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Johnson Essay Contest On TA Purpose and Plan

Deadline is January 6th

Cash awards for essays written by Association alumni. For more information visit:

http://www.tellurideassociation.org/programs/us_awards.html



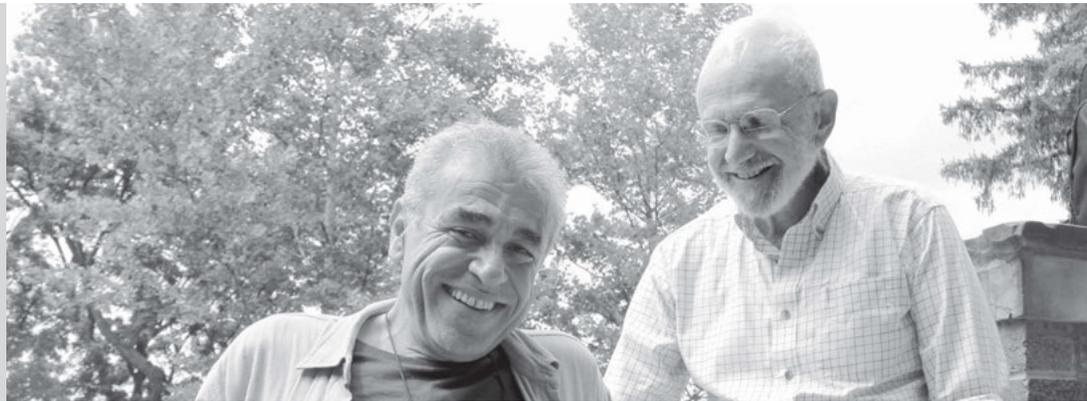
TASS & TASP Deadlines

All Nominations Due December 1st

TASS Applications Postmarked or Submitted Online: January 7, 2016

TASP Applications Postmarked or Submitted Online: January 19, 2016

http://www.tellurideassociation.org/programs/high_school_students.html



First-time faculty Omar Yousef and TASP veteran Neil Hertz

TASP Faculty Veteran and Newcomer Reflect on Their Experiences

Neil Hertz's 6 TASP's Span Over Five Decades of Teaching

By Joseph Fridman, SP'12 CB'13 TA'14

This past summer's Cornell I program, Thinking About Cities: In Particular, Jerusalem, was taught by TASP veteran Neil Hertz, Professor Emeritus at Johns Hopkins University, and first-time faculty Omar Yousef, from Al-Quds University. We sat down with both to discuss the experience.

Neil, would you mind talking a bit about your personal history and how you learned about this opportunity?

I was teaching at Cornell in the '60s and before the summer of 1964 two literature teachers were planning on doing a summer program. One was David Grossvogel, who was in the French department, and the other was Paul de Man. Some time before the summer, Paul de Man said he had to be in Zurich and asked if I would take his place, so I did. And that year, because Grossvogel was doing something very different from what I imagined myself confident to do, we split up. He met the students for a couple of hours in the morning and I met them for a couple of hours in the afternoon. He was doing a course on the theme of Don Juan: e.g., Mozart's opera; Byron's poem; and a whole bunch of other texts. I was doing a sort of How to Read Poetry.

What was your first impression of Telluride and of TASP and how did that change as you grew more familiar with it in practice?

I remember some of the kids that I taught and am still in touch with some of them. One of them is Joshua Wilner [SP64 CB65 TA67—eds], who's a former chair of the English department at CCNY. I went to the City University Graduate Center and saw him a few months ago. Telluride in the '60s was where Allan Bloom was teaching. It was full of people who were good at Greek and whose politics were very conservative. I and my co-teacher, Grossvogel, put forward a young woman to be preferred, and the House turned her down. She was a young black woman from a public high school in Alabama who seemed to us very smart. The primarily male, conservative group that was more or less the voting majority in the House was saying things like "she's bright and all that but she wouldn't fit in here." I don't know if they used the word "fit in," but basically it was "we would not be doing her a favor"—that particular euphemism. And she came to Cornell and lived in the dorms, and did very well her freshman year. She stayed and majored in Philosophy and Religion and was in the group that took over Willard Straight Hall in 1969. At that moment the Telluride guy line on her was "she's just too political, she's not here for an education". Then she disappeared and word

TASP Faculty Reflect continued on page 7

New Nunnian Project for Women Attracts Telluridean Interest

by Kate Sutcliffe, MB'14 TA'15



From left to right: Sydney Goldman, Lucy Chen, Dominique Nikolaidis, and Laura Marcus (Arete Project director)

Marcus got in touch with Deep Springs alumnus and Association member John Moriarty DS'05 TA'13. After some planning, in 2014, an organic farm in California played host to 16 undergraduate women and the first year of Arete. This past summer, the project moved to the Arthur Morgan School campus in North Carolina, now expected to be Arete's permanent home.

During their 8-week stay on the property, the students formed a community around the three pillars of intellectual inquiry, democratic self-governance, and labor. Participants lived in open-air shelters, attended class each weekday, performed physical labor, and met frequently as a community to decide how things would be run. The Arthur Morgan School, a 100-acre campus, provided a vegetable garden and animal husbandry opportunities; this year's academic syllabus, taught by Professor Jennifer Rapp, centered around the idea of "decreation."

Program participants discussed a number of issues over the course of the summer. At one point, there was intense debate over the ethics of an opportunity to butcher and eat a sheep and how the community's values would or would not be reflected in that decision. The eventual consensus to proceed with the sheep slaughter ended up spinning off several side projects, including using the sheep's brain to tan its hide.

Such hands-on learning was especially valued by Marcus. "The immediacy and intensity of [Arete] forces you to engage with questions in a hands-on and practical way," she said.

Adler Prioly SP'04 TA'12 also had a positive assessment of the program when visiting this summer as a TA representative. "The program seemed to serve as a bit of a refuge from institutional academic settings," said Prioly. "Moreover, the participants seemed to find the community genuinely supportive and a constructive and safe environment in which to consider contentious, sensitive or personal ideas."

