Dear Colleagues:

On behalf of The College of New Jersey and the Professional Development School Network (PDSN), it is my pleasure to announce the 2016-17 Teachers as Scholars (TAS) program. The program was created nine years ago through the collaborative effort of TCNJ’s Professional Development School Network (consisting of 18 partner school districts), The College of New Jersey, and the Woodrow Wilson Foundation for the purpose of providing a selection of content-related seminars geared toward subjects of particular interest to K-12 educators.

The goals of the PDSN seminars are:

1. To foster and promote teachers as academic and intellectual leaders by giving them time to reflect and discuss new ideas and recent scholarship with colleagues;
2. To give (over time) equal opportunity to all teachers in a district to examine and learn cutting-edge scholarship as part of their work day;
3. To encourage professional relationships between arts and science faculty and classroom teachers, while improving articulation between K-12 schools and higher education.

TAS seminars are two-day professional development events led by the outstanding faculty members of The College of New Jersey. Teacher-scholars who are selected for participation by their school districts can choose from an array of seminars (described in this brochure); those who successfully participate and complete TAS seminars are awarded ten professional development hours. Each seminar is presented on the scenic campus of The College of New Jersey and runs from 8:30 a.m. to 3:00 p.m.

The registration protocols are as follows:

- Each PDSN member school district is guaranteed a minimum of one registration (one seat) for each and every seminar.
- At least 10 registrants are needed in order to offer a seminar.
- The maximum number of registrants for each seminar is 20.
- If a PDSN school district opts not to utilize their registration, other PDSN districts can request additional seats in the seminars on a “first come, first served basis.”
- If seats are available once all PDSN districts have completed registration, non-PDSN member school districts may register to attend seminars. Non-PDSN districts will be charged a fee on a per-person basis.
- All seminar offerings and non-PDSN member registration fees are listed in this brochure.

Our programs bring together school teachers with college faculty in a climate that enrich and expand teaching and learning opportunities of both groups, while challenging and stimulating the intellectual interests and curiosity of all participants. These programs are open to all K-12 teachers regardless of certification or teaching assignment. If you would like to suggest areas of study for future seminars, please email us at STEP@TCNJ.edu attention: Teachers as Scholars.

Registration information at the end of this guide. The dates of the two-day seminars are noted. If you are interested in becoming a Teachers as Scholars candidate, contact your district liaison listed in this brochure.

We look forward to you joining us during the 2016-17 academic year!

Sincerely yours,

Kerri Long, Director
# TEACHERS AS SCHOLARS

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October 4 and October 14, 2016

The unprecedented economic crisis that hit the United States in Fall 2008 spread quickly to the rest of the world, causing recession in most of the global economy. While some compare its severity to the Great Depression, the recession of 2008 had different causes and characteristics than other periods of economic downturn: high-risk, opaque financial instruments and practices led to a financial sector meltdown that quickly spread into other economic sectors with unprecedented speed. A related lack of credit, which threatens future economic growth and production, has generating lower consumer spending and rising unemployment. As a result, the stock market declined more than 40 percent in less than two months. These are just some of the most visible results of the recession.

This seminar has two parts: in the first part, we will build a better understanding of the major forces involved in the current recession. In doing so, we will examine the major domestic and international factors affecting the U.S. economy, with particular emphasis on mortgage-backed securities and housing markets, the financial sector’s role in supporting growth in the real economy, and the major engines of U.S. growth, inflation, and unemployment. Our objective is to enhance understanding those factors and their complex interdependencies.

In part two of the seminar, we will focus on the government’s response to the crisis to foster a better understanding of how different outcomes may be linked to various policy options. Use of traditional policies, such as interest rate adjustments and fiscal stimuli, will be evaluated. Additionally, global impact of the crisis will be discussed, along with the role of the U.S. as a global engine of growth and the rising interdependencies of global markets. When assessing our government’s management of the current crisis, we will discuss such issues as moral hazard, tax payer costs, the timing and nature of various bailouts, the appropriate role of financial sector regulations, and role of markets (as opposed to governments) in allocating resources. The distinction between government actions to benefit Wall Street and Main Street will also be evaluated.
Printmaking is an exciting artistic medium; it permits the reproduction of unique works of art as well as the production of multiple copies of original works. Intaglio is a printmaking technique in which an image is engraved into a surface, and the incised line or sunken area holds the ink, which is then printed onto paper. Investigating the role printmaking, in particular intaglio, plays in our everyday lives, this seminar explores methodologies and concepts of the intaglio printmaking process. This session seeks to expose participants to an overview of the tools, methods, and nontoxic materials for making intaglio artworks with particular focus on how traditional techniques relate to contemporary concepts and individual art practice. Engraving Worlds provides participants with the opportunity to develop artmaking skills by engaging in various printmaking processes such as intaglio drypoint and monotypes.

