBcs>.

**Seminar Leader: Richard Kamber, PhD**

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



## SEMINAR 4

## Women Poets through the Ages

November 8 and 15, 2011

Beginning with Sappho and Tzu-Yeh (*Legend of Mu Lan*), the seminar will focus on women poets in a global context. We will explore the commonalities, differences, and unique contributions of about a dozen major poets across time and space. We will look at the political context in which the poems are written and out of which they may have arisen. For instance, in fascist regimes such as Maoist China and Soviet Russia, were the differences in state-approved poetry between men and women similar to those regimes in which subject matter was less controlled? Form and innovation will also concern us. We will look at the ways women's poetry reinforces and resists gender roles. Women's poetry is generally thought to be more personal and introspective than men's poetry. Is the fact that women were generally confined to domestic spaces and barred from public events and world travel a sufficient explanation for the subjects women wrote about? Is this a global "fact," a western one, or simply myth? Do we even dare to generalize about the special achievements of one gender? Although we will include well-known poets such as Emily Dickinson, we will also look at poets who are less familiar.

Seminar participants will read the poems and analyze them comparatively. The instructor will provide the political social imprinting and historical and political circumstances guide the poet's production of poetry. Seminar members will be asked to read a theoretical article in preparation for the seminar.

**Seminar Leader: Ellen G. Friedman, PhD**

Professor of English and Women's and Gender Studies at TCNJ, Ellen Friedman has published seven books and dozens of articles. Much of her scholarship is on women writers. She teaches Gender and Democracy and Feminist Theories in the women's and gender studies program and American, Women's, and Holocaust Literature and Literary Theories in the English department.



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## SEMINAR 5

## 'Tis a word too great for any mouth: Shakespeare's Language

November 16 and 30, 2011

When we are asked, "why do you still teach Shakespeare in high school?" teachers have any number of answers at their fingertips: Shakespeare's plays are cultural capital referred to at every turn in our culture from Faulkner's *Sound and the Fury* to "Jimmy Neutron." Shakespeare's plays illuminate the universal tragedies in the human condition. And most practically, the Core Content Standards rarely name any author other than Shakespeare.

But few of us ever answer, "Shakespeare teaches us all something important about the English language." Even fewer of our students answer, "I understand every word Shakespeare writes." For many of our students, Shakespeare's language is an impediment rather than a joy. Lessons about Shakespeare's poetry and plays often side-step his language, instead inviting students to reframe the action of the plays in contemporary settings with contemporary dialogue. In effect, many of us teach students to do what Shakespeare did to his own sources: to recast the stories in our own times without reference to the original language of the texts. Such lessons teach students important tools in translation or provide opportunities for performance, but they rarely improve students' long-term comprehension of Shakespeare's language.

This seminar will focus on Shakespeare's language, using *Love's Labour's Lost*, as the point of departure. We will also discuss sections of *Macbeth*, *A Midsummer Night's Dream* and *Hamlet*. Participants will learn to use the lexical and linguistic tools necessary to discuss Shakespeare's language and learn how to develop lessons to bring those resources into the classroom to improve student-reading comprehension.

**Seminar Leader: Felicia Jean Steele**

Felicia Jean Steele is an assistant professor in the English department at TCNJ. 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. Her 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.

## SEMINAR 6

## Understanding the Trends and Facing the Future: The Impact of Globalization

November 17 and December 1, 2011

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

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

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

**Seminar Leader: Alex C. Pan, PhD**

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

## SEMINAR 7

## The Strozzi of Florence: The Fall and Rise of a Renaissance Family

February 6 and 15, 2012

One of the great patrician banking families of Florence, the Strozzi were for several generations among the most wealthy, powerful, and influential families in 15th- and 16th-century Italy. Alternately rivals and allies of the Medici, the Strozzi kept a palace in the city and villas in the Tuscan countryside and were patrons of the leading artists and architects of the day. Our seminar will study Florentine politics, commerce, and family relations in this turbulent period and will explore Strozzi patronage as a religious and intellectual endeavor as well as a vehicle for elite self-display. We will also read the extraordinary collection of letters by the matriarch of the family during a particularly difficult time, when the Strozzi men had been forced into exile. Alessandra Macinghi-Strozzi wrote to her absent sons about business matters, family gossip, the search for suitable wives, and her grief at the death in far away Naples of her beloved son Matteo, giving us a rare glimpse into the beating heart of Renaissance Florence. The seminar will coincide with an exhibition at the Metropolitan Museum centered on Filippino Lippi's recently restored *Madonna and Child*, painted for the oratory of Filippo Strozzi's villa at Santuccio.

