

Teacher Scholars Program
A Unique Professional Development Project
at Colorado College 2009-2010:

New Ideas, New Connections

Participants

Academy School District Twenty
Colorado College
Colorado Springs School District Eleven
Fountain Valley School
Lewis-Palmer School District Thirty-Eight
The Colorado Springs School

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Teacher Scholars Program

An Invitation to Participate

Welcome to the eleventh *Teachers Scholars Program* professional development project at Colorado College! The project features two-day seminars that take place on the CC campus. Since your employer supports the program, the seminars and their related materials are offered to you at no cost. In addition and upon request, Colorado College will award you one semester hour of graduate credit, gratis, when you complete a seminar.

The Colorado College faculty that conduct the seminars represent a variety of disciplines: classics, environmental science, neuroscience, philosophy, and sociology. They are eager to work with educators in this community; hence, the project's theme is "New Ideas, New Connections." **You are encouraged to enroll in the seminar that interests you, regardless of the grade level or subject that you teach. Enrollment is designed to engage you actively and intellectually in learning for its own sake. All seminars are designed to be participatory experiences that will allow you to pursue your scholarly interests with other educators from the Pikes Peak region.**

The last page of this catalog includes a registration form (**deadline is April 30**) for you to list, in rank order, your seminar selections. **Please be sure to include three choices, as your first choice may not be available since an attempt will be made to include a broadly representative (of three districts, two private schools, and of P-12 levels) educator's group in each seminar. Please follow the instructions from your employer as to application procedure; participants will be selected by your district's/school's project liaison who is listed in this catalog. Selected applicants will be notified by May 15th for participation during 2009-2010.**

We know that the *Teacher Scholars Program* provides a wonderful opportunity for personal and professional growth and renewal for all concerned. The following examples from teacher evaluations from last year's seminars indicate what you may anticipate:

- "All was positive – we as teachers need to continue to be students."
- "It's a wonderful intellectually stimulating experience."
- "A fabulous experience for professional development."
- "Content was excellent; process was appropriate and inspiring."

"It felt great to be a learner and be excited about learning."

We invite you to become a **Teacher Scholar**. We also look forward to learning from you and with you as we form our own community of scholars engaged in this unique intellectual experience.

Charlotte Mendoza, Director, *Teacher Scholars*
Program.

Teacher Scholars Program Seminar Descriptions

Seminar #1, Psyche and Symbol: The World of C.G. Jung

This seminar offers a basic introduction to the thought of C.G. Jung, including his notions of the structure of the personal and collective unconscious, the function of archetypes and dreams in development and healing, and the transcendent function as it relates to the individual process. Jung departed from Freud in believing that we could not understand the structure of the self and its relation to world and cosmos without exploring spirituality. Dreams, myths, the arts, rituals, and religions contain the symbols that lead us to genuine discoveries within the psyche, which allow healing of self and world to occur. We will explore the fundamentals of Jungian psychology, including close looks at parts of Jung's autobiography, with the above in mind. It is hoped that during the brief period of the seminar, teacher scholars will have a chance to explore their dreams, to understand how archetypes work in mythology and in the human psyche, and to develop new perspectives for interpreting literature, film, and art, as well as give their students a new perspective on the works they choose to explore. Archetypal perspectives lead us to new venues for restoring our own faith and hope in art in an ever more disturbed and chaotic global world.

Marcia Dobson

September 10-11, 2009 (9:00 A.M. to 3:00 P.M. daily)

Seminar #2, What Teachers Should Know About the Brain

This seminar synthesizes neuroscientific research that has contributed significantly towards our understanding of the brain and clearly indicates that such knowledge enriches our appreciation of psychological, educational, and even sociopolitical phenomena. In particular, findings of relevance to educators are addressed with the belief that teachers (as well as caregivers) are directly responsible for shaping the developing human brain. With the help of modern imaging techniques, several issues will be addressed: (1) the dynamic development of the human brain during the early years, (2) the exquisite sensitivity of the brain to epigenetic influences (including the educational environment), and (3) motivation/attention mechanisms and the relationships between cognition and emotion. The greater a teacher understands of such underlying neural mechanisms/processes, the greater the appreciation of the educational process and its profound long-term consequences (both positive and negative). This seminar will consist of hands-on laboratory experience with human brains, interactive lectures, and discussions. Participants should note that this is *not* an applied seminar; in other words, the purpose is not to solve practical neuropsychological problems, but rather to provide the neurobiological tools with which participants can further their knowledge of how the brain works. The seminar is intended for a general audience of all levels with no prior scientific knowledge required.