SEMINAR LEADER: LISA LAJEVIC, PH.D.
Lisa LaJevic is an Associate Professor and program coordinator of Art Education at The College of New Jersey. Her research interests include arts integration, teacher education, contemporary art, and curriculum and pedagogy. Dr. LaJevic’s research has led to a number of conference presentations and published journal articles. Prior to completing her doctorate in Art Education at the Pennsylvania State University, she was an elementary art teacher in an arts-infused public school. She is active in many professional organizations, and has also worked with several art museums and non-profit community art organizations.
SEMINAR 3

CAPTIVITY

November 7 and November 14, 2016

America has a fascinating obsession with the experience of captivity. We see this exhibited in contemporary bestselling memoirs and popular films that focus on hostages, kidnapped victims, prisoners, and the myriad voices of those being held in confinement against their wills. Quite interestingly, America’s identification with captivity finds its origins in colonial times. This seminar will explore the construction of captivity in our nation’s earliest literature, history, and culture. We will turn to some dramatic primary texts from the 17th and 18th centuries, including Native American Indian captivity narratives, Salem Witchcraft trial records, rapturous prophesying recorded during the Great Awakening, and classic seduction and romance tales of Revolutionary America. In particular, we will look at the first two American bestsellers—a spiritual memoir written by a Puritan minister’s wife (Mary Rowlandson) who was taken captive by Algonquin Indians in 1676, and then a novella (Charlotte Temple) about a young woman who was seduced by a British soldier and taken to America. Our analysis will consider the prevalent issues that attracted and moved our nation’s earliest readers, including cross-cultural encounters, the performance of American masculinity, the allurement of rescue missions, the feminized behavior of hostages, the entrapment of marriage, and the religious notions of “possession” and spiritual captivity. Throughout these discussions, we will invariably find critical connections to our present-day understanding of captivity and examine the ways in which this experience is deeply embedded in the roots of American identity and selfhood.

SEMINAR LEADER: MICHELE LISE TARTER, PH.D.
Michele Lise Tarter is a Professor of English at The College of New Jersey. She has published and presented extensively on early American women’s writing as well as on 17th- and 18th-century transatlantic Quaker literature. She is co-editor of Buried Lives: Incarcerated in Early America (University of Georgia Press, 2012) and “A Centre of Wonders”: The Body in Early America (Cornell UP, 2001). Her most recent research project is based on her volunteer work teaching a memoir-writing to Class of 2016 women in the maximum-security wing of the Edna Mahan Correctional Facility for Women in New Jersey.

SEMINAR 4

GOD AND SUFFERING

November 10 and November 17, 2016

Jews, Christians, and Muslims believe that God exists, and is all-mighty, all-knowing, and all-good. In light of these divine attributes, the question arises: Why does God allow so much suffering to occur in the world? Think about it. Why did God allow the Holocaust to occur, or allow millions of people to be enslaved? Why does God allow child abusers to continue with their depredations, or allow animal suffering on such a massive scale to persist? Why does God allow devastating earthquakes, hurricanes, and other horrific natural disasters to take place? The problem posed by the existence and extent of human and animal suffering constitutes one of the most powerful reasons for rejecting the God of Abraham, Isaac, and Jacob. This seminar will explore an interesting range of answers to this problem. Such answers, known as theodicies, endeavor to explain why God, despite being all-mighty, all-knowing, and all-good, allows suffering to occur and to continue. We will consider the “Free Will Theodicy” of the great Jewish philosopher and rabbi, Saadya Gaon, the “Perfection Theodicy” of the great Sufi Muslim philosopher and mystic, Al-Ghazali, and a variety of theodicies from the Christian tradition, including John Hick’s theodicy inspired by St. Irenaeus, and the theodicies articulated by Marilyn McCord Adams and Eleonore Stump inspired by the work of St. Augustine. We will end by considering the lessons in humility articulated in the Book of Job.

