Welcome to Teachers as Scholars 2010-2011

Registration/Enrollment Procedures:

After your school/school district has notified you that you have been selected to participate in Teachers as Scholars, registration for the 2010-11 program will take place from September 13-24. You will need an easily accessible, current email for registration. We regularly use email to communicate important information about your seminar. Registration for Teachers as Scholars has 2 steps:

1. **Step 1**: Go to the TAS website: [www.teachersasscholars.org](http://www.teachersasscholars.org) and click on **REGISTER** and then follow the prompts. Be sure to note your USER ID as you will need it to complete the second part of registration. After you complete and submit the first part of the registration, you will receive an email with your unique PASSWORD that allows you to complete the second part of registration.

2. **Step 2**: Return to the TAS website and click on **LOGIN** and enter your login information, your User ID and Password. Then complete your registration by following the prompts and entering in rank order the alphanumeric code of the 3 seminars you have selected. Although we place approximately 93% of participants in their 1st or 2nd choice, a small percentage receive their 3rd choice. Please make sure that you will be satisfied with your 3rd choice when you register. (*You may change your seminar selection anytime before registration closes by logging in to your account at the TAS website and making your changes.*)

In late September or early October you will receive an email notifying you of your seminar placement.

Approximately 4 to 6 weeks before your seminar convenes, TAS staff will be in touch by email with logistical information and any assignment to be completed before you meet. If there are texts for your seminar they will be sent by UPS to the address you have given at our website. *N. B. UPS will not deliver to a Post Office box.*

Seminars meet from 9:00am to 3:00pm unless otherwise noted and most are held at Harvard Hillel, 52 Mt. Auburn Street, Cambridge. If you have any questions, you may contact us at [henry@teachersasscholars.org](mailto:henry@teachersasscholars.org) and [ngordon725@aol.com](mailto:ngordon725@aol.com)

Welcome to TAS! We look forward to meeting you in 2010-11.

Sincerely,
Henry and Naomi

Henry Bolter
Director, Teachers as Scholars Inc.

Naomi Gordon
TAS Associate
Teachers as Scholars
A New Vision of Professional Development

2010-2011 Program

The Arts

Architecture

The best architecture accurately reflects its location, historical time, and societal values. In this seminar, we will develop a critical eye toward architecture and urban design, and learn how to evaluate what we live in and see around us. Our text will be the city of Boston, drawing on the past and looking forward to the future. We will compare Boston's efforts with examples from European and other American cities. The seminar will include a visit to the Boston Redevelopment Authority's scale model of Boston and several important architectural sites.
Robert Kroin, Boston Redevelopment Authority
November 2, 10, & 18, 2010
15 PDP

Art History

A02 Art and Culture of Ancient Egypt
Ancient Egypt fascinates us today, as it did our Biblical forefathers, Greek and Roman historians, medieval travelers, and Victorian tourists. On the first day of this two-day seminar, we will examine the art and culture of Egypt in a lecture and discussion format. For the second meeting, we will visit the material first-hand at the Museum of Fine Arts, Boston, home to one of the finest Egyptian collections in the world.
Rita Freed, Museum of Fine Arts
December 1 and 9, 2010
10 PDP

A03 An Introduction to American Art and Ideas
The Museum of Fine Arts has an important collection of American paintings and decorative arts. This seminar will begin with the art of the Colonial Period with special attention to Boston's role in the Revolution, and then follow chronologically the story of American art to the modern period. Throughout our three days in the galleries we will come to understand how as history unfolds, American art is constantly being reinvented by expanding influences from immigrant artists from all over, not just England. We will also consider the importance for American artists of training in Europe who bring back exciting, new styles. We will come to understand how American art, in all its forms presents, extraordinary masterpieces. The new magnificent setting for this outstanding collection provides a breath-taking idea of the brilliance of American artists throughout our 350 year history.
Miriam Braverman, Museum of Fine Arts
March 8, 16, 24, 2011
15 PDP
**Film**

**A04 Bearing Witness: Documentary Film and the Presumption of Authenticity**
In the era of reality television and YouTube, questions about how documentary images record, mediate, and manipulate the world are more timely and urgent than ever. The film camera not only chronicles but inevitably shapes what it witnesses. This seminar will consider the consequences of the trust that we put in images and the power of film to represent as well as construct the historical record. Participants will be introduced to the history and theory of documentary film and will confront questions about documentary strategy, selectivity, and subjectivity. We will view feature length as well as short documentaries including works by Frederick Wiseman, Elizabeth Barrett, Liane Brandon, Errol Morris, and Ngozi Onwurah.

*Julie Levinson, Babson College*
March 3, 10 & 15, 2011
15 PDP

**A05 Love and Money: The Heiress and The Young Philadelphians**
As if revising Freud’s European observation that the two questions in life were love and work, American films very often seem to portray experience as made up of the desperate pursuit of love and money, often a combined pursuit. The perils of using one to get the other, of confusing one for the other, or of opposing one to the other are nowhere more dramatically presented than in *The Heiress*, with Olivia DeHaviland and Montgomery Clift and *The Young Philadelphians* with Paul Newman. The films show how the sentimental and the cynical aims of America’s romance with prosperity might be transformed into something more just, and, however painful, more true.

