



TELLURIDE ASSOCIATION

TASS

TELLURIDE ASSOCIATION SOPHOMORE SEMINARS



June 23–August 5, 2015

CORNELL UNIVERSITY
Ithaca, New York

INDIANA UNIVERSITY
Bloomington, Indiana

UNIVERSITY OF MICHIGAN
Ann Arbor, Michigan

tass.tellurideassociation.org

A FREE ACADEMIC OPPORTUNITY FOR HIGH SCHOOL SOPHOMORES

“Words cannot express how amazing my TASS experience was! I had the opportunity to engage in thought provoking discussions—discussions that challenged me to delve beyond the surface level of pressing issues. Thanks to TASS, I learned that the process of discovery occurs not only within the walls of the classroom, but also along the boundaries of a sidewalk, inside the bustling of a noisy kitchen, and amongst the familiarity of peers.”

—Jahdziah, 2012 TASSer



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 2015 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, write to telluride@tellurideassociation.org or visit:

tellurideassociation.org

What Is TASS?

This summer, 54 intellectually curious high school sophomores (“rising juniors”) will participate in one of three challenging six-week college-level seminars on topics related to Critical Black and Ethnic Studies. Telluride Association works with university professors to design courses that inspire high school students of diverse backgrounds to pursue their interests in critically studying the histories and cultural experiences of people of African descent.

This experience is furnished at no cost to students. Telluride and our partners pay for tuition, housing, dining, and, if needed, travel expenses.

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 factota, 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!*



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 “factota” (a Latin term for “those who do everything”) at each location—college students, many of whom attended TASS themselves. The factota 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 TASSers, 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.

THE 2015 SEMINARS

1 CORNELL TASS Ascending Melody: Contemporary African American Creative Arts and Critical Thought

LYRAE VAN CLIEF-STEFANON

Department of English, Cornell University

DAGMAWI WOUBSHET

Department of English, Cornell University

This course will examine contemporary African American creative arts and critical thought. We will consider a variety of genres including poetry, fiction, memoir, and visual art to examine African American life. Among the thematic questions we will ask in the course are: How are African Americans defining themselves and shaping our contemporary world? What is the changing meaning of race in contemporary American life and culture? How does race intersect with other markers of identity like gender, sexuality, and class in defining African American identity? We will explore the close relationships between form and content, aesthetics and politics, the individual and the collective, and other generative dyads that inform African American arts and letters.

The texts for the course will include Barack Obama’s memoir, writings by poets Elizabeth Alexander, Carl Phillips, and Sonia Sanchez, as well as novels by James Baldwin and Toni Morrison. Alongside these primary texts, we will also read several critical essays in African American literary and cultural studies. The course will use an interdisciplinary approach to studying poetry and prose, reading literature alongside other art forms and against historical context. To that end, we will take advantage of Cornell’s resources and collaborate with both the Johnson Museum of Art to curate a small display of contemporary African American art from the museum’s permanent collection and the Division of Rare and Manuscript Collections in Kroch Library to explore its Hip Hop Collection, the most important archive of hip hop music in the world. Our aim, ultimately, is to explore the riches of contemporary African American creative culture by creating a dynamic classroom and a range of assignments designed to hone students’ creative and critical writing skills.

Cornell University 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. Set on a hillside overlooking Cayuga Lake and surrounded by breathtaking gorges, Cornell and the Ithaca area provide a stimulating setting for both intellectual life and outdoor recreation.



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INDIANA TASS Growing Up While Black: Coming of Age in Black Literature, Music, and Film

MARLO DAVID

Departments of English and Women's,
Gender, and Sexuality Studies
Purdue University

LAMONDA HORTON-STALLINGS

Department of Gender Studies
Indiana University



In the last decade, issues of physical and viral bullying, teen suicide, police harassment and brutality, school shootings, sexual assault, and intimate partner violence have become a daily reminder that becoming an adult is not easy, especially for African Americans. Moreover, there remain fewer places that can help deal with such issues since sex education, arts and music programs, and community centers continue to be cut and underfunded. Nevertheless, African American literature, film, and music have served as crucial art forms in which Black youth can represent themselves, formulate an identity, and express a political consciousness about the issues of race, gender, class, and sexuality affecting them. Therefore, this course will examine the varied experiences of African American youth coming into adulthood through reading, discussion, and analysis of creative cultural texts, including literature, music, and film. In the course, students will read coming-of-age stories that explore themes such as gender and sexual identity, racial difference, sexual difference, friendships, love, work, family, activism, violence, spirituality, and self-esteem.