Prioly was cautiously optimistic about Arete as a potential project partner for TA in the future. "Working with Arete presents a low-risk opportunity for Telluride Association to pursue a new project without having to start from scratch," he said.

Both Marcus and Prioly acknowledged that Arete seeks to grow the diversity of its applicant pool in terms of socioeconomic and racial diversity. Questions remain for TA as well in considering a potential partnership. Can a pre-defined program founded off an existing model present new learning opportunities for the Association? Is an eight-week timeframe an effective use of financial resources?

Regardless of TA's participation going forward, Marcus hopes Arete programming continues to expand. "There are more than 12 or 13 people every year who could benefit from an education like this," she said.

Find out more about the Arete Project at <http://areteproject.org/>.

Long-Awaited Biography Paints Complex Portrait of TA's Founder

By Jacob Krell, CB'12 TA'15

With *The Electric Edge of Academe: The Saga of Lucien L. Nunn and Deep Springs College*, L. Jackson Newell has written what is undoubtedly the most comprehensive history of Telluridean institutions currently in existence. Newell, President of Deep Springs College from 1995-2004, is Professor Emeritus of Educational Leadership at the University of Utah.

The body of the book falls into two parts. The first part tracks L.L. Nunn's personal, intellectual, and entrepreneurial development from his 1853 birth up to his death in Los Angeles in 1925. The second charts the entire history of Deep Springs College, up to its current battle to become coeducational.

In what will come as no surprise to those familiar with Telluride, some of the book's most compelling narrative developments involve failure. Particularly interesting is an account of Nunn's first attempt at a primary branch in Claremont, Virginia, which collapsed when a majority of its members enlisted to fight in World War I. To watch Nunn struggle with his own ideas about the importance of "service" in Telluridean institutions while his house empties in the name of actual service is poignant and compelling. No less moving is Newell's excellent treatment of Nunn's sexuality, which teetered the line between homosociality and homosexuality at a historical moment when one was *de rigueur* and one was taboo.

Newell's fluid prose is enhanced throughout by extended quotes from archival materials presented in full or near full, as well as an array of photographs. He is quick to offer praise to his

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L.L. Nunn, in his 30s

forebears, routinely thanking Telluridean historians for collecting and presenting in usable form many of the documents he relies upon. While reading his own careful presentations and exegeses of letters, reminiscences, and legal documents, one cannot help but think that Newell himself will someday be thanked in a similar fashion. If there is to be a scholarly literature on L.L. Nunn and his educational institutions, Newell's book will play a foundational role in the project.

One regret for this reviewer is the book's failure to engage extensively with broader historical scholarship. In his introduction—the one part of *The Electric Edge* which does enter explicitly into historiographical debates—Newell situates the book within a scholarly literature dealing with the history of progressive reforms in American higher education, reforms that aimed to create “alternative models of undergraduate education driven by ... coherent educational philosoph[ies].” And indeed, if there is a broader story with which the narrative of Telluridean education converges, it is this one. Future scholars of Telluride and Nunnian education would do well to expand upon this moment of historical convergence.

By writing a book with such scope and sweep, Newell has produced a work that will be perhaps most appealing to those who find Telluridean history fascinating in and of itself; namely current and former Associates, program participants, and Deep Springs students. As interesting as the deep, geological history of the Deep Springs Valley, for example, may be—the focus of an entire chapter in Newell's monograph—it is hardly a topic appealing to generalists. This is only problematic to the extent that we wish to engage with a more extensive public, and it is not intended to detract from Newell's accomplishment. But a scholarly literature that would present the broader implications of Nunn's history and legacy to a broader readership remains to be written. In the absence of such a literature, *The Electric Edge of Academe* instead sounds a question that ought to drive future historical scholarship into Telluridean institutional history: *who is Telluridean history for?*

Jacob Krell is a Ph.D. candidate studying modern French intellectual history at Cornell.

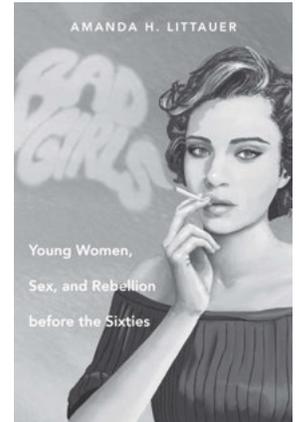
Scholar Studies Changes in Sexual Culture in '40s and '50s

Amanda Littauer, CB86 TA96, has just published her first book *Bad Girls: Young Women, Sex, and Rebellion before the Sixties*, with the University of North Carolina Press. Littauer is an Assistant Professor for the Center for the Study of Women, Gender & Sexuality, and the Department of History at Northern Illinois University. We asked Amanda about the book and the light it sheds both on an important era and ongoing struggles that emerged from that time.

Tell us a little about what your book is about.

The book is about adolescent girls and young women in the United States during the 1940s and '50s whose nonconforming acts and attitudes pushed the limits of mid-century sexual culture and catalyzed the “sexual revolution” that followed.

Though these women and girls lived one generation too early to join a movement challenging conservative sexual morality, sexual desire was a driving force in their lives. Today, seeing the 1940s and 1950s as a time of “sex rebellion” seems strange, but worried observers at the time used this term—as well as “sex revolution,” an “addiction to promiscuity,” and a “morals revolt”—to describe changes in sexual culture. The book makes the argument that there were historically significant changes in sexual culture during and after WWII that came before the more widely recognized sexual revolution, and that those changes were driven by women and girls, who often suffered personally as a result. Pickups and “victory girls” during World War II; B-girl drink solicitors in the 1940s and 1950s; women and girls responding to Kinsey's Female Report; and teen lesbians, girl “delinquents,” and going steady girlfriends of the postwar decade all lived in the so-called “gap” between formal sexual standards and widely acknowledged transgressive sexual practices. They drew attention to intense contradictions in postwar sexual culture in a range of ways: by exposing the hypocrisy of the sexual double standard; by revealing the pervasiveness of premarital and extramarital heterosexual intimacy; by creatively evading adult and public control over their sexual lives; by contributing and responding to a new generation of social scientific studies about sexuality; by crafting alternative sexual standards—such as “in-love morality”—that justified heterosexual experimentation; and by co-opting dominant cultural values—such as domesticity and maturity—in representing same-sex desire.