SEMINAR LEADER: PIERRE LE MORVAN, PH.D.
Pierre Le Morvan is an Associate Professor of Philosophy and coordinator of religious studies in the Department of Philosophy, Religion, and Classical Studies at the College of New Jersey. He earned his Ph.D. in philosophy at Syracuse University. He has taught epistemology, philosophy of religion, philosophy of science, aesthetics, and ethics, and has published articles on such topics as the problem of suffering, the nature of knowledge, the nature of truth, the nature of ignorance, the nature of perception, and how to distinguish healthy from unhealthy skepticism.
February 7 and February 17, 2017

This seminar explores the history of American cities through two case studies: Trenton and Atlanta. Together these two studies serve as a window into the major patterns of development in American cities in the North and South. Throughout the history of modern America, where people live has had enormous consequences in terms of access to education, housing, jobs, and political power. In studying the history of cities—and their complex relationships with surrounding suburbs—this class will explore the larger questions of race, inequality, and power that are central to understanding modern American society.

Robert McGreevey is an Associate Professor of History at TCNJ. A specialist in the political, social, and cultural history of the United States from 1877-1945, he teaches courses on the Gilded Age and Progressive Era, America in the Twentieth Century, and the history of the U.S. in the world. He received his Ph.D. in American history from Brandeis University and is currently completing a book entitled, Borderline Citizens: The United States, Puerto Rico, and the Politics of Colonial Migration, 1898-1934 to be published by Cornell University Press in 2017. Oxford University Press will publish his co-authored textbook, Global America in the Twentieth Century, in 2017. His articles and reviews have been published in the Journal of the Gilded Age and Progressive Era, the Journal of American Ethnic History, and the Blackwell Companion book series. His next book project is a history of Trenton in the twentieth century entitled, Trenton Makes the World Takes. In 2011, he was named the Teacher of the Year by the New Jersey Studies Academic Alliance and the New Jersey Historical Commission.

November 15 and November 22, 2016

Increasingly, we are seeing headlines like the following: “As Transgender Students Make Gains, Schools Hesitate at Bathrooms” (New York Times). What relevance is this to the wider school population? Perhaps more than any other institution, schools are at the forefront—like it or not—of the battleground for transgender rights and, by extension, a national discourse about genders in transition.

With a rash of teen suicides bringing more attention to the special vulnerability of youth, we have a moral responsibility to examine the role of schools in the cultural conversation about transgender identities. In this seminar, we will read books that are already appearing in schools—everything from George, a popular YA novel, to innovative picture books, like Red: A Crayon’s Story. We will read these books alongside the explosion of online resources that address transgender identities in schools and beyond.

We may not all agree on the role of education in advancing transgender rights, but everyone will understand the key flashpoints in popular, medical, and educational discourse pertaining to transgender identity. One of the pressing goals of this seminar will be to consider the practical applications of this knowledge in the K-12 classroom as well as the relevance of transgender discourse to the unfinished project of addressing gender roles and expectations for ALL students.

Juda Bennett is a Professor of English and Gender Studies at The College of New Jersey. He is the author, most recently, of Toni Morrison and the Queer Pleasure of Ghosts (SUNY, 2015) as well as essays and short stories that explore the politics of identity. Before becoming a professor of English and Gender Studies, he lived for more than a decade on three hippie communes, one of which was the subject of a recent documentary, Lavender Hill: A Love Story. He is currently writing a memoir about gender nonconformity in the queer circles of the 1970s.

SEMINAR 6
MODERN AMERICAN CITIES

SEMINAR LEADER: ROBERT MCGREEVY, PH.D.

SEMINAR LEADER: JUDA CHARLES BENNETT, PH.D.

