

WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

TEACHERS AS SCHOLARS



PROGRAM IN THE SCHOOL OF EDUCATION
SEMINAR SERIES 2008 - 2009

STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

We welcome

TEACHERS AS SCHOLARS!




Teachers as Scholars (TAS) is a partnership between The Richard Stockton College of New Jersey and school districts in southern New Jersey formed to provide opportunities for teachers to engage in conversations about the most current and intellectually stimulating scholarship. Our goal is to help area teachers come to grips with cutting edge scholarship in a wide variety of disciplines in the expectation that they will bring an intellectual excitement back to their school districts and classrooms.

Teachers as Scholars is administered by the School of Education at the College and is partially funded through the Woodrow Wilson National Fellowship Foundation. It will include participation of teachers at all grade levels and subject areas from districts affiliated with the Southern Regional Institute and Educational Technology Training Center (SRI-ETTC).

The program provides seminars of two to three full-day sessions for area teachers taught by distinguished faculty from Stockton College. Seminars are intended to promote the idea of life-long learning by teachers at all levels, K-12. Each seminar is open to teachers from any grade level or content area who is interested in the topic. The seminars meet at the College from 9:00 a.m. until 3:00 p.m. unless noted otherwise; they will most typically meet every other week. Local school districts have generously provided release time and substitutes for all participating teachers on seminar days. In addition, program participants will receive all course materials, meals, and parking free-of-charge. Topic descriptions and faculty profiles are provided below. Specific dates and locations for seminars can be found in the brochure insert.

The Teachers as Scholars program began at Harvard University in 1996 and has grown to include colleges and universities across the nation. This will be the initial year of the TAS program at The Richard Stockton College of New Jersey. We are very excited about joining this extraordinary project and look forward to working with those who operate in the front lines of our educational enterprise. We hope that your participation in this program will extend beyond the seminars to becoming part of a collaborative network of educators sharing knowledge both online and at future events.




Throughout its history, The Richard Stockton College of New Jersey has demonstrated its interest in providing leadership and resources for the study of relevant issues to the K-12 community. The Teachers as Scholars (TAS) partnership between The Richard Stockton College of New Jersey and southern New Jersey school districts will allow K-12 teachers to explore relevant and cutting edge scholarship in a wide variety of disciplines and return to their classrooms with intellectual excitement. The Teachers as Scholars Program will enhance what the SRI-ETTC and the College offers to K-12 teachers by providing scholarly content in the arts and sciences, for a sustained period of time, taught by some of the very best scholar-teachers on the Stockton faculty. The Teachers as Scholars Program will revitalize and regenerate school teachers beyond what a typical three hour or one-day workshop would generally yield.

PROGRAM MANAGEMENT

Teachers as Scholars will be administered by the college's Graduate School of Education. The project director, Dr. Paul Lyons, Professor of Social Work, Holocaust and Genocide Studies, and Associated Faculty in Historical Studies, has been teaching for forty one years, including nine at the middle and secondary school levels. He has taught innumerable workshops and seminars for K-12 teachers in the region and was one of the founders of the Academy for Interested and Motivated Students, a faculty-generated effort to offer enrichment programs to middle and high school students in the Atlantic City and Pleasantville school districts.

The SRI/ETTC will provide operational and logistical support for the program including web-based registration, facilities, catering, instructor payments and correspondence to participants. These functions will also be supported by the college's Division of Administration and Finance and the Office of Events Service.





Teachers as Scholars

SEMINAR TOPICS 2008-2009

THE VIETNAM WAR

We will examine the most contemporary scholarly accounts and evaluations of the legacy of the Vietnam War. Our focus over the three seminar sessions will be: How and why did the United States decide to send American combat troops to fight in Vietnam? How do we evaluate the behavior of American G.I.s, particularly in terms of events such as occurred at My Lai? How do we understand how Vietnam War veterans were treated when they returned from the war? In what ways is it appropriate (and not) to compare our present efforts in Iraq with what happened in Vietnam? (3 sessions)



PAUL LYONS has been teaching a seminar on the Vietnam War at Stockton College for more than twenty years. He is the author of five books, most recently *The People of This Generation: The Rise and Fall of the New Left in Philadelphia* (2003) and *American Conservatism: Thinking It, Teaching It* (to be published later this year). He was among the first scholars to be invited to Vietnam—in 1985—for cultural exchange.

