

Teachers as Scholars Summer Institute 2005



Teachers as Scholars is dedicated to the intellectual growth of teachers through a partnership between Princeton University's Program in Teacher Preparation and area schools.



Cover Photo is the Princeton University Press Building, the location of the Program in Teacher Preparation.

Teachers as Scholars Summer Institute

July 11 – July 22, 2005

Mondays through Fridays

We are very pleased to announce that the Teachers as Scholars Summer Institute, which was inaugurated in 2004 with Professor Marguerite Browning's seminar, *Linguistics, Language Acquisition, and Language Policy*, will be expanded in the summer of 2005. Professor Browning will be joined by four colleagues at the University including, Caroline Cassells of the Princeton University Art Museum, Hank Dobin, Associate Dean of the College, John Fleming of the English Department, and Michael Mahoney of the History Department. These distinguished professors will offer five seminars in various disciplines. Descriptions of the seminars are offered in this brochure.

The seminars will be held from July 11th through July 22nd from 9:00 a.m.–3:00 p.m. An opening breakfast/reception will be offered the morning of July 11th for participants and their school administrators. On the final day, July 22, there will be a luncheon/celebration when participants and instructors will come together to celebrate their accomplishments.

Special features of the Summer Institute include a morning seminar and an afternoon practicum featuring the use of Firestone Library for guided research, small group work in various locations, and selected field trips related to the content areas. Instructors will offer office hours on a weekly basis. These seminars are particularly well suited for teachers who wish to explore the possibility of curriculum development in their respective schools.

Seminars

#1. Linguistics, Language Acquisition, and Language Policy

July 11-July 22, 2005

Marguerite Browning

Program in Linguistics

Modern linguistics seeks the answers to three questions: What is knowledge of language? How is this knowledge acquired? How is it put to use? In attempting to answer these questions, linguists study the properties of specific languages to discover the universal properties, which are the foundation of all human language. The first week will introduce the concepts and assumptions of this approach to human language. Central to this inquiry are the very peculiar properties of human language acquisition: in the absence of pathology, children become fluent native speakers of the language to which they are exposed to a surprisingly uniform degree, without explicit teaching, regardless of intelligence, in a relatively short time. The second week will focus on some of the recent research devoted to the acquisition of first (or native) languages and second (or non-native) languages, including the implications of this research for language pedagogy.

Marguerite Browning is Associate Professor of the Program in Linguistics, an Associate Faculty member in the Department of Psychology, and Master of Wilson College. She received her Ph.D. from the MIT Department of Linguistics and Philosophy in 1987 and joined the Princeton faculty in 1990. Her research interests are in the area of syntactic theory, which is broadly concerned with the nature of the knowledge possessed by native speakers of a language concerning how sentences are formed in that language.

Seminars

#2. From Romanticism to Post-Impressionism: Painting in the Nineteenth Century

July 11-July 22, 2005

Caroline Cassells

Princeton University Art Museum

This seminar will examine nineteenth-century painting with a particular emphasis on artists represented in the Princeton University Art Museum. Classes will include slide lectures, gallery sessions, and a hands-on studio experience. Teachers will also devote half of each class day to individual research and lesson plan development.

In the first three classes, the Academic tradition, and the Romantic and Realist movements will be considered, ending with a discussion of Manet's work. Major areas of focus will be the course of study at the School of Fine Arts, the Salon system, and the development of an avant-garde. Several classes will be devoted to the Impressionists, particularly Claude Monet and Camille Pissarro. These artists' techniques will be discussed in-depth and teachers will have an opportunity in art studio to build an Impressionist painting from the canvas up (no background in art is required). The class will conclude with a discussion of the Post-Impressionists, including Vincent van Gogh and Henri de Toulouse-Lautrec. One class day will highlight works on paper—prints, drawings, and watercolors—by nineteenth-century artists. On the second Wednesday, we will travel to Washington, D.C. to view the National Gallery of Art and the Phillips Collection.

*Caroline Cassells has been Curator of Education at the Princeton University Art Museum for the past three years. Prior to that, she served as Staff Lecturer in Charge of Academic Affairs at the Philadelphia Museum of Art. She recently received her Ph.D. in the History of Art from the University of Virginia. Her dissertation topic was *Le Violon de Delacroix: Musicality and Modernist Aesthetics*.*

Seminars

#3. *Laughing at Love: Shakespeare's Comedies*

July 11-July 22, 2005

Hank Dobin

Associate Dean of the College

Shakespeare's romantic comedies of love and marriage capture the folly, despair, and promise of young love and provide a much-needed counterpoint to the bleak depiction of doomed relationships in his great tragedies. No other dramatic comedies ever written provide quite the stimulating combination of so much to laugh about and so much to think about.