SEMINAR 5
GENDERS IN TRANSITION

November 15 and November 22, 2016
This seminar traces the experiences of Latin American migrants to and from the United States from an anthropological perspective that privileges immigrants’ own voices. While public debates over immigration focus on securing U.S. borders, immigrants themselves confront difficult choices, from the decision to leave their homes and families to the experiences of exclusion and racism—as well as opportunity—in the United States. Three case studies will guide our exploration of immigration: migrant farmworkers in California, an indigenous Ecuadoran family that settles in Queens, NY, and Salvadorans and their children who migrate (sometimes forcibly) to and from the U.S. Their experiences and perspectives raise questions about the justice of the global economy and the relationship between citizenship and human rights.

SEMINAR LEADER: MIRIAM SHAKOW, PH.D.
Miriam Shakow is an Associate Professor of Anthropology at TCNJ. She is a cultural anthropologist and her research focuses on Latin American politics, the intersection of race and class in Bolivia, and the ways that socio-economic class affects U.S. college students’ experiences. She teaches courses on the anthropology and history of Latin America, nationalism and migration, and climate change. She received her Ph.D. from Harvard University in 2008. Her book, *Along the Bolivian Highway: Social Mobility and Political Culture in a New Middle Class*, was published in 2014 by the University of Pennsylvania Press.

One hundred years ago, on March 8, 1917, Russia’s women took to the streets demanding bread and peace. When the military leadership panicked and ordered soldiers to shoot into the crowd, a revolution exploded on the streets of St. Petersburg. Months later, a second Russian Revolution swept Vladimir Lenin and the Bolsheviks into power. Many Russian women celebrated the fall of the Tsar and the Old Regime and lauded the new government’s promises of women’s equality and emancipation. Yet, other women worried that the radical politics would destabilize their families and religious institutions. This course examines the complex gender politics behind the Russian Revolution and the first decades of the Soviet Union. By examining propaganda, artwork, writings by women, and film, we will ask whether the Russian Revolution liberated women.

SEMINAR LEADER: CYNTHIA PACES, PH.D.
Cynthia Paces is Professor of History and department chair at The College of New Jersey. She received her doctorate from Columbia University. Her book, *Prague Panoramas: National Memory and Sacred Space in the Twentieth Century* (2009), examines the creation of Czech nationalism through monuments, buildings, festivals, and protests in the city’s public spaces. She has also published widely on European Catholicism, fascism, women in national movements, public health, and the end of the Cold War. Her current project, *Nursing the Nation: Czech Mothers and Public Health*, examines the tensions between modern concepts of womanhood and traditional maternal duties. Dr. Paces teaches courses on Modern Europe, the Soviet Union, women’s history, and the Holocaust.
For centuries, Chaucer has been seen and appreciated primarily in terms of his disinterested, universal appeal. As John Dryden observed in 1700, Chaucer presents “our forefathers and great-grand-dames all before us, as they were in Chaucer’s days,” but for Dryden, their concrete historical existence “in Chaucer’s days” is less important than the fact that “their general characters are still remaining in mankind . . . though they are called by other names than those of Monks, and Friars, and Canons, and Lady Abbesses, and Nuns; for mankind is ever the same.”

But the very newest thought on Chaucer’s *The Canterbury Tales* questions this traditional characterization of Chaucer as a universal or disinterested poet in favor of a Chaucer who is a concretely historical writer, intimately influenced by—and struggling mightily with—the social and cultural issues of his own peculiar time and place. Indeed, our understanding of *The Canterbury Tales* is enriched when we perceive Chaucer as concretely engaged with the literary, social, political, religious, and cultural issues of his day. When we look at *The Canterbury Tales* in relation to the decline of minstrelsy and the rise of humanism or in relation to the Peasants’ Revolt, we see Chaucer in a new light—as a concrete human being, struggling with the frightening uncertainties and pressing issues of his age. Chaucer becomes more real, more human, and more truly ingenious for having successfully negotiated the shifting landscape of 14th-century England.

