

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 our member districts Bordentown Regional School District, Flemington-Raritan School District, Hillsborough Township Public Schools, Hopewell Valley Regional Schools, Lawrence Township Public Schools, Montgomery Township Public Schools, Princeton Regional Schools, Robbinsville Public Schools, and West Windsor-Plainsboro Regional Schools. Additional districts and schools are invited to attend as space allows.

TAS offers seminars for area teachers taught by leading faculty and staff from Princeton University and the community. 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. 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 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.

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 tenth year and is supported by the Program in Teacher Preparation at Princeton University and area school districts.

Seminars

#1. *Ancient Egypt and its Hieroglyphs*

October 20, November 10 and November 21, 2008

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, where he has taught since 1998, he is Professor of Classics and Director 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, and the 2008 Phi Beta Kappa Teaching Award.

Seminars

#2. *Art & Literacy*

October 28 and November 11, 2008

Eva Mantell

The Arts Council of Princeton

9:00 a.m. – 3:00 p.m. and field trip

Artists' books are for both reading and for looking at and may contain elements of popular art and fine art, of comic books, manga, sculpture, poetry, things classical and things purely pop. Handmade books can veer from an urgent, punk spirit to being precious and refined. We will consider language, literacy and source materials, and print a group book project using accessible materials and means, including drawing, monoprints, and collage. Jumping off from historical source material, we will spark creative and personal responses in language and image, and then bind our pieces into a larger group project. We'll make a record of an ephemeral and diverse community, and of our ideas and our place in time. To explore the history of the form and take the pulse of where it is today, on Nov. 11th we will visit The Center for Book Arts, where craft and tradition are very much alive, as well as visit Printed Matter, where xerox, fanzines and a raucous approach wins out.

Eva Mantell has exhibited her artwork widely including The Istanbul Biennial, Art and Idea Gallery in Mexico City, Foto Antwerpen in Belgium, The Brooklyn Museum of Art, The Whitney Museum, and The Jersey City Museum. Her artwork has appeared in conjunction with performance groups at Dance Theater Workshop and LaMama ETC, in NYC; her collaboration with students from Homefront was included in "Return:Home" at The Arts Council of Princeton. She holds an M.F.A. from the School of Visual Arts and a B.A. from The University of Pennsylvania, and teaches children and adults at The Arts Council of Princeton. Her artwork is in the collections of The Cleveland Art Institute, The Museum of Modern Art, The Walker Art Center and other private and public collections.

#3. *Democracy*

November 11, December 2 and December 9, 2008

Stanley N. Katz

Woodrow Wilson School of Public and International Affairs

9:00 a.m. – 3:00 p.m.

We all think we know what “democracy” is, but do we? Is there a single, comprehensive definition of democracy? We will begin (1) by examining the history of the concept of democracy, asking how it has been understood differently at various times and in different places. What are the crucial determinants of democratic society? Of democratic politics? Of democratic ways of life. We will then (2) ask the question popularized by Robert Putnam: what makes democracy work? Putnam studied the history of Italy for several hundred years in an attempt to understand why democracy worked in northern Italy but not in the south. The difference, he argues, lies in the vitality of civil society in the two regions. So we need to ask how civil society relates to democracy? And the final (3) broad question we will ask is what are the social and economic conditions necessary to produce democratization? Are all societies candidates for the emergence of democracy? Does democracy flourish more readily in some types of nations and parts of the world than it does in others? Is Islam compatible with democracy? What sustains democratic politics over the long haul? Is world democracy possible?

These three questions will organize the three sessions of the TAS seminar on democracy. We will read some of the classic texts on democracy (selections from Hobbes, Locke, Rousseau, *The Federalist*); Bob Putnam, *What Makes Democracy Work*; and selections from some of my writing and that of other recent commentators on democratization.

Stan N. Katz teaches courses on democracy, civil society and nonprofit organizations at the Woodrow Wilson School. He writes about the United States and human rights and higher education policy – he blogs regularly for the [Chronicle of Higher Education](#). He works on projects in Cuba and in the Persian Gulf. He directs the Center for Arts and Cultural Policy Studies at WWS. Katz is the president emeritus of the American Council of Learned Societies.

Seminars

#4. *Contemporary Fiction*

November 20 and December 4, 2008

Michael Wood

Department of English

9:00 a.m. – 3:00 p.m.

This seminar will explore recent developments in fiction written in English. 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. For contemporary 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 determined in the fall and participants will be notified of the titles in October.

