

TASS

TELLURIDE ASSOCIATION SOPHOMORE SEMINARS

WIFE & MOTHER OF BOO



"The fact that I have reacted to a film is a good sign. I have had experiences that will affect me."

Whitney Frazier, student

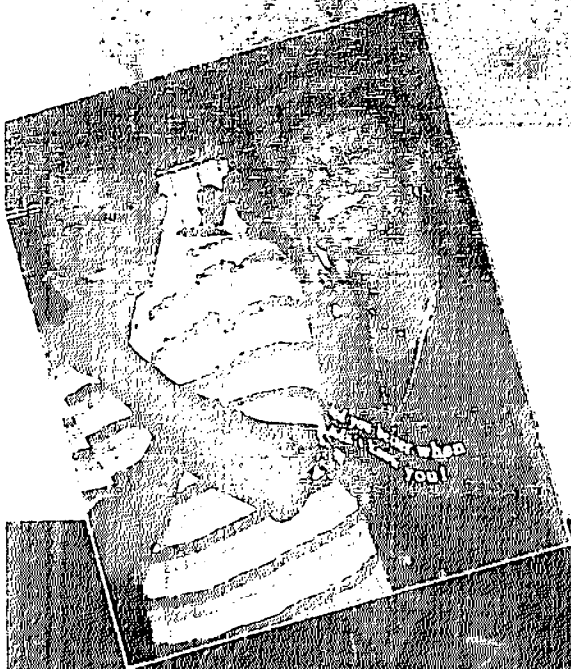
AT THE UNIVERSITY

Modern Sports and the African American Experience

THE UNIVERSITY

American Politics and Culture: Left and Right

Infectious Disease Detectives: Fighting Epidemics Using the Right Tools



WHAT IS TASS?

This summer, forty-eight bright, motivated high school sophomores will participate in one of three challenging six-week college-level seminars in a wide variety of topics. Telluride 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, sixteen students live together in a dorm 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.

**TASS students, that is!*

TELLURIDE ASSOCIATION SOPHOMORE SEMINARS



INDIANA UNIVERSITY

Faculty: Gary Scales and JaDera Scales, Indiana University

African Americans account for only 13% of the population in the United States, approximately 34 million individuals. Yet, they account for 60% of the athletes participating in NCAA Division I college basketball and football, 80% of NBA athletes, 67% of NFL athletes, and 20% of the athletes in Major League baseball. Additionally, African Americans dominate the sprinting and jumping events in elite world class track-and-field competition. Considering their representation in the United States, this is a huge overrepresentation. The converse is also true. African Americans are barely represented in sports like gymnastics, swimming, tennis, figure skating, speed skating, hockey, and golf. However, as miniscule as their representation is in these particular sports, less than 1% African American athletes who do participate in them dominate their sport by holding either league, national, or world records. One may ask what accounts for these gross over and under representations, and why do African Americans appear to dominate the sports they participate in?

Many authors have tried to explain the phenomenon of African American domination in modern American sport through genetic or dysfunctional social causation. Other authors have written on the socio-cultural limitations placed on African Americans, stating they are channeled into sport due to the perception of a lack of educational and career opportunities in traditional settings in mainstream American society. While these theories may offer credible and plausible explanations, no one theory is strong enough to stand alone in explaining the complex social, physiological, and psychological variables and processes that impact the sport participation of African American athletes. This course will investigate the historical variables that shaped the sports participation of Africans before the period of American slavery. It will also examine the lives, participation, and contributions of African American sports pioneers who played an integral part in shaping modern American sport. Finally, this course will critically examine modern social theories which attempt to explain the domination of the African American athlete in modern American sport.

Indiana University is in the small city of Bloomington, about an hour drive south of Indianapolis. During the summer its residence halls, dining halls, and libraries are used by