Each week students will be responsible for reading a contemporary African American novel. Each novel will be paired with a black music genre—including hip hop, funk, blues, R&B, and jazz—and films that connect with the ideas expressed in the novel. Through lectures, class discussion, group activities, on-campus field trips, and creative projects, students will work with experienced faculty specialists to learn new skills of analysis, critical thinking, and self-expression. The combination of texts is designed to expand students' exposure to a breadth of African American art forms and provide background on contemporary issues facing African American teens. Daily classroom instruction will be enhanced with experiences visiting Indiana University's Black Film Center/Archive, the Archives of African American Music and Culture, the Kinsey Institute, and the Herman B. Wells Library.

“My TASS experience was life changing and was one of the best summers of my life. I will be a freshman at Cornell University in Fall 2014 and believe being a TASSer was instrumental in my acceptance.”

—Kendra, 2012 TASSer



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.

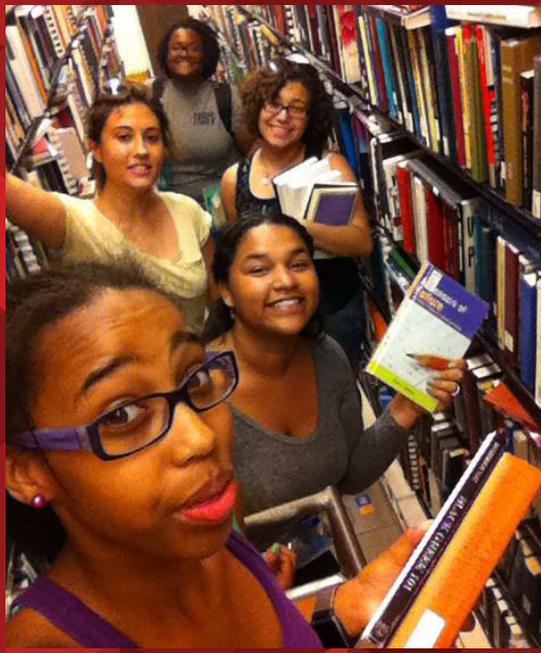
For more information and to apply online go to:

tass.tellurideassociation.org

**A FREE ACADEMIC OPPORTUNITY
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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



Photography: Pharlon Randle, Bangtown Production & Recording

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MICHIGAN TASS Dreams of Freedom and Realities of Confinement

DIANA LOUIS

Department of African American and
African Diaspora Studies
Indiana University

MICHAEL MCGEE

Department of African American Studies
University of California, Berkeley



The University of Michigan in Ann Arbor, a college town an hour's drive from Detroit, is home to the Department of 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.

This course will explore the complex relationship between freedom and confinement in America. We will consider how hallmarks of national freedom appear alongside varying forms of confinement from the nation's founding to the present moment. For example, what does it mean for the Declaration of Independence, the abolition of slavery, the Civil Rights Movement, and the two-time election of a black president to coexist with the racialized use of plantations, prisons, asylums, and neighborhoods? In this seminar, we will follow the many ways in which freedom and confinement show up in American society. Close attention will be paid to how the meaning of these two concepts change over time and how much they influence each other.

The class will engage a broad range of texts, from political documents and historical records, to contemporary music and films. We will also read a good deal of African American literature, including narratives, novels, poems, and essays. By working with such a collection of texts, the seminar will challenge us to draw critical connections between history, politics, social theory, and popular culture. By looking from multiple vantage points, we will assess the ways freedom and confinement are measured and described in sometimes vastly different ways by African American authors and artists. The works we read will show that both freedom and confinement come at significant costs. Our goal in this seminar is to ascertain these costs and understand how they impact our everyday lives.

What Do TASSers Do After the Summer?

Some TASSers attend TASP, the Telluride program for high school juniors, in the summer following their TASS experience. 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 remember the summer they spent at TASS as a transformational time, with a lasting impact through their college and professional lives.



HOW TO APPLY



We accept applications at tass.tellurideassociation.org.

Or, you can request an application by mail or download it from our website and mail it to:

Administrative Director
Telluride Association
217 West Avenue
Ithaca, NY 14850

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 Black Studies and related fields are especially encouraged to apply. You need not have prior academic experience in this field.

The application requires essay responses 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. Applications must be submitted online or postmarked by **January 8, 2015**.

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 late April. Please contact our office if you or your parents have any questions.

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



TELLURIDE ASSOCIATION

For answers to common questions about the application and program:

http://www.tellurideassociation.org/tass_faq

Further inquiries should be directed to:

tass-queries@tellurideassociation.org or 607.273.5011

Apply online at: tass.tellurideassociation.org