



TELLURIDE ASSOCIATION



# TASP

TELLURIDE ASSOCIATION SUMMER PROGRAMS

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

JUNE 26–AUGUST 6, 2016

CORNELL UNIVERSITY  
Ithaca, New York

UNIVERSITY OF MICHIGAN  
Ann Arbor, Michigan

[tasp.tellurideassociation.org](http://tasp.tellurideassociation.org)

A FREE EDUCATIONAL EXPERIENCE FOR HIGH SCHOOL JUNIORS



## TELLURIDE ASSOCIATION

The unusual character of TASP reflects the educational philosophy of their sponsoring institution. The summer programs are only one of the projects of Telluride Association, an independent, not-for-profit organization committed to promoting the highest good by educating promising young people to serve thoughtfully in the world. 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 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 TASP, join Telluride Association in sponsoring and supporting the summer programs on their campuses.

For more information, write to [telluride@tellurideassociation.org](mailto:telluride@tellurideassociation.org) or visit:

[tellurideassociation.org](http://tellurideassociation.org)

## WHAT IS TASP?

### Seminar Learning

TASP centers on an academic seminar that meets every weekday for three hours. Each seminar is led by a team of two scholars 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 faculty and students to engage the material in detail and to form a close community of scholars. 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 TASP understanding the demand of collegiate writing and having one-on-one direction from top academic scholars.

### Community Life at TASP

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-governance 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.

Students also participate in a public speaking program during which they give a presentation for the community on a topic of personal interest. These talks allow participants to pursue independent research, receive feedback on their public speaking style, and help promote community discussion. In addition to student talks, TASP features a series of lectures held by guest speakers. These events allow students to 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 prison reform scholar/activist, and a college president.

**Apply online!** [tasp.tellurideassociation.org](http://tasp.tellurideassociation.org)

# Locations

Two distinguished academic institutions will host Telluride Association Summer Programs in 2016: Cornell University and the University of Michigan. Each host institution has its own distinctive character.

**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 that overlooks Cayuga Lake and surrounded by scenic state parks, the campus affords beautiful views across a broad valley. Ithaca, known for its breathtaking gorges, makes a delightful setting for nature walks, field trips, and picnics. TASP participants (TASPers) have access to Cornell's libraries and to Ithaca's summer theater and movie offerings. Telluride's partnership with Cornell dates back to 1910, when our founder L.L. Nunn began a century-long tradition of intellectual community and public service at Telluride House, an Arts and Crafts-style residence on West Campus.

**University of Michigan** is in Ann Arbor, a vibrant center of culture and the arts located 50 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 TASPers on topics of their choosing. Michigan TASPers 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.

## WHO ATTENDS TASP?

The Telluride Association selects students who are thoughtful, intelligent, and generous with their talents and energies. TASPers come from all walks of life and are uniquely motivated by their own measures of success while demonstrating a keen sense of community responsibility. Students attend TASP because they want to participate in the unique intellectual challenge of merging their intellectual and social lives. 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.

Each TASP forms a focused democratic community that actively plans and manages the daily life at the program through self-governance guided by program facilitators. Telluride summer programs emphasize a commitment to building a reflective intellectual community that strives to be free of cliques and exclusive relationships. During the TASP program students are encouraged to share definitive life experiences and identities while interacting with others coming from a variety of different backgrounds. Student participation in this community experiment is central to the TASP program. The Telluride Association strives to provide students with the opportunity to create an experience that supports the development of intellectual vitality, interpersonal awareness, and community responsibility—traits that will prepare them for leadership in whatever walk of life they choose.



## WHO FACILITATES TASP?

The students at each TASP organize and execute their summer with the help of two college students called factotums (a Latin term for "those who do everything"). The factotums live with the students and attend seminar and other TASP 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/tasp\\_faqs](http://tellurideassociation.org/tasp_faqs)

## TASP IS COMPLETELY FREE!

We believe so strongly in the value of the TASP 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 TASP financially possible for everyone. We want the brightest minds at TASP and we won't let finances be a barrier for you this summer.

# Seminars

## Cornell I TASP

### Public Poetry in a Digital World

**Emily Oliver and Liza Flum,**

Department of English, Cornell University

Can a single poem change the world? In our seminar, we'll engage the tension between artistic contemplation and political action, asking how poetry might foster a more just society. Should poetry aspire to witness, document, or subvert political and economic systems? Or does the act of writing poetry, or making art, fundamentally challenge the status quo?

Beginning with oral traditions, we'll explore poetry as a communal art, examining the ways it has shaped cultural and national identities. We'll trace the poet's role in society, from communal voice to solitary seeker, outsider, and dissident. We'll also consider how, over time, publishing technologies have changed the ways poetry is produced, consumed and shared—and how these changes have complicated and expanded poetry's social impact. Through case studies of politically conscious poetic movements, we'll assess the impact of new forms of publication and dissemination, such as the printing press, zines, Metrocards, podcasts, and YouTube. We will consider these topics in the context of larger conversations about race, gender, technological access, and traditional literary analysis. We'll end by engaging critically with new information and communication technologies as they both increase and control access to literature. By the end of the course, students will design and build a digital project that increases access to poetry in a community to which they belong.