**Seminar Leader: Hetty E. Joyce, PhD**

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



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## SEMINAR 8

## What Does the Constitution Mean?

February 9 and 16, 2012

The origins and meaning of the United States Constitution have been the subject of more popular discussion in recent years than at any time in recent memory. The Tea Party movement made its views on these matters well known in the 2010 congressional elections. Glenn Beck has also promoted a view of the Constitution that is very similar to that of the Tea Party. Tea Party supporter Michelle Bachman has proposed seminars on the Constitution for members of the House of Representatives. In an article in *The New York Times Magazine* on November 26, 2010, Jeffrey Rosen called the view of the constitution promoted by these groups and individuals Radical Constitutionalism.

Radical Constitutionalism tends to regard the 16th Amendment, authorizing the federal income tax, as a mistake and some of its adherents believe the same of the 17th Amendment, providing for popular election of U.S. Senators. Radical Constitutionalism also tends to view certain federal departments (Education, Housing and Urban Development) and independent agencies (SEC, EPA) as unconstitutional. Major federal programs (Social Security, Medicare, minimum wage, maximum hour laws) are also beyond the constitutional authority of the U.S. government according to the Radical Constitutionalsists.

Traditional academic interpretations of the Constitution tend to reject these views, but there are some that lean toward Radical Constitutionalist positions. One is the “Constitution in Exile” doctrine; in this view, the Constitution was “hi-jacked” either during the Progressive Era or the New Deal and is waiting in exile

to be restored by true patriots. Two others approaches are textualism and originalism. The former seeks the meaning of the Constitution exclusively or primarily in the words of the document; the latter looks to the intent of the framers for guidance. The two often go hand in hand: text plus intent. In all of their permutations these doctrines tend to reach conclusions that approximate Radical Constitutionalist positions. Other traditional academic approaches reach far different conclusions. One of these approaches, for example, seeks the purpose behind constitutional provisions and interprets the document in terms of those purposes, instead of attempting to follow solely text and intent.

This seminar will examine some of these approaches to interpreting the Constitution with a view toward evaluating their utility as tools for understanding what the document means. We will use *Constitutional Interpretation: The Basic Questions* by Sotirios Barber and James Fleming as a basic text, but will also read excerpts from other books and articles to supplement the text.

**Seminar Leader: Daryl Fair, PhD**

Daryl Fair is a professor of political science at TCNJ where he teaches courses in American constitutional law and development. He also serves as the coordinating pre-law advisor for the College. He has published several articles and book chapters on various constitutional issues.



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## SEMINAR 9

## The Witch in Literature

February 14 and 24, 2012

The witch has been a figure in literary history since the beginning of time: Who is she, and what does she embody? Who creates her, and to what end?

While the witch is generally dismissed as the old, hermit woman of fairy tales or the cackling, green-faced evildoer of film, she represents quite timely and significant issues we (of all ages) face in our society today. The study of witches and witch-hunts, in fact, is fast becoming a popular topic in many academic disciplines, including cultural studies and women’s and gender studies. Indeed, the current situation in our world—with fear, paranoia, and hysteria around the political construction of “terrorism”—only accentuates the intensity and necessity of this subject matter.

This seminar will explore the socio-historical constructions of the witch and trace her through a wide spectrum of literary texts, including legal and historical treatises, fairy tales, drama, fiction, poetry, and film. Our first session will look at the transatlantic history of witches and witch hunts, focusing on early texts that attempt to define and target this nonconformist figure. We will pay particular attention to Heinrich Kramer and James Sprenger’s *The Malleus Maleficarum* (transl. *Witch Hammer*, 1486), exploring theories of otherness, difference, and conspiracy as we consider the implications of gender, sexuality, race, and class in this fascinating body of literature. Our second session will then turn to two texts (one British and one American) that illuminate this foundational study: Caryl Churchill’s *Vinegar Tom* and Arthur Miller’s *The Crucible*. Ultimately, we will analyze the literary cultures that have persisted in creating, recreating, and reviving this timeless, powerful, and equally feared character throughout the ages.

