



TELLURIDE ASSOCIATION

TASP

TELLURIDE ASSOCIATION SUMMER PROGRAMS

June 23–August 3, 2013

CORNELL UNIVERSITY

Ithaca, New York

UNIVERSITY OF MICHIGAN

Ann Arbor, Michigan



tasp.tellurideassociation.org

A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL JUNIORS



TELLURIDE ASSOCIATION

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

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

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

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

Students participate in a vibrant community experiment.

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

Telluride Association Summer Programs are free.

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

Association that no student be barred from attending a TASP for financial reasons.



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 university 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. Students receive written and oral feedback from the faculty but no grades.

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

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

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

Who Attends TASP?

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

LOCATIONS

Two distinguished academic institutions will host Telluride Association Summer Programs in 2013: Cornell University and the University of Michigan. Each host institution has its own distinctive character.

CORNELL UNIVERSITY, founded in 1865, is located in Ithaca, a small city in upstate New York. Cornell combines a strong liberal arts tradition with a commitment to research in the sciences, enabling it to sponsor an unusually broad range of academic endeavors and making it a stimulating setting for two TASPs. Set on a hillside that overlooks Cayuga Lake and surrounded by scenic state parks, the campus affords beautiful views across a broad valley. Breathtaking gorges traverse the area, and the city is a wonderful place for walks, field trips, and picnics. Participants in either TASP live in Telluride House, a residence that houses about 30 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 theater and movie offerings.

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.

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 2,800 living TASP alumni include leaders in politics, journalism, academia, the sciences, education, medicine, business, and the arts. For many, the six-week Telluride Association program was a formative experience in their lives.

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

How Program Participants Are Selected

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



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

Completed applications must be postmarked no later than **January 18, 2013**. We encourage you to visit our web site (tasp.tellurideassociation.org) and apply online. If you apply online, your application can be submitted a few days later, on **January 21, 2013**. Each application is evaluated by two or more readers, most of whom are current college students or recent graduates who have participated in Telluride programs. Between 130 and 140 candidates are interviewed in March or April by regional representatives of Telluride Association. If you are selected for an interview, you will need to request a transcript and letter of evaluation immediately following notification from Telluride Association in early March. (Further instructions will be given at that time.) In early May, using all the accumulated information about each candidate, the Summer Program Selection Committee makes the final selection of participants and alternates.

The value of a summer spent learning, thinking, and comparing ideas in good company cannot be overestimated. TASPers have provided this opportunity for 58 years, and we expect the 2013 programs to continue this extraordinary tradition.

SEMINAR

Cornell I & II Programs

I. Literature Takes on Moral Complexity

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

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

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

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

II. Times Square

Nat Hurley, Department of English and Film Studies, University of Alberta, Canada

Sara Warner, Department of Performing and Media Arts, Cornell University

"Times Square" takes as its object of study the world's most visited tourist attraction. The pulsing heart of Manhattan, Times Square is a major commercial intersection at the junction of Broadway and Seventh Avenue, stretching from West 42nd to West 47th Streets. Together we will consider the history, politics, art, entertainments, and economies (formal and informal) that make this geographical locale the "crossroads of the world" by mapping the emergence of contemporary Times Square from Longacre fields (vast countryside used before and after the American Revolution for farming and horse breeding) to the media-saturated, "continuous carnival" it is today. In spite of the vast changes that have taken place in this site, Times Square remains America's agora: a place to gather, in good times and bad, to hear important news (e.g., the stock market crash of 1929), to mark momentous occasions (e.g., the end of World War II), to celebrate landmark events (e.g., World Series, presidential elections, and New Year's Eve), and to engage in commercial pursuits (e.g., theater, shopping, and sex). Times Square is, above all else, a populist place occupied primarily by members of the working- and middle-classes, a site of continued struggle between the people and elected officials, residents and developers, workers and owners, private enterprise and big business over who has the right to occupy public space.

This course will revolve around questions of power, pleasure, and what it means to be a citizen in contemporary urban space.