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).

Seminars

#5. “Fast-Talking Dames”

November 20 and December 4, 2008

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 the nineteen thirties and forties film comedy. 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, Rosalind Russell and Barbara Stanwyck out-talked their men, out-smarted their rivals, and spoke as no one had before. The American language seemed to be reinventing itself with every word they spoke and, in many ways, it was.

This seminar will explore the social and cultural revolution envisioned 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 first seminar, which will focus on *Bringing up Baby* and *His Girl Friday*, will suggest the broad reach of the fast-talking dame as a social and culture presence. The second will explore her darker personality, which surfaces in the latter half of *The Lady Eve* and then mutates into the femme fatale of *Double Indemnity* (both starring Barbara Stanwyck).

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 and a new book, Imagining Virginia Woolf, will be published in January 2009.

#6. Contemporary Art and Games

December 2, 2008

Eva Mantell

The Arts Council of Princeton

9:00a.m. – 3:00p.m.

Contemporary art can feel like a funhouse without rules, so how can we discern rules that guide artists, or discover the underlying rules that have been broken? This seminar will explore art and games, how artists play with systems, rules, maps, scale, risk and chance, from early Conceptual and Surrealist works to the contemporary. Designing games is about enlarging a conceptual grasp of material, and bringing discipline and structure to abstract ideas and to the physical world.

The setting up of systems has the potential to foster an art with a strong concept at its core. Artists whose work can be discussed in terms of games include Marcel Duchamp, Matthew Ritchie, Beth Campbell, Yoko Ono, Jeff Koons and Cindy Sherman. We will explore the ways artists play, and often play with us, their viewers. How serious are the games artists play? Participants will create their own art game, and explore how the game is a flexible format for encouraging philosophical thought and genuine perspective.

Eva Mantell has exhibited her artwork widely including The Istanbul Biennial, Art and Idea Gallery in Mexico City, Foto Antwerpen in Belgium, The Brooklyn Museum of Art, The Whitney Museum, and The Jersey City Museum. Her artwork has appeared in conjunction with performance groups at Dance Theater Workshop and LaMama ETC, in NYC; her collaboration with students from Homefront was included in "Return:Home" at The Arts Council of Princeton. She holds an M.F.A. from the School of Visual Arts and a B.A. from The University of Pennsylvania, and teaches children and adults at The Arts Council of Princeton. Her artwork is in the collections of The Cleveland Art Institute, The Museum of Modern Art, The Walker Art Center and other private and public collections.

Seminars

#7. *Engineering in the Modern World*

January 7, January 21 and February 4, 2009

Michael G. Littman

Department of Mechanical and Aerospace Engineering

9:00 a.m. – 3:00 p.m.

Beginning with the industrial revolution, 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 on the efficient water turbines.) We 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 span 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.

#8. *Looking at Jazz through Multiple Lenses: Examining the Roles of Culture and Creative Collaboration*

January 9, January 23 and February 11, 2009

Anthony D. J. Branker

Department of Music

9:00 a.m. – 3:00 p.m.

Jazz is emblematic of our cultural heritage. It is an art form that emerged out of the encounter between African, Latin American, and European sensibilities and approaches to music. It is because of the fusion of musical elements from diverse ethnic groups representing the Western and Non-Western Worlds that a uniquely American form of artistic expression came into being. Jazz also represents one of the best illustrations of the practice of creative collaboration in the context of a group setting. Musicians recognize that when one engages in the act of improvisation a major area of concern is connected with the idea of creating musical dialogue or conversation with other musicians in the group and with the listener. While it might be convenient to view this improvisational scenario as one where a soloist presents a musical monologue for his or her listeners, there is actually a group-discussion taking place with all members contributing to the conversation. It can be said that this type of collective creative process and the context in which it thrives have strong metaphorical associations with the interwoven concepts of democratic communication, collaborative community, and group interaction.

With a different kind of envisioning, the group setting could provide an inspirational backdrop for discovery, development, and exploration through the value placed on social interaction and mutual influence. In an effort to gain a better understanding of jazz as a cultural phenomenon as well as the nature of social creativity and participatory learning in a small group setting, our three sessions will examine jazz through film viewing, music listening, and discussion, and will look at the connection between communication, interaction, creativity, and collaboration between members of a group.