**Seminar Leader: Michele Lise Tarter, PhD**

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

## SEMINAR 10

## Surprised by Milton

February 22 and 28, 2012

In this seminar, we will consider ways into Milton’s texts, both for students newly encountering them and for those who wish to return with fresh eyes. While best known for *Paradise Lost*, Milton produced a large and varied body of texts over his lifetime, from sonnets to drama to political commentary in prose. The texts for this seminar will include not only *Paradise Lost* but also *Samson Agonistes*, some of Milton’s shorter poetry (including “Lycidas” and the sonnet known as “On His Blindness”), and *Areopagitica*, his argument against censorship. We will consider biographical approaches (such as the tension between *Areopagitica* and the government job Milton held under Cromwell), approaches through music and through the visual arts, various imaginative responses to the epic such as the Byronic hero, Mary Shelley’s *Frankenstein*, and Philip Pullman’s *The Golden Compass*, and Milton in popular culture. Also to be discussed are aspects of Milton which provide special challenges for 21st-century readers, including early modern views of gender, Milton’s nationalism, and the question of whether Milton condones religious terrorism in *Samson Agonistes*.

**Seminar Leader: Jean Graham, PhD**

Jean Graham is an associate professor of English at TCNJ. She taught writing at the University of Akron for three years before coming to TCNJ, where she teaches courses in British literature and culture as well as linguistics and the Bible as literature. Her area of scholarly expertise is Milton, with articles on “Lycidas,” *Paradise Lost*, and *Milton and Star Trek*. She has also published on Ben Jonson, John Bunyan, Jane Austen, Jean Rhys, and C. S. Lewis, with articles in progress on metaphysical poetry and on 17th-century prophetesses.



