

TASS

TELLURIDE ASSOCIATION SOPHOMORE SEMINARS

June 28–August 8, 2009



"The assistance given to me by the tutors and professors while I worked on their assigned essays helped me to develop college-level writing skills."

—Douglas Rintoul

INDIANA UNIVERSITY

HEALTH AND ILLNESS IN THE AFRICAN AMERICAN COMMUNITY: SOCIAL AND NEUROBIOLOGICAL PERSPECTIVES

UNIVERSITY OF MICHIGAN

IMAGING RACE IN LITERATURE AND VISUAL CULTURE

A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL SOPHOMORES

TASS

WHAT IS TASS?

This summer, thirty-six bright, motivated high school sophomores will participate in one of two challenging six-week college-level seminars on different topics. Telluride Association works with university faculty members to create courses designed to inspire young people to pursue their interests in the histories and cultural experiences of people of African descent and other topics that address diversity in society. Because we believe that students should have the opportunity to pursue their ideals, we pay all of the costs for tuition, housing, and dining, as well as travel expenses when needed.



**TASS students, that is!*



"Seminar was fantastic! We had a great time learning about the Congo, and our professors were wonderful for developing not only our knowledge in the seminar area but also our writing skills and have promised to be a resource for references in the future."

—Jillian Avalon

TELLURIDE ASSOCIATION

Since 1911, Telluride Association has been committed to fostering the ideals of self-government, public service, and intellectual development by providing scholarships to young people to attend its innovative programs.

The Telluride Association Sophomore Seminar (TASS) has been a project of Telluride Association since 1993. Other programs include the Telluride Association Summer Programs (TASP), a six-week summer program for high school juniors, and a residential scholarship program for full-time students at Cornell University and the University of Michigan.

The 2009 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.

For more information, visit: www.tellurideassociation.org or write to telluride@tellurideassociation.org.

WHO TEACHES TASS?

Two accomplished university professors lead each seminar. All of our professors are very enthusiastic about the program and the opportunity it gives them to work with talented high school students; indeed, many rank TASS as one of their most rewarding experiences.

In addition to the professors, there will be two tutors at each location—college students, many of whom attended TASS themselves. The tutors live with the students, working with them on their critical reading and writing skills and helping them create a tightly knit intellectual and social community in which the students aid each other in their academic work.

WHAT WILL I GET OUT OF TASS?

At the TASS you will sharpen the skills you'll need to compete in a college-level environment. You will improve your reading, writing, speaking, critical thinking, and computer skills as you explore your interests in and out of the seminar. No grades are assigned by the program, and no college credits are given.

SO WHO PAYS FOR ALL THIS?

We do, with the support of the institutions that host the programs. For you, the participant, the program is completely free. Additionally, students with financial need can receive help with travel costs to and from the program. 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.

TELLURIDE ASSOCIATION SOPHOMORE SEMINARS

Health and Illness in the African American Community: Social and Neurobiological Perspectives

INDIANA UNIVERSITY

Maresa Murray, Department of Applied Health Science
Sharlene Newman, Department of Psychological and Brain Sciences
Indiana University

The African American community experiences negative health issues in disproportion to its numbers. What are the social factors that influence this fact, and how can we describe the related biological processes? In this course, students will explore answers to these questions, looking in the first half of the course at social and cultural aspects of the African American community. Are there typical African American attitudes and behaviors surrounding food, physical activity, and body image? Does the African American community, which is also disproportionately affected by

poverty, face particular problems because of the place many of its members have in society? In the second half of the course, students will examine the neuroscience that supports perceptions and experiences of health and bodies, looking for links to these social and cultural factors. Students will be introduced to some basic ideas in neuroscience and will be exposed to neuroimaging techniques such as fMRI. They will also discuss some recent fMRI studies of the neural underpinnings of stigma, obesity, and eating disorders. Finally, students will have the opportunity to develop a neuroimaging study of their own and collect the necessary data.

Indiana University is in the small city of Bloomington, about an hour's drive south of Indianapolis. During the summer its residence halls, dining halls, and libraries are used by TASSers and other summer program students. Opportunities for recreation and enrichment range from bowling and quiet study at the Memorial Union to concerts at the many cultural facilities, pickup games at campus athletic facilities, and exhibits at the Black Culture Center.

[WWW.INDIANA.EDU](http://www.indiana.edu)

Imaging Race in Literature and Visual Culture

UNIVERSITY OF MICHIGAN

Joshua L. Miller, Department of English, University of Michigan
Ruby C. Tapia, Department of Comparative Studies, Ohio State University

Contemporary U.S. society is characterized by a constant flow of images. On billboards, TVs, buses, and sculptures; in novels, newspapers, airport terminals, and the Internet; the fast-paced production of images has revolutionized the ways we communicate with each other and understand community. At the same time, there is a longstanding critical tradition of studying how we look at objects that encourages us to reflect thoughtfully on the meaning and power of images and icons. We derive pleasure from looking at photographs, paintings, buildings, and bodies, but we rarely stand back from this experience and ask how visual culture works and how it affects the ways we think and interact with one another.