*Theo Theoharis, Harvard University*
April 4 & 11, 2011
10 PDP

**Music, Theater, Art**

**A06 Marius Petipa, La Bayadere and the Boston Ballet**
Marius Petipa was the greatest choreographer of the 19th century, whose legacy includes “The Nutcracker,” “Sleeping Beauty” and “Swan Lake.” His collaboration with Tchaikovsky was legendary. A Frenchman who spent his career in Russia, Petipa defined what we think of as classical ballet and paved the way for such luminaries as George Balanchine, who grew up in his tradition. We will spend the first day of this seminar watching excerpts of Petipa ballets on DVDs and talking about his signature style. We will then spend a day at Boston Ballet, watching the company class and rehearsal. This is a very special privilege. The course will culminate in the November 4 opening of Boston Ballet's production of Petipa's spectacular “La Bayadere,” which we will discuss in the intermissions.

*Christine Temin, Art Critic*
October 27 & 29, November 4 (Evening Performance class), 2011
10 PDP

**A07 Creative Collaboration and Theatre**
The seminar will provide the opportunity to engage with complex creative problems to be solved in the form of a theater piece. Each short composition will vary in its inspiration and source material but will find form through a theatrical vocabulary to be developed and explored at the start of the workshop. There is a dual focus to the experience – the creation of the original theater pieces and the experience of collaboration. Participants will examine the habitual role they play in group endeavors, and with this awareness, develop an effective communication style and the willingness to explore any idea to its natural conclusion. With the ability to enter into a
group mind, participants will work for a higher purpose beyond individual achievement. Through the theatrical process participants will come face to face with the limitations they place on themselves through judgment and fear in order to work from a place of trust, passion and self awareness.

Adrienne Krstansky, Brandeis University
January 21 and 28, 2011
10 PDP

A08 African American Folk and Art Music
In this seminar we will study the canon of African American folk music through performers and performance styles, historical context, and musical characteristics of melody, rhythm, and form. Participants will also study African American art music utilizing similar categories to investigate the work of selected African American composers. A strong emphasis will be placed on discovering pedagogical uses of this music for the classroom. Assignments will include transcribing folk music to gain a clear understanding of performance style. Wear comfortable clothing so we can "One, two, three and-a-zing, zing, zing" down the line.

Mary Epstein, Director, Kodály Music Institute at the New England Conservatory of Music
January 6 & 13, 2011
10 PDP

A09 Behind the Scenes at the Huntington Theatre
This seminar will provide the opportunity to interact with professionals engaged in creating three theatrical productions: Ruined by Lynn Nottage; Sons of the Prophet, by Stephen Karam; and Shakespeare’s Comedy of Errors. We will explore the history of American Theatre, then meet with directors, actors, playwrights, stage managers, designers and production staff involved in these three HTC productions. Through discussion, performances, and the opportunity to stage a scene or monologue, participants will explore the relationships created between artist and audience, theatre company and community.

Donna Glick, Director of Education, Huntington Theatre Company
January 21, April 15 and May 27, 2011
15 PDP

A10 Wagner’s "Ring" Operas: What Do They Mean and Why Do They Matter?
Richard Wagner's most ambitious project, a quarter-century in the making, was his cycle of four operas based on "The Song of the Nibelungs"—itself an epic poem of Germanic myths, dating back to the 13th century. Since the cycle was first performed in 1876, each new production of "The Ring," like each complete recording, has been heralded as a major artistic event. These operas are adored by many and dismissed by others, just as Wagner himself is both revered and detested. The goal of the seminar is to explore and analyze some specific meanings of "The Ring," both musical and cultural—and from there, to discuss why the operas have had such long-lasting and controversial impact, as demonstrated by a range of later works spanning many genres and media.

Martin Marks, MIT
March 22 & 25, 2011
10 PDP
A11 Safe Places and the Idea of Home

In this seminar we will first address the means and requirements for creating a work space with our following meetings being a studio on the depiction of home and its meaning in art. One of the first rules of plastic art making is the designation of a dedicated place to work. When one enters that space, one is working on art, no matter what the production. The mind becomes trained to respond in that space, to allow the unconscious to do creative work. Artists have to be able to create such spaces for themselves, including temporary ones. With great frequency, artists have also traveled looking for visual homes -- because the light, the landscape, the architecture, the demographics feel important. The idea of place, of course, has changed as the world has become smaller, more confusing as has the idea of home has expanded and been redefined.

Preparation for the course will involve reading a lecture paper sent out beforehand and one drawing exercise. Participants are asked to spend 2 1/2 hours (in one sitting or up to five) making marks of any kind on a surface while considering the issues of home and safety. Please bring the drawings to the first session, in which we also discuss the paper and begin the process of making art. The remaining two sessions will be devoted to studio work.

*TAS will provide acrylic paint supplies and canvas paper, as well as drawing materials, but participants are welcome to use other visual media and, if desired, sound.*

*Susan Erony, Artist*  
*April 8, 12 & 15, 2011*  
*15 PDP*
H01 Women in the Modern Muslim World
This seminar explores the lives of women in Modern Islamic societies. The course starts with a brief overview of the founding of Islam in 610 and its rapid rise, with specific focus on the religion's relation to women. We then examine the roles and status of women in the Islamic world today. We explore the ways in which Islam (particularly, the trend toward fundamentalism) shapes and reflects the lives of women and how women react to this trend. Sources include: films; readings of history, and especially memoirs (in order to privilege the voices of Muslim women); and discussion.
Maura Henry, Independent Scholar
January 20, February 8, and March 8, 2011
15 PDP