## Cornell II TASP

### Literatures of the Security State: Privacy, Surveillance, and Modern Culture

**Christopher Holmes,**

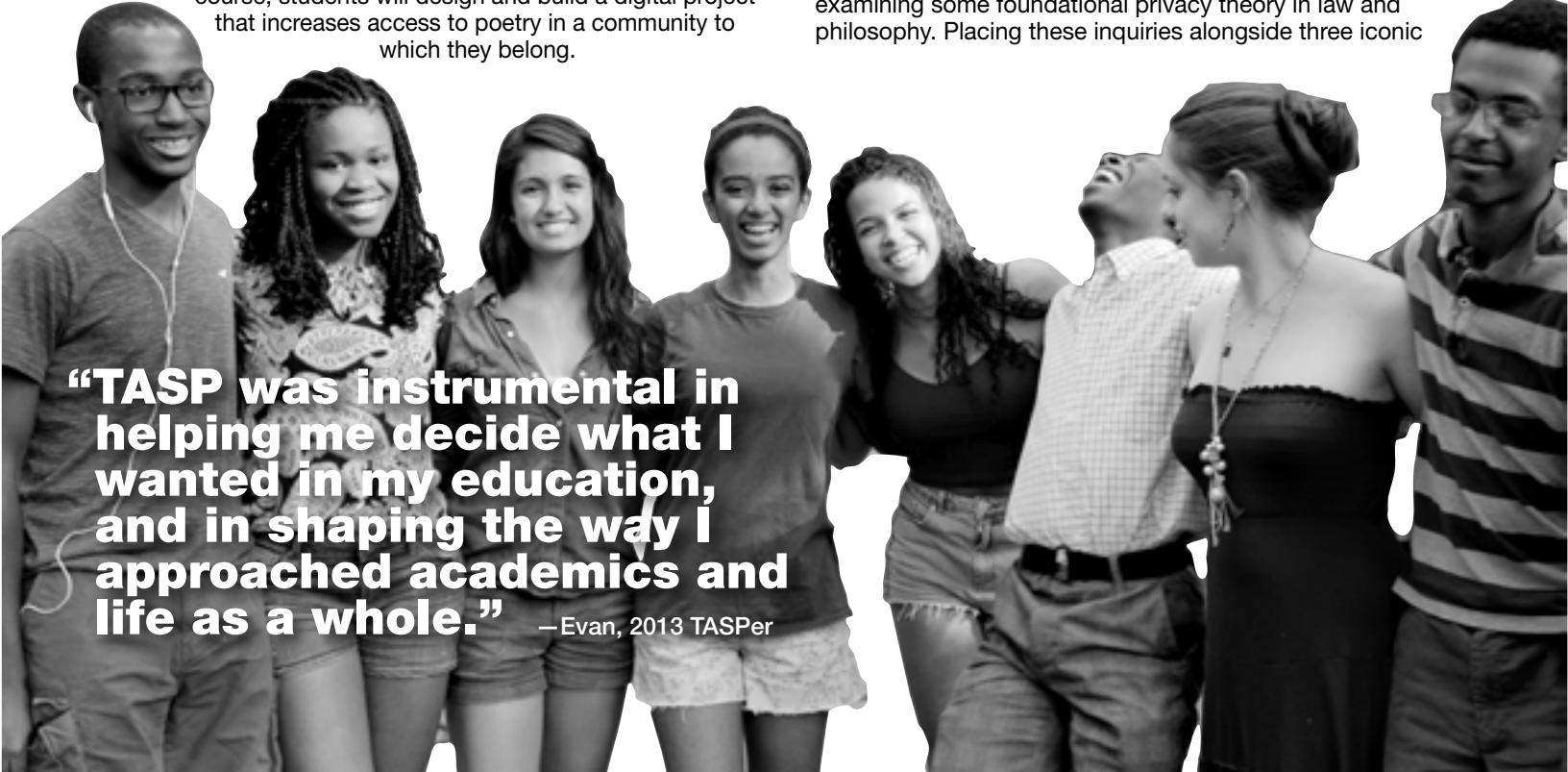
Department of English, Ithaca College

**Corey McEleney,**

Department of English, Fordham University

Since the turn of the millennium, debates over government surveillance, corporate data mining, reality television, and the rise of social media have highlighted a deep ambivalence about whether privacy is something we want—and indeed, whether privacy exists in the first place. Scholars working in the fields of philosophy, the law, political science, history, literary studies, and visual culture have long wrestled with privacy. Is privacy a basic human right or merely an escapist illusion? Is privacy worth clinging to or is it something we must and should relinquish? As privacy becomes more elusive in the age of constant government and private surveillance, how do we maintain sovereignty over our bodies, ideas, and properties?