Teachers as Scholars

NATIVE AMERICAN LITERATURE: CONFLICT & EXCHANGE, TRADITION & RENEWAL

This seminar will examine personal narratives, fiction and poetry by American Indians writing in the 19th and 20th centuries. In addition to careful consideration of the form, language, and imagery of the texts, we will be exploring their cultural contexts and discussing the importance of context in the study of literature. In our discussion of 19th and turn of the century narratives, we will use the idea of the "contact zone" to explore how writers such as William Apess (Pequot) and Zitkala-Sa (Dakota) negotiated cultural conflict and exchange in their writings, and we will consider how Indian identities were constructed in the literature of the contact zone. We will then turn to Renaissance and post-Renaissance writers (1970's to the present), such as N. Scott Momaday (Kiowa), Leslie Marmon Silko (Laguna Pueblo), Simon Ortiz (Acoma Pueblo), and Luci Tapahonso (Navajo), focusing on the literary techniques Native American writers use to translate traditional oral narratives and stories into print, the cultural and historical contexts from which oral and written texts emerge, and the significance of storytelling and oral narratives to individual and national identity and sovereignty.



DEBORAH GUSSMAN is an Associate Professor of American Literature at Stockton College where she teaches courses in early American literature, Native American literature, and women's and gender studies. She received a Ph.D. in English from Rutgers University in 1994. Her research and writing projects focus on 19th-century rhetorics of resistance and reform and she has published several articles on William Apess, as well as articles and book chapters on Lydia Maria Child, Nathaniel Hawthorne, and Catharine Maria Sedgwick. She is currently working on finding a publisher for an edited re-issue of Sedgwick's final novel, *Married or Single?*, which she likens to "Sex in the City," circa 1857. She is also involved in Stockton's civic engagement initiatives, including an AAC&U-funded project on "Ordinary Lives of Engagement," which brings community activists onto campus and Stockton students into nearby communities and organizations to exchange ideas and resources.

THE POSTCOLONIAL NOVEL: THE AFTERMATH OF EMPIRE

This seminar will consider the novel in the historical and cultural contexts of empire and its aftermath. It will focus on works of fiction by writers from former British colonies and discuss the ways in which these works respond to the colonial past. Works such as Chinua Achebe's *Things Fall Apart* and *No Longer at Ease* as well as Bapsi Sidwani's *Cracking India* and Salman Rushdie's *Midnight's Children* correct and complicate characterizations of the colonial relationships in Africa and India found in earlier British texts, interrogating assumptions about race, religion, class, gender and nationality. These texts also explore questions of personal and national identity, culture, and purpose in the postcolonial era. Other possible texts include works by Jean Rhys and Edwidge Danticat and Ngugi Wa Thiong'o as well as essays by such postcolonial theorists as Frantz Fanon, Edward Said, Ashis Nandy, Gayatri Spivak, and Homi Bhabha.



LISA HONAKER is an Associate Professor of British Literature at Stockton College where she teaches courses in nineteenth-, twentieth-, and twenty-first-century British literature and British and American popular culture. She received a Ph.D. in English from Rutgers University in 1993. Her research and writing projects have focused on both late-nineteenth- and twentieth-century popular culture. She has published articles and reviews on Robert Louis Stevenson and American popular cinema. She is at work now on a project on the history of serial narrative from the Victorian novel to current television (and new media) productions. Honaker is also the director of Stockton's Political Engagement Project, a Carnegie Foundation and American Democracy Project-sponsored initiative that seeks to promote the skills, understanding and motivation of students in their own political engagement, whether in the community, public policy or electoral politics. She is also the Principal Investigator on an AAC&U grant-funded project, "Ordinary Lives of Engagement," which brings citizen-activists onto campus and sends Stockton students out to work with community organizations in order to foster an exchange of ideas and resources.



