



# Teachers as Scholars



Seminar Series

2006-2007

# Welcome to Teachers as Scholars!

Teachers as Scholars (TAS) is a partnership between Princeton University and surrounding school districts with the objective of providing scholarly and intellectually engaging professional development opportunities for teachers. TAS is administered at the University by the Program in Teacher Preparation which is a registered Professional Development Provider for the State of New Jersey. This year's program will include participation by teachers of all grade levels and subject areas from Bordentown Regional School District, East Windsor Regional Schools, Flemington-Raritan School District, Hillsborough Township Public Schools, Hopewell Valley Regional Schools, Hunterdon Central Regional School, Lawrence Township Public Schools, Montgomery Township Public Schools, Princeton Regional Schools, South Brunswick Township Public Schools, Washington Township Public Schools, and West Windsor-Plainsboro Regional Schools.

TAS offers seminars for area teachers taught by leading faculty and staff from Princeton University. The seminars span a wide range of subjects in the humanities, sciences, and social sciences and are intended to promote life-long learning by teachers at both elementary and secondary levels. Open to interested teachers from any grade level or content area, seminars meet from one to as many as three days, and those with more than one session usually meet every other week. In preparation for each session, seminars typically require participants to complete readings or other work, which are provided at no cost to the participant and will be mailed a month in advance of the seminar. Local school districts generously provide release time and substitutes for teachers on seminar days. Specific dates and topic descriptions are provided in this brochure. In addition to these academic year seminars, a Summer Institute will be offered in July of 2007. Summer offerings will be posted in January, 2007 on our website at [www.princeton.edu/teacher/tas](http://www.princeton.edu/teacher/tas).

The Teachers as Scholars program began at Harvard University in 1996 and has extended to include colleges and universities across the country. The TAS program at Princeton University is in its eighth year and is supported by the Program in Teacher Preparation at Princeton University, area school districts, and the Cotsen Children's Library at Princeton University.

# Seminars

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## #1. Chaucer's *Canterbury Tales*

November 13, November 27 and December 11

**John V. Fleming**

Department of English

9:00 a.m. – 3:00 p.m.

The seminar will offer an introduction to the study and teaching of Chaucer's *Canterbury Tales*. I shall operate on the assumption that members of the seminar have no familiarity with earlier forms of the English language. Thus we shall call upon the support of a modern English version even as we approach the text in the original Middle English.

In addition to reading and discussing selected prologues and tales, we will focus on the historical background, Chaucer's literary education, the idea of pilgrimage, medieval literary conventions and aesthetic assumptions. In our last session, we will look at the range of Chaucerian narrative and consider the problem of the poem's incompletion.

*John V. Fleming is the Louis W. Fairchild, '24, Professor of English and Professor of Comparative Literature, Emeritus, at Princeton. He has written extensively on medieval literature and religion, as well as on the relationships between literature and the visual arts in the Middle Ages, and he has lectured on these topics, as well as on the nature and mission of humanistic study. In addition to his teaching at the college level, he has run National Endowment for the Humanities Summer Seminars for both college and secondary school teachers.*

# Seminars

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## #2. *The Nature and Use of Human Language*

**November 15, November 29 and December 13**

### **Marguerite Browning**

Program in Linguistics

**9:00 a.m. – 3:00 p.m.**

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 session 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 session will focus on some of the recent research devoted to understanding the way children acquire their native language(s) and how this process differs from second, or non-native, language acquisition. Finally, we explore some of the social aspects of language use and attitudes towards language, focusing on issues related to bilingual education, including the Oakland Ebonics resolution.

*Marguerite Browning is an Associate Professor of the Council of the Humanities and of the Program in Linguistics at Princeton University and an Associate Faculty member in the Department of Psychology at Princeton University. She received her Ph.D. from the MIT Department of Linguistics and Philosophy in 1987 and taught in the Linguistics Department at MIT and the University of Texas/Austin before joining 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

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## #3. *Navigating the Horse Latitudes*

November 17

**Paul Muldoon**

Program in Creative Writing

9:00 a.m. – 1:00 p.m.