H02 The History of Modern Cuba: A Cuban Perspective
What constitutes Modern Cuba in the wake of its many internal and external struggles? From the rapacious conquest of the 16th century through the perennial struggles of the Peninsulares and Criollos to the 19th century revolutionary and independence movements interrupted by an expanding United States, Cuba entered the 20th century simmering with frustration and discontent until 1959 when a revolution of complete separation from the United States threw her into the arms of the Soviet Union and a global “Cold War” through the late 1980's after which Cuba has experienced a fragile and tenuous existence into the 21st century.
Lorin Maloney, Independent Scholar
November 8 and December 8, 2010
10 PDP

H03 From Repression to Democracy: Post-Franco Spain
This seminar will examine the spectacular political, social and artistic changes that took place as Spain moved from nearly forty years of Fascist dictatorship to its current status as a vibrant, secular democracy. We will examine Carmen Martín Gaite’s The Back Room—the first novel published after censorship was lifted after Franco's death and documentaries and films by Almodóvar and others to show the range of Spanish creativity. We will discuss Spain’s current challenges such as immigration, the power of the autonomous regions, and the erosion of traditions that defined the Spanish way of life.
(Knowledge of Spanish is helpful: readings are mostly in English, most films have subtitles and TV clips are in Spanish.)
Margery Resnick, MIT
November 17, December 1 & 10, 2010
15 PDP

H04 Eating Cultures: Boston Locations and their Foodways
Food studies are now legitimized in anthropology, social history and political science - well beyond home economics. Anthropologists interested in ethnicity and identity employ changing foodways to demonstrate the effects of migration, economic and institutional change and marketing. In this seminar we will look at food as focus for social change and identity in Boston's "ethnic enclaves." Readings, lectures, and daily field trips (including lunch) will help us determine whether Boston is a "mixed salad" or a "melting pot."
Merry White, Boston University
November 10, 17 & 22, 2010
15 PDP
H05 EnGendering Jihad
Our seminar, following on TAS’s Women in the Modern Muslim World, explores the various groups and individuals that are waging a jihad (or struggle) for women’s rights in the Muslim World today. Privileging the voices of women in the Muslim world (through reading compelling memoirs) as well as the work of women and men across this broad religio-geographic swath in vital arenas (political, legal, theological, NGO/social services, and cultural production), we will analyze the many strategies, ideas, goals, and actions that seek to empower Muslim women. What defines Islamic feminism(s)? Further, we will assess to what extent Western women’s groups and individuals can join this effort, or whether the perceived taint of “Western imperialism” in its many guises forecloses cross-cultural cooperation. The seminar is ideal for those who have taken Women in the Modern Muslim World over the past 5 years but also is a stand-alone seminar that welcomes all teachers.
Maura Henry, Independent Scholar
October 28 and November 16, 2010
10 PDP

H06 China’s Two Social Revolutions
For the remainder of the 21st century and beyond, the fate of the world will be shaped primarily by two powers, the United States and China. China achieved its current prominence after going through two fundamental social revolutions, each more traumatic than anything experienced by Americans in any period in our history. The goal of this seminar is to examine these two transformations and how they have shaped Chinese society today. The first revolution was the transformation from a capitalist to a socialist planned society launched and led by Mao Zedong during the 1950s. The second revolution was in some ways a counter-revolution—the drive led by Deng Xiaoping to dismantle the socialist planned economy and implement market reforms after 1978. The impact of both revolutions on such diverse domains as work organizations, village life, schools, religion, Chinese families, and the role of women will be explored.
Martin K. Whyte, Harvard University
December 2 & 16, 2010
10 PDP

H07 Latin America: The State, Violence and Collective Memory
Over the past thirty years, many nations of Central America as well as the countries of the Southern Cone have experienced not only the whip of military dictatorships, but also the weakening of civil society and national identity. One task facing newly democratic governments has been the public acknowledgement of the/a “truth of the past and affirmation of a collective future. In this seminar we will examine three important moments in Latin America’s recent history through its literature and film: the emergence of young combative leftist movements, state responses that turned to military repression, and current debates on the nature of truth, forgiveness, and the possibility of justice. (In Spanish)
Mary Jane Treacy, Simmons College
May 5 & 12, 2011
10 PDP

H08 Where Worlds Collide: Boston and the Eighteenth-Century Atlantic World
By the mid-eighteenth century, Boston was a vibrant site of cultural exchange in the Atlantic World. Boston’s wharves served as symbolic connections between exotic places like Europe, Africa, and Asia, and the ordinary world of everyday life. In this seminar we will explore Bostonians’ understanding of their place in the world through newspapers, letter, diaries, and other original documents from the collections of the Massachusetts Historical Society. Participants will investigate Boston’s connection to global military conflicts and imperial struggles, such as the French and Indian War, and international trade networks dealing in commodities
ranging from African slaves to tea from India. On the second day participants will join Professor Fowler on a walk through Boston’s international mercantile past, including visits to Boston’s waterfront, Faneuil Hall, and Old North Church.

William Fowler, Northeastern University and the Education Department of the Massachusetts Historical Society.

November 2 & 9, 2010

10 PDP

H09 Civil Rights and Restorative Justice in the U.S.

The Civil Rights Movement brought great change to the South and to the nation, but also spurred intense resistance from white-dominated institutions. While the actions of Martin Luther King, Jr. and other civil rights leaders are well known, there has been less attention given to understanding the ways in which the actions of civil rights opponents - ranging from militant vigilante organizations like the KKK to “respectable” bodies like Chambers of Commerce and school boards - have shaped race relations in the intervening decades. This seminar reconsiders civil rights history, to focus on interactions between civil rights activists and their opponents. This interactive approach provides an opportunity to better understand the legacies of racial contention. Toward that end, the seminar will examine a range of recent and ongoing restorative justice initiatives, including truth and reconciliation commission efforts in Mississippi and North Carolina.

