



TELLURIDE ASSOCIATION

TASS

TELLURIDE ASSOCIATION SOPHOMORE SEMINARS

Preparing students for a life of service through an education in critical Black and ethnic studies, self-governance, and communal living.

JUNE 25-AUGUST 5, 2017

CORNELL UNIVERSITY

Ithaca, New York

UNIVERSITY OF MICHIGAN

Ann Arbor, Michigan



tass.tellurideassociation.org

A FREE EDUCATIONAL EXPERIENCE FOR HIGH SCHOOL SOPHOMORES



TELLURIDE ASSOCIATION

Since 1911, Telluride Association has been committed to fostering the ideals of self-government, public service, and intellectual development by providing scholarships to young people to attend its innovative programs.

The Telluride Association Sophomore Seminar (TASS) has been a project of Telluride Association since 1993. Other programs include the Telluride Association Summer Programs (TASP), a six-week summer program for high school juniors, and a residential scholarship program for full-time students at Cornell University and the University of Michigan.

Funding support for the Telluride Association's Sophomore Seminar is provided by the **Jack Kent Cooke Foundation (www.jkcf.org)**.

The 2017 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.

For more information, write to telluride@tellurideassociation.org or visit:

tellurideassociation.org

WHAT IS TASS?

The Telluride Association Sophomore Seminar is a challenging six-week summer program organized around self-governance and a college-level seminar on critical Black and ethnic studies. Throughout the summer, students attend seminar every weekday led by two university professors and critically study the histories and cultural experiences of people of African descent and other topics that address diversity in society. TASS seminars emphasize group discussion rather than lectures. Seminar discussion and essay writing allow the faculty and students to engage the material in detail and to form a close community of scholars that helps inform community self-governance. Throughout the program, students receive written and oral feedback from faculty to help them develop their writing and critical-thinking skills. Students emerge from the academic experience of TASS understanding the demands of collegiate writing and having received one-on-one direction from experienced scholars.

During TASS, students (TASSers) are responsible for organizing most of their out-of-classroom time through weekly community meetings and smaller student committees. Self-governance is an essential part of the TASS experience that gives students practical experience planning and cooperating with their peers in a self-defined community. Students plan a variety of activities including group-wide discussions, field trips, community service projects, music and theatre events, reading groups, and excursions to state parks and art museums. TASSers are encouraged to take advantage of the events and resources of the campus community at our partner institutions. In the past, TASSers have attended university events including a Trayvon Martin vigil and community talk back, a Cornell summer concert series, a poetry slam, and a salsa dance class. Participants also share responsibility for keeping their social and living environments clean and safe.

All TASSers also practice delivering speeches (PubSpeaks) during the program. Each student will have a chance to present on a topic of personal interest and the factotums (two college students who supervise and support each TASS seminar) provide direction and feedback to students to help them discover new strategies for organizing speeches and developing their public speaking style. PubSpeaks encourages community discussion and introduces students to the process of independent research. Throughout the program, students also attend a series of guest lectures. These events allow students to learn about a range of ideas and academic disciplines, encouraging them to develop broad interests.





WHO TEACHES TASS?

Each TASS seminar is led by a team of two university scholars who are selected for the distinction of their scholarship and the excellence of their teaching. TASS faculty are enthusiastic about the program and the opportunity it gives them to work with talented young scholars, and many past faculty rank TASS as one of the most rewarding teaching experiences of their careers.

WHAT DO TASSERS DO AFTER THE SUMMER?

Some TASSers attend TASP, the Telluride program for high school juniors, in the summer following their TASS experience. Many also apply for the full room-and-board scholarships at our residential houses at Cornell and the University of Michigan, where they explore the unique educational opportunities Telluride offers while pursuing studies on campus.

Other TASSers go on to attend fine schools like Indiana, Syracuse, Stanford, Spelman, Purdue, and Harvard. Many TASS alumni remember the summer they spent at TASS as a transformational time, with a lasting impact through their college and professional lives.

WHO FACILITATES TASS?

The students at each TASS are supervised and supported by two student factotums. The factotums live with the students and attend seminar and other TASS activities. They serve as counselors, administrators, and teaching assistants. They are available to help students in every way possible. The factotums also present and enforce the rules and Telluride Association program policies throughout the summer. For more information:

tellurideassociation.org/tass_faq

WHAT WILL I GET OUT OF TASS?