The first session of this seminar focuses on the relationship between *The Canterbury Tales* and the Peasants’ Revolt of 1381 (an event that Lillian Bisson calls “the most explosive manifestation of England’s social tension” in Chaucer’s day). The second session focuses on Chaucer’s part in what Richard Firth Green has called the “literary revolution” of the later Middle Ages; Chaucer was a participant in the trend in late medieval courtly society that replaced old-fashioned minstrels and arcane Latin scholars with a more lettered and more prestigious class of vernacular writers.
Do microorganisms swing out of control as a form of checks and balances, or are they a catastrophic nightmare that should never have happened? We will examine several of the major plagues in recent history to look for patterns for emergence and the potential preventative measures we have learned from them. From using the simple ideas from Berton Roueche’s *The Medical Detectives* to more catastrophic histories of disease, we will explore both the social and scientific decisions plague’s devastation generates. Beyond increasing medical and scientific knowledge, we will recount stories that have emerged regarding the human response in dealing with the potentially inevitable. There is a multi-faceted perspective when studying the rapid spread of disease, so we want to explore both the holistic human impact as well as better understand the environment in which they emerge. Participants will take on stakeholder roles in examining the multi-dimensional impact of disease gone out of control as well as work activities simulating these events.

**SEMINAR LEADER: LINDA BURROUGH, M.ED./SCIENCE**
Linda Burroughs is an Assistant Professor in the Department of Elementary and Early Childhood Education, with a special interest in biomedical phenomenon.

**SEMINAR LEADER: HETTY E. JOYCE, PH.D.**
Dr. Joyce has been a member of the Department of Art and Art History at TCNJ since 1998, teaching the introductory art history survey and advanced courses in Renaissance and Baroque art, the Classical tradition, twentieth-century art, and the Junior Research Seminar for art history majors. She earned the B.A. in Classics at Reed College (Phi Beta Kappa), the M.A. in Classical Archaeology at the University of California at Berkeley (Woodrow Wilson Fellow), and the Ph.D. in Fine Arts at Harvard University. Her special field of interest is the discovery and influence of ancient painting and decorative arts from the Renaissance to the present day. Her most recent publication is “Picturing rape and revenge in Ovid’s myth of Philomela,” a study of the representations of this unsavory tale in the late medieval and early modern periods.
April 5 and April 12, 2017

In 2016, the world commemorated the 400th year since Shakespeare's death. Any teacher asked “Why still teach Shakespeare?” will have a number of ready answers. Shakespeare's plays continue to be cultural capital referred to at every turn from Faulkner's *The Sound and the Fury* to *Sons of Anarchy*. Shakespeare's plays illuminate the universal tragedies in the human condition and his works are a centerpiece of the high school curriculum. Shakespeare's stories are beautiful.

But few of us ever answer, “Shakespeare teaches us all something important about the English language.” Even fewer of our students will answer, “I understand every word Shakespeare writes.” For many of our students, Shakespeare's language is an impediment rather than a joy. Lessons about Shakespeare's poetry and plays often side-step his language, instead inviting students to reframe the action of the plays in contemporary settings with contemporary dialogue. In effect, many of us teach students to do what Shakespeare did to his own sources: to recast the stories in our own times without reference to the original language of the texts. Such lessons teach students important tools in translation or provide opportunities for performance, but they rarely improve students' long-term comprehension of Shakespeare's language.

This seminar will focus on Shakespeare's language, using *Love's Labour's Lost* as the point of departure. We will also discuss sections of *Macbeth*, *Midsummer Night's Dream*, and *Hamlet*. Participants will learn to use the lexical and linguistic tools necessary to discuss Shakespeare's language and learn how to develop lessons to bring those resources into the classroom to improve student reading comprehension.

SEMINAR LEADER: FELICIA JEAN STEELE, PH.D.
Felicia Jean Steele is an Assistant Professor in the English department at The College of New Jersey. She teaches courses in introductory linguistics and the global history of the English language, as well as courses in early literatures and medievalism in British literature. Professor Steele’s main research is in historical linguistics, specifically auxiliary verb change over the history of the English language. She has also published essays in historical phonology and the uses of linguistic analysis in discussions of literary influence and the influence of Tolkien on Seamus Heaney.
Blog Essays. Podcasts. Visual Journals. Graphic Novels. Photo Narratives. Draw My Life Videos. Verse Memoirs. The literary genres now available to a 21st century audience continue to expand as new technologies for reading, writing, and publishing are developed. Many examples of mixed-media storytelling offer the complexity and rigor to facilitate deeply reflective critical inquiry. Determining the literary merit of these emerging genres challenges critics and educators alike to adopt a new lexicon of critique that includes the multimodal grammar of visual and audio design, concepts like visual salience, cell framing, and gaze vectors. Teachers who want to engage their students in multimodal composition must consider how to best integrate these new forms of writing into their curricula in meaningful ways. What opportunities does the integration of mixed-media storytelling open up to both developing and experienced student writers? In this seminar, teachers will have the opportunity to not only become familiar with mixed-media storytelling, but also engage in the production and publication of several short examples.