TASSers and other summer program students. Opportunities

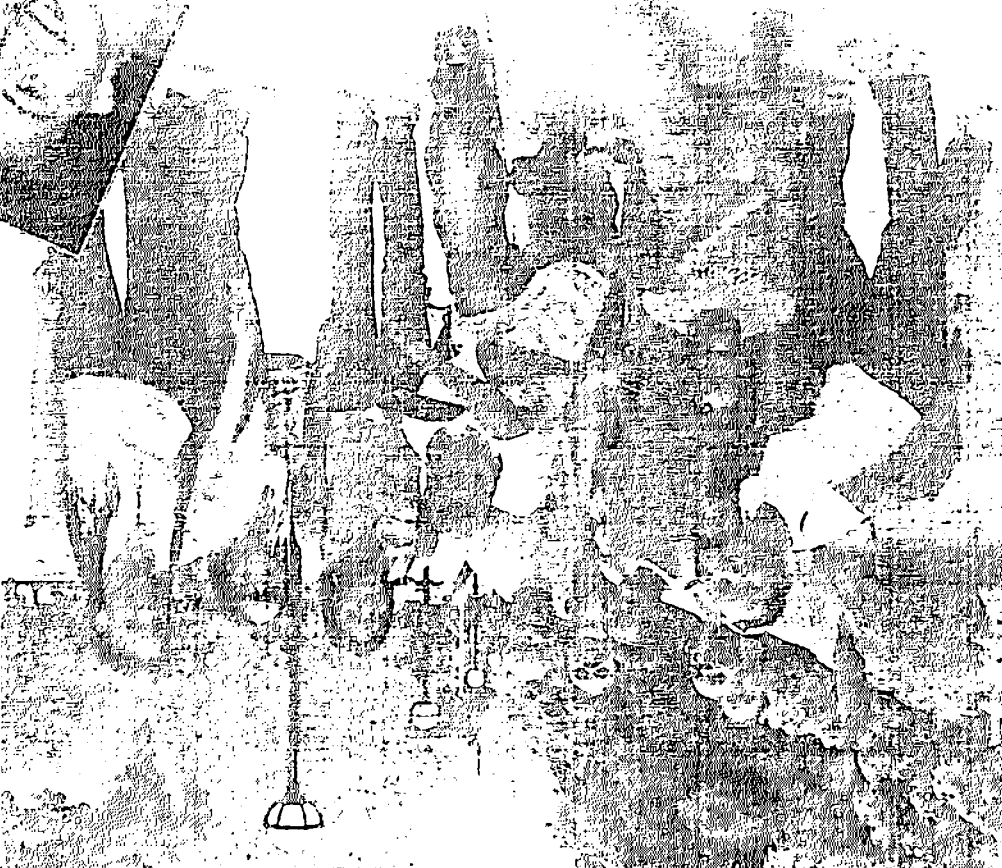
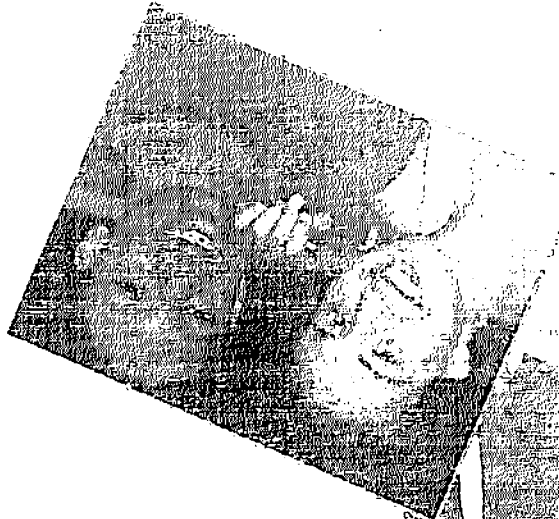
for recreation and enrichment range from bowling and quiet study at the Memorial Union to concerts at the many cultural facilities, pickup games at campus athletic facilities, and exhibits at the Black Culture Center.

WWW.INDIANA.EDU

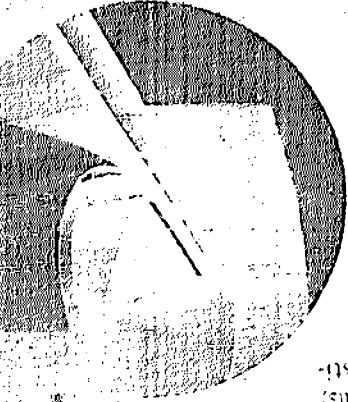
"We enjoyed the students immensely. They were articulate and self-motivated and rigorously pursued a variety of excellent..."

Gloria Gibson-Hudson and Dennis Rome, faculty members, Indiana University

WWW.UMICH.EDU



The University of Michigan is a college town in a world where... Detroit is home to the Center for African and African American Studies... of the most renowned departments in the kind in the country, with a focus on... of promoting diversity and... many as 500 ethnic student groups... Ann Arbor, Mich.



But your summer won't be all world... 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.

WHO TEACHES TASS?