Anthony D.J. Branker is Senior Lecturer in Music, Associate Director of the Program in Musical Performance, and Director of the Jazz Program at Princeton University. He has also served on the faculties of the Estonian Academy of Music as a U.S. Fulbright Scholar, the Manhattan School of Music, Rutgers University Mason Gross School of the Arts, Hunter College of the City University of New York, and Ursinus College. He is an award-winning composer, conductor, and educator who has also performed at a variety of jazz festivals, concert halls and clubs in the United States and internationally. Professor Branker was program scholar for the Looking At: Jazz, America's Art Form series in Princeton sponsored by the National Endowment for the Humanities in collaboration with Jazz at Lincoln Center and has taught at the Socrates/Erasmus Intensive Programme in cooperation with the Association of Baltic Academies of Music. He holds an Ed.M. from Columbia University, Teachers College, a M.M. in Jazz Pedagogy from the University of Miami, and a B.A. in Music and Certificate in African-American Studies from Princeton University. He is currently working towards his Doctorate in Education at Columbia University, Teachers College.

Seminars

#9. *The Process of Scientific Discovery*

January 14, 2009

Russell Hulse

Retired from the Princeton 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 retired in 2007 as a Principal Research Physicist and Distinguished Research Fellow at Princeton’s Plasma Physics Laboratory. He is now Regental Professor and Associate Vice President for Strategic Initiatives at The University of Texas at Dallas. Science education is one of his principal areas of interest at UTD, where he is developing a new Science and Engineering Education Center which will work with regional K-12 schools and science museums as well as with UTD undergraduates.

#10. Search for Life in the Universe

January 14 and January 28, 2009

Michael Strauss

Department of Astrophysical Sciences

9:00 a.m. – 3:00 p.m.

Are we alone? Is life as we know it unique to the planet Earth, or has it developed on other planets in other parts of the Universe? Humankind has wondered about this question for thousands of years. We will examine this question in detail in the face of exciting new developments in astronomy, geology, biology, and other fields. In the last decade, the first unambiguous evidence has been found for the existence of planets around stars other than the Sun. An armada of missions is exploring the geology and past history of Mars in exquisite detail. New insights about the origin of life are coming in from detailed biological, geological, and astronomical experiments.

We will examine these and other recent developments in detail, and learn what they imply about the origins of life on Earth, and the number of planets harboring life in our Galaxy. We will learn about the threats to life on Earth from cosmic catastrophes such as giant asteroids, and we will discuss search strategies for radio signals from extraterrestrial civilizations. We will also discuss some of the sociological aspects of the problem: Why is the general public so fascinated by the idea of UFO's? What would the philosophical implications of the discovery of extraterrestrial life? Although we will find ourselves drawing on knowledge in a number of fields in this course, the main emphasis will be astronomical. Depending on the interests and background of the teachers, we will carry out some calculations involving the temperatures of planets, the complexity of DNA, and the number of planets in the Milky Way.

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.

#11. *Understanding Global Warming and Avoiding Dramatic Climate Change*

January 27 and February 18, 2009

Michael Winton and Thomas Delworth

Geophysical Fluid Dynamics Laboratory

Roberta M. Hotinski

Princeton Environmental Institute

9:00 a.m. – 3:00 p.m.

Understanding Global Warming

Day 1 – Michael Winton and Thomas Delworth

What do we know about climate change? How do we know what we know and how well do we know it? This crucial issue is fraught with uncertainty and controversy, and yet it also has a broadly accepted scientific foundation that has been recognized with a Nobel prize to the Intergovernmental Panel on Climate Change. Two climate scientists will guide you through the scientific underpinnings of the issue from the human-perturbed carbon cycle, through the Earth's energy and water balances, to the impacts that will affect us in the future. We will critically evaluate some of the central results of climate science including the record of past warming, the climate model interpretation of ongoing changes and projections for the future changes.

Avoiding Dramatic Climate Change

Day 2 – Roberta Hotinski

As more and more evidence of human-induced climate change accumulates, countries, regions, and states are passing legislation to limit greenhouse gas emissions. Although some have argued that we need “revolutionary technology” to move to a low-carbon economy, we already have the tools we need to take a big bite out of emissions. We will review existing low-carbon energy technologies and carbon sinks, and participants will build a portfolio of strategies to supply energy for the next 50 years while keeping emissions at current levels.

Oceanographer Michael Winton, has been at the Geophysical Fluid Dynamics Laboratory (GFDL) since 1995, where he develops sea ice and coupled climate models, and studies their polar climate simulations. GFDL is a laboratory of the National Oceanic and Atmospheric Administration, and is one of the world's leading climate modeling centers.