David Cunningham, Brandeis

November 9 & 17, 2010

10 PDP

H10 The Energy Crisis, Past and Present

As the United States confronts new energy challenges in the 21st century, we will look at the energy crisis of the 1970s. It was in this period, when the US experienced two oil shocks that Americans began to worry about an energy crisis. This seminar looks at the past to understand how policymakers of that era responded to the fear of shortages as well as environmental concerns. We will explore what issues remain the same from then to today, and what issues have changed. The readings will use Jimmy Carter’s Crisis of Confidence speech, delivered during the long gas lines in the summer of 1979, and associated primary documents as a jumping off point of conversation and historical analysis.

Meg Jacobs, MIT

November 2, 2010

H11 Following the Flag? The Making of an American Empire

This seminar will explore the pressures toward territorial expansion that date to the very beginnings of the United States, and trace that tendency through the “long” nineteenth century, to the overseas colonies that the U.S. acquired after the Spanish-American War. Our first class will take up the ideas of Manifest Destiny and the “natural” life cycle of civilizations as well as definitions of racial differences and assimilation, in order to see how these concepts influenced westward expansion. The second class will look at the Western frontier after it was deemed "closed" leading the U.S. to search overseas for further expansion. We will study the more visible roles that white women assumed in this second “wave” of imperialism, and we will examine how Pacific and Caribbean colonies again complicated American racial politics. Possible readings include: Reginald Horsman’s Race and Manifest Destiny; Frederick Jackson Turner’s “The Significance of the Frontier in American History”; and Richard Hofstadter’s “Cuba, the Philippines, and Manifest Destiny.”

Laura Prieto, Simmons College

March 30 and April 6, 2011

10 PDP
H12 Voting Rights and Electoral Participation in the United States
The United States has long prided itself on being an exemplary and pioneering democracy, yet our history is filled with restrictions on the right to vote and recurrent efforts to suppress popular participation in elections. Even today, the electoral franchise is not quite universal, and major national elections have become bi-annual occasions for the eruption of charges of “voter suppression” or “voter fraud.” This seminar is an attempt to explore the history of voting rights and electoral institutions as well as an effort to explain why the conduct of elections still seems so problematic. We will read a variety of secondary and primary sources, ranging from legal decisions to statistical tables to news reports of the election that will have been completed just before our seminar begins to meet.

Alex Keyssar, Harvard University
November 5 & 19, 2010
10 PDP

In his Prologue to Leaves of Grass Walt Whitman observed that Americans expect the poet “to indicate the path between reality and their souls.” The most public and the most private realms are to be brought together by the poet, who must have at once a private and public voice, a prophetic interest in social reality and a confessor’s interest in subjectivity. Since Whitman’s observation in 1855, American poets have continued to invent new poetic forms that show the inner and outer world coalescing and that bring together lyric and epic styles to express learned and naive, joyful and aggrieved experience. Religion, art, desire, sex and gender, and cultural florescence and decay are some of the topics Whitman, Eliot and Plath treat in their transformations of the form and content of the American poet’s voice.

Theo Theoharis, Harvard University
March 2, 9 & 24, 2011
15 PDP

H14 Two Modern Critics of Religion: Nietzsche and Freud
Nietzsche and Freud are often credited with delivering nearly fatal critiques of religion, especially western monotheism. And yet religion -- even western monotheism -- persists, and more, grows. Why? In this course, we will examine closely and critically what each of these thinkers has to say about religion, weigh the strengths and weaknesses of their views, and reflect on the relevance of their views for today’s world. Readings will include Nietzsche’s “Genealogy of Morals” and Freud’s “The Future of an Illusion.”

Charles Stang, Harvard University
December 7 & 16, 2010
10 PDP

H15 Shakespeare’s Roman Plays: Antony and Cleopatra and Coriolanus
This seminar will consider Shakespeare’s fascination with Rome in two of his Roman plays, Antony and Cleopatra and Coriolanus. How Shakespeare uses his ancient sources (especially Plutarch’s Lives); what he seems to gain by the historical distance and difference that Rome provides; and what vision of Rome emerges for his audience; will be among the questions explored. Some familiarity with Julius Caesar would be helpful, but not required.

Ramie Targoff, Brandeis University
February 3 & 10, 2011
10 PDP
H16 Pleasure Squared and Squared Again: Rereading Austen's *Emma*
On the hundredth anniversary of Jane Austen's death, in July 1917, Reginald Farrer described the grandeur of *Emma*: “While twelve readings of *Pride and Prejudice* give you twelve periods of pleasure repeated, as many readings of *Emma* give you that pleasure, not repeated only, but squared and squared again, with each new perusal, till at every fresh reading you feel anew that you never understood anything like the widening sum of its delights.”
This heartfelt tribute to Austen’s *Emma* invites new readers and rereaders of the novel to discover the pleasures of Austen’s greatest achievement. Looking at the brilliant language of the narrator and the characters, the novel’s comedy, and its surprising moral depth, this seminar will explore the ways Austen’s *Emma* rewards rereading to understand the multiple meanings of every scene and every narrative passage.
Marcia Folsom, Wheelock College
January 7 & 14, 2011
10 PDP

