



TELLURIDE ASSOCIATION

TASP

TELLURIDE ASSOCIATION SUMMER PROGRAMS

June 26–August 6, 2011

CORNELL UNIVERSITY

Ithaca, New York

UNIVERSITY OF MICHIGAN

Ann Arbor, Michigan



<http://tasp.tellurideassociation.org>

A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL JUNIORS



TELLURIDE ASSOCIATION

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

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

Students participate in a vibrant community experiment.

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

Telluride Association Summer Programs are free.

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

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



Who Attends TASP?

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

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

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

LIFE AT TASP



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

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

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

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

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

LOCATIONS

Two distinguished academic institutions will host Telluride Association Summer Programs in 2011: Cornell University and the University of Michigan. Each host institution has its own distinctive character.

CORNELL UNIVERSITY, founded in 1868, is located in Ithaca, a small city in upstate New York. Cornell combines a strong liberal arts tradition with a commitment to research in the sciences, enabling it to sponsor an unusually broad range of academic endeavors and making it a stimulating setting for two TASPs. Set on a hillside that overlooks Cayuga Lake and surrounded by scenic state parks, the campus affords beautiful views across a broad valley. Breathtaking gorges traverse the area, and the city is a wonderful place for walks, field trips, and picnics. Participants in either TASP live in Telluride House, a residence that houses about thirty Cornell students and additional faculty guests during the academic year. TASPers have access to Cornell's libraries and some athletic facilities and to Ithaca's summer theatre and movie offerings.

UNIVERSITY OF MICHIGAN is in Ann Arbor, a vibrant center of culture and the arts located fifty miles west of Detroit. The "U of M" is a leading public research university with a distinguished liberal arts college and several renowned professional schools. It is also home to the Michigan Branch of Telluride Association, an established living-learning scholarship house near campus with a special focus on public service. Top scholars in a range of fields will lecture to the 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.

APPLICATION

Why Apply for a TASP?

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

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

How Program Participants Are Selected

A student may receive an application for a scholarship to Telluride Association Summer Programs in several ways. Students who wish to apply may download an application from our web site: <http://tasp.tellurideassociation.org>. Applications are mailed to students who receive a high score on the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), or who are nominated to apply by a teacher or counselor.

The application process is more rigorous than most college admissions procedures, and each application is given serious, thorough attention. Because TASP is an experience in community living as well as in intellectual growth, we try to select students who demonstrate respect for others and who are flexible enough to enjoy the challenge of interacting with people whose perspectives and experiences vary enormously. We also try to evaluate the accomplishments of all applicants in light of their circumstances. In this way we hope to ensure geographic, economic, and racial diversity. So while they help us identify promising candidates, test scores have only a limited influence on our decision. We're much more interested in the essays written for the application. These essays give applicants a chance to characterize themselves and to demonstrate their curiosity, independence of thought, and concern for social and political issues.

Completed applications must be postmarked no later than **January 21, 2011**. We encourage you to visit our web site (<http://tasp.tellurideassociation.org>) and apply online. If you apply online, your application can be submitted a few days later, on **January 24, 2011**. Each application is evaluated by two or more trained readers, most of whom are current college students who have participated in TASP. Between 130 and 140 of the most promising candidates are interviewed in March or April by regional representatives of Telluride Association. If you are selected for an interview, you will need to request a transcript and letter of evaluation immediately following notification from Telluride Association in early March. (Further instructions will be given at that time.) In early May, using all the accumulated information about each candidate, the Summer Program Selection Committee makes the final selection of participants and alternates.

The value of a summer spent learning, thinking, and comparing ideas in good company cannot be overestimated. TASPers have provided this opportunity for 56 years, and we expect the 2011 programs to continue this extraordinary tradition.

SEMINAR

Cornell I & II Programs

I. Intergenerational Justice

John Davidson and **David Leitch**, Department of Political Science, University of Oregon

This course investigates one of the most important questions facing citizens today: what duties do we owe future generations? This question, a challenging one in any political context, is particularly vexing in a democratic one. Many social initiatives and policies have long-term effects, both positive and negative. Future generations often comprise a majority of the persons affected by such policies, but their interests are not represented through the traditional democratic mechanisms that determine policy. Posterity has no vote. Moreover, decisions made today affect not only the life chances of future citizens, but their composition as well; different policy choices may result in different future populations of different sizes sharing different values, radically complicating attempts to do justice by them. For our discussions of these interrelated issues, we will explore a wide variety of sources, perspectives, and disciplines, including scripture, philosophical treatises, legislation, jurisprudence, and political tracts.