Why are the narratives that we tell about the Sexual Revolution important?

In popular and political culture, commentators often romanticize the wartime and postwar years as the calm before the storm of social and cultural upheaval that they associate with the 1960s and '70s. Historians have shown that, in fact, there were strong currents of postwar liberalism that competed with conservative ideologies, but this revisionist literature has largely overlooked the significance of average women and girls in challenging dominant sexual mores. If we want to understand the forces that prepared the ground for the open revolt against heteropatriarchal sexual morality that erupted in the late 1960s, we have to look past organized social movements and into everyday life.

When I'm teaching about sexual and other liberation movements of the late 1960s, I often hear students comparing their own generation to that one and downplaying their own ability to create social change. They see the social action gold standard as large-scale, confrontational public protest, and most of my students can't see themselves taking part (though some of them can and do partake in actions like the Chicago Slut Walk and #blacklivesmatter protests). I hope that my research helps show girls, young women, and queer youth that whenever they insist on their right to gendered and sexual autonomy—even when doing so promotes their own self-interest—they are part of an ongoing struggle against oppressive forces and norms.

Changes in Sexual Culture continued on page 4



Changes in Sexual Culture

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Was there anything in particular that you discovered in the course of your research that surprised you?

I was surprised by elements of the research from the beginning, which was in graduate school at UC Berkeley. I came across a reference to 1953 legislation making it a misdemeanor in the State of California to earn compensation for soliciting drinks. I wondered why authorities would create such a law and started digging. Following leads into the recesses of the law library, I found hundreds of pages of legislative hearings, police records, and liquor agency reports. I didn't get into history for the "detective" experience, but it really was exciting. I ultimately argued that female drink solicitors—known at the time as b-girls—had become caught up in the politically controversial transition in liquor regulation from the state tax board to a devoted liquor agency. To my surprise, I ended up writing a paper that was largely a story of postwar government administration and urban history. But I also found several hundred transcripts of hearings about the specific activities of b-girls—as well as newspaper articles published when the scandal hit the public—that gave me deep insight into their professional subculture, gendered and sexual practices, and the rapidly shifting line between commercial and casual sex in the 1950s.

Do you find your academic work informing your life outside of academia, and how?

My research does inform my parenting of two daughters. I dedicate the book to my girls, Zoë and Lilah, whom I say that I hope will find pleasure, adventure, and autonomy in their relationships and in their lives. My partner and I have spoken openly with the girls about emotional, relational, and sexual health since they were toddlers. We also help them develop media literacy; they enjoy "talking back" to shows and product lines that promote harmful gender and sexual stereotypes by doing things like creatively altering Barbie dolls. I love online resources like A Mighty Girl (<http://www.amightygirl.com/>) and Birds + Bees + Kids (<http://www.birdsandbeesandkids.com/>) and recommend them to those looking to raise thinking, caring, and empowered children of any gender.

STAY IN TOUCH

For more information about how to stay in touch with Telluride or to support the Association's work, contact:

**Alumni Development Officer Matt Trail SP81 CB82 TA84
at matthew.trail@tellurideassociation.org.**

You can also find Telluride at www.tellurideassociation.org or visit our social media sites on Facebook, Twitter, and LinkedIn.

Please use the back page of the Newsletter to tell us your news and update your contact information.

Thank you.

Inaugural Cornell TASS Delights Faculty

By Lyrae Van Clief-Stefanon and Dagmawi Woubshet,
Cornell TASS 2015 Faculty

As professors who have been teaching for over twenty years, and have had some exceptional courses in the past, we can truly say this was the most rewarding and inspiring teaching experience we have had. The true reward was the chance to work with this exceptional group of students. Their maturity, commitment, generosity toward each other, and especially the way they responded when pushed, all made this group the ideal students to teach and to learn from. The TASS program's emphasis on critical black and ethnic studies, the emphasis on diversity, and a classroom full of students of color, also greatly contributed to the success of our course—Ascending Melody: Contemporary African American Creative Arts and Critical Thought.

Over the course of six weeks, students read assigned books of poetry and novels by James Baldwin, Sonia Sanchez, Carl Phillips, Natasha Trethewey, Elizabeth Alexander, and Toni Morrison. They also read several shorter creative pieces and critical essays outside the required texts. They listened to interviews and watched documentaries. They attended a staged reading at the Kitchen Theater. They travelled to New York City to view an exhibit of Jacob Lawrence's Migration Series at MoMA. Throughout they honed their critical and creative thinking and writing skills via essays, poems, journal responses, in-class writing assignments, discussions, debates, and movement exercises. The breadth of material was necessary for us to convey the riches of contemporary African-American creative and critical thought. Not only did it give students a glimpse of the rich possibilities for exploring black culture and life, it also enabled a genuinely intersectional approach.

One of our primary goals was to empower our students with a critical vocabulary to interrogate race in American life, and by the end of the term it was clear that our students thought about race in historical, contextual, and theoretical terms. They felt comfortable addressing complex and fraught themes, and translating their thoughts both into works of criticism and into creative arts. Another primary goal was to disrupt and break down the binaries between critical and creative writing/production. The students produced *ars poetica*, ekphrastic and rhyme royal poems, and close readings in essays that adopted poetic argumentation. And while they could appreciate the particular properties of genres and subgenres within poetry and prose, they could at the same time transgress these divisions so often reified even in the most progressive literature departments. For these students, interdisciplinarity was not simply a buzzword; it became a practice. They left able not only to tell you about sentence variance and how one might use it to craft an argument, but also to craft a poem in rhyme royal in which it was deployed. They also left with the ability to craft a critical essay, having learned how to find an idea worth exploring and how to make a substantive argument that they could sustain over several pages. They learned to do this not by rote, but by paying attention to what moved them, what excited them about a passage, an image, a word.

