



TELLURIDE ASSOCIATION



# TASP

TELLURIDE ASSOCIATION SUMMER PROGRAMS

June 22–August 2, 2014

**CORNELL UNIVERSITY**

Ithaca, New York

**UNIVERSITY OF MICHIGAN**

Ann Arbor, Michigan



[tasp.tellurideassociation.org](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. The summer programs are only one of the projects of Telluride Association, an independent, not-for-profit organization committed to promoting the highest good by educating promising young people to serve thoughtfully in the world. Telluride Association and its sister institution, Deep Springs College, were founded by Lucien L. Nunn (1853–1925), a pioneer in the development of the electric power industry. Nunn lived and worked for much of his life in Telluride, Colorado, from which Telluride Association takes its name.

Telluride Association seeks out ambitious, public-spirited young people and helps them grow intellectually and as community members. The association values diversity and has no political or religious affiliations. Cornell University and the University of Michigan, whose educational objectives coincide with the purposes of 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 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](http://tellurideassociation.org/tasp_faq.html)).

# SEMINAR

## SUMMER PROGRAMS 2014

### Cornell I & II Programs

#### I. Music, Dance, and Light

**Jumay Chu** and **Edward Intemann**, Department of Performing and Media Arts, Cornell University



Sound pulsates in the ear, movement races through the body, light dazzles the environment. Their absence: silent, still, blind. How do we remember these differences in our everyday moments? We

walk down the crowded street and absent-mindedly filter the musicality of sounds, the physical sensations of our body, the visual field of shapes and colors. But we can also choose to deliberately imagine our daily impressions as creative media with tangible impact—as music, dance, and light.

This class examines the nature of music, dance, and light as time-based, nonfigurative, artistic media. How do we understand the relationship of sound and silence? What are the values and ambitions of dance? How does the spectral nature of light influence our emotional state? Our discussion includes contemporary music as a discourse of traditions, the aesthetics and politics in various genres of the performing body, the elusiveness of meaning in lighting's incorporeal effect. Together, on the stage and in the street, what significance do these media take on? How do they speak to our past, to our future?

Through hearing and viewing professional work, reading critical theory, participating in rigorous discussion, and experimenting with composing in these media, we explore the artistic values, parameters, and concerns of these. The place of these elements in contemporary performance is analyzed. Writing includes responses to readings, audio and video recordings, and performances. Some classes are devoted to creating sound, movement, and lighting. How do we understand the creativity of the work culturally? What is the basis of our aesthetic understanding? Discovering answers depends upon finding a way to align our language with those other languages—more or less formal, more or less idiosyncratic—of music, dance, and light.

#### II. Race and the Limits of Law in America

**Dana Lloyd** and **Vincent Lloyd**, Department of Religion, Syracuse University

The struggle with racial difference has defined the United States. From slavery and segregation to affirmative action and the racialization of immigrants, questions of racial identity and American identity have been deeply interwoven. The way Americans argue about these issues is often through law: laws that define racial categories, lawsuits that contest discrimination, and appeals to a law of nature higher than the law of the land. Law would seem to manage conflict; justice would seem to be colorblind. But lawmakers and even judges can be motivated by personal or cultural biases. This course examines how law has served as a primary battleground in struggles for racial justice in the United States. But can law do justice to the stories of racial lives?

To examine law and its limits, we explore several sites of racial contest in the United States, including indigenous rights, slavery, and mass incarceration. We read key decisions of the U.S. Supreme Court: attempts to make law speak to racial lives. We also read literary works that grapple with the racial questions. Reading law and literature together as two ways of telling stories about racial lives, we hone our skills at critically analyzing each. We explore the way legal arguments work and how they depend on modes of understanding beyond the law. We also examine how literature can expose the limits of law, reorienting struggles for racial justice. Co-taught by a human rights lawyer and a humanities scholar, this course introduces students to the critical and analytical skills employed both in the courtroom and in scholarly research.

