



TELLURIDE ASSOCIATION

TASP

TELLURIDE ASSOCIATION SUMMER PROGRAMS

June 24–August 4, 2012

CORNELL UNIVERSITY

Ithaca, New York

UNIVERSITY OF MICHIGAN

Ann Arbor, Michigan



tasp.tellurideassociation.org

A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL JUNIORS



TELLURIDE ASSOCIATION

The unusual character of the TASP reflects the educational philosophy of their sponsoring institution, Telluride Association. The summer programs are only one of the projects of Telluride Association, a private, not-for-profit organization whose members are committed to creating unique educational experiences that develop students' potential for leadership and public service. Telluride Association and its sister institution, Deep Springs College, were founded by Lucien L. Nunn (1853–1925), a pioneer in the development of the electric power industry. Nunn lived and worked for much of his life in Telluride, Colorado, from which Telluride Association takes its name.

Telluride Association seeks out ambitious, public-spirited young people with the desire and the ability to contribute to society and helps them grow intellectually and as community members. The association values diversity and has no political or religious affiliations. Cornell University and the University of Michigan, whose educational objectives coincide with the purposes of the TASP, join Telluride Association in sponsoring and supporting the summer programs on their campuses.

Students attend TASP because they want a personal and intellectual challenge.

There are no grades or college credit. TASPers participate solely for the pleasure and rewards of learning with intelligent, highly motivated students of diverse backgrounds.

Students participate in a vibrant community experiment.

Each TASP forms a focused community that actively plans and manages many features of the non-seminar part of the summer program. Programs emphasize a commitment to building a diverse, reflective, intellectual community, and strive to be free from cliques and exclusive relationships.

Telluride Association Summer Programs are free.

Housing, dining, and tuition expenses are covered by Telluride Association and the host institutions. Students pay only the costs of transportation and incidental expenses. Participants with demonstrated need may request financial aid to cover reasonable travel costs. We can also offer stipends of up to \$500 to replace summer work earnings for students who would otherwise be

unable to attend a summer program. It is the policy of Telluride Association that no student be barred from attending a TASP for financial reasons.



Who Attends TASP?

The TASP seeks to bring together students from across the United States and abroad who are not just intelligent but thoughtful, not just motivated but generous with their talents and energies. TASPers (as TASP participants are called) have a wide variety of life experiences and come from many different backgrounds. TASP has a rigorous selection process and TASPers generally go on to America's finest colleges. Telluride Association hopes the TASP experience endows its students with a sense of intellectual vitality, interpersonal awareness, and community responsibility that will prepare them for leadership in whatever walk of life they choose.

LIFE AT TASP



TASP centers on an academic seminar that meets every weekday morning for three hours. Each seminar is led by a team of two professors, who are selected for the distinction of their scholarship and the excellence of their teaching.

Classes emphasize group discussion rather than lectures. Participants can expect to spend several hours on assigned readings or other preparation for each class, and they will complete a number of writing assignments over the six-week seminar. The discussions and essays allow the professors and students to engage the material in detail and to form a close community of scholars. Students receive written and oral feedback from the professors but no grades.

In addition to the seminar, students participate in a public-speaking program, attend lectures by guest speakers, and hold other social and intellectual activities as a community. Through the guest lectures, the students learn about a range of ideas and academic disciplines, encouraging them to develop broad interests. Recent guest speakers have included a Nobel laureate physicist, a DNA researcher, a lawyer who worked at Guantanamo Bay, a prominent poet, a college president, and an anthropologist.

Life at TASP extends well beyond academic exploration. One of the program's remarkable features is that the students are responsible for organizing most of their out-of-classroom time through weekly group meetings and through smaller committees. This element of self-government is an essential part of the TASP experience. Students plan all kinds of activities, including group-wide discussions, field games, community service projects, music and theater events, reading groups, and excursions to state parks and art museums. Participants also share responsibility for keeping their environment clean and safe. Between all of the formal events, TASP students always find time for impromptu discussions and parties, movie-going, and pickup sports.