At TASS, you will develop skills that will help you thrive in a college-level environment and live a life of service. You will improve your reading, writing, speaking, and critical thinking as you explore your interests in and out of the seminar. Living in a small community, you will learn to negotiate with others and develop leadership skills. TASSers do not receive grades or college credit. Instead, they attend TASS because it is a unique opportunity to live in a small self-governing community dedicated to exploring in-depth topics in critical Black and ethnic studies.

TASS IS COMPLETELY FREE!

We believe so strongly in the value of the TASS experience that we cover all the program costs—tuition, books, room and board, and field trips—in order to eliminate all financial barriers for you to participate. If needed, we can also help pay for all of your travel costs to and from the program. We recognize that you may be expected to work a job, take care of younger siblings, and shoulder all sorts of other responsibilities over the summer to help your family. We can cover these expenses, too! Thanks to the Jack Kent Cooke Foundation, we have more funding than ever before to make attending TASS financially possible for everyone. We want the brightest minds at TASS and we won't let finances be a barrier for you this summer.

THE 2017 SEMINARS

Cornell I TASS

The Opposite House: Grieving Time in Space and Place

Lyrae Van Clief-Stefanon

Department of English
Cornell University

Greg Londe

Department of English
Cornell University

"As lately as Today" or in the endless "always," acts of grief require that we think about time and the untimely. We may be tasked with mourning and grief when we seem least prepared, or we may arrive at loss readied by feelings that last or take a long time. In literature, as in life, households are formed and deformed by such crossing timelines, in which comfort and intimacy can shade into their opposites. Our first two books take their title and draw part of their designs from what Emily Dickinson teaches us about spaces of loss. Where and how do we build around the things, the ghosts, the selves that we want to store? Our readings each reveal how every dwelling contains layers of its past inhabitations, and we will study how elegiac forms construct spaces of longing through time, spaces both familiar and alternate. This course will take advantage of Cornell and Ithaca's own architecture and history. We will collaborate with the staff of Cornell's Johnson Museum of Art to curate a small display of contemporary art relating to the legacies of slavery, the generations-deep war on women, the ongoing crisis of AIDS, and recuperative constructions of kinship. The course will also include a range of assignments designed to hone students' creative and critical writing skills.

Cornell II TASS

Black Feminist Thought

Nia Nunn

Department of Education
Ithaca College

Ashley Hall

Department of Communication Studies
Ithaca College

This course will engage students in a complex nexus of relationships in the social construction of intersecting identities relevant to race, gender, socioeconomic status, sexuality and more. Historical and current institutional and individual experiences of gendered racism will be named and deconstructed. Each week, required readings will introduce and offer opportunities to critically reflect on current black feminist discourses as well as the works of leading scholars who, for decades, have helped to complicate the notions of black girlhood and womanhood. It will further examine the historical development of black feminist theory and criticism in conversation with feminism(s) of color, Black Queer Studies, Afro-Pessimist Studies, Afro-Futurist Studies, and Black Cultural Studies through an exploration of history, politics, literature, poetry, theory, film, and music. The goal of this course is to help students foster a critical understanding of multiply situated subject positions that will be useful in encouraging more in-depth and revealing analyses of research on Black women. While the primary deconstruction of literature and media presents the specific history and current realities for Black girls and women, Black male students can be expected to engage critically in examining the depth of similar and different forms of oppression in an effort to strengthen alliances and advocacy while interrogating male patriarchal privilege. As the course is interdisciplinary in nature, we invite students to

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Cornell University 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. Set on a hillside overlooking Cayuga Lake and surrounded by breathtaking gorges, Cornell and the Ithaca area provide a stimulating setting for both intellectual life and outdoor recreation.

pull from their interest in literature, communications, history, philosophy, cultural studies, African American Studies, Women's Studies, Asian American Studies, Latino/a Studies, and others to complicate our understanding of Black women's public discourse in the 21st century.