However exhilarating, this was not an easy undertaking. The pace was grueling and the readings difficult and dense. Yet, our students appreciated the challenge of high expectations and that we taught



them with the same rigor as we would teach our advanced college students. And we appreciated the way they rose to that challenge and in the process taught us a great deal about texts we have read and taught countless times. Their maturity and brilliance was evident from the outset, so it was easy for us to establish a great working rapport with them. But what we did not expect was the profound impact they would have on us, how we would come to love them, and how we are now giddy with anticipation of who they will be and what they will accomplish. As we often told each other, God was in a creative mood when he made this bunch of kids.

This has been a rare experience for the two of us—as best friends, intellectual collaborators, colleagues, thinkers and writers in the world—so much so that we are determined to do it again.



Cornell TASS Faculty Lyrae Van Clief-Stefanon and Dagmawi Woubshet



Cornell Senior Vice Provost for Undergraduate Education Laura Brown visits TASS.



Cornell TASS students having a discussion in the Striped Room.

“As we often told each other, God was in a creative mood when he made this bunch of kids.”

Telluride Receives Grant from Jack Kent Cooke Foundation

Telluride Association has received a grant for \$50,375 from the Jack Kent Cooke Foundation in support of its summer programs. The funding will support staff time for enhanced recruitment activities focusing on recruiting students from financially disadvantaged backgrounds. It will also expand Telluride’s ability to provide work replacement and travel subsidies for summer program participants to attend the programs and post-program mentoring events.

The Jack Kent Cooke Foundation (www.jkcf.org) is dedicated to advancing the education of exceptionally promising students who have financial need. By offering the largest scholarships in the country, comprehensive counseling and other support services to students from 7th grade to graduate school, the Foundation is dedicated to ensuring high-performing, low-income students have the support necessary to develop their talents and excel educationally. In addition to its scholarship programs, the Foundation provides grants for innovative, high-impact initiatives that benefit such students. Founded in 2000, the Foundation has awarded \$130 million in scholarships to 1,900 students and over \$80 million in grants.

“I’m very excited at the many possibilities for working together. This could be the start of a meaningful relationship between our institutions.”

—HAROLD LEVY
CB74 TA75, EXECUTIVE DIRECTOR,
JACK KENT COOKE FOUNDATION

David Goldey CB54 TA55 SPF66 Memorialized with Oxford Scholarship

Lincoln College, Oxford has established the David Goldey Scholarship in Politics to commemorate the life and service of the long-time Lincoln College tutor. Goldey passed away in 2014. Interested alumni can contact the Lincoln College Development Office or Telluride office for more details. American citizens can also contribute via Americans for Oxford, Inc, a US nonprofit, at http://www.oxfordna.org/giving_how.htm.

Meet Telluride's Newest Members

By Lian Zhu MB'10 TA'12



Conor Hodges

Conor Hodges is a second year student at CBTA and Cornell studying Government and History. On campus he works with several organizations through the Public Service Center, the multicultural funding board ALANA, and is member of the debate team. This past summer he was the inaugural program assistant at the Indiana University TASS.



Claire Horan

Claire Horan participated in TASP 2002 and worked as a factotum at the Cornell TASP in 2011. She has been teaching in Seattle and rural Alaska for the past five years, and began law school this fall in Boston. She loves to hike, run ultras, play ultimate frisbee, and knit.



Jacob Krell

Jacob Krell is an Austin native currently based in Ithaca, where he lives at CBTA and is slowly hacking out a Ph.D. on Modern French intellectual history. Otherwise, he periodically writes art criticism, watches movies, and plays pinball as frequently as possible.



Maia Mareš

Maia Mareš attended TASP in 2009 at the University of Michigan, was a factotum for Cornell I TASP in 2014, and participated in the Arete Project in the summer of 2015. She graduated from Amherst College last year with a degree in Sexuality, Women's, and Gender Studies. She is currently working at a nonprofit in Minneapolis and living with her former TASP roommate.



Julian Menzel

Julian Menzel was a Michigan TASP in 2012 and a founding member of Telluride's New Haven Chapter. He's currently a junior at Yale studying physics and math. Outside of class and Telluride he works as a math tutor and volunteers on a student-led campaign to improve Yale's financial aid policies. He enjoys getting outside and listening to music that was made before he was born.



Chinelo Onyilofor

Chinelo Onyilofor comes from a suburb next to Annapolis, Maryland, and grew up with a mixture of Nigerian and American heritage. She was at CBTA from 2014 through 2015, and graduated last May with degrees in Chemistry and Art History. She recently started a Master in Public Health program at George Washington University in D.C. and is working part-time at a local research institute. Chinelo was also the recipient of Telluride's Mansfield-Wefald Prize for best senior thesis in 2015.



Kathryn Sutcliffe

Kate Sutcliffe is a second-year MPH student at the University of Michigan studying epidemiology. Her research focuses on antibiotic resistance and hospital-associated infections. A current resident of MBTA, she's also interested in biodiversity, land and water use, and Irish stepdance.



Zakiya Williams Wells

Zakiya Williams Wells is a Cornell junior and CBTA resident from Long Island, New York. She is pursuing a bachelor's degree in Industrial and Labor Relations, and spends much of her time organizing undergraduate students on campus. She attended TASS in 2011 at Indiana and TASP in 2012 at Cornell, and spent this past summer working as the Program Assistant for the pilot TASS program at Cornell.

TASP Faculty Reflect

continued from page 1

got back that she had gone to Nepal and then the Telluride line was “Ah, she’s flipped, it was all too much for her: the politics, being a minority student, all that was going on, she’s over the hill.” What she was doing in Nepal was studying with a Tibetan priest, a monk, learning the language, translating holy texts. And she’s now a Professor Emerita and I bet if I could find those guys they would still be saying, “Well...” I think the feeling I get now is that it’s very, very different, both in the House and certainly with the kids we’ve been teaching. And I went on to teach in 1967 (“The Reading of Literature”—eds) and again in 1970, a course on reading poetry and fiction and in 1980, a course on the 1848 revolution in France and the Chartism movement in England. In 1998 I taught a course with a city planner from Cornell on Chicago, featuring literature and some urban sociology.