Teachers as Scholars

PERFORMANCE IN THEORY AND PRACTICE

The art of acting before an audience is an essential component of the human experience. It exists across cultures and predates our earliest civilizations. Over the centuries practitioners and theorists have attempted to create and analyze the components and systems that foster stimulating, vibrant performance. This seminar will look at a history of performance theory beginning with Aristotle and culminating with current ground-breaking artists like Ann Bogart and Augusto Boal. The course will have a significant experiential component that will include acting exercises aimed at enhancing the participants' knowledge of how to perform classical and contemporary works. (3 sessions)



PAMELA R. HENDRICK is an Associate Professor of Theatre Arts. She earned her graduate degree in Directing from Northwestern University. She has directed more than forty productions for academic and professional theatre and is featured in the book *Women Stage Directors Speak: Exploring the Influence of Gender on Their Work*, by Rebecca Daniels (McFarland 1996). Her research on performance has been published in *On Stage Studies* and *Theatre Topics*. After working for several years in professional theatre, she returned to a full-time academic career in 1991. Several of her academic productions have received Meritorious Achievement Awards by the Kennedy Center/American College Theatre Festival, Region II.

FINDING THE MUSE: A FIVE CANON APPROACH TO READING AND WRITING POETRY

How do poets turn inspiration into art? Why do some poems resonate from one generation to the next? Though one cannot unlock the genius or magic of a particular poem or poet, one can learn respect for the craft and the techniques for reading and writing it. Using the five canons of rhetoric—*invention, arrangement, style, memory, and delivery*—participants will read a variety of American and international poetry, acquire language to participate in poetic discourse, explore how and why the poems work, and compose their own initial drafts to guided writing prompts. (3 sessions)



EMARI DIGIORGIO is an Assistant Professor of Writing and a New Jersey State Council on the Arts Poet-in-the-Schools. She is a graduate of NYU's MFA program in poetry and was recently awarded the 2006 Ellen LaForge Memorial Poetry Prize and a 2007 New Jersey State Council on the Arts Poetry Fellowship. Her poems have appeared or are forthcoming in *Buffalo Carp*, *Feminist Studies*, *The Grolier Poetry Annual*, *The Marlboro Review*, *The Paterson Literary Review*, and *U. S. 1 Worksheets*. Emari also teaches a monthly creative writing workshop at the South Jersey chapter of Gilda's Club, a cancer resource center.

PALEOBIOLOGY: THE EVOLUTIONARY HISTORY OF THE AMNIOTES

How do we learn about life in the past? Paleobiology involves the use of fossils in the interpretation of geologic time, ancient environmental reconstruction, and the evolutionary history of life. This seminar will focus on current understanding of major issues in the evolution of amniote vertebrates (e.g., dinosaurs, birds, and mammals). Just how different are dinosaurs from their modern descendants, birds? What were mammals doing while the dinosaurs were around? What is “ancient DNA” and what can it tell us? Just how different are humans from other mammals, including our closest primate relatives? When, where, and how did humans evolve? Participants will examine fossil material and/or fossil casts from all of the major groups discussed. The seminar will end with a discussion of how the past informs both our understanding of the present and our predictions about the future. (3 sessions)



MARGARET LEWIS is a vertebrate paleontologist who specializes in reconstructing the behavior, ecology, and evolutionary relationships of members of the mammalian order Carnivora. She is also interested in ecological relationships between carnivores and hominins (humans and their extinct relatives) and how evolutionary changes in one group impacted on the other. She received her B.A. in Anthropology from Rice University and her M.A. and Ph.D. from the State University of NY at Stony Brook with a focus in paleoanthropology. She is currently a member of the Biology Program Faculty.