This course will examine these urgent questions by focusing on how writers, photographers, legal scholars, philosophers, and filmmakers have attempted to represent both the maintenance and erosion of privacy. We will begin by examining some foundational privacy theory in law and philosophy. Placing these inquiries alongside three iconic



**“TASP was instrumental in helping me decide what I wanted in my education, and in shaping the way I approached academics and life as a whole.”**

—Evan, 2013 TASP'er

# Summer Programs 2016

literary texts—Franz Kafka’s *The Trial*, William Shakespeare’s *Romeo and Juliet*, and Herman Melville’s “Bartleby, the Scrivener”—we will look at characters who retreat from social responsibility in ways that have shaped notions of individualism and the private sphere. We will then turn to the effects that the development of photographic, cinematic, and surveillance technologies have had on contemporary citizens’ understanding of the right to privacy. Our focus will then shift to contemporary writers whose works intervene in these debates. Throughout the course, we will take up the question of whether privacy is a privilege enjoyed only by those with access to wealth, power, and positions of cultural status. Conversations about contemporary topics such as the War on Terror, Black Lives Matter, LGBTQ rights, among others, will help to complicate and expand our notions of privacy. We will conclude with an investigation into the future of privacy.

## Michigan I TASP

### Archetype and Contemporary Art

**Justin Kim**, Lecturer of Art, Smith College and Studio Art, Deep Springs College

**Jennifer Rapp**, Colorado State University-Pueblo and Self to Soul Education, LLC

After the upheaval of more traditional values in the wake of 20th century modernism and postmodernism, what are the cultural priorities today? Have any aspects of human experience or values changed in a fundamental way? If so, are there any essential aspects of more traditional humanism that have endured and may provide some perspective on these other changes? The term archetype can refer to the content and form of consciousness that extends across different human experiences (historical and cultural periods, geographical locations and modes of expression). It can also point more generally to human values and sources of meaning that have persisted—in a manifest way—over time. Are we living through a “new humanism” in which concepts of essential human experience and values are no longer viable? This course engages these questions through formal and critical examination of visual and literary works of art.

Using a range of primary sources including artwork and readings from philosophical, literary and critical texts, we will work collaboratively—moving from more traditional foundations through the key developments in modern art—to gain perspective on contemporary “metaphysical commitments.” If such commitments exist today, how are they manifest in art? If not, to what end is art made today? Is it possible to speculate about future developments? We will consider these questions while also providing students a background from which to evaluate the larger trajectory of art and culture.

## Michigan II TASP

### “BLACK LIVES MATTER”: Race, Gender, and Resistance in Pan African Cinema from Algiers to Ferguson

**Natasha C. Vaubel**, Independent Scholar

**Audrey McCluskey**, Department of African American & African Diaspora Studies, Indiana University

This course examines films that document and engage the struggles of black peoples for voice in the face of systems of oppression and violence in the United States, Africa, and throughout the African diaspora. We will view documentary and feature films from Africa, the Caribbean, and the United States, focusing on three major themes: 1) questions of gender and in particular of the roles of women as unique targets of sexual violence during slavery, as leaders of the Civil Rights Movement, and beyond, 2) impacts of race across different times and sites of oppression and resistance, and 3) the importance of the arts—film, poetry, and music—both for documenting specific struggles and contexts, and as tools for forging change.

We will start with *The Wretched of the Earth*—Frantz Fanon’s analysis of African anticolonial resistance—and Gillo Pontecorvo’s *The Battle of Algiers*, along with other key texts and films of black revolution. These works have been used by community activists and national leaders to understand and combat organized violence against black peoples from the 1950s to the Watts Uprisings, from the Black Panthers to current movements like “Black Lives Matter.” Then through recent documentaries, feature films, and other media addressing historic and current issues and events, we will examine the legacies and impact of past struggles, and the many challenges we face today in resisting violence and inequality.



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**June 26–August 6, 2016**

## HOW TO APPLY

We accept applications at [tasp.tellurideassociation.org](http://tasp.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 juniors are invited to apply to TASP. High school juniors from historically underrepresented groups—especially students of color and those from financially disadvantaged backgrounds—are encouraged to apply.

The application requires essay responses because we want to learn more about your personal and academic interests and abilities. We hope you find the experience of writing the essays personally challenging and rewarding. Your application will be judged not only on your demonstrated talents, but also your potential for future development and how TASP can contribute to that development. Applications must be submitted online or postmarked by **Tuesday, January 26, 2016**.

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.

For answers to common questions about the application and the program: [tellurideassociation.org/tasp\\_faq](http://tellurideassociation.org/tasp_faq)

Further inquiries should be directed to:  
[tasp-queries@tellurideassociation.org](mailto:tasp-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 TASP faculty are ineligible for the program.

The 2016 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.

**Funding support for Telluride Association's Summer Programs is provided by the Jack Kent Cooke Foundation ([www.jkcf.org](http://www.jkcf.org))**



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