I’d love to hear a bit about how Neil pitched Telluride to you, Omar; how he explained that and how it might have compared to the TASP you showed up to teach.

I think the initiative was of Professor Hertz. He had the idea and talked to me about it. In general, I have a very good experience with him as we taught in Palestine, and the way he also explained this program, as it supports new students and people from underprivileged backgrounds, in one or another, and looks for the talented ones. Usually I trust his judgement, so that was an important factor in luring me into this. So it took place, because of his initiative and his intense activities of coordinating and doing the things to make it happen.

Can you talk a bit about the rewarding aspects of teaching this particular age range, and the challenges of teaching a cohort and format like this one?

Neil: We’re getting them before they’ve solidified a professional sense of themselves, and that’s a blessing. It means they’re intellectually curious, they’re sharp, and on most days they’re awake. They’re open to a variety of things—not that that’s not the case with undergraduates, but it’s less and less the case as the pressures of society and economics weigh on parents and bright children, making them think earlier about where they’re headed professionally.

Omar: For me, it was an interesting experience, also to see all these kids, who I believe are intelligent, open-minded, and eloquent in the way they understand the things. And that was also challenging for me, to be at the level they expect. Also, how to present such a topic, which can be very controversial, in a balanced manner and in a way that also tries to show the different aspects of it from different angles, and not just an angle that’s pro-something or against something. And that’s why I think the reading was well-chosen and well-balanced. We tried also to give space to all the different opinions there, to really give the students an open-minded approach to content, and we were ready to discuss any controversial issues that appeared. This was important also, that we would not focus only on our ideas and that’s it. And the students were very adept, very active and interactive, and one of my challenges was how can I read everything so that they don’t see something and ask me about it and I don’t know [laughs]; it was also a lot of reading for us. We tried to look for the right questions for them—we didn’t lecture a lot, we didn’t lecture at all. Sometimes we had to explain certain things, but it was important to encourage the dynamics of discussion

and reflection between them. We would guide them to explain certain things, but we were open to their dialogue with the readings and what they come up with.

I don’t mean to double back too far, but could you give a brief description of the course as you would present it? There seems to be a broad theme and a more practical, applied focus.

Neil: Well, we wanted to start with readings that had nothing to do with Jerusalem, but raised certain issues about attachment to place. So we started with some rather old texts from the ‘70s and ‘80s—Kevin Lynch, a Berkeley urbanist named Allan Jacobs—about looking at cities, about orienting yourself in cities, about the feelings of attachment to place. All sorts of things that had no mention of Palestine: talking about Philadelphia; talking about San Francisco and Boston; but generally laying out a vocabulary about the notion of place, space, and territory and attachment. Then we started reading various things about Jerusalem, beginning with some historical things from way back, from before the Middle Ages, throughout them, and so on. And then we started reading stuff about contemporary urban politics and urban planning, going back to the ‘70s to the moment where the Israelis had captured East Jerusalem and were setting up a plan for the entire unified city, and bringing it up to contemporary urban conflicts and that’s sort of where we were. In the last few days we’ve been doing poetry and we’ll be doing some graphic novels tomorrow, and that’ll be the dessert for this course.

Omar: So, practically, we were interested in also giving them an idea about cities, something which also applies not only to Jerusalem but would apply to Ithaca or to the cities from which they come.

Neil: We even took them for a walk in Ithaca.

Omar: Exactly, so it was important—the name of the course was “Thinking About Cities: In Particular, Jerusalem,” so we had a good part, maybe 25% of the readings were things about cities in general, history, interesting urban concepts, and ways to understand cities, to analyze them. To see the legibility, the imagibility, the collective memory, and all these things. We also wanted to show what the meaning of Jerusalem was for all three religions, so we gave them readings into them. Then we began to go more specifically into the history of Jerusalem, the recent developments in planning and urban planning.

So that’s something that you have personal experience with, having worked in urban planning in Palestine and Israel, I believe?

Omar: Yes, I’m a practicing architect so I’m teaching but also doing work in this area in architectural design and alternative urban planning.

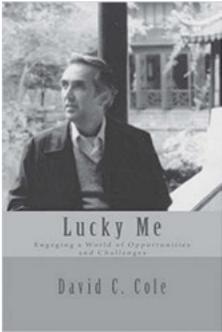
If you have any recommendations for readers of the Telluride Newsletter on maybe sources to consider on the topics or things that you’ve had exposure to that you think more people would benefit from intellectually or personally...

Neil: Well, the one book that Telluride bought for everybody comes from a group that calls itself Conflict in Cities and they’re based at Cambridge University. It’s called *The Struggle for Jerusalem’s Holy Places* and it’s a relatively short book—7 chapters—and it’s very current, beautifully written, lots of illustrations, very good maps, and it’s probably as good an introduction to the contemporary situation in the city of Jerusalem (not in Palestine or Israel generally), probably the best I know. I would be delighted if that got disseminated to serious-minded readers through Telluride.

Omar: I would agree with that.



1940s



DAVID COLE, DS45 CB48 TA49, recently published his memoir *Lucky Me: Engaging a World of Opportunities and Challenges*. In it, Cole describes a life of engagement in the challenges of economic development in a destitute China (1946-47), war-torn Korea (1951-52), divided Vietnam (1955-1957), and post-Sukarno

Indonesia (1966-71). It also relates the author's subsequent experiences helping South Korea enter onto its high growth trajectory and Indonesia to modernize its financial system. Interspersed are vignettes of academic life at Deep Springs College, Cornell University, University of Michigan, Vanderbilt University and Harvard, and the challenges of working with the Navajo Nation to extract revenue and reduce pollution from exploitative coal-mining and power companies, as well as trying to devise an appropriate and viable approach to rural development in Sudan.

