

Morning Group Seminars – 2019

Morning Groups run for 4 days, from 9:00 am – Noon.

Morning seminars will be capped at 15 participants. Additional participants will be added solely at the discretion of the convener.

Celebrating the Search in the Third Age of Life

Special welcome to Fellows 60plus!

When we become adolescents there is so much dis-ease. Our bodies seem alien. We can't quite imagine what's ahead. Yet with all the discomfort there is also a sense of excitement: we know there is a great adventure ahead. What people have forgotten to tell us is that the third age of life is a second adolescence. Again our bodies are surprising us. Again we are not sure what is ahead. But with patience and trust we discover that there is, indeed, a great adventure ahead.

We discover that the body's increasing frailty is conjoined with the mind's increasing strength. We have become more thoughtful. The sharp edge of judgment has softened. Our hearts have expanded--it is amazing how much in our world there is to love. In my own experience, this is, in fact, the happiest time in my life."

I invite the Society's elders to share their wisdom, to share how their age has given them a different perspective on the current chaos around us and to help us all to celebrate what the years have brought us.

Carol (my 41st meeting) Please let me know if you would like to join this collective of wisdom.

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Historical Fiction

The Historical Fiction Reading Group will discuss four books this summer at the annual meeting. We will begin with Ole Rolvaag's *Giants of the Earth*, followed by discussion of Jesmyn Ward's *Salvage the Bones*, Alice McDermott's *The Ninth Hour*, and Jennifer Egan's *Manhattan Beach*. Mary Papke will moderate the discussion of Rolvaag's epic, and Tom Stockdale will do the honors for Egan's book. If you have any questions, or if **you would like to moderate the discussion for the McDermott or the Ward book, please contact Mary Papke, the workshop moderator, at papke@utk.edu.**

Modes of Teaching

The Modes of Teaching group will explore a variety of effective pedagogical practices. Participants will have the opportunity to experiment with new ways of teaching and will have the opportunity to develop new skills. New and experienced instructors alike are welcome and encouraged to participate in this process of honing the craft of teaching.

Convener - [Melanie Howard](#) and [Amy Berger](#)

Pop Culture

This year, in keeping with the conference theme, we are addressing issues related to “the conflict of the faculties” through the lens of pop culture. The areas we plan to explore include, but are not limited to:

- How do we, as faculty (as well as other stakeholders of higher education) avoid turning on one another during this tumultuous period of change?
- For those who “survive” the changes in our institutions, how do we deal with survivor’s guilt? More importantly, perhaps, how do we make more room in the lifeboats?
- How can we avoid becoming subject to a form of Stockholm syndrome, thus becoming unwitting (or witting) agents of destruction against the long-standing elements of the academic world we hold so dear?

Our tentative schedule is as follows:

Thursday, July 11th: Kent Tonkin (assistant professor, Saint Francis University) will be leading the group in Max Berry’s novel, *Company*

Friday, July 12th: The group will do a field trip to The Art of Dr. Seuss Gallery, which will spark conversation for...

Saturday, July 13th: Eric Ecklund (associate professor, Saint Francis University) will lead a discussion of some of the issues listed above inspired by select tales from Dr. Seuss’ *The Sneetches and Other Stories*, along with other pop culture references, as appropriate.

Sunday, July 14th: Each participant will prepare a 10-minute presentation on the general theme as reflected in their pop culture of choice.

Preparation – Attendees are asked to

1. Read and be ready to discuss Max Berry’s *Company*
2. Read and be ready to discuss Dr. Seuss’ *The Sneetches and Other Stories*
3. Prepare a 10-minute presentation on the issues in the above bullet points (or related issues) drawing on the pop culture genre of your choice.

Conveners: [Judy Meschel](#) and [Kent Tonkin](#)

Reclaiming your Writing Time and Space

Join us for four morning sessions dedicated to reclaiming your writing time and space. Each day, we will 1) convene to explore the daily topics, 2) adjourn for individual or interdisciplinary team writing; and 3) reconnect for support, accountability, and celebration. Participants are encouraged to bring works-in-progress. One-on-one consultations and peer feedback will be available throughout the sessions. The primary focus will be academic writing, but participants are welcome to bring other types of writing to the workshop.

Discussion topics will include: understanding your own writing process; developing strategies to protect your writing time and space; turning educational innovations into scholarly work; exploring new interdisciplinary journals for your scholarship; identifying potential collaborators to write across academic divides; and navigating the journal editorial process. Participants will leave with a better sense of what works for them as writers, progress on their own writing projects, and new ideas to strengthen their writing habits.

Contact: [Julie Phillips](#)

Theorizing Culture

The University is often portrayed as a collaborative project in which scholars from various disciplines combine their efforts to produce an integrated and inclusive compendium of human knowledge, but from the very beginning this collaborative ideal has been challenged by the realities of the market place. Budget shortfalls have prompted some University administrators to fund some disciplines at the expense of others, to fund vocational training, for instance, at the expense of those disciplines that are perceived to pursue “knowledge for knowledge’s sake.” As a result of such scarcity, the spirit of cooperation is often replaced with an ethos of competition. In this year’s reading group, we will survey some of the literature that has been generated by this “conflict of the faculties,” starting with Kant’s text by the same name, and including Derrida’ response to Kant as well as texts by John Dewey and William James.

Day One: Kant: The Conflict of the Faculties.

Day Two: Derrida: “Moloch, or the Conflict of the Faculties.”

Day Three: Dewey: from Democracy and Education, Chs. 20-24

Day Four: James: from Talks to Teachers on Psychology.

Conveners: [Allen Dunn](#) and [Eric Bain-Selbo](#)