Tracing seismic shifts in public tastes, journalism, architecture, advertising, theater, and social policies, we will explore plays, novels, memoirs, films, and television shows that are set in or are about Times Square along with critical and theoretical tracts that offer vocabularies and frameworks for analyses of these topics.

“TASP also just changed my entire way of thinking, of approaching the world and experiencing it. It taught me to think through issues logically, but also with empathy. And to consistently question and explore the universe. Quite simply, TASP made me a thinker and a lover of the universe.”

—Joshua Wolfson, 2011 TASP



RS

SUMMER PROGRAMS 2013



Michigan I & II Programs

I. FOOD

Christian Stayner, Taubman College of Architecture and Urban Planning, University of Michigan

Jason Goldman, Independent Scholar



Few aspects of daily life are as elemental and multifaceted as food. While our dependence on food may seem self-evident, the cultivation, preparation, and consumption of food are not mere responses to a fixed biological need. Rather, these activities are replete with cultural, environmental, ethical, and aesthetic dimensions. Insofar as preparing and eating food

are physical activities rooted in the material world, they are also practices that crystallize larger social conventions, broader relations of power, and myriad ethical questions. In effect, one's diet on any given day might reflect such varied forces as personal taste, individual ethics, socio-economic class, regional or national cuisine, government policy, industrial food science, and the global economy, among others.

This seminar undertakes an interdisciplinary study of food in contemporary U.S. culture with a focus on the ethics of food cultivation, distribution, and consumption. Together, we will theorize the everyday activities of cooking and eating, and develop a critical framework for describing our collective but varied relationships to food. Also, in concentrating on U.S. food culture from roughly 1950 to the present, we will examine a period of dramatic, if not unprecedented, changes in the American diet. How is food produced, distributed, sold, and eaten today? What do we know about the food we eat and how do we know it? How do consumerism and capitalism structure food production, food-related labor, and eating habits? What are the key ethical questions surrounding food and how might we develop an ethics of eating? What political or activist strategies exist for creating a more equitable and just system of food distribution? What is at stake in our becoming socially and environmentally conscious eaters? Our engagement with these questions will center on key texts by philosophers, historians, policymakers, food writers, and community activists, among others.

For more information and to apply online go to

tasp.tellurideassociation.org

II. Dark Phrases of Womanhood: Black Feminist Approaches to History and Literature

Tayana L. Hardin, Department of English, Rutgers University

Grace L. B. Sanders, Department of History and Women's Studies, University of Michigan

The term "black feminism" emerged in public discourse amid the social, political, and cultural turbulence of the 1960s. The roots of black feminism, however, are much older, easily reaching back to the work of black women abolitionists and social critics of the 19th century. The concept continued to grow and evolve in the work of 20th century black women writers, journalists, activists, and educators as they sought to document black women's lives. Collectively, their work established black feminism as a political practice dedicated to the equality of all people. Furthermore, it became characterized by an understanding that race, class, gender, and sexuality are inextricably interconnected. Consequently, black feminism was and remains identifiable as both theory and practice.

Using materials such as 19th century slave narratives, social criticism, oral histories, and archival sources, this course will explore the theoretical and practical applications of black feminist thought. More specifically, we will ask: What is the significance of black feminism in the 21st century? What symbols and practices do black women use to document their lives? How do these methods of documentation inform our understandings of the term "black feminism"? Finally, how do concepts such as "gender," "race," "memory," and "the archive," which are central to black feminism, help us explore the dynamics of documenting and crafting life stories? Students will undertake this exploration using creative writing, painting, dramatic presentation, and critical writing exercises. These questions, concepts, and exercises will enable us to build an evolving vocabulary to unravel the methodological and creative relevance of black feminism for scholars and critically engaged citizens in the 21st century.



A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL JUNIORS

TASP

TELLURIDE ASSOCIATION SUMMER PROGRAMS

June 23–August 3, 2013

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

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

A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL JUNIORS

The 2013 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 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 Association program. Immediate family members of current TASP faculty are ineligible to apply.

For more information and to apply online go to
tasp.tellurideassociation.org