An opportunity to discuss the making of Paul Muldoon's recently-published tenth collection of poetry, *Horse Latitudes* (2006), his first since *Moy Sand and Gravel* (2002). The title of *Horse Latitudes* refers to those areas thirty degrees north and south of the equator where sailing ships tend to be becalmed, where stasis (if not stagnation) is the order of the day. From Bosworth Field to Beijing, the Boyne to Bull Run, from a series of text messages to the nineteenth-century Irish poet Tom Moore to an elegy for Warren Zevon, and from post-Agreement Ireland to George W. Bush's America, this book presents us with fields of battle and fields of debate, in which we often seem to have come to a standstill, but in which language that has been debased may yet be restruck and made current to our predicament.

*Paul Muldoon was born in 1951 in County Armagh, Northern Ireland, and educated in Armagh and at the Queen's University of Belfast. From 1973 to 1986 he worked in Belfast as a radio and television producer for the British Broadcasting Corporation. Since 1987 he has lived in the United States, where he is now the Howard G. B. Clark '21 Professor in the Humanities at Princeton University. In 1999 he was elected Professor of Poetry at the University of Oxford. A Fellow of the Royal Society of Literature and the American Academy of Arts and Sciences, Paul Muldoon was given an American Academy of Arts and Letters award in literature in 1996. Other recent awards are the 1994 T.S. Eliot Prize, the 1997 Irish Times Poetry Prize, the 2003 Griffin International Prize for Excellence in Poetry, the 2004 Shakespeare Prize, and the 2005 Aspen Prize for Poetry. He has been described by the Times Literary Supplement as "the most significant English-language poet born since the second World War."*

# Seminars

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## #4. *Ancient Egypt and its Hieroglyphs*

November 21, December 5 and December 19

**Joshua T. Katz**

Department of Classics

9:00 a.m. – 3:00 p.m.

How do you—and how did the Egyptians—read hieroglyphs? If you have ever stood before brightly decorated sarcophagi from millennia-old pyramids, staring in respectful awe at the amazing symbols without ever imagining that you, too, could read and write like an Egyptian, this hands-on seminar will get you started. In our exploration of ancient Egyptian society and its orthographic system we will take both an internal and an external approach: on the one hand we will learn about the gods, mortals, pharaohs, and sphinxes about whom the Egyptians wrote; on the other we will think about the cognitive and artistic similarities and differences between the ways in which we and the Egyptians express ourselves in written form.

On the first day we will become acquainted with Egyptian history, discover the principles that underlie the hieroglyphic writing system, and take a look at the phenomenon of “Egyptomania” from ancient times to the present. The second session will be devoted to learning as much as possible about Egyptian language and writing. In the final meeting we will, among other things, take a field trip to the Princeton University Art Museum, where we will have the opportunity to examine Egyptian artifacts firsthand.

*Joshua T. Katz is a linguist by training, a classicist by profession, and a comparative philologist at heart. He received a B.A. from Yale, an M.Phil. from Oxford, and a Ph.D. from Harvard. At Princeton he is an Associate Professor of Classics, the John Witherspoon Bicentennial Preceptor, and a member of the Program in Linguistics. Broadly interested and published in the languages, literatures, and cultures of the ancient world, he counts among his honors the President’s Distinguished Teaching Award, which he received at Princeton’s Commencement in 2003.*

# Seminars

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## #5. *Fast-Talking Dames and Democratic Culture*

November 30 and December 4

**Maria DiBattista**

Department of English

9:00 a.m. – 3:00 p.m.

“Fast Talking Dames” aims to introduce or reacquaint its participants with the witty women of thirties and forties comedy film. Coming of age during the depression, the fast talking dame called things as she saw them. She offered movie audiences, then and now, a modern model of American womanhood – articulate, self-confident, and in control of her destiny. The screen characters of Katherine Hepburn, Rosiland Russell, and Barbara Stanwyck out-talked their men, out-smarted their rivals, and spoke as no one had before. The American language itself seemed to be reinvented with every word they spoke and, in many ways, it was.