H17 American Protest Literature
This seminar will examine the tradition of American Protest Literature across four major protest movements. Using a broad definition of “literature,” we will examine a wide variety of genres and focus on the production and consumption of dissent as a site of social critique. We will seek to define and understand the genre of “protest literature” and to underline the long history of American dissent. From the literature of abolitionism and labor activism to the literature of anti-lynching and the Civil Rights Movement, we will explore voices of resistance holding the nation to its highest ideals—castigating it when it fell short, and pointing the way to a better collective future.
John Stauffer, Harvard University and Zoe Trodd, Columbia University
Dates: May 9 & 16, 2011
10 PDP

H18 Prophets Without Honor: *A Confederacy of Dunces*, *Home Land*, and *The Brief Wondrous Life of Oscar Wao*
Comedy often combines the incompatible feelings of scorn and empathy, directing them towards protagonists who are admirable and repulsive at once. The combination of satire and heroic adventure in these three novels of the last 30 years not only shows the development of narrative form in the post-modern era, but also shows the continuation of American fascination with failures, misfits, and outcasts who epitomize, paradoxically, success. In these books John Kennedy Toole, Sam Lipsyte, and Junot Diaz all go one cracked, liberating step further toward the wisdom Emily Dickinson expressed when she wrote “Success is counted sweetest by those who ne’er succeed.”
Theo Theoharis, Harvard University
December 1, 9 & 21, 2010
15 PDP

H19 History and Gender in 1950's American Literature and Film
The course will be on Gender in Mid-20th C. American Literature and Film, a course that will include works of cultural history and theory (Hannah Arendt on Totalitarianism) as well as gender theory (Simone du Beauvoir on *The Second Sex*), and treat such works as, *Lolita* (1955 novel); *Diary of Anne Frank* (1952 novel); *A Streetcar Named Desire* (1951 film); and *Catcher in the Rye* (1951), *A Raisin in the Sun* (1959 play) among others. What ties these films and novels together, was their pivotal conceptualization of American gender roles, through their engagement with major historical events and developments, from the Holocaust, the aftermath of World War II, the Red Scare, Housing Covenants, to consumerism, the feminine mystique, as well as their ability to appeal to both popular and elite audiences.
Susan Mizruchi, Boston University
March 7 & 23, 2011
10 PDP
A Focus on Three American Poets
Emily Dickinson, Langston Hughes, and Robert Frost shaped a distinctive American voice in poetry and remain three of our most beloved poets. During this three-day seminar we will study three units, each focused on one of these significant poets. Our study will support teachers in helping their students become familiar with a body of work by each poet, learn about their lives, and engage with poems through interpretive reading, whole class and group discussions, scripting and acting out poems, writing letters and response essays, and creating original poems that echo or reflect the poet’s themes or techniques. We will discuss how the poets listened to the voices of people in their communities and wove those dialects, images, and cadences into their poems. Ballads and blues, hymns and lullabies, classical and dramatic forms all influenced the evolving, new American voice in poetry. This seminar is designed for Grades 3-8 teachers and Language Arts specialists. Elements of each curriculum are adaptable for Grades 3-8 students.

Judith Steinbergh, Poet
November 4 & 17 and December 8, 2010
15 PDP

James Joyce: A Survey
This seminar will examine some of the compelling works of James Joyce with particular consideration given to his roots in Dublin and his complex relation to Ireland. We will begin with a selection of stories from Dubliners, go on to consider A Portrait of the Author as a Young Man and end with selections from Ulysses. We will be particularly interested in the variety of styles Joyce uses and how and why he incorporates characters from earlier works into Ulysses. We will also look at the role of Dublin itself as a character in Joyce’s works and how Joyce’s view of the city does and does not change as his work progresses.

Stephanie Nelson, Boston University
March 14 & 22, 2011
10 PDP

Global Caribbean Fiction
The Caribbean is a place for tourists, a paradise; it is an area of contemporary poverty, a realm of natural disasters; it is the promise of sugared profit and the site of unspeakable taboo acts; it is Caliban’s fate. And perhaps it is none of these things. In this seminar, we shall focus on some of the current questions in Caribbean literature, paying attention to the genealogies of such concerns and debates. Our discussions will be guided by the two critically acclaimed novels by Caribbean authors, Jamaica Kincaid's Lucy and David Dabydeen's The Intended. In these novels, New York, London, Guyana, and Antigua jostle against each other, while ghosts of slavery and indentureship co-exist with ghosts of Conrad and Wordsworth. We shall discover how a complex and violent past gives birth to a quintessentially modern literary and cultural tradition whose influences are truly global.

Sharmila Sen, Harvard University Press
April 4 & 14, 2011
10 PDP

The Perverse and Perplexing Pleasures of Dickens's Little Dorrit
"Of all the strangest names I ever heard the strangest, like a place down in the country with a turnpike, or a favorite pony or a puppy or a bird or something from a seed-shop to be put in a garden or a flower-pot and come up speckled": this is one character’s description of what the name “Little Dorrit” reminds her of. Dickens’s 11th novel reminds me of things that may seem equally nonsensical: a gypsy fortuneteller, a "moral mermaid," and a "self-tormentor." A more straightforward description of the novel would mention its satire on government bureaucracy—the Circumlocution Office—as well as the debtor’s prison and the love story at its heart, the villain that haunts its pages, and Merdle, the financier whose story so eerily anticipates Madoff’s. A novel of social commentary and of courtship, a mystery, and a comic delight, Little Dorrit is about class, sexuality, money, and murder. We’ll read the novel in three installments over as many months.