The students at TASP organize and execute their summer with the help of two college students, called factota (a Latin term for "those who do everything"). The factota live with the students and serve as counselors, administrators, and teaching assistants. They attend seminars and other TASP activities and are available to help the students in every way possible. The factota also present and enforce the rules and policies of the program (for more information, see tellurideassociation.org/tasp_faq.html).

SEMINAR

Cornell I & II Programs

I. Literature Takes on Moral Complexity

Professor Kathleen Long and **Professor Marilyn Migiel**,
Department of Romance Studies, Cornell University

In this seminar, we will ask how literature helps us to formulate ethical questions, i.e., questions for which there is no single, objectively correct answer. We concentrate on literature, as opposed to philosophy or history, because certain aspects of literature make it ideal for taking on complex ethical questions. Literature can be used to persuade or even manipulate; it appeals to our emotions as well as our reason, and may even call into question the neat division between the two. It forges sympathies that tie us as readers to characters and narrators, even as we suspect their motives.

The seminar will focus on great writers and storytellers of early modern Europe (e.g., Boccaccio, Machiavelli, Montaigne, Marguerite de Navarre, Bandello), with additional consideration of how ethical questions posed by these early modern writers continue to surface in modern times (including in TV series, movies, and books). We will also discuss some of the writings by modern thinkers who have participated in debates on literature and ethical criticism.

Throughout, we will grapple with questions like: What obligations do I have to myself and to others? What does honor mean to me? Are any means acceptable to achieve desirable, even morally laudable, ends? What can a boss, a head of state, a family member legitimately demand of me? When I report information, what does it mean to report it “faithfully”? When is it OK to deceive others, to break the law, to take justice into my own hands? Is it right to use unethical means to trap an unethical person or to stop unethical behavior? How do I avoid doing harm in a world where the ethical choices are often unclear?

II. Democracy and Diversity

Professor Angelia Means, Independent Scholar; and
Professor David Peritz, Department of Political Science,
Sarah Lawrence College

Does democracy work only in homogenous societies? Only in such societies, it has long been maintained, can a people be sufficiently similar to form shared political understanding and projects. Absent considerable commonality—religious, linguistic, ethnic, racial—it is feared that democracy deteriorates into the tyranny of the majority or a war of all against all. But we are in the midst of a dramatic shift in which democratic societies are increasingly diverse and their citizens less willing to “forget” their many differences to melt into a dominant national culture. These developments raise some basic questions. Is it possible to achieve sufficient agreement on fundamental political issues in a diverse society to sustain democracy? Can the character of political community or the nation be reconceived and reformed? If not, is democracy doomed? Or might it be possible to reform democracy to render it compatible with conditions of deep diversity? If so, does the democratic claim to legitimacy also need to be transformed?

This seminar will explore these questions in a number of ways. We will study exemplary historical statements of the ideal of democracy, drawing on traditional and contemporary works in political philosophy. We will also draw on contemporary work in sociology, anthropology, cultural and legal studies, and political science to examine the nature of social and cultural diversity including religion, gender, sexuality, race, ethnicity, and class. Finally, we will explore works that bring these themes together by attempting to (re-) articulate the relevance of specific identities to political engagement and the general ideal of democracy in light of increased diversity.

Specific themes to be considered include the expansion of rights to accommodate claims of cultural difference, race, and democracy; the expansion of the practice of democracy in an era of globalization; and the ethics of identity.

“ I was in the Cornell TASP in the summer of 1970. Although after that I spent four years as an undergraduate at Harvard, went to graduate school at the London School of Economics, was back at Harvard for law school, and have had a long association with the University of Chicago in various capacities since then, I often find myself telling people that the most intensely intellectual experience of my life was the summer I spent in my TASP.”

—Richard W. Shepro, Mayer Brown LLP



SUMMER PROGRAMS 2012



Michigan I & II Programs

I. The Origin of Species and the Politics of Evolution

Professor Benjamin Gregg and **Professor David Prindle**,
Department of Government, The University of Texas at Austin



Charles Darwin's *On the Origin of Species by Means of Natural Selection* is one of the two or three most influential scientific books ever published. But unlike other scientific works, the *Origin*, published in 1859, is also of profound political importance. Part of this political importance—the implications of Darwin's theory for religious explanations of the diversity of life—is understood by many socially aware citizens. But many citizens are unaware of

the political implications of controversies within the science of evolutionary biology founded by Darwin. In this seminar we will analyze and explore key political implications of the science launched by the *Origin*, some internal to biological science, others unconnected to science. The seminar is organized into three units: the historical context and political consequences of Darwin's book; contemporary controversies within evolutionary biology; and the debate over creationism and intelligent design. Within each unit we will discuss a range of political, philosophical, historical, and scientific topics.