This seminar will explore the social and cultural revolution spearheaded by these fast-talking, resolute women. We will examine in some detail the language they spoke and the manners, both public and private, they created. The focus will be on how they responded to the contentious social and political issues of their time—and ours. The first seminar, which will focus on *It Happened One Night*, *My Man Godfrey* and *The Philadelphia Story*, will focus on the heiress, the privileged daughter of American culture, who comes to understand the darker side of American life. The second will focus on the *Meet John Doe* and *His Girl Friday*, which establish the cultural authority of the dame as reporters on the national scene.

Those who took last year’s seminar are eligible to participate in this one as well.

*Maria DiBattista is a Professor of English and Comparative Literature at Princeton University. In 1994 she received the President's Distinguished Teaching Award and in 1999 the Howard T. Behrman Award for Distinguished Achievement in the Humanities. Her research interests include modern literature and film. Her most recent book is Fast Talking Dames, a study of woman and classic film comedy.*

# Seminars

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## #6. *Engineering in the Modern World*

**January 3, January 17 and January 31**

**Michael G. Littman**

**Department of Mechanical and Aerospace Engineering**

**9:00 a.m. – 3:00 p.m.**

Beginning with the industrial revolution in Great Britain, engineering objects and systems have shaped our modern world. Three sessions are offered that examine the most important engineering works in the past 300 years from scientific, social, and symbolic perspectives. Through visual lectures, classroom demonstrations, and simple experiments, participants will learn about important engineering innovations and key innovators in the areas of structures, machines, networks, and processes.

The first session, “Iron, Independence, and Industry,” will focus on the period between 1779 and 1855. (1779 is the date of construction of Iron Bridge, the first metal bridge; 1855 is the date of James Francis’s Lowell Hydraulics Studies concerning the efficiency of water turbines.) This session will explore structures and machines (metal bridges and steam engines) and the development of America’s earliest industries, textile and steamboats.

The second session will be “Connecting Cities and Connecting the Continent,” and will focus on the period between 1830 and 1869. (1830 is the opening date of the Manchester-Liverpool Railroad in England, the first passenger and freight line; 1869 is the date of completion of the US transcontinental railroad.) This session will be about railroads and telegraphs and will examine scientific developments (high-pressure steam, traction, and electromagnetism) and political and social influence of early transportation and information networks.

The third session will be “The Rise of the Great Industries,” and will focus on the period between 1876 and 1939. (1876 is the date of the Philadelphia Exhibition celebrating America’s centennial and 1939 is the date of the New York and San Francisco World’s Fairs.) This session will concern the technical origins and economic and social effects of major industries including telephone, automobile, airplane, oil, steel, radio, and electric power.

*Michael G. Littman is a Professor of Mechanical and Aerospace Engineering at Princeton University. He joined the Princeton faculty in 1979 after receiving a Ph.D. in Physics from MIT in 1977. Prof. Littman teaches in the areas of control systems and microprocessors and co-teaches with Prof. David Billington about the history and science of engineering. His research interests include tunable lasers and telescope designs applicable to the search of earth-like planets about nearby stars.*

# Seminars

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## #7. *Black Holes*

**January 5 and January 19**

**Michael Strauss**

Department of Astrophysical Science

9:00 a.m. – 3:00 p.m.

Black holes are among the most enigmatic objects in astronomy. Their existence was predicted almost a century ago as a consequence of Einstein's Theory of General Relativity; in the last few decades, astronomers have discovered vast numbers of them, some in orbits around ordinary stars, and objects a billion times more massive than the Sun lurking at the cores of galaxies. In this course, we will explore the nature of black holes and related objects (including neutron stars, white dwarfs, and pulsars), using no more than high-school algebra, and drawing upon a wide range of observations in astronomy. We will ask such questions as: what happens if you were to fall into a black hole? What happens when two black holes collide?

If black holes don't emit any light (as the name implies), how can we know that they are there? Do black holes live forever? (The answer, surprisingly enough, turns out to be no.) Along the way, we will find ourselves learning some of the basic properties of stars, and how they can turn into a black hole. We will also come away with a basic understanding of Einstein's Theory of General Relativity. We will learn that black holes can actually be a prodigious source of energy for objects, and in particular are the basic engines powering quasars. We will discuss Prof. Strauss' own research on quasars, among the most distant astronomical objects known.