Bob Jacobs

September 17-18, 2009 (9:00 A.M. to 3:00 P.M. daily)

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Seminar #3, Protecting Us by Protecting Wildlife

In a world filled with jetliners, the internet, and fifty story condominium buildings it's easy to forget that we are dependent on plant and animal species. They are the only source of energy for the engines called human beings; they are the building blocks for genetic engineering; and they are working hard to prevent us from committing suicide by greenhouse gases. What do we humans do in return? That is the foundation of inquiry for this seminar. After discussion of why we overexploit wildlife, we will focus on three important questions. First: Why should we protect wildlife? We will see whether there are instrumental reasons that justify an effort to protect wildlife. We will then ask if there are ethical justifications. The second question will be: How do we protect wildlife? We will examine efforts on a local, national, and international scale and evaluate their effectiveness in protecting wildlife. This will include considering the policy of setting aside preserves such as wilderness areas and designating other land for multiple uses some of which (such as logging) are clearly harmful to wildlife. The third question will be: How can we protect wildlife better? What changes to our policies are possible? Are these changes affordable? Would they be acceptable to the public?

Phil Kannan

October 22-23, 2009 (9:00 A.M. to 3:00 P.M. daily)

Seminar #4, Ethics and Contemporary Life

We will explore the importance and extent of cheating in American life by looking at David Callahan's *The Cheating Culture*. We will then inquire into why a culture grounded in a market economics tends to produce human beings who have trouble being moral and developing coherent selves. We will explore how the negative effects of an economic culture can be confronted and how it might be possible to develop moral, coherent selves in a fragmented, eco-oriented world. This exploration will be grounded in an examination of a new concept of the self that was developed by psychoanalyst Heinz Kohut. He sees the self as a developmental achievement that is always vulnerable to trauma and fragmentation and needs empathic mirroring from others in order to sustain itself of the course of a lifetime. The recognition of this largely unconscious self is crucial both in personal living and in interaction with others.

John Riker

November 12-13, 2009 (9:00 A.M. to 3:00 P.M. daily)

Seminar #5, Family and Social Change

This seminar will look at family structures and relationships through history and across cultures, focusing on the wider social contexts of gender, race, ethnicity, and socioeconomic class. Then, we will use the same kind of sociological analysis to move into discussions about some of the cutting edge issues of our time, such as same-sex marriage, surrogate motherhood/sperm & egg donation, and international adoption. These social structures are often taken for granted, but as social constructions, little about them is natural. They are human made and therefore can and do change under the pressure of social forces and through efforts of human agents. This kind of sociological awareness will lead us to some deceptively complicated questions. What is marriage? What is family? How have our definitions changed? What social factors influence those changes? What are the current developing norms and what might be ahead? And, perhaps most important, what do we want the future of family to be? Can society chart that course, or is it more scripted by social forces beyond individual control?

Gail Muphy-Geiss

December 3-4, 2009 (9:00 A.M. to 3:00 P.M. daily)

Faculty Profiles

Marcia Dobson is a Professor of Classics. She teaches many popular classes, including “Myth and Meaning,” “Ancient Greek Drama,” and “Discovering the Unconscious.” She is a psychoanalytic self-psychologist, in private practice in Colorado Springs. She is a contributing editor to the *International Journal of Psychoanalytic Self Psychology*. In addition to her Classics Ph.D., she also has a Ph.D. in Clinical Psychology with an Emphasis on Depth Psychology. Professor Dobson has started a Psychoanalysis minor at Colorado College and recently presented a paper at an international conference in London on Classical Myth and Psychoanalysis.