What are the ethical and legal relations that exist between earlier and later generations within a polity and society? Is a later generation bound to honor laws or constitutions enacted by earlier generations? Are later generations bound to make payment on public debts of earlier generations? Are they obliged to respect and protect patterns of wealth, power, and privilege created by earlier generations? May present governments or individuals legitimately engage in policies that result in the extinction of species, the destruction of ecosystems, or the depletion of sustainable resources? Do we have a collective responsibility to manage human population growth? Is the present generation obliged to preserve society's cultural capital or to increase its intellectual capital?

These questions are increasingly important for all people, as the human capacity to affect the planet and future generations—for better or worse—increases every year.

The course will be especially relevant for students considering future studies and careers in political science, law, philosophy, planning and public policy, environmental studies, history, economics, or education, but the topic is an important one for all democratically engaged persons.



II. Thinking Girls, Thinking Boys

Maria Fackler, English Department, Davidson College
Nick Salvato, Department of Theatre, Film, and Dance, Cornell University

What is girlhood, and what is boyhood? How are they different from one another? Likewise, how are girlhood and boyhood different from adulthood? And how do the relationships and differences among girlhood, boyhood, and adulthood change from one time, one place, or one philosophy to another? This course emphasizes such questions as we examine the histories, representations, and theorizations of childhood and adolescence in a variety of global contexts. We trace ideas and figures of girlhood and boyhood across such media as novels, poems, films, performances, scientific case studies, and material objects. We also consider the ways in which “thinking girls” and “thinking boys” have a stake in such categories of experience as class, gender, race, and sexuality—and how “thinking girls” and “thinking boys” may have a crucial impact on social justice and political change.

The seminar encompasses a number of units. Some of the units focus on particular schools of thought (such as psychoanalysis) and their critics. Some units highlight historical periods and genres (such as modern performance practices and contemporary fiction). And some explore the relationship between thinking and activism or governance (such as the connection between theories for social change and theater for social change, or the impact of ideas about girlhood and boyhood on global education and anti-war initiatives).

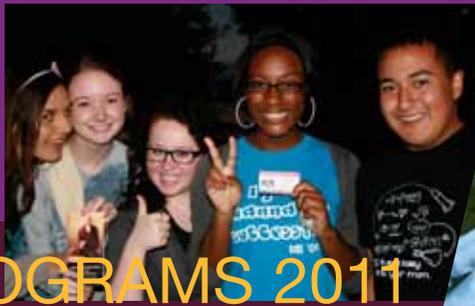
To name a handful of these units, we will confront narratives of the “Family Romance.” We will “grow sideways” with the children who challenge notions of growing up. We will look at the “masquerades” of grown-ups who cannot let go of childhood. We will think about “collaborations” between children and adults who take children seriously and respect their integrity. And we will consider the “policies” that the world has developed to deal with children—as well as the policies that children can help develop to deal with (and change) the world.

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

—Richard W. Shepro, Mayer Brown LLP

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SUMMER PROGRAMS 2011

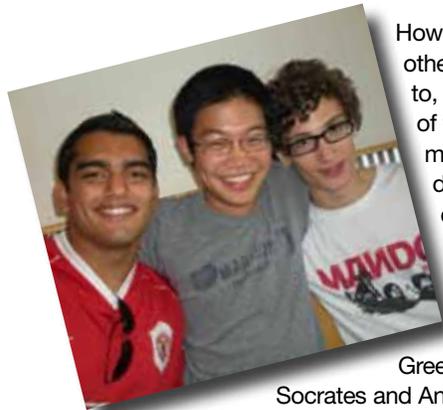


Michigan I & II Programs

I. Freedom, Dialogue, and Polarization

Sharon Schuman, English Department and Honors College, University of Oregon

Joan Sitomer, Department of Political Science, University of Michigan



How do the ways we talk with each other (or fail to) reflect, contribute to, or undermine our experience of freedom? Where do today's most popular ideas about freedom—such as the right to do as we please or the ability to reason or to intuit the truth—come from? Do these ideas reduce or increase polarization? From ancient

Greece, where the defiance of Socrates and Antigone polarizes opponents, to Shakespeare's imagined Venice, where religious and ethnic divisions between merchants run rife, to Toni Morrison's post-Civil War America in *Beloved*, where a woman's crime alienates her community, to the America of today, evoked by Jonathan Franzen in *Freedom* (2010), people have struggled with choices and debated what it means to be free. There are more conceptions of freedom than we can possibly discuss in six weeks, but we will explore some key texts that provoke thought on this topic.