Thomas Delworth, climate research scientist since 1984, studies climate variability and change on time scales of decades to centuries. He is leader of the Climate Dynamics and Prediction Group at the Geophysical Fluid Dynamics Laboratory (GFDL), has authored over 50 papers for scientific journals and books and has been a contributing author for the Intergovernmental Panel on Climate Change.

Roberta M. Hotinski is a geoscientist turned science communicator who has worked at U.S. News & World Report, the National Science Foundation, and most recently Princeton University. As the Information Officer for Princeton's Carbon Mitigation Initiative (CMI), Dr. Hotinski helped to develop the “stabilization wedges” game with CMI Co-Directors Stephen Pacala and Robert Socolow. Now a consultant to CMI, she has presented the wedge concept and game to audiences around the world and continues to work with the group to develop wedge-related resources for educators and the general public.

#12. Human Societies: Ecology Roots and Environmental Consequences

February 11, 2009

Daniel Rubenstein

Department of Ecology and Evolutionary Biology

9:00 a.m. – 3:00 p.m.

Human societies are diverse and at various times throughout history hunter-gathers, pastoralists, and horticulturalists have all reigned supreme. In this seminar we will explore the fates of human societies by examining why each is adapted to a particular suite of environmental circumstances and why some have come to dominate others. To understand how these social adaptations develop, we will begin by learning some fundamental first principles in ecology and evolutionary biology. We will then see how individuals in each type of society build different types of relationships to solve particular problems posed by the natural world they inhabit. Once armed with this ability to interpret how early humans have evolved to use their habitats, we will then move forward in time to explore how modern societies now behave to abuse these same habitats. By applying the same ecological first principles learned earlier, we will explore conservation strategies that can be used to mitigate adverse human environmental impacts.

Daniel I. Rubenstein is the Class of 1877 Professor of Zoology and Chair of Princeton University's Department of Ecology and Evolutionary Biology. He received his Ph. D. from Duke University in 1977 before receiving NSF-NATO and King's College Junior Research Fellowships for post-doctorate studies at Cambridge University. He is an elected Fellow of the Animal Behavior Society as well as the American Association for the Advancement of Science, and has received Princeton University's President's Award for Distinguished Teaching. Professor Rubenstein studies how environmental variation and individual differences shape social behavior, social structure, and the dynamics of populations. He has special interests in all species of wild horses, zebras, and asses, and has done field work throughout the world. In Kenya he also works with pastoral communities to develop a data gathering scout program as well as curricular modules for local schools to raise awareness about the plight of the endangered Grevy's zebra. He has recently extended his work to measuring the effects of environmental change, including the changes on behavior wrought by management and by global warming.

#13. *Relating the Bronte Sisters*

February 24, March 10 and March 24, 2009

Ulrich Knoepfmacher

Retired English Department

9:00 a.m. – 3:00 p.m.

The poems and novels that Charlotte, Emily, and Anne Bronte published as adults can be traced back to the “web of childhood” that had joined the three sisters and their brother Branwell as youthful collaborators in precocious but highly ambitious writing projects. We shall take a close look at Charlotte’s *Jane Eyre* (1847), Emily’s *Wuthering Heights* (1847), and Anne’s *The Tenant of Wildfell Hall* (1848) from biographical, cultural, and cross-literary perspectives, and also pay some attention to their modification in theater and by film. Above all, however, we shall read the three texts as interactive with each other and as part of a collaborative continuum begun with the early productions of four highly imaginative children.

Uli Knoepfmacher, Paton Foundation Professor Emeritus of Ancient and Modern Literature, retired from Princeton’s English department in 2007. He has authored, edited, or co-edited a dozen books in both 19thC British Literature and Children’s Literature and has written over a hundred articles in these two fields. His most recent work includes an essay on film adaptations of Victorian classics, an essay on “Children’s Texts and the Grownup Reader” for the Cambridge Companion of Children’s Literature, and two contributions to a special volume on “Victorians and Hybridity” that he edited for a scholarly journal.

Seminars

#14. *Nineteenth Century Poetry*

March 6, March 20 and April 3, 2009

Linda M. Shires

English Department, Yeshiva University
Former visiting professor, Princeton University

9:00 a.m. – 3:00 p.m.