In this course, we'll explore ways to read and critically analyze visual culture, both as objects in the world and as a field of study about ways of seeing. Although most of our image-based texts will be from the 19th- and 20th-century United States, we will also discuss how contemporary visual media move across the globe through advertising, foreign films, photo-novels, and mash-up videos. In the process, we'll consider how categories of difference—particularly race, gender, and sexuality—are communicated to illuminate what images tell us about ourselves, our histories, our communities, our ideas about the past, and our visions of the future.

The University of Michigan in Ann Arbor, a college town an hour's drive from Detroit, is home to the Center for Afroamerican and African Studies, one of the most renowned departments of its kind in the country. With a rich history of promoting diversity, and as many as 700 active student groups, Ann Arbor provides a vibrant setting enriched with cultural events and activities.

[WWW.UMICH.EDU](http://www.umich.edu)

To apply online go to

<http://tass.tellurideassociation.org>

APPLICATION GUIDELINES

High school sophomores are invited to apply to TASS. African American high school sophomores, high school sophomores from other historical minorities, as well as high school sophomores with an interest in African American studies are especially encouraged to apply. You need not have prior academic experience in this field. You can receive an application by mail, download it from our web site, or apply online at <http://tass.tellurideassociation.org>.

The application asks essay questions because we want to learn more about your personal and academic interests and abilities. With a large sample of your best work, we will be able to make our decision based upon who you really are, not just your grades. **Applications should be submitted online or postmarked no later than January 14, 2009. Supporting materials (transcript and letter of evaluation) that cannot be included with the application should be postmarked by January 8, 2009.**

Applicants selected as finalists are interviewed in March and April. Final admissions decisions are made in early May. Please contact our office if you or your parents have any questions.



SEND APPLICATION MATERIALS TO:

Administrative Director
Telluride Association
217 West Avenue
Ithaca, NY 14850

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.

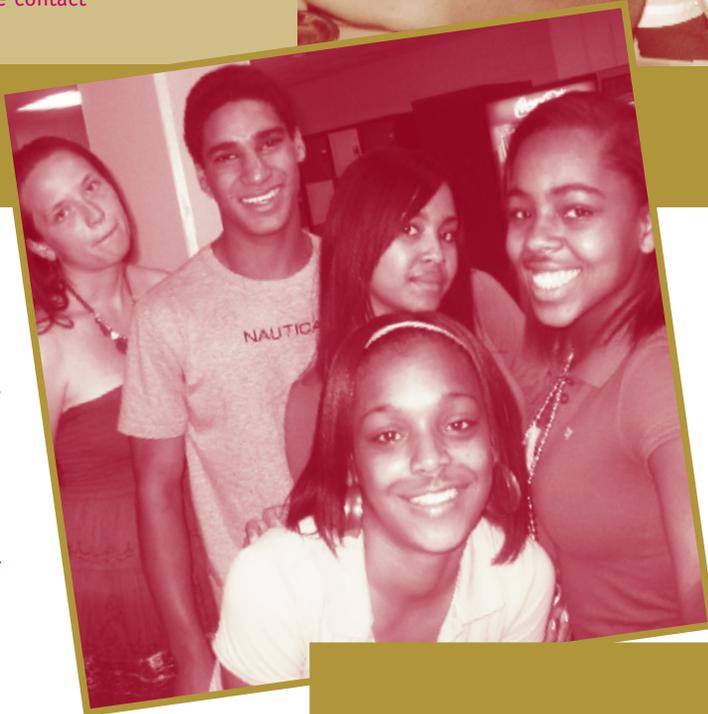
Telluride Association occasionally shares applicants' names and addresses with our partner institutions for the purpose of informing them of scholarship and other opportunities.

Immediate family members of TASS faculty are ineligible for the program.

FOR MORE INFORMATION:

Phone: 607.273.5011

E-mail: telluride@tellurideassociation.org



What Do TASSers Do

AFTER THE SUMMER?

Some TASSers attend TASP, the Telluride program for high school juniors, in the summer following their TASS. Many also apply for the full room-and-board scholarships at our residential houses at Cornell and the University of Michigan, where they explore the unique educational opportunities Telluride offers while pursuing studies on campus.

Other TASSers go on to attend fine schools like Indiana, Syracuse, Stanford, Spelman, Purdue, and Harvard. Many TASS alumni credit much of their success—both in college and in their professional lives—to the skills they began to develop with us.

"The TASS experience will be one that I will never forget, and I have gained so many new connections."

—Hillary Durazo



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