*Michael Strauss is a Professor in the Department of Astrophysical Sciences at Princeton University, having joined the department in 1995. He studies the large-scale distribution of galaxies and quasars. He and his team currently hold the world record for the most distant known quasar.*

# Seminars

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## #8. *The Process of Scientific Discovery*

**January 24**

**Russell Hulse**

Plasma Physics Laboratory

9:00 a.m. – 3:00 p.m.

How do scientific discoveries occur? Students are often taught in school that the “scientific method” is a strict procedure involving the pass/fail testing of rigidly defined hypotheses, but this dictum does not fully illuminate the rich variety of ways in which knowledge is really developed. Similarly, while the role of serendipity is anecdotally popular, the old maxim “chance favors a prepared mind” indicates that pure luck is seldom the whole story either. I will begin the seminar with my personal narrative of the discovery of the first binary pulsar. Each participant will then be expected to give a short presentation which they have prepared for the seminar, discussing the scientific context, motivation, and approach that lead to some important scientific result. We will use these presentations as a springboard to a broad discussion of the various ways that scientific progress occurs. I am counting on strong contributions from the seminar participants to make this a lively and thoughtful discussion. Participants will receive more specific guidelines for preparing their presentations before the seminar. The seminar is limited to 10 participants.

*Russell Hulse won the Nobel Prize in Physics in 1993 for his part in the discovery of the first binary pulsar, a twin star system that allowed scientists to test important aspects of Albert Einstein's theory of relativity. He is a Principal Research Physicist and Distinguished Research Fellow at Princeton's Plasma Physics Laboratory and a Visiting Professor of Physics and Science Education at The University of Texas at Dallas. At UTD, he is developing science education collaborations between the University and local science museums, science centers, schools, and libraries.*

# Seminars

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## #9. *The Origins of Modern Science, 1500-1700*

**February 8, February 22 and March 8**

**Michael S. Mahoney**

Department of History and Program in History of Science

9:00 a.m. – 3:00 p.m.

During the 16th and 17th centuries, a small but growing number of European thinkers articulated a new understanding of the natural world, of what could be known about it, and of how that knowledge could be applied to human purposes. Through an examination of formative episodes in modern astronomy, mechanics, optics, and physiology, the seminar will trace the emergence of science as an independent, institutionalized cultural activity. The seminar will also serve as an introduction to history of science as a tool of historical investigation and as a resource for teaching science. For a sample of topics and sources, see the syllabus for the instructor's undergraduate lecture course at [www.princeton.edu/~hos/h291](http://www.princeton.edu/~hos/h291).

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

## Seminars

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### #10. *Children, Grownups, and Wild Things: Classics by Sendak, Kipling, Jarrell, and E. B. White*

**February 9, February 23 and March 9**

**Ulrich Knoepfelmacher**

Department of English

9:00 a.m. – 3:00 p.m.

Children's classics written and illustrated by those ex-children we call "adults" appeal to a dual audience. By frequently dramatizing an interaction between the young and the old, they hold complementary meanings for their juvenile and mature readers. This seminar will look at a series of animal fables whose graphics and verbal texts we shall place in a continuum. At our first meeting ("Alliances and Frictions"), we shall look at WHERE THE WILD THINGS ARE in relation to "Mowgli's Brothers" and "How the Whale Got Its Throat," the opening stories of THE JUNGLE BOOK and JUST SO STORIES. After looking at slides and an animated version of Sendak's classic, we will consider its relation to these two Kipling antecedents. Our second meeting ("Fables of Survival") will link Kipling's verbal and visual art (now represented by two trios of further stories about "wild things") to the collaboration between E. B. White and Garth Williams in CHARLOTTE'S WEB. Lastly, in meeting three ("Cohesion and Separation"), we shall discuss Jarrell's THE ANIMAL FAMILY and Sendak's "adult" children's book HIGGLETY, PIGGLETY, POP! as offshoots of White's classic. Another slide presentation (on Sendak's picture book DEAR MILI) should bring together some of the strands we explored.