This year David and his wife, Betty Slade, have been involved with the Korean Broadcasting Company producing a documentary on Korea's dramatic economic development since independence in 1945. David is the presenter, the "David Attenborough" as he was told, and the four-hour documentary starts with scenes of him sailing his catboat near his home on the Westport River in Massachusetts, and ends with him giving an optimistic assessment of Korea's future as he gazes across the Han River in Seoul. This project has stirred the interest of some Indonesian colleagues who are asking David's help in producing a similar documentary about Indonesia's progress over the past half-century. The documentary, "Korean Economy 100 Years of Drama," is accessible at ondemandkorea.com.

1960s

ERIC SCHNEIDEWIND, SP62 DS62, is the President-Elect of the AARP. Schneidewind, from Lansing, Mich., is a retired attorney and of counsel to the Varnum LLP law firm, where he specializes in energy law. As a public servant, he was chair of the Michigan

Public Service Commission, deputy director of policy and consumer protection for the Michigan Insurance Bureau and attorney for the Michigan State Housing Authority. His volunteer roles include service as state president of AARP Michigan, secretary for the Great Lakes Renewable Energy Association, and more than 20 years of volunteering at homeless shelters.

DAVID BIENENFELD, MD, SP69, has retired as Professor of Psychiatry at Wright State University after 25 years. He is now working part time at Summit Behavioral Healthcare, a State psychiatric facility. He has also retired from his 90-mile daily round-trip commute and rides his bicycle the two miles to work.

1970s

JANET PIERREHUMBERT, SP70, reports that after 25 years as a member of the Linguistics faculty at Northwestern, she has just started a new position at the University of Oxford as Professor of Language Modeling in the Oxford e-Research Centre.



David Marshall hard at work, 1975 Convention

DAVID MARSHALL, SP70 CB71 TA73, was named Executive Vice-Chancellor at the University of California, Santa Barbara, in 2014. Marshall came to UCSB from Yale University in 1997. He received his Bachelor of Arts from Cornell University and his Ph.D. from The Johns Hopkins University. His research focuses on 18th-century fiction, aesthetics and moral philosophy. Marshall is also currently president of the National Humanities Alliance, based in Washington, D.C., which advances humanities policy in the areas of research, education, preservation and public programs. David's wife **CANDACE WAID** taught a Michigan TASP seminar for

Telluride this summer, and their son **DANIEL MARSHALL** CB'12 graduated from Cornell with an AB in History last May.



Jan Švejnar

The German-based Institute for the Study of Labor has awarded **JAN ŠVEJNAR**, CB71 TA74, the 2015 IZA Prize in Labor Economics. Švejnar was recognized for his work on economic issues in labor, development and the transition from socialist to market economies. Švejnar is the James T. Shotwell professor of global political economy and director of the Center on Global Economic Governance at Columbia University's school of International and Public Affairs in New York and a chairman of the executive and supervisory committee of CERGE-EI in Prague.

BRAD EDMONDSON's, DS76 CB80 TA90, latest book is *Postwar Cornell: How the Greatest Generation Transformed a University, 1944-1952*. Through first-person recollections of 67 Cornell alumni with contemporary letters, articles, and diary entries from 1944 to 1952, he brings to life the crisis that re-made American higher education in the years after World War II.

TONY WUERSCH, SP76, is living in Providence and happily employed at Wayfair in Boston's Copley Place as a senior software engineer.

WILLIAM VOLLMANN, DS77 CB79, received a glowing review this summer in the *New York Times Book Review* for his latest (and last?) book, *Last Stories and Other Stories*. Notes reviewer Kate Bernheimer, "these troubled, voluptuous narratives are deeply concerned with the bewildering effects of trauma and loss. Spanning continents and forms, Vollmann is a dreaming and lucid-eyed pilgrim."

ELIZABETH KOLBERT, SP78, has won a *Los Angeles Times* Book Prize in the Science and Technology category for *The Sixth Extinction: An Unnatural History*.

TERRY PELL, CB79 TA80, President of the Center for Individual Rights, is quoted in the June 30, 2015 edition of the *Los Angeles Times* on the organization's efforts to challenge California's public unions over compulsory dues, a case which will now be heard by the Supreme Court this fall. "This case is about the right of individuals to decide for themselves whether to join and pay dues to an organization that purports to speak on their behalf. We are seeking the end of compulsory union dues across the nation on the basis of the free-speech rights guaranteed by the 1st Amendment," said Pell.

1980s

VANESSA GORMAN, SP80, published *Corrupting Luxury in Ancient Greek Literature*, co-authored with husband Robert Gorman, with the University of Michigan Press (2014). She has also been promoted to Full Professor of History at the University of Nebraska-Lincoln. She and her husband are both among the founding co-editors of the Digital Athenaeus Project (<http://www.dh.uni-leipzig.de/wo/projects/open-greek-and-latin-project/digital-athenaeus/>) coordinated through the Digital Humanities Program at the University of Leipzig. They are working on a collaborative project that uses dependency syntax treebanking to determine questions of authorship in ancient Greek prose.



Mike Millette at the 1984 Convention

MICHAEL MILLETTE, SP82 CB83 TA84, retired as partner and managing director at Goldman Sachs last year, having worked in the firm for 21 years and having been a key figure in the development of the catastrophe bond and ILS market since the mid-1990's. In August, Millette launched a company called Hudson Structured Capital Management, as an investment management firm focused on insurance, reinsurance and transportation.



Williams College TASP 1985

In March 2015, Professor **JERRY KANG**, SP85, was named UCLA's inaugural Vice-Chancellor for equity, diversity and inclusion. Kang holds faculty appointments in law and Asian American studies.

Kang's fellow Williams TASP **ANGIE MUHS**, SP85 is executive editor at the State Journal-Register in Springfield, Ill. She has a 13-year-old son and a 7-year-old daughter.