The seminar combines student thinking with student action and student governance, in that students will participate in the planning and conduct of each day's discussion; present each of their three essays to their fellow students for critical, constructive feedback; and administer three exercises on key concepts.

II. Modernism through Modern Art and Theater

Professor Charles Grimes, Department of Theatre, University of North Carolina, Wilmington; and **Professor** and **Dean Justin Kim**, Studio Art and Art History, Deep Springs College

This seminar examines the phenomenon known as Modernism through the lens of modern art and modern theater—not merely as a series of movements in the evolution of cultural history, but also as a fundamental shift in a humanist understanding of the world and our relationship to it. Whereas the traditional world grappled with questions of man's relation to God and emerging subjectivity, the Modern consciousness splinters into a range of different areas: man's relationship to nature, technology, and culture; theories of psychology and the unconscious; an evolving sensibility of artifice and irony; and a shift in historical approach from positivism to methodological skepticism and epistemological doubt.

A special focus of this class is the conjunctions and mutual influences between theater and visual arts in both the theory and practice of Modernism. The seminar will also investigate the problematic dynamic in Modernism between formal innovation, aesthetic autonomy, and political commitment, and the question of the diffusion and cooptation of Modernist techniques in the broader culture. Concluding issues will include the fate of Modernism given the advent of post-modernity or post-humanism, especially the question of whether Modernism can still provide a platform for oppositional thought and action.

Readings will combine primary sources with critical essays and will be used in concert with images and readings of artists' work to generate class discussion. There will be two assignments, one an essay and the other a creative project. Options for creative work include working on artistic projects in photography; writing, revising, and rehearsing dramatic pieces on the avant-garde models studied in the class; creating and executing a design for an avant-garde play in the manner of a Modernist art style; and rehearsing and staging a dramatic piece. Several class sessions will be devoted to creative work with a concluding day for student artistic presentations.



For more information and to apply online go to

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LOCATIONS

Two distinguished academic institutions will host Telluride Association Summer Programs in 2012: Cornell University and the University of Michigan. Each host institution has its own distinctive character.

CORNELL UNIVERSITY, founded in 1865, is located in Ithaca, a small city in upstate New York. Cornell combines a strong liberal arts tradition with a commitment to research in the sciences, enabling it to sponsor an unusually broad range of academic endeavors and making it a stimulating setting for two TASPs. Set on a hillside that overlooks Cayuga Lake and surrounded by scenic state parks, the campus affords beautiful views across a broad valley. Breathtaking gorges traverse the area, and the city is a wonderful place for walks, field trips, and picnics. Participants in either TASP live in Telluride House, a residence that houses about thirty Cornell students and additional faculty guests during the academic year. TASPs have access to Cornell's libraries and some athletic facilities and to Ithaca's summer theater and movie offerings.

UNIVERSITY OF MICHIGAN is in Ann Arbor, a vibrant center of culture and the arts located fifty miles west of Detroit. The "U of M" is a leading public research university with a distinguished liberal arts college and several renowned professional schools. It is also home to the Michigan Branch of Telluride Association, an established living-learning scholarship house near campus with a special focus on public service. Top scholars in a range of fields will lecture to the TASPs on topics of their choosing. Michigan TASPs can also ramble through "the Arb," Ann Arbor's sprawling botanical preserve and recreation area, visit sidewalk cafes and bookstores, and attend concerts, outdoor movies, and the famous Ann Arbor Art Fair. Fourth of July celebrations will include spectacular fireworks along the Huron River.

APPLICATION

Why Apply for a TASP?

Offered free of charge since it was founded in 1954, TASP is one of the most successful and prestigious academic summer programs in the nation. The more than 2,500 living TASP alumni include leaders in politics, journalism, academia, the sciences, education, medicine, business, and the arts. For many, the six-week Telluride Association program was a formative experience in their lives.