Each of the two day-long sessions will consist of two parts. The morning will be spent examining, analyzing, and discussing the conventions of one or two specific mixed-media genres including the following: narrative nonfiction podcasts such as The Moth and Snap Judgement, the graphic novels The Dumbest Idea Ever! and El Deafo, as well as excerpts from two photo narrative collections, Remember and The Photographer, and several examples of digital texts from online vloggers and bloggers. Using professional as well as student and teacher generated mentor texts along with current scholarship on multimodal composition, participants will explore what kind of writing mixed-media stories reflect, what narrative content they best convey, and what kind of technology they require.

Each afternoon will be dedicated to the production of participants’ own short multimodal narratives. In true workshop fashion, session participants will be guided through the process of topic brainstorming, developing and writing text, and “producing” their mixed-media work using the appropriate technology. The seminar will conclude with the presentation and a discussion of participants’ work.

**SEMINAR 13**

**EXPLORING THE CONVENTIONS OF MIXED MEDIA STORYTELLING**

**April 18 and April 25, 2017**

Emily S. Meixner is an Associate Professor of English and the coordinator of the secondary English education program at The College of New Jersey. Dr. Meixner teaches undergraduate courses on English Language Arts reading and writing pedagogy as well as graduate and undergraduate courses on young adult literature. Dr. Meixner works regularly in local schools providing professional development on a variety of literacy topics. Her scholarship has been published in *Voices from the Middle, The ALAN Review, Radical Teacher, English Leadership Quarterly,* and *Multicultural Perspectives.*

Anne Peel is an Assistant Professor of literacy in the Department of Special Education, Language & Literacy at The College of New Jersey, and a former high school English teacher who taught in both Philadelphia and New Jersey for 14 years. Currently, Dr. Peel teaches courses in children’s literature and several foundational and content-area literacy methods courses for both elementary and secondary pre-service teachers. Her research focuses on issues of adolescent writing engagement, and has been published in the *Journal of Literacy and Language Education, English Journal,* and *Science Activities.*
It is often difficult to identify the exact causes of English Language Learners’ (ELLs’) academic struggles. Those could result from their inadequate mastery of the English language, their sociocultural context, teaching style and instructional strategies, or a disability. To examine the root causes of ELLs’ academic difficulties, it is critical that teachers examine their own perceptions of culturally and linguistically diverse learners as well as all external factors that may be contributing to these students’ difficulties prior to considering “within child” causes. The purpose of the seminar is to discuss specific instructional strategies that are aligned to second language development to facilitate the discrimination between external or internal factors affecting ELLs’ academic performance and help deconstruct educators’ deficit thinking towards these learners.

SEMINAR LEADER: SOLANGE A. LOPES-MURPHY, PH.D.
Solange A. Lopes-Murphy is an Associate Professor in the Department of Special Education, Language, and Literacy, where she teaches courses in Methods of Teaching English as a Second Language (ESL), Sociolinguistics, Theory and Application of ESL, and Literacy. Her areas of research are cultural competence, Universal Design for Learning, and the disproportionality of English Language Learners in special education programs. She earned her Ph.D. in Curriculum and Instruction with specialization in foreign languages and English as a Second Language from Virginia Tech University.
The Teachers as Scholars Program is open to all school district teachers subject to local school district policy and selection criteria. Teachers wishing to participate in Teachers as Scholars seminars must complete the district application form located on the following page and return it to their TAS district leader listed in this brochure.