PRAGMATISM: AN AMERICAN PHILOSOPHY

Pragmatism is generally considered to be the one major American contribution to world philosophy. Begun in the late 1800s, it achieved its original fame with the work of Charles Sanders Pierce, William James, and John Dewey. They had enormous influence on our views of science, psychology, political theory, and education theory. After its initial impact, it receded into the background as other schools of thought such as existentialism and logical positivism became dominant. However, since the 1980s and 1990s there has been a revival of the movement led by thinkers such as Richard Rorty, Cornel West, Richard Posner, and Susan Haak. Once again pragmatists are engaged in far reaching explorations of how we should understand knowledge, ethics, science, political theory, and the law. (3 sessions)



After obtaining a double major in philosophy and theatre/dance as an undergraduate,

RODGER JACKSON attended graduate school at Michigan State University specializing in ethical theory and applied ethics. After teaching at a number of colleges and universities in Michigan and New York, he accepted a position at Stockton College where he has been a professor of philosophy for the past ten years. He has published articles in *The Journal of Criminal Justice*, *Cambridge Quarterly of Health Care Ethic*, *NACADA*, *Humanities*, *Teaching Philosophy* as well as encyclopedia articles and book chapters on a wide range of topics.

Teachers as Scholars

PAYING ATTENTION: THE BENEFITS OF MINDFULNESS

Mindfulness is the practice of being fully attentive in the present moment without judgment. Recent research in clinical psychology and medicine demonstrates the utility of mindfulness-based interventions for stress reduction, depression, anxiety, relapse prevention for substance dependence and relationship enhancement. While rooted in Buddhist philosophy, mindfulness techniques are secular and do not require any specific religious beliefs or orientation. This seminar will introduce participants to mindfulness exercises and emphasize recent research on the physiological and psychosocial benefits of purposefully observing experiences in the present moment with a nonjudgmental attitude. Current cognitive and psychological theories will be complemented by historical lessons from the long-standing practice of mindfulness in cultures around the world. (2 sessions)



CHRISTINE FERRI is an Assistant Professor of Psychology. She earned a B. A. from Rutgers University and a Ph.D. in clinical psychology from Duke University. Professor Ferri's research is focused on successful aging and positive psychology, and she teaches a variety of courses in psychology and gerontology. She is Education Chair of the Stockton Center on Successful Aging and a Vice President for Education of the Society on Aging of New Jersey.

SOCIAL JUSTICE

We live in an age of globalization which brings us increasingly into contact and conflict with other nations and cultures. How are we to render adequate judgment as to whether our national and international policies are just or good? Can this question be adequately addressed without first asking about the nature of Justice itself? What do we mean when we talk about "justice"? This seminar will involve participants in a philosophical exploration of the notion of justice. Taking our cue from Plato's famous dialogue, Republic, we will critically examine some of the most prevalent ideas about justice: exploring justice as retribution, as law, as a function of political and social power. We will discuss what justice has to do with the life-long development and education of the individual person and how such development intersects with political and social justice. Finally, we will talk about ideal notions in general, whether they have any role in the human project or whether postmodern sensibilities render them obsolete. (2 sessions)



ANNE F. POMEROY has been a member of the Stockton faculty since 1999 and is currently Associate Professor of Philosophy and Religion. She received her Masters degree from Columbia University and her Ph.D. from Fordham University. She specializes in Social and Political Philosophy, Process Philosophy and Dialectics, and Existentialism, and is the author of *Marx and Whitehead: Dialectics and the Critique of Capitalism*. She has received numerous teaching awards at both Fordham University and Stockton College.

STUDYING BIRDS IN THE 21ST CENTURY

Birds are the most easily-observed and best-studied animals on Earth, and this seminar will investigate the science of ornithology both indoors and out. We will begin with a brief overview of the evolution, taxonomy, and seasonality of birds, then move to a discussion of the biogeography, foraging methods, Migration, and breeding systems of a dozen local species—as exemplars of general principles of avian ecology. Why do male red-winged blackbirds return to their nesting grounds (on campus and elsewhere) each spring more than a month before the females? Why do barn swallows migrate as far away as Argentina each fall? Why do different species build such different nests—killdeer and other shorebirds on the ground, for example, chickadees and owls in tree cavities, and ospreys on telephone poles and channel markers? Why are birds in general more monogamous partners and more attentive parents than virtually all other animals? Which New Jersey species are increasing and which decreasing—and why?