*Uli Knoepfelmacher, the Paton Foundation Professor of Ancient and Modern Literature, teaches courses in 19thC British literature and Children's Literature. He joined Princeton's English department in 1979 and was previously a professor at the University of California at Berkeley. Having recently edited The Complete Fairy Tales of George MacDonald and Burnett's A little Princess, he is completing a memoir called Oruro: Growing Up Jewish in the Andes.*

## Seminars

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### #11. *Why can't the United States get its act together with the international human rights system?*

**February 12, February 26 and March 12**

**Stanley N. Katz**

Woodrow Wilson School of Public and International Affairs

9:00 a.m. – 3:00 p.m.

We will discuss one of the major dilemmas in modern U.S. history – why the world's first (and some would say best) democracy has been so limited and inconsistent in its support of the international human rights system. The U.S. was, after all, the leading proponent of the establishment of the United Nations, and Eleanor Roosevelt was the first Chair of the U.N. Human Rights Commission. Yet our country has not agreed to many of the major human rights treaties, nor have we yet signed the Covenant on Economic, Social and Cultural Rights. We are currently holding out on the International Criminal Court and CEDAW (the treaty opposing discrimination against women). The normal explanations for U.S. opposition to human rights are, on the one hand, that our own constitutional rights system is better than the international system, and on the others, that we are a mean-spirited, selfish and self-interested nation. I want you to think about the possibility of a third sort of explanation – that the fundamental nature of our historical constitutional tradition renders us dependent upon popular sovereignty (and thus democracy) as the source of basic rights and duties. And therefore that adoption of such rights and norms needs to be done through the amendment process, and not by signing on to international treaties. The recent debate over U.S. adherence to the Geneva Conventions on the rules of war is an urgent and poignant reminder of the practical importance of these questions in this country.

The discussion will be based on limited original source readings, including some of the basic constitutional and international law documents, a recent essay of my own: "A New American Dilemma?: U.S. Constitutionalism vs. International Human Rights," 58 *University of Miami Law Review*, no. 1, Oct. 2003, pp. 323-345, and two books: Mary Ann Glendon, *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights* and Paul Gordon Lauren, *The Evolution of International Human Rights*.

*Stan Katz is a lecturer with rank of professor at the Woodrow Wilson School. He is the faculty chair of both the undergraduate program and Center of Arts and Cultural Policy Studies. He is also President Emeritus of the American Council of Learned Societies.*

## Seminars

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### #12. *The Little Rock School Integration Crisis, 1957-59*

**February 14, February 28 and March 15**

**John M. Murrin**

Department of History

9:00 a.m. – 3:00 p.m.

In 1957, rather than permit Little Rock's Central High School to proceed with its plans for peaceful integration, Governor Orville Faubus of Arkansas mobilized the national guard, prevented the black students from entering the school, and provoked a national crisis. President Dwight D. Eisenhower intervened to uphold what he clearly regarded as the rule of law as defined by the U.S. Supreme Court's insistence on integration "with all deliberate speed." He nationalized the Arkansas national guard and sent units of the elite 101st Airborne Division to Central High. The school was integrated, but the black students had to endure a year of tension and misery. Faubus replied by closing all of Little Rock's high schools for the academic year 1958-59, a move that finally provoked a sufficient community response to reopen the schools.

Our assigned readings will be a packet of xeroxed documents exploring the major aspects of the crisis in some detail. We also expect to show one or two films. Our aim is to demonstrate that history is not a clean narrative waiting to emerge from the sources. It's messy, and each historian has to decide what will make the most persuasive narrative. Even using identical sets of documents, no two historians will generate identical narratives.

*John M. Murrin is a professor of history emeritus at Princeton. After teaching at Washington University, St. Louis, for ten years, he moved to Princeton in 1973. He taught early American history at both the undergraduate and graduate levels for thirty years, and, usually with James M. McPherson, he co-taught an undergraduate seminar on War and Society in the Modern World. In 1998-99 he served as President of the Society for Historians of the Early American Republic. He has published several essays on the Salem witch crisis.*

# Seminars

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## #13. Einstein

March 7 and March 21

### J. Richard Gott

Department of Astrophysical Science

12 p.m. – 5:00 p.m.