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## SEMINAR 11

## Understanding Financial Crisis

March 14 and 21, 2012

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

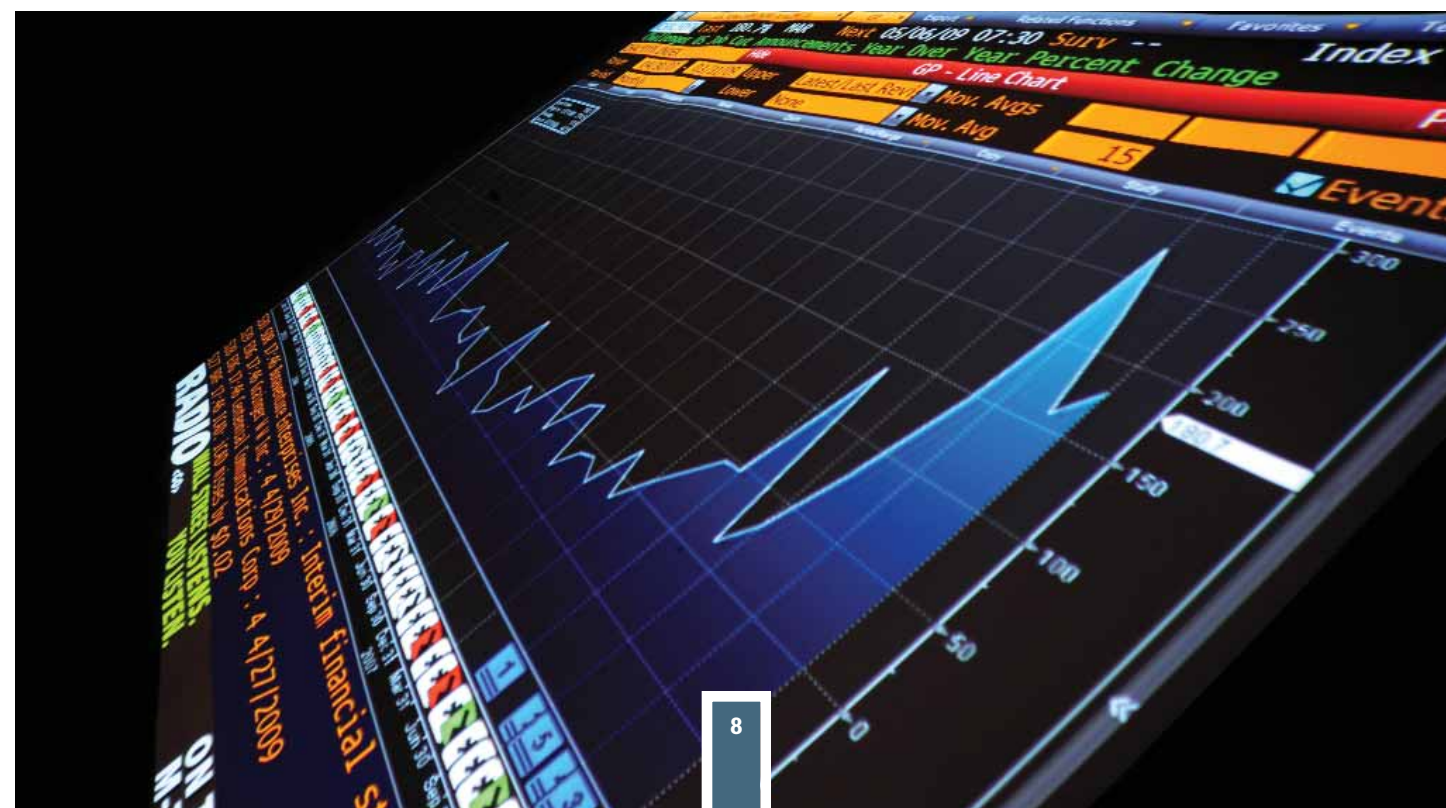
This seminar has two parts: in the first part, we build a better understanding of the major forces involved in the current recession. In doing so, we will examine the major domestic and international factors affecting the U.S. economy, with particular emphasis on mortgage backed securities and housing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

In part two of the seminar, we will focus on the government's response to the crisis to foster a better understanding of how different outcomes may be linked to various policy options. Use of traditional policies, such as interest rate adjustments and fiscal stimuli, will be evaluated. In addition, the international situation will be discussed, along with the role of the United States as a global

engine of growth and the rising interdependencies of global markets. When assessing our government's management of the current crisis, we will discuss such issues as moral hazard, taxpayer costs, the timing and nature of various bailouts, the appropriate role of financial sector regulations, and role of markets (as opposed to governments) in allocating resources. The distinction between government actions to benefit Wall Street and Main Street will also be evaluated.

**Seminar Leader: Bozena Leven, PhD**

Bozena Leven graduated from the Central School of Planning and Statistics, Warsaw, Poland with an MA in Economics (specializing in international trade) and was awarded a PhD in Economics from Cornell University. Her primary areas of study include comparative economic systems, international economics and economic development. She has interspersed her academic duties with consulting stints at the Ford Foundation, international affairs division assisting in their Soviet-East European program, the United Nations, Office of the Under-Secretary-General, Department for Economic and Social Information and Policy Analysis, the William Davidson Institute, University of Michigan, and the World Bank. Her publications and research focus on two areas: financial restructuring of Eastern and Central Europe and the welfare effects of recent marketization reforms in that region.



## SEMINAR 12

## The Historical Power of Motherhood

March 15 and 22, 2012

Scholars of American history and women's history are well acquainted with the term Republican Mother. Historian Linda Kerber coined the term over 30 years ago when she articulated the creation of a political role for women of the revolutionary generation. Kerber argued that, "the tangled and complex role of the Republican Mother offered one among many structures and contexts in which women might define the civic culture and their responsibilities to the state." Furthermore, Republican Mothers used their roles to secure access to education for themselves and their daughters, using the domestic sphere, a realm reserved exclusively for women, as a locus of public agency and authority for women.