This seminar will explore Victorian poetry, arguably the most fascinating and sophisticated British poetry of the last three hundred years, with special attention to questions of gender, form, and politics. We will also briefly take up the period's painting and photography, with which much of the poetry held constant dialogue. After an introductory look back at the Romantic predecessors of the Victorians, each session will examine two long poems or two sets of shorter poems. Our emphasis will be on reading strategies and poetic forms: lyrics (meeting 1), dramatic monologues and mask lyrics (meeting 2), poem sequence (meeting 3). We will occasionally consider other nineteenth-century texts and recent criticism and theory of poetry, and also visit the Firestone Library Rare Books collection at Princeton University. Among the issues we will investigate together are the emergence of the woman poet, the relationship of cultural myth and nineteenth-century ideologies, and the status of vision in a society relying increasingly on new visual technologies.

Poets we will read: brief selections from William Wordsworth, John Keats, Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett, D.G. Rossetti, Christina Rossetti, Dora Greenwell, Matthew Arnold, Thomas Hardy, Michael Field. Photography: Julia Margaret Cameron, Henry Peach-Robinson. Painting: the Pre-Raphaelites

Linda M. Shires, who obtained her Ph.D. at Princeton, is Professor of English at Stern College, Yeshiva University, New York. She has taught two NEH seminars for school teachers at Princeton, has been a visiting professor at N.Y.U. and Princeton, and has received teaching awards from Syracuse University, where she taught for many years. The recipient of a Guggenheim Fellowship, she has authored books and articles on nineteenth and twentieth-century poetry, narrative theory, and Victorian fiction. Her latest book, forthcoming 2009, is "Perspectives: Modes of Viewing and Knowing in 19th Century England."

Seminars

#15 *The Artistic Process Revealed*

March 11, March 25 and April 22, 2009

Caroline Harris

Princeton University Art Museum

9:00a.m. – 3:00 p.m. and field trip

Each session of this seminar will introduce participants to specific practices and techniques artists use in creating works of visual art. Some of the issues to be discussed will be: pentimenti and x-ray studies of works that demonstrate changes in compositions from first ideas to finished paintings; painting materials and changes in technology over time from tempera and oil to acrylic; relationships between teachers and students and how that shapes artistic process; and the use of studies to develop finished works. Two sessions will take place at the Princeton University Art Museum and focus on works in the permanent collection by artists such as Alessandro Allori, Jean-Baptiste-Simeon Chardin, and Claude Monet. The second session will be at the Philadelphia Museum of Art and focus on: Jan Van Eyck's *Saint Francis Receiving the Stigmata* considering the construction of the wood panel and use of oil paints; Renoir's *Great Bathers*, a very experimental work created at a watershed moment in his career; and Cezanne's *Great Bathers*, an unfinished masterpiece from the end of the artist's life.

- Session One: When Artists Change their Minds & the Painters' Materials
Session Two: Philadelphia Museum of Art
Session Three: Masters and Pupils & Studies, Copies, and Finished Paintings

Caroline Harris has been the Curator of Education and Academic Programs at the Princeton University Art Museum for the past six 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.

Registration Procedure

Step 1 Teacher Application with the School District:

Please fill out the District Application on page 19 of this brochure and submit it to your District Contact listed

below **by** _____.

Your District Contact will notify you of your status.

Step 2 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.htm>**. The deadline for registration with the University is **October 13, 2008**.

If you have any questions about Teachers as Scholars, please contact Anne Catena, Coordinator of Teachers as Scholars, at acatena@princeton.edu or at (609) 258-3336, or your District Contact. Information can also be found in the list below.

We hope you find your experience with Teachers as Scholars to be enjoyable and rewarding, and we look forward to your participation.

Member District Contacts

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Application to Member School District for Teachers as Scholars

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 choice 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

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. 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.

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Teachers as Scholars

College and University Sites

Since the 1999 inception of the Woodrow Wilson Foundation's Teachers as Scholars network, 21 sites are collaborating with teachers in the community.

Institution	Date of Inception
The College of New Jersey	2005
Colorado College	1999
Fordham University	2001
Holy Cross College	1999
Maine Humanities Council	2000
Montclair State University	2005
Newberry Library, Chicago	1999
Princeton University	1999
Queens College, CUNY	2001
The Richard Stockton College of New Jersey	2008
Rutgers – Newark	2003
Rutgers – New Brunswick	2007
Trinity University, Texas	2002
University of California, Santa Cruz	2004
University of Florida, Gainesville	2001
University of Illinois, Chicago	2000
University of Maryland	2000
University of Notre Dame	1999
University of North Texas	2001
University of Texas at Austin	2001
University of Washington with Seattle Arts & Lectures	1999

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