Kelly Hager, Simmons College
January 12, March 11, April 8, 2011
15 PDP
H24 Becoming Self-Aware, Becoming Free: A Cross-Cultural Literary Inquiry
Cross-cultural literary studies typically focus on works from several countries that explore a common theme or issue. In this seminar, that issue will be the situation of a woman who comes to realize that she has been confined and attempts to gain release. We will also consider the dual nature of escape, which can mean "to gain one's liberty by flight" or "to avoid or retreat from the realities of life" (OED). The readings will include a play (*A Doll's House*), two novels (*The Vagabond* and *Jasmine*), poetry, and possibly song. They will span not only countries but eras: we begin in the later 19th century and end in the 21st. As we discuss these works, we will also consider their social and historical contexts.

*Sue Lonoff de Cuevas, Harvard University*  
March 23 & 30, 2011  
10 PDP

H25 The Scarlet Letter
Have you long considered Hester Prynne a heroine and Arthur Dimmesdale a hypocrite? Are you confident that Puritans are repressed? That by the 19th century America was independent of Europe? That clothes don't make the man? Have you considered the difference between a minister and a physician? Between shame and guilt? between theory and thought? Between gossip and folklore? What are the drawbacks of single parenting? How are children best educated, anyway? Where does art's power come from and where does imagination do the most good? Are women meaner than men? Is friendship always sexual? What can repression teach us? Why should we love our boring jobs? Why should we laugh at our elders and discipline our kids? If any of these questions give you pause, it's time to reread *The Scarlet Letter*, Nathaniel Hawthorne's unpredictable story of mature persons coming to mature conclusions. All you need for this two day seminar is a readiness to real Hawthorne's classic with fresh eyes.

*Elisa New, Harvard University*  
March 10 & 17, 2011  
10 PDP

H26 The Right Book at the Right Time: Quality Fiction in Children's Books
This seminar will explore qualities that make outstanding books for children ages five through fifth grade. Together we will explore the various genres for young readers and the factors that make each of them successful. We will cover fiction, and some nonfiction, in picture books, beginning readers and chapter books. Book discussions will focus on what to look for to introduce to children "the right book at the right time." Participants will have the opportunity to explore writing for young readers in exercises that can be taken back to the classroom—or the writer's chair.

*Eden Edwards, Author*  
March 31 and April 7, 2011  
10 PDP

H27 What's the Story?
This seminar is a creative writing workshop for teachers in all disciplines. You need have no experience as a fiction writer. The spirit of this workshop is to learn to identify and to love limits—the choices, conventions, and techniques that define and distinguish a genuinely original story. We will read and discuss short stories by established writers, but most of our time will be devoted to writing and analyzing our own original narratives. All participants will write several very short stories of 50 to 250 words. These will be based on scenarios and limits we develop collaboratively, and we will read each other's work to understand how writers invent dramatically different solutions to a single problem. Participants will have also have the opportunity to write longer works or to submit draft pages of stories on which they have worked previously. We hope to refresh our approach to the aesthetic, moral, and political elements that inform all stories.

*Michael Downing, Tufts University*  
January 28, February 4 & 11, 2011  
15 PDP
Poem-making is a mysterious process engaging memory, observation, imagination, and the words that conceive them. In this seminar we will practice poems in a series of exercises designed to elicit pure language free from conventional constraints. By reading living poets and revered masters of form (such as C.K. Williams, Ellen Voigt, Lucille Clifton, Theodore Roethke, Elizabeth Bishop, and Rilke,) we will generate new writing, devise rough poems, and practice strategies for revision and craft.

*Barbara Helfgott Hyett, Poet*

Nov 19 and December 3, 2010

10 PDP
H29 English Etymology through Language and Literature
In this seminar we look at some significant ways in which the English language has developed over the last thousand years. How did Old English “cniht” become Modern English “knight,” with both a different pronunciation and spelling, and with a modified meaning – and what about those silent letters? We’ll look at how English has “borrowed” thousands of words from other languages, especially Latin and Greek, and how they have enriched the language. We will read passages from Beowulf. Chaucer, Shakespeare, and T. S. Eliot, observing how English has changed from a virtually “foreign” language into the familiar vernacular we use today.
Graeme Bird, Harvard University and Gordon College
January 7 & 14, 2011
10 PDP

H30 Multiculturalism--Truth, Tool, or Travesty
Since the 1980s, teachers have embraced the notion of cultural diversity as an important lens for understanding American society. This seminar will explore the conceptual history of multiculturalism – its roots in political liberalism, identity politics, and nostalgia for a communal world and former ethnic identities. Drawing on historical scholarship, your own experience, and primary sources from Sitting Bull to Malcolm X, we will explore how emphasizing cultural differences rather than commonalities can be both a flawed and useful tool in the classroom.
Beth LaDow, Independent Scholar
January 12 & 20, 2011
10 PDP

H31 Sex and the City: The Culture’s Preoccupation with Sexualization and its Impact on Pre-Adolescent and Adolescent Girls
Everywhere we look we see growing pressure on pre-adolescent and adolescent girls to present in hyper-sexualized ways and in ways that make them into “little women.” We will examine a cultural paradox: how sex is featured and sold everywhere yet authentic and honest discussions of it are largely absent. In an age of increasing McDonaldization of society and commercialization of intimacy, we will also analyze technology’s relationship with the construction of the self and the resulting mandate on young girls to present a stance as provocateurs. We will also examine this sexualized culture’s impact upon pre-adolescent and adolescent girls in terms of how they view their bodies as contested terrain, as war zones, where eating problems, body image, violence, and fears of violence are enacted.
Deborah Cohan, Independent Scholar
May 4 &11, 2011
10 PDP