Two accomplished scholars, including at least one distinguished professor from the host university (Indiana University or the University of Michigan) 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 the 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?

You will not receive a grade or college credit—but you will sharpen the skills you'll need to compete in a college-level environment. You will improve your reading, writing, analytic, public speaking, and computer skills as you explore your interests in and out of the seminar.

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.

AMERICAN POLITICS AND CULTURE 1926-1968

UNIVERSITY OF MICHIGAN

Seminar I

Faculty: Angela D. Dillard and Alan Wald,
University of Michigan

The aim of this seminar is to introduce Telluride students to an expansive variety of complex issues raised and addressed by the intersection of politics and culture in the United States in the 20th and 21st centuries, with a special emphasis on the experiences of African Americans. We have planned an intensive but wide-ranging program of readings, discussions, and educational exercises that explore a number of the pivotal figures, texts, themes, and debates through close readings and viewings of primary materials (political manifestos, essays, novels, poems, short stories, speeches, documentaries, popular films, television news broadcasts, and primary documents from U-M archival collections), along with a broader investigation of the local, national, and international contexts (historical, political, economic) in which they were produced.

The course will begin in 1926, the year the *Crisis* magazine sponsored a symposium on the question of art and politics to which many of the era's leading figures contributed. At the center of this contestation was W.E.B. DuBois's "Criteria of Negro Art," a provocative essay calling for racial propaganda which can be fruitfully paired with George Schuyler's "The Negro Art Hokum," Zora Neale Hurston's "The Characteristics of Negro Expression," and Langston Hughes's "The Negro and the Racial Mountain."

A similar method will be employed to explore texts and issues relevant to the 20th century Protest movement, the radical and conservative forms of Black nationalism, the complex intersections of modernism and naturalism, the debates around integrationism and separatism, and the origins and evolution of Black Neoconservatism. In addition, we want to incorporate a focus on the ways in which artists and writers have participated in the construction of political ideologies and the movements that sustain them. Hence, we would draw on a diverse set of writers such as Richard Wright, Richard Rodriguez, Hannah Arendt, James Baldwin, Norman Podhoretz ("My Negro Problem" and "You're It"), William Styron (for his controversial novel *The Confessions of Nat Turner*), Zora Neale Hurston (for her denunciation of the Brown v. Board of Education decision as "water-jistic"), Lorraine Hansberry, J. A. Sinclair, Stanley Crouch, Tom Morrison, Gloria Anzaldúa, Yvonne Deloria, and others.

INFECTIOUS DISEASES: HISTORIES, COMMUNITIES, LEADERS USING THE RIGHT TOOLS

UNIVERSITY OF MICHIGAN

Seminar II

Faculty: JoLynn P. Montgomery and Kristi J. McClamrock,
University of Michigan

Epidemiology, the science behind public health, gives us the tools to identify and quantify epidemics and to recommend appropriate responses for their control. Epidemiology is critical for public health emergency preparedness, outbreak investigations, and prompt decision-making in crisis situations. This course will teach students the basics of epidemiology, including how diseases are spread, how to measure exposure and disease, ways to identify causes of disease, and population-level issues of disease control.

The course will teach students about several major epidemics in history, while also teaching the tools used in modern disease investigations. Case studies, which give students a context to apply these tools, will include bubonic plague in Europe, yellow fever in Philadelphia, cholera in London, influenza, syphilis in the southern U.S., ebola in Africa, HIV, and SARS. This is a population-level study of diseases and not for the faint of heart. Communicable diseases recognize no social boundaries; however, the populations who are most susceptible to disease are often ethnic minorities and the poor. We will explore health disparities in the contexts of infectious disease and historical responses to outbreaks, and ways in which these disparities can be overcome.

Students will play an active role in this seminar. In addition to daily discussions and activities to help students master the material, students will be asked to present information and lead discussions on various topics.

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 request an application from our office or download it from our Web site 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 just your grades. The application and supporting materials (transcript and recommendation letter) must be postmarked no later than January 12, 2007.

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.

SEND APPLICATION MATERIALS TO:

Program Director
Telluride Association
1735 Washtenaw Avenue
Ann Arbor, MI 48104

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.

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

FOR MORE INFORMATION:

Phone: 607 273-5011

E-mail: telluride@cornell.edu



"Among the most important skills I've taken away from TASS is the ability to adequately express my ideas."

Chantal Meadows



What Do TASSers Do

AFTER THE SUMMER?

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.