



TELLURIDE ASSOCIATION

TASS

TELLURIDE ASSOCIATION SOPHOMORE SEMINARS

June 26–August 6, 2011

INDIANA UNIVERSITY

Blackness, Media, and Self-Concept

UNIVERSITY OF MICHIGAN

Intergenerational Memory in U.S. Literature



<http://tass.tellurideassociation.org>

A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL SOPHOMORES

TASS

What Do TASSers* Do?

At each TASS, eighteen students live together in a residence hall at the host school and participate in a three-hour seminar that meets each weekday morning with two college teachers. The faculty members ask students to read carefully, consider controversial ideas from many perspectives, and express their ideas clearly in writing and discussion. In the afternoon and evening, TASSers complete reading, writing, and oral-presentation assignments with assistance from college-age tutors, watch films related to their seminar topic, and attend guest lectures.

But your summer won't be all work! Outside the classroom, students attend cultural events including plays, concerts, and dances; hone their public-speaking skills; explore the host institution; and forge lifelong friendships with other bright, highly motivated students.

**TASS students, that is!*

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.

“It was a really nice change to be in an active discussion during class; also, I really feel like I made lifetime friends.”

—*Sylvia Percovich TASS '09*



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 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.

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

Blackness, Media, and Self-Concept

INDIANA UNIVERSITY www.indiana.edu

Maresa Murray, Department of Human Development and Family Studies, Indiana University

Sharlene Newman, Department of Psychological and Brain Sciences, Indiana University

This course explores ways in which Blackness and modern media document, dramatize, and reveal cultural notions of racial, gender, and sexual difference. We will focus on questions about the cultural relevance of racial representations in media, as well as the effects of these representations on the collective "African American Psyche" and individual self-concept. Our priority will be close content analysis of selected media clips and their impact on the underground nature of the African American experiences.

The media we will consider will include Internet, television, films, popular music, cellular phones, and videogaming. The textbook for the course is *Race/Gender/Media: Considering Diversity Across Audience, Content, and Producers* by Rebecca Ann Lind, including chapters such as "Why Don't You Act Your Color?—

Preteen Girls, Identity, and Popular Music," "Masculinity and Race in Media: The Case of the Homicide Detective," and "Race, Hierarchy, and Hyenophobia in the *Lion King*." The effects of enslavement in the U.S. will serve as a framework to explore the far-reaching and complex effects of these unique social determinants. Guiding questions include: How might the historical practices from the slave trade and the post-reconstruction period affect current depictions of African Americans in the media? What are the thematic psychological effects of such media depictions on African American self-concept, racial identity, and social behavior?

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.

Intergenerational Memory in U.S. Literature

UNIVERSITY OF MICHIGAN www.umich.edu

Joshua Miller, Department of English, University of Michigan

Ruby Tapia, Department of Comparative Studies, Ohio State University

This seminar will use history lessons and literary texts to engage questions of citizenship, identity, ethics, and agency. We will explore ethnicity, race, and literature as "works" of memory produced in culture and history, as dynamic devices that change over time and that influence one another. We will read, discuss, and write about traditional and graphic novels, short stories, film, music, and other narrative media to understand how they reflect and revise history and memory in relationship to ethnic and racial experiences and struggles. To contextualize our analyses of the form and content of our texts, we will compare the histories and cultural production of several ethnic, racial, and national groups in the U.S., paying particular attention to how artistic representations of immigration, assimilation, colonialism, genocide, and war document and negotiate violent encounters of difference and the material of their memories. We'll examine how writers, directors, musicians, and artists turn personal memories into public documents to interrogate the complex lingering effects of ancestral experiences on present-day lives.

These works raise important questions about cultural production and the narratives within that form individual and collective histories and memories. How do authors and artists contend with the burden to represent unspoken experiences of traumatic pasts? How do they disrupt long-spectacularized narratives of these pasts to convey its more complex "truths"? How might intergenerational narratives of historical violence be both essential to, and fracturing of, identity and belonging? The artists and theorists we will study—each engaged with histories of violence and the art of storytelling—will provide substantial material from which to begin asking these questions.

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.

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 on just your grades. Your application must be postmarked by January 7, 2011. Applications submitted online are due a few days later on January 10, 2011.

We encourage you to apply online by going to <http://tass.tellurideassociation.org>.

Students who are selected for interviews will need to request a transcript and letter of recommendation immediately following notification from Telluride Association in early March. Further instructions will be given at that time. 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.



APPLY ONLINE!

TASS.TELLURIDEASSOCIATION.ORG

Or send application 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.

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 to not 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 TA program.

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

FOR MORE INFORMATION:

Phone: 607.273.5011

E-mail: telluride@tellurideassociation.org



TELLURIDE ASSOCIATION

To apply online go to

<http://tass.tellurideassociation.org>



AFTER the SUMMER?

What Do TASSers Do

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.