In the seminar, we will study four plays. Three are merry victories of young love over adversity: *A Midsummer Night's Dream*, *As You Like It*, and *The Taming of the Shrew* (even if the last one is troubling to our modern sensibilities). And the fourth, although certainly a comedy, is more troubling in almost every respect: *The Merchant of Venice*.

We will conduct our seminar four mornings each week, devoting two days to each play. Our class work will include close reading of the text, comparisons to other plays or sources, and (occasionally) some additional reading about romance, family life, and the status of women in the Elizabethan period. Because Shakespeare's plays were never intended just for the page, we will consider the performance aspects of these plays by studying clips from film versions and doing our own scene-studies. Afternoons will be reserved for independent or group work on a variety of possible projects, including such things as a critical essay or research paper on one or more plays, a lesson or unit to bring back to your classroom, or even ensemble work toward a performance of scenes from the plays. I will be available to consult with you during the afternoons. On the second Wednesday, we will take a day-long excursion to the Shakespeare Folger Library in Washington D.C.

*Hank Dobin is the Associate Dean of the College at Princeton University with primary responsibility for the undergraduate curriculum. He works with departments and faculty members on new programs and courses, administers the Freshman Seminar Program, leads the Community-Based Learning Initiative, and advises students who do independent concentrations. At Princeton, he has taught courses on Shakespeare and Queen Elizabeth I. Before coming to Princeton as a dean, he was an associate professor of English at the University of Maryland at College Park. He is the author of *Merlin's Disciples: Prophecy, Poetry, and Power in Renaissance England*.*

Seminars

#4. *Geoffrey Chaucer's Canterbury Tales*

July 11-July 22, 2005

John V. Fleming

Departments of English and Comparative Literature

The seminar will provide a thorough introduction to the most famous work of medieval English literature, Chaucer's *Canterbury Tales*. Though the principal aims are not philological, we shall begin with sufficient language study to be able to approach Chaucer's Middle English with confidence and comprehension. The morning seminar discussions will focus on the "General Prologue" and a representative selection of the best tales in several genres. Larger "background" topics will include Chaucer's historical milieu, the nature of medieval literary traditions, and the continuities and discontinuities between medieval and modern aesthetic expectation. We shall focus explicit attention on pedagogical challenges and opportunities presented by Chaucer.

The afternoons will be devoted to individual reading and focused research. Professor Fleming will lead workshops on such topics as the resources of Firestone library, the bibliography of medieval studies, and the Index of Christian Art. He will also be available for individual consultation concerning participants' particular interests, projects, or teaching plans.

John V. Fleming, the Louis W. Fairchild, '24, Professor of English and Professor of Comparative Literature, has taught medieval studies at Princeton for forty years. He has published extensively on a broad spectrum of topics in medieval culture, and he is the past president of the Medieval Academy of America.

Seminars

#5. *Technology and the Human Experience*

July 11-July 22, 2005

Michael S. Mahoney

Department of History and Program in History of Science

On the principle that “we do not use technologies, so much as live them (Langdon Winner),” the seminar will examine a variety of technologies over time and place to determine how they reflected and shaped the societies of which they formed an integral part. We will analyze how machines, systems, and processes not only met the material desires and demands of a culture but also expressed their aspirations and shaped their self-image. Topics will include the early factory system in England and America, the mass-produced automobile and the emergence of a consumer society, and the creation of the modern computer. In keeping with the nature of the subject, the seminar will emphasize the use of material culture as a source of historical knowledge and will include during the second week a day’s visit to the National Museum of American History at the Smithsonian Institution in Washington, D.C.

In addition to reading and discussion in seminar each morning, participants will have the opportunity in the afternoon to develop their own case studies for use in their teaching. Examples of such studies from earlier NEH Summer Seminars can be found at <http://www.princeton.edu/~hos/mike/texts/readmach/readmachfr.htm>.

Michael Mahoney has taught history and the history of science at Princeton since 1965. He divides his teaching and research between the history of mathematical science from Antiquity to 1700 and the history of technology in the 19th and 20th centuries. Professor Mahoney served as chair of the Board of Trustees of the National Faculty, an organization dedicated to fostering working relationships between teachers and university faculty.

Registration Procedure
The Teachers as Scholars Summer Institute, 2005

Dates: July 11, 12, 13, 14, 15 and July 18, 19, 20, 21, 22

Time: 9:00 a.m. – 3:00 p.m.

Place: The Friend Center at Princeton University

Teacher Registration with the University:

Once you receive confirmation from the Contact Representative at your school/school district that you have been selected to attend a Teachers as Scholars seminar, you need to register electronically on the Teachers as Scholars Web Page at <http://www.princeton.edu/teacher/tas>. **The deadline for registration is February 15, 2005.**

If you have any questions about the Summer Institute, please contact Helen H. Martinson, Coordinator of Teachers as Scholars, at hmartin@princeton.edu or (609) 258-3336.

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