



TELLURIDE ASSOCIATION

TASS

TELLURIDE ASSOCIATION SOPHOMORE SEMINARS

June 23–August 3, 2013

INDIANA UNIVERSITY

Bloomington, Indiana

UNIVERSITY OF MICHIGAN

Ann Arbor, Michigan



tass.tellurideassociation.org

A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL SOPHOMORES

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.

“TASS was an indescribable experience.

I love words, but I just can't find the right combination of letters to describe how much I love my TASSMates, how I could literally see the connections my seminar made to the world around me, and how I found new parts of myself in the walks around Indiana University.”

—Chinyere Amanze, 2011 TASS student



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 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.

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



Who Teaches TASS?

Two accomplished university scholars lead each seminar. All of our faculty 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 faculty, 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 develop the skills you'll need to thrive in a college-level environment. You will improve your reading, writing, speaking, and critical thinking 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

Race Films in a 'Post-Race' America? Film Studies and Critical Spectatorship

INDIANA UNIVERSITY

Audrey T. McCluskey, Department of African American and African Diaspora Studies, Indiana University—Bloomington

Natasha C. Vaubel, Department of Comparative Literature, Indiana University; Assistant Editor of *Black Camera: An International Film Journal*

In our digital age, key public debates play out in all forms of media, and most people get news and shape their views from visual sources. Yet, today's youth are especially lacking in critical visual literacy. They possess few of the skills needed to analyze and evaluate media constructions, meanings, and social messages, particularly those that are racially inscribed and socially complex. For example, how should we evaluate the media's treatment of the presidency of Barack Obama, or the killing of teenager Trayvon Martin? Some argue that our black president signifies the end of U.S. racism; others point to the murder of Martin as proof that racism still pervades our society. This course will explore how contemporary media portray race and identity, whether with intentional criticism or unwitting re-use of stereotypical images and ideas. Using film as our primary medium, we will examine the socio-historical impact of specific films and movements.

Our objective is to enable students to become knowledgeable about film culture and critical consumers of visual culture.

We will examine historical representations of African Americans in Hollywood films, and responses by African American filmmakers. We will proceed both chronologically and topically, from the first "race films" of the 1920s, to Hollywood "Social Problem" films of the 1940s and 1950s, to the "Blaxploitation" and Black Independent films of the 1970s, to the 1990s "Hood" films, to 21st century films that explore contemporary issues and events, such as Hurricane Katrina.

Among the filmmakers we will explore are Oscar Micheaux, Julie Dash, Spike Lee, and Tanya Hamilton. We will also study film genres including western, comedy, drama, and documentary, and draw upon the extensive resources of the Black Film Center/Archive.

Race, Ethnicity, and Difference in Modern Medicine and Society

UNIVERSITY OF MICHIGAN

Barbara Berglund, Department of History, University of South Florida

Alexandra Stern, Departments of Obstetrics and Gynecology, American Culture, and History, University of Michigan

In recent years, stories and controversies related to health care have dominated U.S. headlines and political debates, exposing startling inequities in health care delivery and health status in American society. While some Americans can enjoy top-notch medical care and insurance coverage, others find themselves in the precarious situation of forgoing health care because of cost. In some parts of the country, life expectancies are on par with the healthiest nations on earth. But in others, the life expectancy for preschoolers is the same as for those in the world's poorest countries. These life and death disparities—which can be a difference of as much as 25 years in a person's expected lifespan—can actually be mapped by U.S. zip code. Zip codes with the lowest life expectancy also tend to have high percentages of low-income residents and people of color.

This course will explore the historical patterns and roots of divergent levels of health status and experiences in America across race, ethnicity, class, gender, and sexuality. We will examine how racism and sexism have influenced health patterns and the delivery of medical care, the stigmatization of immigrants as disease carriers, and how the appearance of AIDs shaped attitudes and policies related to sexuality and difference. We will also learn about the role of community activism in health care and investigate political attempts to address ethical problems and health inequities on local, national, and international levels. Through readings, films, discussions, and writing assignments, the course will grapple with such topics as slavery and health, racism and human experimentation in medicine, the Black Panther Party and its fight against medical discrimination, and forced sterilization programs at home and abroad. Students will learn new ways to meaningfully engage and contextualize contemporary debates about health care in America, while they strengthen their critical reading and writing skills.

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.

Indiana University is in the small city of Bloomington, about an hour's drive south of Indianapolis. During the summer, the 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 cultural facilities, pickup games at campus athletic facilities, and exhibits at the Black Culture Center.

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 website, or apply online at 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, 2013. Applications submitted online are due a day later on January 8, 2013.

We encourage you to apply online by going to 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 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 TA program.

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

For answers to common questions about the application and program:
tellurideassociation.org/tass_faq

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



TELLURIDE ASSOCIATION

To apply online go to

tass.tellurideassociation.org



"It would not be hyperbolic to say that the seminar was the most engaging class that I have taken. The lively debates, complex subject matter, and sheer rawness pertaining to reality were all crucial components that made it so amazing."

—2011 TASS student

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 see the summer they spent at TASS as a transformational time, with a lasting impact through their college and professional lives.