ALAN SCHWARTZ, SP87, was named the Michael Reese Endowed Professor of Medical Education at the University of Illinois at Chicago. He also received the 2015 John Eisenberg Award for the Practical Application of Medical Decision Making from the Society for Medical Decision Making. He and his colleague Saul Weiner, MD have a new book forthcoming from Oxford University Press New York entitled *Listening for What Matters: Avoiding Contextual Errors in Health Care*, reporting the results of a decade of research using actors and patient-concealed audio recorders to study medical errors in failures to individualize health care.

ANNA AGBE-DAVIES, SP88, has been awarded tenure and promoted to Associate Professor at the University of North Carolina, Chapel Hill. Her book, *Tobacco, Pipes and Race in Colonial Virginia: Little Tubes of Mighty Power*, has been published by Left Coast Press.

1990s

JESSICA LISSY TREY, SP90 TA95, writes that she is living in Brooklyn and starting her 12th year at the Hannah Senesh Community Day School as a Judaic Studies teacher. Next year she'll have Eli Baum (**RICH BAUM'S** SP86 CB87 TA88 eldest) in her 8th grade class.



Jessica Lissy Trey and family, Noemi, Charlie, Eitan, and Jeff



Jessica Cattellino (right) at CBTA with Ursula Angell (nee McClelland) SP89 CB90 TA92 and Shep Smith DS88 CB90 TA91

JESSICA CATTELINO, SP91 CB92 TA93, was awarded the 2014 Annette Kolodny Prize by the Environmental Cultures Caucus and the American Studies Association for her paper "The Cultural Politics of Invasive Species in the Florida Everglades." Cattellino is Associate Professor of Anthropology at the University of Los Angeles, California.



Suzie Hagedorn makes a point at Convention 2015.

SUZANNE HAGEDORN, CB91 TA92, was named Director of the Program in Medieval and Renaissance Studies at the College of

William and Mary last year. In family news, Suzie reports that son Ned, almost 5, is interested in books and writing and dinosaurs and pirates and insects and.....you name it.

ROSAMUND KING, SP91 CB92, has received tenure and promotion to Associate Professor in the English department at Brooklyn College.

KRISTI GRAUNKE, SP93 CB94 TA95, of the Southern Poverty Law Center, was a member of the legal team named winner of the Public Justice Foundation's Trial Lawyer of the Year award. The team was behind one of the largest labor trafficking cases ever brought in the United States, resulting in a \$14 million verdict for immigrant workers.

ADAM MOORE, SP93, is Assistant Professor of Geography at UCLA, where he recently connected with **JESSICA CATTELINO**, SP91 CB92 TA93. Adam reports that he came to UCLA after playing baseball in the Czech Republic. He is enjoying life in California with his wife, six year old daughter Danica, and her pet snails.

DANIEL ALARCÓN, SP94, is the author of "How Do You Define a Gang Member?" in the May 27, 2015 issue of the *New York Times Magazine*. Alarcón is the author of four books, including *At Night We Walk in Circles*, a finalist for the 2014 PEN-Faulkner Award.



Rob Cooper and son, Hal

Former Lincoln Scholar **ROBERT COOPER**, CB95 TA96, works in London for the BBC in their Research and Development department. "I spend my days noodling around in the BBC's archives, working on what's called machine learning approaches to metadata." Rob's wife Anne is a friend from his primary school days and they are the parents of one-year old Hal.

TIMOTHY STEWART-WINTER, SP96, wrote an opinion piece for the *New York Times* Sunday Review in June titled "The Price of Gay Marriage." Tim concludes that "it would be a tragedy if, vindicated by the Supreme Court, many of us proclaim a premature victory, overlooking those of us who are still left out, and many more people around the world for whom the quest for basic recognition is much in doubt." Tim is an assistant professor of history at Rutgers University-Newark and author of the forthcoming book *Queer Clout: Chicago and the Rise of Gay Politics*.

2000s

ALEX YABLON, SP'03, reports that "For the last five years, I've been living in Brooklyn with my wife, Clare Johnson, whom I met at the University of Chicago. Since June, I've been a staff reporter for The Trace, a nonprofit news website that covers guns and their effects on politics, public health, law enforcement, culture, and the rest of American life."

OANA PALTINEANU, CB'08 TA'11, has just published her first novel, *Elephant Chronicles*, which just came out as a free e-book. It can be found at <http://fiction.cc/books/elephant-chronicles/>. Paltineanu, a former Telluride Reese Miller Scholar, is a writer and historian based in Heidelberg. After studying English and Japanese at the Babeş-Bolyai University in Cluj, Romania, she completed a Ph.D. in history in 2013 at the Central European University in Budapest. More recently, she was awarded a fellowship in literature at the Akademie Schloss Solitude in Stuttgart.

2010s

VICTORIA JACKSON, SS'13 SP'14, graduated on June 12 from the Oakwood Friends School in Poughkeepsie, NY. She is attending Ithaca College, intending to major in culture and communications.

GRACE HONG, SP'14, of Reno, Nevada, has been named a 2015 Davidson Fellow by the Davidson Institute of Talent Development. Grace won a \$10,000 Davidson Fellows Scholarship for her project, *The Spaces: Exploring Multi-Ethnic Identities of the Past, Present, and Future*. She is one of only 20

students from across the country to receive this honor. Grace's project consists of a series of short memoirs written to foster a closer examination of race, culture and ethnicity, and presupposes a new way of understanding the identities of people from mixed ethnic backgrounds

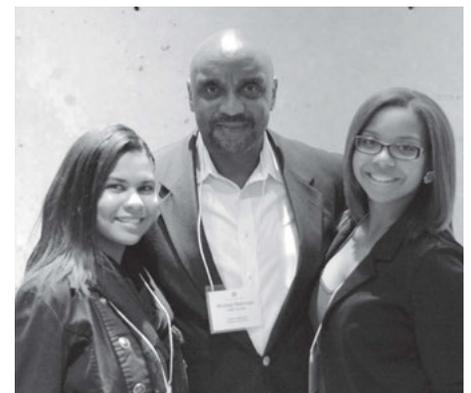
IN MEMORIAM



Edmund Games from the time of his TASP

EDMUND B. GAMES, a participant in Telluride's first Summer Program in 1954, died March 31, 2015 at the age of 77. Games was a former Managing Director of Scudder Kemper Investments, specializing in Latin America.