Time Magazine picked Albert Einstein as the most influential person of the Twentieth Century. In this two day course Prof. Gott will explain Einstein's epoch-making theories of Special and General Relativity and their implications for today's research in a way that is easy to understand. He will present a number of demonstrations that you can use in your classes.

#### Day 1: March 7, 2007

Lunch: *Einstein in Princeton.*

The importance of Einstein. Einstein and Newton. The ideas of Special Relativity. Why moving clocks tick slowly. Why you can't build a rocket that goes faster than the speed of light. How  $E = mc^2$  is derived. The ideas of General Relativity—Einstein's theory that gravity is due to a curvature of space and time. The black hole: a hotel where you check in but you don't check out.

**Homework assignment:** Either after class, or just before the next class, drive by Einstein's house in Princeton. A map will be provided.

#### Day 2: March 21, 2007

Lunch: *Gott's famous Pizza Lecture on time travel in General Relativity.* Prof. Gott will describe his solution to Einstein's Equations of General Relativity for two moving cosmic strings, which is sufficiently twisted to allow time travel to the past. Wormholes. Why you can't use a time machine to go back in time before the time machine was built. Extra dimensions. The Big Bang. How Einstein's "biggest blunder" turned out not to be a blunder after all. How the universe might have gotten started.

**Reading:** *Prof. Gott's popular book Time Travel in Einstein's Universe.*

Picked by Booklist as one of the 4 best science books in 2001.

*Prof. J. Richard Gott graduated summa cum laude in Physics from Harvard and obtained his PhD in astrophysics from Princeton. He did postdocs at CalTech and Cambridge University before returning to Princeton, where he is now a Professor of Astrophysics. Prof. Gott's work has been covered by Time, Newsweek, The New York Times, and The New Yorker. He was for many years the Chairman of the Judges for the Westinghouse-Intel Science Talent Search, the oldest and most prestigious science competition for high school students in the country. In 1998, Prof. Gott won Princeton University's President's Award for Distinguished Teaching.*

# Seminars

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## #14. *Numbers of Every Kind*

**March 13 and March 27**

**John Conway**

Department of Math

9:00 a.m. – 3:00 p.m.

The uses of the word number are diverse: the counting numbers, zero, fractions, negative numbers, quadratic surds, algebraic numbers, transcendental numbers, infinitesimal and transfinite numbers, surreal numbers, complex numbers, quaternions, octonions.

Then there are special sets or sequences of numbers: the prime numbers, Mersenne and Fermat numbers, perfect numbers, Fibonacci and Catalan numbers, Euler and Eulerian numbers, Bernoulli numbers.

Finally there is a host of special numbers: Ludolph's  $\pi$ , Napier's  $\varepsilon$ , Euler's  $\gamma$ , Feigenbaum's constant, and so on.

I'll talk about a selection from all these topics.

*John H. Conway was born in Liverpool, England, on December 26, 1937. He is one of the preeminent theorists in the study of finite groups and the mathematical study of knots, and has written over 10 books and more than 140 journal articles. Before joining Princeton University in 1986 as the John von Neumann Distinguished Professor of Mathematics, Conway served as professor of mathematics at Cambridge University, and remains an honorary fellow of Caius College. The recipient of many prizes in research and exposition, Conway is also widely known as the discoverer of the Surreal Numbers and as the inventor of the Game of Life, a computer simulation of simple cellular “life,” governed by remarkably simple rules.*

## Seminars

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### #15. *Picturing Paris in Impressionist and Post-Impressionist Painting*

**March 14, March 28 and April 18**

**Caroline Harris**

**Princeton University Art Museum**

**9:00 a.m. – 3:00 p.m.**

In the late nineteenth century, the city of Paris went through a startling metamorphosis from a filthy, medieval city of small, twisting streets to a modern metropolis with wide boulevards, beautiful parks, and a state of the art sewage system. Baron Georges-Eugène Haussmann and Emperor Napoleon III were the two men most directly responsible for this transformation. Paris, the celebrated city of lights, was the product of their vision. In the same period, French avant-garde artists such as Claude Monet, Edgar Degas, and Henri de Toulouse-Lautrec were transforming traditional painting using brilliant colors, legible brushstrokes, and radical approaches to composition. Their subject matter was drawn from everyday life, particularly the life of the center of the art world, Paris. They captured its train stations, spectacular downtown vistas, entertainments, cafés, and cafés-concerts, as well as leisure activities along the Seine.