School district leaders will select one participant for each seminar which is offered during the semester and email or fax the list of participants to Kathy DiAntonio, Office of the Director, at 609.637.5196. The Office of the Director will confirm the seminar selections and will distribute the information about appropriate seminar to the each registered participant.

Registration protocols and procedures:

- Each PDSN district is guaranteed one registration (one seat) per seminar. If additional seats are available, districts will be informed and will be permitted to register more than one registrant in the same seminar.
- A minimum of ten registered participants are required offer a seminar.
- Seminars may require participants to do some reading or preparation prior to attend.
- PLEASE BE SURE TO LIST THE EXACT MAILING ADDRESS OF ALL REGISTRANTS. Registration forms without this information cannot be processed and will be returned to the district.

Cost of materials and books will be paid by TCNJ. All seminars will feature coffee and conversation from 8:30 – 9:00 a.m. The seminars will begin at 9:00 a.m. and conclude at 3:00 p.m. Lunch will be provided.

Questions pertaining to Teachers as Scholars can be addressed to Kathy DiAntonio at 609.771.2408 or via email (diantonk@tcnj.edu).

APPLICATION FOR TEACHERS AS SCHOLARS

Please note the above application directions. This application must be submitted to TCNJ’s STEP Office by your school district leader no later than September 15, 2016. Please provide ALL of the requested information. Incomplete registration forms cannot be processed and will be returned.

NAME ____________________________

Mail all correspondence and reading materials to me at the following address:

ADDRESS ____________________________________________________________

CITY ____________________________ STATE ___________ ZIP _______________

HOME PHONE ____________________________ E-MAIL ________________________

SCHOOL PHONE ____________________________ E-MAIL ________________________

SCHOOL NAME ________________________________

SCHOOL DISTRICT ______________________________

GRADE LEVEL/CONTENT AREA ________________________________

Registration Fees:
☐ My district is a PDSN member. (No fee for teachers from PDSN member districts.)
☐ My district is not a PDSN member but is interested in being considered as an applicant to attend the TAS seminars.

If your district is not a PDSN member, please pay by purchase order or check. Please make checks payable to “The College of New Jersey.”
The cost of each seminar for each registrant is $200.

Purchase Order # ___________________ or Enclosed Check # ____________________________

Signature: ____________________________

Confirmation and room assignment will be emailed and mailed to the registrant.
SELECT SEMINAR CHOICES

Each seminar is limited to 20 participants. If seats are available, districts will be informed and will be permitted to register more than one teacher in the same seminar. Each seminar requires 10 registrants to warrant its offering.

Please check the seminar(s) you wish to attend:

- **SEMINAR 1: FINANCIAL CRISIS, GREAT DEPRESSION, AND SLOW RECOVERY, 2008-2015: CAUSES, EFFECTS AND REMEDIES**
  - Leader: Bozena Levin
  - Dates: October 4 and 14, 2016

- **SEMINAR 2: ENGRAVING WORLDS: EXPLORING THE ART OF INTAGLIO PRINTMAKING**
  - Leader: Lisa LaJevic
  - Dates: November 2 and 30, 2016

- **SEMINAR 3: CAPTIVITY**
  - Leader: Michele Lisa Tarter
  - Dates: November 7 and 14, 2016

- **SEMINAR 4: GOD AND SUFFERING**
  - Leader: Pierre Le Morvan
  - Dates: November 10 and 17, 2016

- **SEMINAR 5: GENDERS IN TRANSITION**
  - Leader: Juda Charles Bennett
  - Dates: November 15 and 22, 2016

- **SEMINAR 6: MODERN AMERICAN CITIES**
  - Leader: Robert McGreevy
  - Dates: February 7 and 17, 2017

- **SEMINAR 7: LATIN AMERICAN MIGRATION**
  - Leader: Miriam Shakow
  - Dates: February 20 and 27, 2017

- **SEMINAR 8: RUSSIA’S REVOLUTIONARY WOMEN**
  - Leader: Cynthia Paces
  - Dates: February 24 and March 3, 2017

- **SEMINAR 9: THE UNIVERSAL VS. THE HISTORICAL CHAUCER**
  - Leader: Glenn Steinberg
  - Dates: March 6 and 20, 2017