Gail Murphy-Geiss is an Assistant Professor of Sociology. She teaches courses in gender inequality, sociology of religion, and sociology of family, as well as sociological research design. Her research focuses broadly on domestic violence and sexual harassment, but she also engages topics at the intersection of her three subfields of specialization, recently writing papers on motherhood in Islam and midwifery as “sect-like” in relationship to the larger “church” of modern medicine.

Bob Jacobs, the Thomas M. McKee Professor in the Natural Sciences, developed Colorado College’s Neuroscience major 14 years ago and the CC Neuroscience Outreach Program for Elementary School Education. He maintains an active research program in Quantitative Neuromorphology and has published numerous articles in scientific journals. His main interests besides neuroscience are language acquisition, cognitive ethology, and hockey.

Phillip M. Kannan is a Distinguished Lecturer and Legal Scholar-in-Residence at Colorado College. His education includes a B.S. and M.A. in Mathematics at the University of North Carolina and a J.D. degree from the University of Tennessee College of Law. He was a mathematics professor for eight years and has practiced law for 30 years as the general counsel for non-profit and public corporations and has published many articles in the fields of administrative and environmental law and American Indian law. Since 1997, he has taught a variety of courses for the Environmental Program, Women’s Studies, and Southwest Studies Program, the Political Science Department, and the Master of Arts in Teaching Program, focusing on environmental policy and environmental justice nationally, internationally, and in the Southwest.

Charlotte Mendoza is a Professor of Education.. She teaches courses in literacy at the elementary and secondary level, social studies, and issues in contemporary education. She developed the *Teacher Scholars Program* after receiving a grant from the Woodrow Wilson Foundation to do so, and has served as its director since its inception. She also directs the College’s Summer Program for Gifted Children and has been elected national president of two professional organizations that are devoted to teacher education. Most recently, she has authored “The Case of the Lost Forest” which challenges a university professor’s description of teaching as a “semi-profession,” that appeared in the Spring 2008 edition of the national journal, *Action in Teacher Education*.

John Riker is a Professor and Chair of Philosophy. He was voted the best teacher of the year by the students three times in the past decade and best advisor once. He was invited to be the Kohut Distinguished Professor at the University of Chicago in 2003. He is the author of three books: *The Art of Ethical Thinking* (1977), *Human Excellence and an Ecological Concept of the Psyche* (1993), and *Ethics and the Discovery of the Unconscious* (1997). He was the keynote speaker at the Chicago Institute for Psychoanalysis for a seminar on ethics and psychoanalysis recently. His interests lie in inter-relating ethics, psychoanalysis, and social criticism. He also loves hiking, ballroom dancing, opera, shelties, and art.

Teacher Scholars Program Coordinating Council 2009-2010

Note: Please direct specific inquiries related to your district's policies and procedures to the indicated district liaison listed below.

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Charlotte Mendoza, Professor
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Patti Nelson
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Seminar applicants: please download this catalog for future reference.

Registration Form: Deadline for Submission is April 30
Teachers Scholars Program
A Professional Development Project at Colorado College

Print this form and fill out (please type or print legibly)

Please supply the requested information below and **choose, in rank order, the three seminars** you would like to attend. **When the form is complete, submit it to your district's/school's liaison as indicated on the previous page.** Participants are selected initially by the school or district; the College determines placement in seminars.

Name: _____

Home Address: _____ Zip: _____

School: _____ District (if applicable): _____

Grade level/content area: _____

Phone: (daytime) _____ (evening) _____

Email address: _____

Have you participated previously in the *Teacher Scholars Program*? _____. If yes, how many times have you attended? _____

In the spaces below, please list the three seminars you wish to attend in order of preference. **For your application to be considered, three different seminars must appear below.**

Choices	Seminar Number	Seminar Title

Submit this form to your district or school liaison (see previous page) by April 30.
Thank you.