Motherhood occupies a venerated place in American culture. No other identity is as sentimentalized and revered as that of the mother. Mothers, and motherhood, have more latitude in political protest as politicized maternity presents an ideological "slip" that falls between the imagery of the selfless mother and the selfish woman. This potent construction has been used for every purpose from war to citizenship to campaigns against drunk driving, and the same imagery has often been used for diametrically opposed principles. In the case of war and military engagement, forces to support any given war as well as those opposed to the same war use the same idealized images of motherly love.

In this course, students will look beyond the celebrated icon of motherhood to understand the complex relationship between women, citizenship and power. We will explore the ways in which women in American history have used their roles as mothers for political change and public protest. We will also look at how motherhood has been used to justify public policy and military action.

Sources for this seminar will include texts such as Ruth Feldstein's *Motherhood in Black and White* and scholarly articles such as Linda Kerber's "The Republican Mother: Women and the Enlightenment—An American Perspective" and Dee Garrison's "Our Skirts Gave Them Courage."

**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*.

## SEMINAR 13

## Java Boot Camp: Going from 0 to 60 in Two Sessions

March 22 and 29, 2012

Since its release in 1995, the Java programming language has been widely adopted as the most prevalent introductory programming language in collegiate curriculums. Despite this widespread movement, many high schools (especially in New Jersey) continue to use languages such as Turbo Basic, Visual Basic, or other procedural languages in their instruction to students. However, object-oriented programming (OOP) need not be avoided prior to college, and offers students the ability to hit the ground running in college with familiarity and experience with the OOP paradigm. Additionally, a wide variety of educational software is helping to present programming concepts, syntax and the use of objects in a fun, interactive, and graphical methodology suitable at the pre-college level.

This seminar is designed for those teachers who have some programming language experience or are currently teaching programming in the classroom, but not using the Java programming language. Building on your existing core knowledge, we'll introduce object-oriented programming, the Java syntax, the Java compilation model, and look at popular education-friendly integrated development environments for Java (DrJava, JGrasp, etc.) suitable for classroom use. Additionally we will also explore/introduce educational software which teaches students computer programming (Alice, Scratch), also suitable for integration in a computer programming classroom at the middle or high school level.

**Seminar Leader: Peter J. DePasquale, PhD**

Peter DePasquale is an associate professor of computer science at TCNJ. He holds a PhD in computer science from Virginia Tech and a master's and bachelor's in computer science from Villanova University. His areas of research interest include computer science education and web application development. His work often explores the practical application of computer science principles in the creation of tools to assist in the introductory programming sequence. He is the co-author of two introductory programming textbooks and the author of two language reference guides.

## SEMINAR 14

### Greening the Canon: 19th-Century British Literature and the Environment

April 18 and 25, 2012

Recent public attention to environmental concerns has led to rapid growth in the area of green literary studies or, as it is now more widely known, ecocriticism. This seminar will familiarize participants with some essential ecocritical theory and then focus on applying ecocritical analysis to two frequently taught and studied texts, Mary Shelley's *Frankenstein* and Joseph Conrad's *Heart of Darkness*. Because these texts are not generally considered to be part of the canon of "nature writing," it is particularly rewarding to submit them to ecocritical scrutiny. In so doing, some of the questions we will ask are: How is the natural world represented in the text? What understanding of the term "nature" informs the text? How does the text understand the relationship between humans and the natural world they inhabit? How does our broader understanding of the text change when we bring ecocritical questions to the fore?

Along with the two primary texts by Shelley and Conrad, reading for the seminar will include short pieces on ecocritical history and theory. Ultimately, the goals of this seminar are not only to develop a fresh perspective on these two particular texts, but also to provide to the participants a combination of theoretical knowledge and practical experience such that they can subsequently apply their ecocritical expertise to a wide range of texts across historical and cultural boundaries.

#### Seminar Leader: Larry McCauley, PhD

Larry McCauley is an assistant professor of English at TCNJ. He teaches courses in Victorian and post-colonial literatures, ecocriticism, and literary theory. He has published and presented papers on a variety of 19th- and early 20th-century poets. His current research interests are in ecolinguistics and ecocritical approaches to 19th-century writers. More specifically, he is working on ecocritical readings of Mary Shelley and Kenyan author Ngugi.