H32 What Should Every Educated Person Know?
American colleges have confronted this question for more than a hundred years, yet higher education is largely organized in a way that allows faculty to avoid answering it. Why did college evolve in this form? What are some of the answers that have proposed to the question of what educated people should know? And what is the track record of their success?
Louis Menand, Harvard University
March 4, 2011

H33 Women in Charge: Feminism, Violence, and Law Reform
This seminar will focus on several key legal reforms that came out of the women’s movement and have seen some success in the past generation. We will discuss the ideas behind the law of domestic violence, rape, and abortion. We will examine the legal changes that have occurred, and their intended and unintended consequences.
Jeannie Suk, Harvard Law School
December 10 & 17, 2011
10 PDP
**Math**

**M01 Toeing the Line: A Crash Course in Linear Algebra**
Everyone who has taken a basic algebra course has done linear algebra in the context of solving simultaneous equations. We will begin with this topic of solving systems of equations and segue into the equivalent notions of vector equations and matrix equations. We will learn that vectors are much more interesting when used to populate mathematical worlds called vector spaces. Linear transformations will be the vehicles we use to travel among these worlds. We will learn how the properties of linear transformations inform the solving of systems of equations. Along the way we will discuss applications of linear algebra in mathematics, the social sciences, and the natural sciences.

*Mary Glaser, Tufts University*

*January 6 & 11, 2011*

*10 PDP*

**M02 Get Rich with Math!**
This course will focus on using real-world financial mathematics to help give a concrete meaning to certain mathematical concepts. For example, understanding why the exponential function grows faster than any polynomial function is something we teach students in Calculus class, but seeing this by comparing simple interest versus compound interest is something anyone can believe without having the background of Calculus - and it means more to them! Another interesting example is the formula for summing the first "n" terms of a geometric series. When this formula is derived directly by computing the future value of an annuity it becomes much more interesting and believable to the outside world!

*Kim Ruane, Tufts University*

*January 11 & 19, 2011*

*10 PDP*

**M03 Mathematics and Statistics New Role in Sports Culture: Moneyball and Beyond**
The sports world has always been a favorite source of examples and recreation for people who love mathematics and statistics, but only in recent years have the quant types moved from outsiders to insiders. In this seminar we look at how mathematical applications (including statistics analysis of players, efficient scheduling of teams and personnel, and examination of psychological phenomena like the "hot hand") are applied in many sports. Baseball is the best known example, and we will discuss some of the work done there, as well as great examples from basketball, football, hockey, golf, figure skating and more! Many of the examples covered are adaptable for classroom use almost anywhere in the K-12 spectrum.

*Rick Cleary, Bentley University*

*February 3 & 10, 2011*

*10 PDP*

**M04 LQWURGXFWRQ WR FUBSWRJUDSKB (Introduction to Cryptography)**
The ability to encode information so that only certain recipients can read it (or, conversely, to read information you are not supposed to have!) contains some of the most exciting applications of pure and applied mathematics. Since at least the time of Julius Caesar (the title to this course is encoded with the cipher he made famous), codes and ciphers have been used to protect important information. We'll discuss various cryptosystems used over the centuries, mixing history and theory. In the course of our studies we'll discuss results from number theory, group theory, graph theory and combinatorics. This seminar is most appropriate for middle school and high school math teachers, but anyone who enjoys numbers and problem solving is welcome.

*Steven Miller, Williams College*

*January 24 & 31, 2011*

*10 PDP*
M05 Group Theory: The Mathematics of Symmetry
Group theory is the branch of mathematics that deals with symmetry, with applications in art, architecture, music, nature, chemistry, physics, and even in mathematics itself. We will approach group theory from a visual perspective, starting by asking how to measure the symmetry of a physical object, and representing that symmetry with diagrams of the object’s “symmetry group.” We will then see example applications in art, dance, and crystallography, as well as exploring some of the purely mathematical questions that naturally arise about groups. Our investigations will involve physical manipulatives, pencil-and-paper mathematics, and freely available visualization software (http://groupexplorer.sourceforge.net). Our final application of group theory will reveal symmetry among the roots of polynomials, which will enable us to appreciate the work that started the study of group theory in the 19th century: the proof that some polynomials are not solvable by radicals.
Nathan Carter, Bentley University
December 6 & 13, 2010
10 PDP

M06 Graph Theory: The Mathematics of Dots and Lines
Graph Theory is an area of mathematics with its origins in recreational problems (i.e., puzzles and games) but which is also used as a tool to solve practical problems in many areas of society. It has the advantage of being accessible to students with a wide variety of backgrounds and is an excellent source of enrichment material in K-12 classrooms as well as in college level courses. In this seminar we will study graph theory using a hands-on approach and explore questions such as the following: Which graphs can be drawn without having any crossing edges? Is there a natural way to assign a “winner” in a round robin tournament?
Ann Trenk, Wellesley College
January 12 & 20, 2011
10 PDP