This seminar uses literature, political theory, and law to explore freedom, dialogue, and polarization from ancient Greece to modern America. How does thinking about conflicting visions of freedom from thinkers like Plato, Aristotle, Niccolò Machiavelli, John Locke, Thomas Hobbes, Karl Marx, John Stuart Mill, Ayn Rand, or Henry David Thoreau help us understand what freedom should mean to us today? How can theorists like Hannah Arendt and Isaiah Berlin influence the way communities approach self-governance?

In the final week we will read excerpts from the landmark Supreme Court decision *Roe v. Wade* to explore the law behind the controversy and the controversy behind the law. What assumptions about freedom inform the two sides of the abortion debate? Is there a way to discuss this topic that avoids polemic? The seminar will be discussion-based, with opportunities to take part in evening readings of three plays and two film screenings.

For more information and to apply online go to

<http://tasp.tellurideassociation.org>

II. Visions of America from Abroad

Juan De Pascuale, Department of Philosophy, Kenyon College

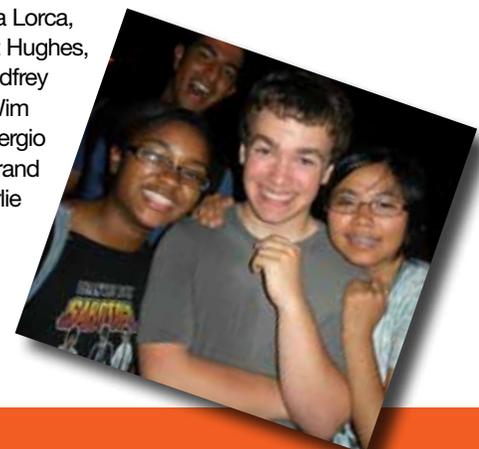
Mortimer Guiney, Department of Modern Languages and Literatures, Kenyon College

America is the great, ongoing experiment of modernity. Rising out of what was thought to be the ends of the earth is a nation structured by all that is considered new in the Western world: liberal democracy, science, technology, industry, capitalism. The colonization of America by Europe led to our nation's status as a laboratory for political, social, and artistic theories which otherwise may never have been attempted. Although the U.S. is only a small part of the American continent, and a long and rich human history predates Europe's awareness of it, Europeans focus a disproportionate amount of attention on our relatively short history as a nation.

From the beginning, Europeans have viewed the U.S. and its citizens with profound ambivalence. On the one hand, the U.S. is the territory upon which the dreams and aspirations of the boldest visionaries can develop, the tabula rasa that can only exist in a country that appears to be free of the burden of history. On the other hand, Europeans justifiably fear what can happen in a society so unencumbered by the authority exerted by previous generations. While such authority can be a powerful deterrent to meaningful change and experimentation, it also serves as a stabilizing force, providing people with shared values and behaviors that allow them to live in strong cultural communion with one another.

The European writers and filmmakers we will study are all conscious of this ambivalence. For some, the freedom symbolized by the U.S. is worth the sacrifice of Old World values and customs. For others, the sense that Europe gave birth to America, and that America then grew up to become an unrecognizable monster, is overwhelming. Many Europeans who have thought deeply about America exemplify both of these extremes. While this course will teach us much about American identity by looking at our society through the eyes of strangers, it will also teach us as much or more about these strangers themselves.

Texts will include works by Alexis de Tocqueville, Jean Baudrillard, Henry Miller, Federico Garcia Lorca, Simone de Beauvoir, Robert Hughes, Bernard-Henri Lévy, and Godfrey Hodgson. Films will be by Wim Wenders, Werner Herzog, Sergio Leone, Aki Kaurismäki, Bertrand Tavernier, Percy Adlon, Charlie Chaplin, and others.



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

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



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The 2011 programs are made possible in part by the bequest of Frank Monaghan in honor of Elmer M. “Johnny” Johnson and George Lincoln Burr. Johnny Johnson joined Telluride Association in 1915 and later served as chancellor of Telluride Association from 1930 to 1960. George Burr was a Cornell librarian from 1890 to 1922 and variously a Cornell professor of ancient, medieval, and modern history. He lived at Telluride House as a faculty fellow from 1915 to 1938.



TELLURIDE ASSOCIATION

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

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

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

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

For more information and to apply online go to
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