## SEMINAR 15

### The New Solar System

April 20 and 24, 2012

This is a seminar for those who want to learn about the most recent developments in our knowledge and understanding of the solar system. This seminar will include the discovery of the multitude of new bodies in the solar system, the stability of the planetary orbits over long time periods, and the findings of the many space probes that we have sent out to explore the satellites of the sun. The discussion will also include the physical properties of the planets, comets, and asteroids. In addition, the origin and evolution of the solar system and the planets will be discussed in light of the most recent discoveries. Questions to be addressed include: (1) what is the solar system? (2) what is in the solar system? (3) how big is it? (4) how old is it? (5) what is going to happen to it in the future?

The seminar will also address participants' questions that they may have about cosmology and astronomy in general. It is expected that the participants will carry away with them knowledge that will make them better science teachers or just to know more about astronomy and the physical universe in which we live. The seminar will be conducted in the College's planetarium, which can also be used as a classroom with multimedia capabilities.

#### Seminar Leader: Raymond J. Pfeiffer, PhD

Raymond J. Pfeiffer is a professor of physics and astronomy at TCNJ, where he teaches a broad spectrum of courses ranging from astrophysics to thermodynamics. He 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 TCNJ since 1964. 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. He has also been a guest investigator at NASA's Goddard Space Flight Center for the use of the International Ultraviolet Explorer satellite telescope. He is the author of an astronomy manual that is used in the introductory astronomy course at TCNJ. He has also written online textbooks for introductory astronomy, astrophysics, and thermodynamics.

## APPLICATION

### DIRECTIONS FOR COMPLETING THE TEACHERS AS SCHOLARS APPLICATION

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

Complete the district application form located on the following page and return it to the TAS school district leader listed on page 13.

**Fall Registration Deadline: September 30, 2011**

**Spring 2012 Registration Deadline: December 1, 2011**

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.** 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 2011–2012 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.

- |   |  |
|---|--|
| <p><input type="checkbox"/> <b>SEMINAR 1: BIOETHICS IN FILM AND FICTION</b><br/>Leader: James Stacey Taylor, PhD<br/>October 25 and November 1, 2011</p> <p><input type="checkbox"/> <b>SEMINAR 2: THE GALILEO AFFAIR: INQUISITION AND DEMISE OF MEDIEVAL COSMOLOGY</b><br/>Leader: John E. Sisko, PhD<br/>November 2 and 9, 2011</p> <p><input type="checkbox"/> <b>SEMINAR 3: WHAT IS ART?</b><br/>Leader: Richard Kamber, PhD<br/>November 3 and 10, 2011</p> <p><input type="checkbox"/> <b>SEMINAR 4: WOMEN POETS THROUGH THE AGES</b><br/>Leader: Ellen G. Friedman, PhD<br/>November 8 and 15, 2011</p> <p><input type="checkbox"/> <b>SEMINAR 5: 'TIS A WORD TOO GREAT FOR ANY MOUTH: SHAKESPEARE'S LANGUAGE</b><br/>Leader: Felicia Jean Steele<br/>November 16 and 30, 2011</p> <p><input type="checkbox"/> <b>SEMINAR 6: UNDERSTANDING THE TRENDS AND FACING THE FUTURE: THE IMPACT OF GLOBALIZATION</b><br/>Leader: Alex C. Pan, PhD<br/>November 17 and December 1, 2011</p> <p><input type="checkbox"/> <b>SEMINAR 7: THE STROZZI OF FLORENCE: THE FALL AND RISE OF A RENAISSANCE FAMILY</b><br/>Leader: Hetty E. Joyce, PhD<br/>February 6 and 15, 2012</p> <p><input type="checkbox"/> <b>SEMINAR 8: WHAT DOES THE CONSTITUTION MEAN?</b><br/>Leader: Daryl Fair, PhD<br/>February 9 and 16, 2012</p> | <p><input type="checkbox"/> <b>SEMINAR 9: THE WITCH IN LITERATURE</b><br/>Leader: Michele Lise Tarter, PhD<br/>February 14 and 24, 2012</p> <p><input type="checkbox"/> <b>SEMINAR 10: SURPRISED BY MILTON</b><br/>Leader: Jean Graham, PhD<br/>February 22 and 28, 2012</p> <p><input type="checkbox"/> <b>SEMINAR 11: UNDERSTANDING FINANCIAL CRISIS</b><br/>Leader: Bozena Leven, PhD<br/>March 14 and 21, 2012</p> <p><input type="checkbox"/> <b>SEMINAR 12: THE HISTORICAL POWER OF MOTHERHOOD</b><br/>Leader: Ann Marie Nicolosi<br/>March 15 and 22, 2012</p> <p><input type="checkbox"/> <b>SEMINAR 13: JAVA BOOT CAMP: GOING FROM 0 TO 60 IN TWO SESSIONS</b><br/>Leader: Peter J. DePasquale, PhD<br/>March 22 and 29, 2012</p> <p><input type="checkbox"/> <b>SEMINAR 14: GREENING THE CANON: 19TH-CENTURY BRITISH LITERATURE AND THE ENVIRONMENT</b><br/>Leader: Larry McCauley, PhD<br/>April 18 and 25, 2012</p> <p><input type="checkbox"/> <b>SEMINAR 15: THE NEW SOLAR SYSTEM</b><br/>Leader: Raymond J. Pfeiffer, PhD<br/>April 20 and 24, 2012</p> |
|---|--|