M07 Data Visualization: Conveying Information through Visual Representations
The amount and complexity of information produced in science, engineering, business, and everyday human activity is increasing at staggering rates. The goal of this seminar is to expose you to visual representation methods and techniques that increase the understanding of complex data. Good visualizations not only present a visual interpretation of data, but do so by improving comprehension, communication, and decision-making. In this seminar you will learn how the human visual system processes and perceives images, good design practices for visualization, and tools for visualization of data from a variety of fields.
Hanspeter Pfister, Harvard University
May 3 & 10, 2011
10 PDP
S01 Miniature Societies: The Busy Lives of Social Insects
From architecture to warfare, social insects rival humans in their ability to shape their landscape and to dominate the plants and animals with which they share space. This seminar will provide a view into the weird and wonderful world of the 'truly' social insects, the bees, ants, wasps, and termites whose activities drive ecosystems, provide us with the food that we eat, and destroy our homes. How do such small creatures with relatively small brains accomplish so much? We will explore the evolution of social behavior and the daily experiences of social insects through the eyes of creatures whose lives are dictated by the constraints and advantages of extreme group living. In addition to exploring these miniature societies through scientific experimentation, we will get a first-hand feel for their world through video footage, manipulation of nests, and investigation of observation bee hives.
Heather Mattila, Wellesley College
January 7 & 14, 2011
10 PDP

S02 Plants and Human Affairs
This seminar course will introduce students to practical problems in botany with a dual emphasis on plant evolution and plants in human affairs. The course will provide an interdisciplinary approach that introduces non-scientists to the potential of plants. Plant form and function, plant uses, and plant biodiversity will be highlighted in a seminar format that is user-friendly for students with a limited science background. Field trips and hands-on experience with plants will complement course content and provide inspiration for teachers who use plants as part of their curriculum. Humans and plants have evolved together over the past million years, and participants in this course will gain insights into the central role that the Plant Kingdom continues to plays in the development of our species.
Samuel Hammer, Boston University
October 20, November 3 & 10, 2010
15 PDP

S03 Birds, Bats, and Bees: Contributors of Ecosystem Services
Imagine a world without chocolate, vanilla, and strawberry. That’s what will happen if we lose the pollination services provided by bees. In this seminar, you will learn about the variety of ecosystem services provided by nature to humans including pollination, pest control, water purification, and climate regulation. We will begin with an overview of the Millennium Ecosystem Assessment’s four categories of ecosystem services: supporting, provisioning, regulating, and cultural. Then, we will proceed to investigate the science, economics, and cultural aspects associated with particular case studies including how bats contribute to the production of pecans.
Dana Bauer, Boston University
April 6 & 13, 2011
10 PDP

S04 Games and Society
Thanks to computers and video consoles, we are seeing an unprecedented explosion in the amount of game playing throughout society, and players are engaging in mass gaming on a scale that was never possible before. In this seminar we will examine this phenomena and explore what it means for society at large, and education in particular. We will also play games to extend our understanding of their impact.
Scot Osterweil, MIT
January 21, 2011
**S05 The Amazing Brain**
What makes us human and unique among all creatures is our brain. Consciousness, perception, emotion, memory, learning, language, and intelligence all originate in and depend on the brain. Over the past century, our understanding has raced forward to reveal many of the mechanisms by which the brain creates mind and consciousness. The first half of this seminar will provide the nuts and bolts necessary for an up-to-date understanding of the brain. The remainder of the discussion will examine aspects of brain function—vision, perception, language, memory, emotion, and consciousness—that are more directly relevant to how the brain creates the mind.

*John Dowling, Harvard University*
*March 10, 24 and April 7, 2011*
*15 PDP*

**S06 The Evolution of the Mind**
The human brain is one of the most remarkable structures to evolve in the history of life on the earth. While the structural brain is necessary, is it sufficient to create a mind? In this seminar we will explore how the biology of the brain and learned experiences from life and culture form the mind of the individual. We will study the interplay between evolutionary neurobiology and the philosophical and scientific trends in human civilizations. We will consider the neurology of developmental and acquired diseases of the brain (autism, genius, dyslexia, etc.) and use these models to reflect on the dynamic interplay between nature and nurture.

*Peter Bergethon, Boston University*
*March 9, 22 & 29, 2011*
*15 PDP*

**S07 Storms, Forecasting and More: The Basics of Meteorology**
In this seminar you will learn about several aspects of meteorology. We will start with basic principles such as highs, lows, air masses and fronts and then move into larger scale synoptic systems. We will investigate how thunderstorms, tornadoes, hurricanes and lightning occur. We will look at the development of some our larger snowstorms and why they occurred and explore climate change theories and myths. Additionally, we will learn about the models that forecasters use and how you can interpret that information. The course will rely heavily on real-time satellite and radar data as well as use actual models for the time period the course takes place.

*David Epstein, Meteorologist*
*November 5, 9 & 16, 2010*
*15 PDP*

**S08 The Earth from a Planetary Perspective**
The Earth occupies a special place in the solar system—it is the only planet known to harbor life—but we can learn a great deal about our fragile celestial home by looking closely at our neighboring planetary worlds. This seminar will explore four topics at the forefront of modern investigation. We will begin with the Goldilocks problem: Venus is too hot, Mars is too cold, and Earth is just right. We will explore global warming, runaway greenhouses, and the latest results from the Mars Rovers. Next, we will look at the facts behind the science fiction of giant impacts. Did an asteroid really kill the dinosaurs? What would happen if a comet hit the Earth? Third, we will take a journey to the giants of our solar system, Jupiter and Saturn, and find out what rocket science is all about by following the travels of the Galileo and Cassini missions to these outer planets. Finally, we will take up the search for other solar systems. Many dozens of alien worlds have been discovered orbiting stars in our celestial neighborhood. What are they like? Are there other Earths nearby, their inhabitants wondering if they are alone in the Universe?

*Dick French, Wellesley College*
*March 18 & 25, 2011*
*10 PDP*