“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, 2011 TASP'er



# RS

## Michigan I & II Programs

### I. Modernism Through Modern Art and Theatre

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

**Charles Grimes**, Department of Theatre, University of North Carolina, Wilmington



This course examines Modernism through the lens of modern art and modern theatre—not merely as a series of movements in the evolution of cultural history, but also as a fundamental shift in a humanist

understanding of the world and our relationship to it. Whereas the traditional world grappled with questions of man's relation to God and emerging subjectivity, the Modern consciousness splinters into man's relationship to nature, technology and culture, theories of psychology and the unconscious, an evolving sensibility of artifice and irony, and a shift in historical approach from positivism to methodological skepticism and epistemological doubt.

A special focus of this class is the conjunctions and mutual influences between theatre and visual arts in both the theory and practice of Modernism. We also investigate the problematic dynamic in Modernism between formal innovation, aesthetic autonomy, and political commitment, and the question of the diffusion and cooptation of Modernist techniques in the broader culture. Concluding issues include the fate of modernism given the advent of post-modernity or post-humanism, especially the question of whether Modernism can still provide a platform for oppositional thought and action.

Readings combine primary sources with critical essays and are used in concert with images and readings of artists' work to generate class discussion. The two assignments are an essay and a creative project. Options for the latter include artistic projects in photography; writing, revising, and rehearsing dramatic pieces on the avant-garde models studied in the class; creating and executing a design for an avant-garde play in the manner of a modernist art style; rehearsing and staging a dramatic piece. Several sessions are devoted to creative work with a concluding day for student artistic presentations.

For more information and to apply online go to

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

### II. Identity and Belonging from Primates to Posthumans

**Marina Fedosik-Long**, Expository Writing Program, New York University

**Lejla Kucukalic**, Department of English, UCLA

This course immerses students in a challenging and tantalizing network of ideas about the basic human need of belonging. Our readings, discussions, and writing inquire into our shared experience of living as individuals whose identities and experience are defined by belonging with others, addressing the tension between being unique and being "one of them" or "one of us." The course is organized around ethnicity, class, gender, technology, and empathy, which allows us to examine our connections and disconnections in the context of family, race, friendship, geography, nation, and even our human species. We investigate memory, image, performance, and writing as technologies of belonging that forge and secure or dissolve our connections, ultimately considering how the need to belong shapes our relationships, alliances, and affiliations; how we can coexist with others whose difference may foreclose belonging; and the consequences of belonging to someone or something.

The readings invite students to think about freedoms, oppressions, and ecstasies that belonging creates. Writers as different as Philip K. Dick, Octavia Butler, Homi Bhabha, Brent Staples, Richard Rodriguez, Zora Neal Hurston, Donna Haraway, Charles Darwin, and others help us reflect on living with hope in a world where the human genome can be patented, where the line between human and nonhuman is not crystal clear, where technology changes our understanding of universal human experience and personhood, and where claims to shared humanity may not be enough to secure peaceful coexistence.

Assignments include several short writing exercises, an essay on a specific question about belonging based on our readings, and a chapter of a memoir in which students explore their own experience of (non)belonging in the context of the approaches presented.



# LOCATIONS

Two distinguished academic institutions will host Telluride Association Summer Programs in 2014: 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 17, 2014**. We encourage you to visit our web site ([tasp.tellurideassociation.org](http://tasp.tellurideassociation.org)) and apply online. If you apply online, your application can be submitted a few days later, on **January 20, 2014**. 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 59 years, and we expect the 2014 programs to continue this extraordinary tradition.

# TASP

TELLURIDE ASSOCIATION SUMMER PROGRAMS

June 22–August 2, 2014

Answers to some common questions about the application and the program can be found at [tellurideassociation.org/tasp\\_faq](http://tellurideassociation.org/tasp_faq).

Further inquiries should be directed to [tasp-queries@tellurideassociation.org](mailto:tasp-queries@tellurideassociation.org) or 607.273.5011.

## A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL JUNIORS

The 2014 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](http://tasp.tellurideassociation.org)