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

### NATIONAL WOODROW WILSON TAS SEMINAR SITES:

College of the Holy Cross  
Colorado College  
Five Colleges, Inc.  
Fordham University  
Furman University  
Miami University of Ohio  
Montclair State University (NJ)  
Newberry Library, Chicago  
Princeton University

Queens College, CUNY  
Rutgers University at Newark  
Southern Methodist University  
The College of New Jersey  
Trinity University (TX)  
University of California, Irvine  
University of California, Los Angeles  
University of California, Santa Cruz  
University of Colorado, Boulder

University of Florida, Gainesville  
University of Illinois at Chicago  
University of New Hampshire  
University of North Dakota  
University of North Texas  
University of Notre Dame  
University of Vermont  
University of Washington



### Teachers As Scholars SCHOOL DISTRICT LEADERS

**BORDENTOWN REGIONAL SCHOOL DISTRICT**

Kedra Gamble, Elementary Schools Supervisor and Andrea Minster, Secondary Schools Supervisor  
609.298.0025

**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**

Danita Ishibashi, Assistant Superintendent  
609.538.9800 Ext. 1402

**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**

Christine Laquidara, Director of Curriculum and Instruction  
609.737.4002 Ext. 2305

**HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT**

Brendon McIsaac, Supervisor of Language Arts  
908.782.5727 Ext. 7145

**LAMBERTVILLE SCHOOL**

Geoffrey Hewitt, Curriculum Coordinator  
609.397.4607

**LAWRENCE TOWNSHIP SCHOOL DISTRICT**

Crystal Lovell, Assistant Superintendent  
609.671.5410

**MARIE KATZENBACH SCHOOL FOR THE DEAF**

Joan Krasnisky, Principal  
609.530.6020

**ROBBINSVILLE TOWNSHIP SCHOOL DISTRICT**

Kathy Foster, Assistant Superintendent  
609.632.0910 Ext. 2214

**SOMERSET HILLS SCHOOL DISTRICT**

Jen Shouffler, Director of Curriculum  
908.630.3014

**SOUTH BRUNSWICK SCHOOL DISTRICT**

Bonnie Capes, Director of Professional Development  
732.297.7800 Ext. 5122

**SOUTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT**

Mary Cohen, 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



**Schools of The College of New Jersey  
Participating in the Teachers as Scholars Program**

School of the Arts and Communication  
John C. Laughton, PhD, Dean

School of Education  
Mark Kiselica, PhD, Interim Dean

School of Engineering  
Steven Schreiner, PhD, Dean

School of Humanities and Social Sciences  
Benjamin Rifkin, PhD, Dean

School of Science  
Jeffrey M. Osborn, PhD, Dean

**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



The College of New Jersey's Teachers as Scholars Program has been made possible by 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 The College of New Jersey.

**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 #1 Public College in the Northern Region, and *Barron's Profiles of American Colleges* named TCNJ a "Best Buy in College Education."

