



TELLURIDE ASSOCIATION

# TASS

TELLURIDE ASSOCIATION SOPHOMORE SEMINARS

June 22–August 2, 2014

**INDIANA UNIVERSITY**

Bloomington, Indiana

**UNIVERSITY OF MICHIGAN**

Ann Arbor, Michigan



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

A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL SOPHOMORES

## 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.

## 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!*

# TASS

**“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, 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 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.

For more information, visit: [tellurideassociation.org](http://tellurideassociation.org) or write to [telluride@tellurideassociation.org](mailto: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

## Health Disparities: The Importance of Gender, Race/Ethnicity, and Social Class

### INDIANA UNIVERSITY

Pamela Braboy Jackson, Department of Sociology, and Rasul Mowatt, Department of Recreation, Park, and Tourism Studies, School of Public Health, Indiana University

The World Health Organization provides the political, academic, and social realms with a definition of health as a holistic state of physical, mental, and social well-being—not merely the absence of disease or infirmity. In other words, health is life vibrancy or the quality of one's life. The United States ranks 13th out of 111 countries in quality of life according to the Economist Intelligence Unit. The realities in the United States, however, often do not emulate this level of ranking when a deeper analysis is made of the quality of life for a vast number of citizens. Alongside differences of gender, race/ethnicity, and social class, research continues to highlight disparities in the quality of life for specific populations of color. For example, the Centers for Disease Control and Prevention issued a report that clearly indicated that Native American, Latino/a, and African American populations deal with stark numbers in regard to infant mortality, heart disease, HIV/AIDS death rates, diabetes, and substance abuse. To address these disparities and determinants of quality of life, efforts such as Healthy People 2010, National Center for Health Statistics, and REACH 2010 were aimed at equalizing access to health care, raising general awareness, working at the community level, and changing lifestyles to create healthy people in healthy communities throughout the United States.

This seminar focuses on the general topic of health disparities. Primarily through active learning-based class discussion and case study-based class participation, we explore the definitions of health disparities. We review the issue of injustice and discrimination as we come to understand the systematic causes and social determinants of health. Lastly, we consider the complex and intersectional role that gender, race, ethnicity, and social class play in influencing a wide range of health outcomes.

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.

## Comparing and Performing Black Theatre

### UNIVERSITY OF MICHIGAN

Charles (OyamO) Gordon and Dieudonné Mbala Nkanga, Department of Theatre and Drama, University of Michigan, Ann Arbor

What is black theatre? This is a question African American and African performers and scholars have faced since the Harlem Renaissance in the early 1920s to the Black Arts Movement of the 1960s and 1970s, on one side, and postcolonial African theatre, on the other side. Black theatre presents and represents the experiences and identities of black people located essentially in Sub-Saharan Africa, the United States, and the Antilles. The body of works included in black theatre is based on common experiences of violence, efforts for survival, joys and tears of social life, and the challenges of today's changing cultural trends as they touch on questions of individual and community identities. African and African American dramatists and performers have excelled in expressing what it means to be black in Africa and in the Americas.

This course intends to introduce young students to the major developments in the aesthetic experience of black drama and theatre in the United States, Antilles, and Africa. Through reading plays and critical materials, viewing videos and films, students consider, question, and compare the experience of domination, colonialism, post-colonialism, and emancipation of the black people in this geographical space as expressed by various playwrights and artists of African descent over the last fifty years. Students engage in thinking, discussing, and writing about the ways in which black playwrights and performers consider their sociohistorical and cultural experiences as basic materials in their artistic and literary works, and in their creative processes. Students are also challenged to look at the audience and its reception of these plays. Additionally, students select scenes from some of the plays for staging, introducing them to basic techniques of dramaturgy and stage work (directing and acting).

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.



To apply online go to [tass.tellurideassociation.org](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 website, or apply online at [tass.tellurideassociation.org](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 8, 2014. Applications submitted online are due a day later on January 9, 2014.

We encourage you to apply online by going to [tass.tellurideassociation.org](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](http://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](http://tellurideassociation.org/tass_faq)

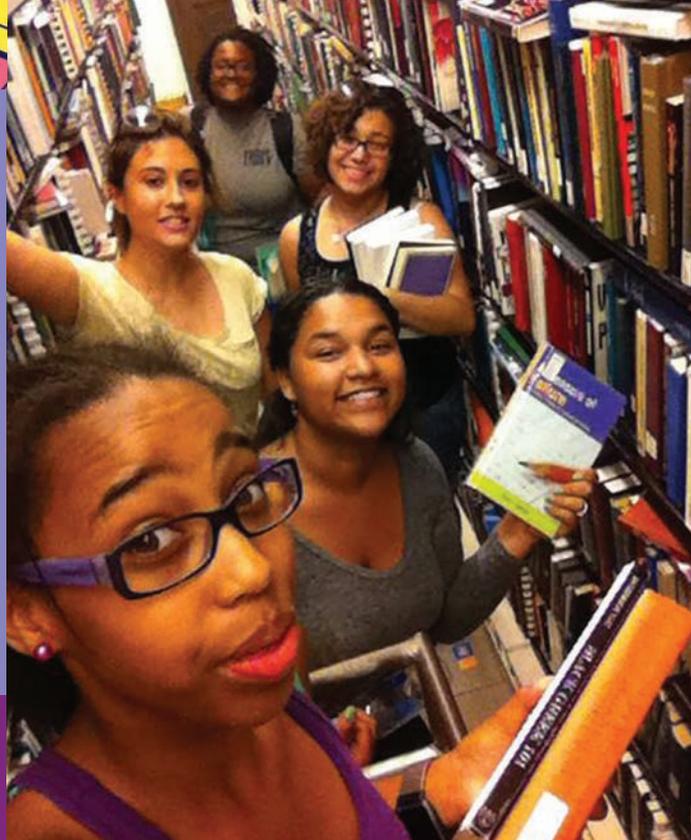
Further inquiries should be directed to:  
[tass-queries@tellurideassociation.org](mailto:tass-queries@tellurideassociation.org) or 607.273.5011



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I absolutely loved TASS. The course's material—for my seminar...was phenomenal. My professors were incredible and unforgettable. With our advisors by our sides, I feel like I got an early taste of what it's like to live on campus with more freedom than one might have at home. I made great friends, some of whom I still talk to today!

—Liza, 2011 TASS student

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.

AFTER the **SUMMER?**

What Do TASSers Do