Telluride Association offers four programs: two at Cornell University and two at the University of Michigan. Sixteen students will be chosen for each seminar.

How Program Participants Are Selected

Telluride Association uses teacher and counselor nominations as well as score information from the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) to identify students who might be interested in applying to TASP. All high school juniors, however, are invited to apply to TASP, and neither your test scores nor your nomination status play a role in our admissions process once your application is submitted.



The application process is more rigorous than most college admissions procedures, and each application is given serious, thorough attention. Because TASP is an experience in community living as well as in intellectual growth, we try to select students who demonstrate respect for others and who are flexible enough to enjoy the challenge of interacting with people whose perspectives and experiences vary enormously. We also try to evaluate the accomplishments of all applicants in light of their circumstances. In this way we hope to ensure geographic, economic, and racial diversity. Test scores and grades play a minimal role in our decisions. The most important part of the application is the essays, which give applicants a chance to characterize themselves and to demonstrate their curiosity, independence of thought, and concern for social and political issues.

Completed applications must be postmarked no later than **January 20, 2012**. We encourage you to visit our web site (tasp.tellurideassociation.org) and apply online. If you apply online, your application can be submitted a few days later, on **January 23, 2012**. Each application is evaluated by two or more readers, most of whom are current college students or recent graduates who have participated in Telluride programs. Between 130 and 140 candidates are interviewed in March or April by regional representatives of Telluride Association. If you are selected for an interview, you will need to request a transcript and letter of evaluation immediately following notification from Telluride Association in early March. (Further instructions will be given at that time.) In early May, using all the accumulated information about each candidate, the Summer Program Selection Committee makes the final selection of participants and alternates.

The value of a summer spent learning, thinking, and comparing ideas in good company cannot be overestimated. TASPs have provided this opportunity for 57 years, and we expect the 2012 programs to continue this extraordinary tradition.

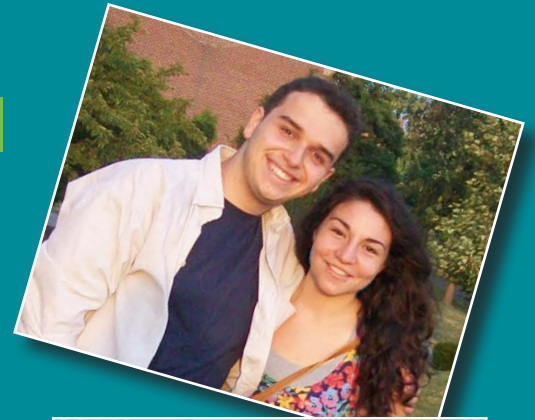
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Answers to some common questions about the application and the program can be found at tellurideassociation.org/tasp_faq.

Further inquiries should be directed to tasp-queries@tellurideassociation.org or 607 273-5011.



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The 2012 programs are made possible in part by the bequest of Frank Monaghan in honor of Elmer M. “Johnny” Johnson and George Lincoln Burr. Johnny Johnson joined Telluride Association in 1915 and later served as chancellor of Telluride Association from 1930 to 1960. George Burr was a Cornell librarian from 1890 to 1922 and variously a Cornell professor of ancient, medieval, and modern history. He lived at Telluride House as a faculty fellow from 1915 to 1938.



TELLURIDE ASSOCIATION

Telluride Association does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, sex, sexual orientation, gender identity, or physical disability.

Telluride Association occasionally shares applicants' names and addresses with our partner institutions for the purpose of informing them of scholarship and other opportunities.

Applicants who plagiarize all or part of their application will not be considered for admission to the program. Students who plagiarize all or part of their application will have their application returned to them. Telluride Association and its officers may also, at its own discretion, contact the staff of these students' respective schools in order to notify them of any instance of plagiarism.

It is the policy of Telluride Association not to grant any special consideration, positive or negative, to students who apply to summer programs when those students have a parent or sibling who has participated in or been employed by a Telluride Association program. Immediate family members of current TASP faculty are ineligible to apply.

For more information and to apply online go to
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