This course will examine Haussmann's work as prefect of the Seine under the Second Empire and explore the new Paris through photographs and relevant works of art by Édouard Manet, Claude Monet, Camille Pissarro, Auguste Renoir, Edgar Degas, Berthe Morisot, Mary Cassatt, Henri de Toulouse-Lautrec, and Vincent Van Gogh. Classes will include slide lectures and gallery sessions at the Princeton University Art Museum. One seminar day will be spent in New York City at the Metropolitan Museum of Art.

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

# Seminars

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## #16. Contemporary Fiction

**March 8, March 22 and April 12**

**Michael Wood**

Department of English

9:00 a.m. – 3:00 p.m.

This seminar will explore recent developments in fiction written in English in Canada, the United States and the United Kingdom. Each session will concentrate on two particular, substantial texts, and will involve close reading and critical exercises; other novels and some literary and historical studies will also be recommended. The questions we shall have in mind will include the status of English as a global language and the role of fiction in the understanding of different times and cultures, as well as the changing possibilities of formal experiment. The novels we shall study closely take up the themes of Indian history, dying in America, cloning, the Holocaust, memory, desire and troubled love; and in spite of their range, in terms both of origin and of content, they share the restless curiosity that has recently come to define much of the best work in literature. For these writers fiction is an art, certainly, but it is also an instrument of inquiry, a way of finding out whatever otherwise could well remain unknown.

The texts for detailed study will be:

Amitav Ghosh, *The Glass Palace*

Margaret Atwood, *The Blind Assassin*

Kazuo Ishiguro, *Never Let Me Go*

Nicole Krauss, *The History of Love*

Zadie Smith, *On Beauty*

Philip Roth, *Everyman*

*Michael Wood is the Charles Barnwell Straut Class of 1923 Professor of English and a Professor of Comparative Literature at Princeton. He received the Howard T Behrman Award for Achievement in the Humanities in 2002 and the President's Distinguished Teaching Award in 2005. A member of the American Philosophical Society and the American Academy of Arts and Sciences, he is a frequent contributor to the New York Review of Books and the London Review of Books, writing chiefly on modern literature and on film. His most recent book is Literature and the Taste of Knowledge (2005).*

# **Registration Procedure**

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## **Teacher Registration with the School District:**

Please fill out the District Application on page 20 of this brochure and submit it to your District Contact listed below by \_\_\_\_\_. Your District Contact will notify you of your status.

## **Teacher Registration with the University:**

Once you receive confirmation from the District Contact Representative 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 with the University is **October 11, 2006**.

If you have any questions about Teachers as Scholars, please contact Dr. Helen H. Martinson, Coordinator of Teachers as Scholars, at [hmartin@princeton.edu](mailto:hmartin@princeton.edu) or at (609) 258-3336, or your District Contact. Information can also be found on the TAS Web Page listed above. We hope you find your experience with Teachers as enjoyable and rewarding, and we look forward to your participation.

## **District Contacts**

**Kathy Siegfried**  
**Coordinating Supervisor**  
**Bordentown Regional School District**  
318 Ward Avenue  
Bordentown, NJ 08505-1768  
(609) 298-0025 ext. 1139

**Jack Farr**  
**Superintendent**  
**Flemington-Raritan School District**  
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**Michael Dzwonar**  
**Director of Curriculum, Technology and Grants**  
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**Lisa Antunes**  
**Assistant Superintendent**  
**Hillsborough Township Public Schools**  
379 South Branch Road  
Hillsborough, NJ 08844  
(908) 369-0030

## District Contacts

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**Kate Napolitano**  
**Director of Instruction**  
**Hopewell Valley Regional Schools**  
425 S. Main Street  
Pennington, NJ 08534  
(609) 737-4002 ext. 2305

**Judy Gray**  
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**Gerri Hutner**  
**Director of Communications**  
**West Windsor-Plainsboro Regional Schools**  
505 Village Road, West  
Princeton Junction, NJ 08550  
(609) 716-5000 ext. 5046

## **Application to School District**

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Please provide the information below and submit this form to your District Contact no later than \_\_\_\_\_.