MARK B. BRIMIJOIN, SP62, passed away January 29th, 2015. Brimijoin spent his working life as a self-employed landscape architect and architectural designer, and donating his time and talents to local charities, most notably serving as Chairman of the Board of the Amherst County (VA) Public Library.



Ahmad Rahman with SS'12 TASSers Sierra Gray and Kendra Stone-Rigg

AHMAD RAHMAN, SPF'12, died from a heart attack September 21st, at the age of 64. Rahman taught African-American and African studies at the University of Michigan-Dearborn and was an expert on black nationalist

IN MEMORIAM

movements. He was also committed to helping the community, organizing a program called Cyberdad aimed at children in metro Detroit without fathers in their lives. Rahman wrote of himself "Much of the energy of us academics goes toward achieving status within academia. Many of the best minds that could challenge and solve problems in the inner city are exclusively occupied writing academic books and articles that have no impact on the most important issues facing Black America. I have sought to avoid this ivory tower phenomenon."

Recalling Martynas Yčas

By Eric Swanson, DS65 BB68 TA69

MARTYNAS YČAS, SP65 BB66 TA68, passed away April 29, 2015.



Martynas Yčas in his customary Convention photo spot

If a Telluride generation spans 20 years, then at least four generations of Telluriders, reaching back to the post-war classes, encountered Martynas Yčas. Martynas, who died in April, experienced every stage of the Nunnian enterprise. Starting as a TAsPer in 1965, he was the only four-year resident of Berkeley Branch (BBTA), including a summer spent at Deep Springs. Joining the Association in 1968, he went on to serve on innumerable committees, and

as custodian, president, and, after graduating, treasurer. For almost fifty years he maintained a durable commitment to Telluride's purpose and plan without ever sacrificing his critical, ironic, and sometimes skeptical faculties.

Martynas and the other residents of BBTA inhabited a Berkeley community in ferment. The Free Speech Movement had inalterably changed the relationships of students to University, and of University to town and state. He founded the Anarchist Free Association, a student political party centered on BBTA, running a candidate slate for the Associated Students of the University of California (ASUC) offices, and maintaining one or two members on the ASUC Senate for several years. The Anarchists handed out flyers and bananas with rubber-stamped slogans as campaign propaganda. There was no particular program, given that the University had largely taken over the administration of the so-called "student funds."

During summer 1967, Martynas and two other Berkeley Branchers attended the Deep Springs summer arts program, a precursor to the Deep Springs TAsPs, and was granted membership in the DS student body. Martynas retained an affection for DS, although, by his own account, he was more impressed by the work program than by the course work. Later that summer, following his own passion, he spent two weeks "as a hanger on of the Berkeley Provos." His evaluation of that experience, in his 1968 membership application, describes it as a turning point:

...it was in rather many ways a pivotal point in my thinking. I

pretty well got rid of my hip thing in which I'd come to doubt the worth of rigorous evaluation while simultaneously deciding from example that a degree of simplistic, experience-oriented anarchic living worked as well as most other forms I'd experienced even in a somewhat hostile area.

Martynas remained somewhat aloof from the strikes and campus occupations of the sixties, never expressing a passionate commitment to any side. He did argue, with his customary mix of syllogism and sarcasm, against donating branch funds to the Oakland Black Panther breakfast program. But he also believed that decisions made at the branch should stay in the branch without recourse to higher authorities in the Association. As an anarchist, he was a strong advocate of self-governance at the ground level.

Martynas attended graduate school at McGill University in Montreal, which was experiencing its own, more violent, season of turmoil fomented by the Quebec secessionists. His dissertation was on "Divergent Thinking and Bilingualism." In 1973, on a visit to his family home in Syracuse, he met his life partner, Anne Griffith. On Halloween of that year they moved to Washington, DC, where they were to remain for 42 years. They married in 1982 and soon after their daughter Eliza was born. His faith in anarchism as an organizational practice cooled. He supported pragmatic, Democratic candidates. And he was devoted to the small community of his family.

Martynas's Telluride views, from his various applications and public statements, remained remarkably consistent. He saw Telluride as a place of refuge for intelligent people who might have found their intelligence unappreciated or even disadvantageous in the larger world. From his original preferment application: "Telluride was to me a novel discovery that there were people whom it was possible to get along with en masse." He valued the freedom and responsibility that life in the Branch conferred on a young student; he also valued the contact with older members. It is somewhat harder to say what maintained his interest for most of 50 years. As a custodian, he wanted to ensure its future. As an archivist, he tried to preserve the past. And, perhaps, it was still a refuge, a place where a now senior member enjoyed the opportunity to match wits and share ideas with younger people just finding their place in the Association's work.

Also Remembered

DAVID B. SPALDING, DS37 CB40 TA40, died December 18, 2012 at the age of 94. Spalding ended his service as a Major in the Army Air Corps in World War II, and graduated with a degree in Architecture from Cornell. Spalding was one of the first to move back into Cornell Branch after the war, and assisted in renovating it for student residence again. David was also a frequent TASP interviewer in its early years.

ARTHUR WISER, CB42 TA42, died March 26, 2013 at the age of 92. Born to missionary parents in India in 1920, Wiser was a senior pastor at the Bruderhof, an international intentional community of Christians.

KEITH GUNDERSON, SPF64, died on October 14, 2013, at the age of 78. Gunderson was a professor of Philosophy at the University of Minnesota, and taught the Princeton TASP "Exploring the Bill of Rights" with Shaw Livermore.

ELIZABETH BOLGIANO GORDON passed away October 2nd, 2015 at the age of 91. Elizabeth served Telluride Association as its Alumni Secretary and Newsletter Editor from 1975 until 1977, worked many years for Cornell University in a variety of positions, and was a very active leader in the Ithaca nonprofit community for decades.





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