- **SEMINAR 10: #1 PLAGUE DETECTIVES: ORIGINS, HISTORY AND PROJECTIONS – NATURE’S “CLEAN SWEEP” OR A TERRIBLE MISTAKE**
  - Leader: Linda Burroughs
  - Dates: March 8 and 22, 2017

- **SEMINAR 11: ART AND GENDER IN THE ITALIAN RENAISSANCE**
  - Leader: Hetty E. Joyce
  - Dates: March 24 and 31, 2017

- **SEMINAR 12: ‘TIS A WORD TOO GREAT FOR ANY MOUTH: SHAKESPEARE’S LANGUAGE**
  - Leader: Felicia Jean Steele
  - Dates: April 5 and 12, 2017

- **SEMINAR 13: EXPLORING THE CONVENTIONS OF MIXED MEDIA STORYTELLING**
  - Leader(s): Emily Meixner and Anne Peel
  - Dates: April 18 and 25, 2017

- **SEMINAR 14: INSTRUCTIONAL STRATEGIES TO REDUCE REFERRALS OF ENGLISH LANGUAGE LEARNERS TO SPECIAL EDUCATION & DECONSTRUCT EDUCATORS’ DEFICIT THINKING**
  - Leader: Solange A. Lopes-Murphy
  - Dates: April 21 and 28, 2017

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**National Woodrow Wilson Teachers As Scholars Seminar Sites:**

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- Newberry Library, Chicago
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- Rutgers University, Newark
- Southern Methodist University
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- University of Washington
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<th>Diana Vasil, Curriculum Supervisor</th>
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<td>BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY/BCSSD</td>
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<td>Dr. Todd G. Bonsall, Assistant Superintendent</td>
<td>Dr. Lisa M. Antunes, Assistant Superintendent</td>
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<td>609.261.5600 ext. 2203</td>
<td>908.431.6600 ext. 2828</td>
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<td>BURLINGTON CITY PUBLIC SCHOOL DISTRICT</td>
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<td>Ms. Sherry Knight, Principal</td>
<td>Ms. Christine Laquidara, Director of Curriculum</td>
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<tr>
<td>609.387.5867</td>
<td>609.737.4002 ext. 2731, 2303</td>
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<td>Erin Peacock, Supervisor for Curriculum and Instruction</td>
<td>Mr. Brendan McIsaac, Supervisor of Language Arts</td>
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<td>609.395.1700 ext. 250</td>
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<td>908.908.2941 ext. 502</td>
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<td>EAST AMWELL TOWNSHIP SCHOOLS</td>
<td>KINGWOOD SCHOOL DISTRICT</td>
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<td>Ms. Jackie Royer, Director of Curriculum</td>
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<td>908.782.6464 ext. 221</td>
<td>609.908.2941 ext. 502</td>
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<td>EWING TOWNSHIP SCHOOL DISTRICT</td>
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<td>Dr. Danita Ishibashi, Assistant Superintendent</td>
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<td>609.538.9800 ext. 1402</td>
<td>609.671.5410</td>
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<td>Heather Lieberman, Curriculum Supervisor</td>
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<td>609.530.3120 or 609.530.3162</td>
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<td>609.631.4100 ext. 3045</td>
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About The College of New Jersey

The College of New Jersey is a highly selective institution that has earned national recognition for its commitment to excellence. Founded in 1855 as the New Jersey State Normal School, the College was the state's first, and the nation's ninth, teacher training school. The school flourished in the latter 1800s, expanding both academically and physically. The first baccalaureate program was established in 1925, and in 1947, the College awarded its first master's degree.

Today, the College is recognized nationally for its commitment to quality and excellence, and it consistently ranks as one of the best comprehensive colleges in the region. *US News & World Report* ranked TCNJ as the #1 Public College in the Northern Region, and *Barron's Profiles of American Colleges* named TCNJ a “Best Buy in College Education.”

About the Support for Teacher Education Programs Office (STEP)

The mission of our department is to support the work of our teacher education programs in general and more specifically with the clinical field placements of our teacher candidates at home and abroad.

The College of New Jersey’s Teachers as Scholars Program has been made possible from a grant from the Woodrow Wilson National Fellowship Foundation Programs and is also supported by the Professional Development School Network.