Name \_\_\_\_\_

School \_\_\_\_\_

Grade Level/Content Area \_\_\_\_\_

Please list your first, second and third choices for the seminar you wish to attend:

Seminar  
Number

Seminar Title

Choice 1 \_\_\_\_\_

\_\_\_\_\_

Choice 2 \_\_\_\_\_

\_\_\_\_\_

Choice 3 \_\_\_\_\_

\_\_\_\_\_

Please duplicate this form as necessary

# About the Program in Teacher Preparation at Princeton University

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## an interdepartmental course of study

The Program in Teacher Preparation is a uniquely designed interdepartmental course of study that prepares Princeton University students, both undergraduate and graduate, to become certified to teach at the elementary and secondary levels. The Program offers specific courses, special seminars and colloquia, and many exciting opportunities for direct collaboration with area classroom teachers through structured, practical field experiences, including full-time practice teaching. Although the Program in Teacher Preparation is relatively small with approximately 25 students earning certification each year, the students who earn certification are sincerely committed to becoming teachers and bring a level of enthusiasm, dedication, and intellectual excellence that will make them outstanding members of the profession. We are very proud of our long-time collaboration with the teachers and administrators from area schools, and we are grateful for their willingness to share their expertise and their valuable time to help us to prepare our students so superbly. We call this collaboration the “community that builds teachers.”

## other important initiatives

In addition to Teachers as Scholars, the Program in Teacher Preparation is responsible for two other important initiatives for students and teachers in area schools. The Princeton University Preparatory Program (PUPP), inaugurated in July 2001, provides high school students from working-class families with an opportunity to develop their skills, knowledge, qualifications, and self-confidence so that they will have the best chance possible to be admitted to and succeed at the nation’s leading universities. Each spring, a group of rising sophomores from Trenton, Ewing, and Princeton High Schools, selected based on grades, test scores, and essays, are invited to spend the next three summers attending classes at Princeton University. The invitation is to them but engages their families as well. At Princeton, they undertake an intensive and challenging six-week program of courses,

tutorials, internships, and guided field trips. PUPP is the brainchild of Miguel Centeno, professor of sociology, and director of the Princeton Institute for International and Regional Studies. It is administered by the Program in Teacher Preparation, working in close cooperation with the principals and professional staff of the Trenton, Princeton and Ewing school districts to identify and recruit students and to track their progress.

QUEST is a professional development program in science and mathematics for local elementary, middle and high school teachers held on the Princeton University campus. This program, featuring a two-week intensive Summer Institute, presents a unique opportunity for teachers to enhance their personal knowledge of science and mathematics content by engaging in laboratory experiments, research and field experiences led by the faculty and staff of the University and scientists from neighboring institutions. QUEST offers participants the chance to develop needed skills for applying inquiry based teaching in area schools, by helping them develop their knowledge, confidence, and enthusiasm in science and mathematics education.

For more information on Princeton University's Program in Teacher Preparation, please visit our website at [www.princeton.edu/teacher/](http://www.princeton.edu/teacher/).

**Program in Teacher Preparation Staff**

**41 William Street  
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(609) 258-3336**

**John B. Webb, Director**

**Todd W. Kent, Associate Director**

**Jason R. Klugman, Program Administrator**

**Torey Wilson, Program Administrator**

**Anne N. Catena, Special Projects Director**

**Helen H. Martinson, Program Administrator and  
Teachers as Scholars, Coordinator**

**Teachers as Scholars is dedicated to the intellectual growth of teachers through a partnership between Princeton University's Program in Teacher Preparation and the following school districts:**

**Bordentown ♦ East Windsor  
Flemington-Raritan ♦ Hillsborough  
Hopewell Valley ♦ Hunterdon Central ♦ Lawrence  
Montgomery ♦ Princeton Regional  
South Brunswick ♦ Washington ♦ West Windsor-Plainsboro**



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

**Teachers as Scholars is made possible through the support of the Program in Teacher Preparation, the area school districts, and the Cotsen Children's Library at Princeton University.**