Michigan I TASS

Coming of Age within the Long Black Freedom Movement

Erin D. Chapman

Department of History
George Washington University

Brandi Hughes

Department of American Culture
and Department of History
University of Michigan

Iconic scenes from the 1950s and 1960s frame our perception of the struggle for black freedom. Black students navigating columns of U.S. national guards to desegregate schools; black children bracing their bodies against police dogs and fire hoses; black teenagers singing for freedom and chanting for power; funerals for black youth slain by American terrorism. These are among the iconic scenes that form our national memory of black social justice movements. So familiar have these images become that the significance of the experiences behind them is often lost. Our contemporary use of these familiar scenes inspires teachable questions: How does our national memorialization of the civil rights movement prompt our misremembering of its transformative goals? Given that each generation has had to renew the struggle, are black people truly U.S. citizens? Does citizenship equal freedom? What are the questions of empowerment and constraint, of creative possibility and obligation that mark black peoples' paths to adulthood? How do these questions continue to influence how black people mobilize social justice movements? What did—and does—it mean to come of age within the long black freedom struggle?

In this seminar we will highlight the rupture between blackness and citizenship, sexualized racial terrorism, the use of cultural technologies to produce freedom dreams, and the crucial roles of black youth throughout the long struggle. We ultimately ask our students to define themselves as empowered historical actors with the means to apply previous generations' praxes to current social problems and to help determine the next phase of the ongoing struggle for black freedom.



Michigan II TASS

Performance, Gender, Race and Culture in the Harlem Renaissance and in Parisian Negritude

Frieda Ekotto

Department of Afroamerican and
African Studies and Comparative Literature
University of Michigan

Robin Wilson

Department of Music, Theatre, and Dance
University of Michigan

Harlem and Paris enjoyed a vibrant courtship during the first three decades of the 20th century, an era commonly known as the "Jazz Age." This period was marked by increased travel, consumption and changing notions of race, gender and womanhood. In particular, the work and travel of black writers, artists, performers, musicians and intellectuals offer insights into the cultural and intellectual exchanges that characterize this period of Franco-American history. This course will symbolically engage the salon and the cabaret—two of the iconic spaces of the Jazz Age—in order to explore this transatlantic migration of black cultures, ideas and people. It will begin by tracing the emergence of this migration; then it will consider conversations between writers, thinkers and performers of the Harlem Renaissance in New York and the Negritude Movement in Paris.

Negritude was one of the many ways in which black people from the French Empire began to articulate notions of "blackness," a way of conceiving subjectivity that transcended deep divisions between Arabs, West Indian Africans, continental Africans and other members of the Black Diaspora. This course, by studying U.S.-born, black writers alongside writers from French-speaking parts of Africa and the West Indies—such as Césaire, Jane Nardal, Paulette Nardal, and Léopold Sédar Senghor—will discover how the Harlem Renaissance and Negritude were two manifestations of "Black" movements happening in Africa, the Caribbean and the United States.



The University of Michigan in Ann Arbor, a college town an hour's drive from Detroit, is home to the Department of Afroamerican and African Studies, one of the most renowned departments of its kind in the country. With a rich history of promoting diversity, and as many as 700 active student groups, Ann Arbor provides a vibrant setting enriched with cultural events and activities.

HOW TO APPLY

We accept applications at tass.tellurideassociation.org.

You can also request an application by mail or download it from our website and mail it to:

Administrative Director

Telluride Association
217 West Avenue
Ithaca, NY 14850

High school sophomores are invited to apply to TASS. African American high school sophomores, high school sophomores from other historical minorities, as well as high school sophomores with an interest in critical Black and ethnic studies and related fields are especially encouraged to apply. You need not have prior academic experience in this field.

The application requires essay responses because we want to learn more about your personal and academic interests and abilities. With a large sample of your best work, we will be able to make our decision based upon who you really are, not on just your grades. Applications must be submitted online or postmarked by **January 10, 2017**.

Students who are selected for interviews will be notified in early March. These students will be asked to submit a transcript, letter of recommendation, and a paper written for class. Further instructions will be given with the notification. Applicants selected as finalists are interviewed in March and April. Final admissions decisions are made in late April. Please contact our office if you or your parents have any questions.

For answers to common questions about the application and program:
tellurideassociation.org/tass_faq

Further inquiries should be directed to:
tass-queries@tellurideassociation.org or 607.273.5011.



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 have their application returned to them and will not be considered for admission into the program. 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 program. Immediate family members of TASS faculty are ineligible for the program.

