

# Teachers as Scholars Summer Institute 2006



**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 10 – July 21, 2006**

### **Mondays through Fridays**

We are very pleased to announce that the Teachers as Scholars Summer Institute, which was inaugurated in 2004, will be offered again in the summer of 2006. Five distinguished professors from a variety of academic disciplines have agreed to present seminars. They are Marguerite Browning of the Program in Linguistics, Caroline Cassells of the Princeton University Art Museum, John Fleming of the English Department, Ulrich Knoepfmacher of the English Department, and Michael Mahoney of the History Department. Descriptions of the seminars are offered in this brochure.

The seminars will be held from July 10<sup>th</sup> through July 21<sup>st</sup> from 9:00 a.m. – 3:00 p.m. An opening breakfast/reception will be offered the morning of July 10<sup>th</sup> for participants and their school administrators. On the final day, July 21<sup>st</sup>, 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

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### #1. *Linguistics and Language Acquisition*

July 10 – July 21, 2006

#### **Marguerite Browning**

Department of 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

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

**July 10 – July 21, 2006**

**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

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### #3. *Geoffrey Chaucer's Canterbury Tales*

July 10 – July 21, 2006

#### 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

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### #4. *Children's Narratives for Adults*

July 10 – July 21, 2006

**U. C. Knoepfmacher**

Department of English

This seminar will consider children's books from the dual perspectives of adult and child that are always embedded even in the most "child-friendly" of juvenile texts. The first week, on "Fairy Tales and their Permutations," will allow us to consider the "adult" origins of two fairy-tale classics that were subsequently refashioned for younger audiences by writers such as Perrault and the Grimms. Early versions of "Sleeping Beauty" and "Cinderella" were hardly child-like, and it devolved on 19th and 20thC women writers to re-shape them as texts for grownup readers in different cultures. Even "Beauty and the Beast," written in the mid-eighteenth-century by Marie de Beaumont as a response to "Sleeping Beauty" and "Cinderella," underwent further mutations in narratives designed for both readerships. The gender-conflicts we shall be examining in our five meetings on fairy-tale permutations are inseparable, however, from generational conflicts which are even more fully dramatized in the texts by Rudyard Kipling and Randall Jarrell that we shall take up in our second week, on "Fables of Loss and Compensation." Although most afternoons should allow you to pursue independent projects that I shall be glad to supervise, I want to reserve some of them for group activities: the viewing and discussion of pertinent films, and a guided tour of Princeton's Cotsen Collection of Children's Books.

*Uli Knoepfmacher, 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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### #5. *Technology and the Human Experience*

July 10 – July 21, 2006

**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 19<sup>th</sup> and 20<sup>th</sup> 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, 2006**

**Dates: July 10, 11, 12, 13, 14, and July 17, 18, 19, 20, 21**

**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 28, 2006.**

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

**School Contact Representatives**

**Independent Schools**

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**George School**

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