As part of the discussions above, we will also examine a number of Internet-based developments in citizen science that have made the study of ornithology more accessible and more open to participation by informed amateurs than ever before. These include S.O.R.A. (the Searchable Ornithology Research Archive), the on-line Birds of North America series, the Audubon Christmas Bird Count archive, the eBird.org mapping project, Cornell's Birds In Forested Landscape Project, and others.

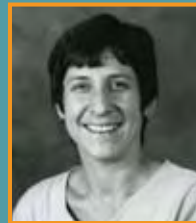
Approximately 1/3 of each class session will be conducted outdoors. We will be testing some of the tools from the projects above and using them to draw connections from the bird behavior we record in the field to the concepts discussed in the classroom. (3 sessions)



JACK CONNOR teaches both writing and natural history courses, including Writing About Nature, Stockton's Natural World, The Pine Barrens, and Ornithology. He has been an associate editor of Living Bird, the publication of the Cornell Lab of Ornithology for more than twenty years, writes regularly for that publication and others, and is the author of two books about birds, A Season At The Point: The Birds and Birders of Cape May and The Complete Birder.

ARJUNA'S DILEMMA: THE BAGHAVAD GITA, STAR WARS, AND THE NATURE OF GOOD & EVIL

The human condition is wrought with conflict. What are our responsibilities in this "new world order"? Are "action" and "inaction" one in the same? In this era of globalization where diverse cultures are forced into close proximity, questions of ethics and social justice are hotly contested. The set of seminars will draw from the classic Indian epic The Bhagavad Gita and the popular culture it has birthed in an effort to understand universal dilemmas of the modern world. Conflicts arising out of cultural differences and traditional values on the one hand, and modernization on the other will inform the discussions. The connection between ancient practices and current events will be explored, along with our present "duty" as citizens of the world. These seminars are based on the cross-disciplinary scholarship in anthropology (Joseph Alter 2004), philosophy (Elizabeth DeMichalis 2005), and Indian literature (Ian Whicher & David Carpenter 2003), Steven J. Rosen 2007). (3 sessions)



LAURIE GREENE, PhD is an Associate Professor of Anthropology and an avid yoga practitioner and instructor for over 25 years. Professor Greene is an advocate for fair trade and ethical business practice, a passion which has been informed by her research in Latin America, The Caribbean, and in immigrant communities here in the United States.



TEACHERS AS SCHOLARS

REGISTRATION INFORMATION



Each seminar is open to any teacher from any grade level or content area who is interested in the topic. Some topics will be presented in 2 days while others will require 3 days to complete. Seminars will meet at the college from 9:00 am until 3:00 pm unless noted otherwise and typically will be scheduled 1 day per week.

COSTS:

Individual Registration for each seminar topic
(2 or 3 day programs):

\$300 or 14 ETTC Hours

3 or more teachers from the same district attending
the same seminar:

\$260 or 12 ETTC Hours per person

Districts can also purchase a

“BLOCK”

of 10 seminar seats for \$2500 or 100 ETTC Hours
that can be used throughout the year by individual teachers.

To register or for more information visit
www.ettc.net/cal

WHAT IS AN ETTC HOUR?

The Southern Regional ETTC Consortium is open for membership to all schools including those outside our geographic region as well as not-for-profit organizations. The current school district membership fee is \$2.75 per student per year, and membership entitles schools to an annual allocation of ETTC Hours that can be used for registration at almost all ETTC workshops. Annual membership for not-for-profit organizations is \$400 per year. In addition, the ETTC provides a variety of services for member school districts, educators from all school districts as well as for the general public including:

- Database design and maintenance
- Assistance with proposal-writing and design of custom professional development offerings for a variety of state and federal grant programs
- Assistance and consulting on technology planning, creation of district local technology plans, and contractual services for technology

Registration fees for the Teachers as Scholars Program can be paid with a school purchase order, ETTC Hours, check or credit card.



Specific questions regarding registration and program costs can be addressed to ettcdir@stockton.edu or by calling the SRI/ETTC at 609-625-6058.





Teachers as Scholars

STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY