

Application

In 2022 the Institute will accept as Fellows teachers of English, history, languages, arts, science, and mathematics from New Haven's public elementary and secondary schools. Teachers interested in applying participate in an Open House when seminar leaders describe and answer questions about the seminar topics. Interested teachers discuss their potential eligibility with a School Representative or a Steering Committee member who recommends and works closely with those teachers who submit an online application. To learn more about participating in the Institute, speak with your School Representative or a member of the Steering Committee.

Open House: January 4, 2022

Application deadline: January 25, 2022

Notification concerning selection: February 16, 2022

Steering Committee

Carol P. Boynton, Edgewood Creative Thinking through STEAM Magnet School
Jason J. Ward, Barack H. Obama Magnet University School

School Representatives

Amy M. Brazauski, High School in the Community
Cheryl A. Canino, Hill Regional Career High School
Daniel Croteau, Barnard Environmental Studies School
Felicia S. Fountain, Ross Woodward Classical Studies School
Larissa K. Giordano, Nathan Hale School
Michael Petrescu, Engineering and Science University Magnet School
Michelle L. Romanelli, King-Robinson Inter-District Magnet School

School Contacts

Laura A. Carroll-Koch, John S. Martinez School
Melissa A. Dailey, Sound School
Sean T. Griffin, Roberto Clemente Leadership Academy for Global Awareness
Susan B. Hansen, Family Academy of Multilingual Exploration
Mary Healy, Wexler-Grant School
Medea Lamberti-Sanchez, Betsy Ross Arts School
Aron S. Meyer, Engineering and Science University Magnet Middle and High School
Kathleen Z. Rooney, Hill Regional Career High School
Barbara A. Sasso, Wilbur Cross High School
Robert M. Schwartz, Cooperative Arts and Humanities High School
Stephen Staysniak, Metropolitan Business Academy
Eden C. Stein, Worthington Hooker School
Rebecca E. Williams, Brennan Rogers School of Communications and Media

Open House

You are cordially invited to attend an Open House to meet with the Yale faculty members who will lead the Institute seminars and with the Institute teacher Representatives.

Tuesday, January 4, 2022

4:15 to 5:30 p.m.

195 Church Street, Fourth Floor (masks required)

2022 Institute Seminars

“Writing About Nature”

Jill Campbell
Professor of English

“The Long Fight for a Free Caribbean, 1700s-1959”

Anne Eller
Associate Professor of History

“Ethnic Studies: Theory, Practice, and Pedagogy”

Daniel Martinez HoSang
Associate Professor of Ethnicity, Race, and Migration, and of American Studies



**Yale-New Haven
Teachers Institute®**

Seminar Descriptions

2022

“Writing About Nature,” led by Jill Campbell, Professor of English

What is “Nature”? What is the impact of attention to nature on various forms of writing—poetry, fiction, memoirs, essays, scientific prose? In turn, what impact might writing in any or all of these forms have on the future of Earth’s natural world—its animals, plants, ecosystems, and wild places? Does nature as a subject matter belong to some people and not to others? How can students in the urban setting of New Haven have access to “Nature” as a part of their daily experience and as a subject for their own writing? What might attending to elements of nature in any setting offer a writer? Has writing about nature changed in the 21st century?

The seminar will address this range of open-ended questions by sampling writing about nature in a variety of genres from the 18th century to the present, exploring several long-standing literary conceptions of Nature: as a source of restoration and spiritual renewal (in, for example, the poetry and journals of William and Dorothy Wordsworth); as a place of solitude and introspection (famously, in the works of Thoreau, Edward Abbey, and Annie Dillard); as a repository of deep cultural meaning and history (in the poetry of Langston Hughes, Rita Dove, Alice Oswald, Joy Harjo, Jericho Brown), as a realm of wildness outside of social influence and artifice; as the site of scientific evidence, universal principles, and systems of knowledge (for Linnaeus, Darwin, and many others).

The seminar will also consider the special urgency and challenge of thinking and writing about “nature” in our particular time—in the age of the Anthropocene, when the effects of human actions reach every corner of the Earth, including its oceans, as climate change threatens the balance of ecosystems everywhere and mass extinctions loom. We will sample texts in which an ecological awareness emerged from close, daily attention to the natural world, including works by Aldo Leopold and Rachel Carson, as well as more recent statements on climate change by writers such as Dipesh Chakrabarty and Elizabeth Kolbert. We will look to writers who approach nature from a range of cultural perspectives, including the Black ornithologist J. Drew Lanham and the Potawatomi biologist Robin Wall Kimmerer, widening our conception of who cares about nature and offering alternatives to the European-American investment in scientific mastery and industrial progress.

The range of readings relevant to the seminar’s subject is vast, and the final choice of shared readings will be shaped by the subject matter and grade level of teachers participating in the seminar. We will certainly consider some writing about nature for children and young adults, including the pairing of Laura Ingalls Wilder’s *Little House on the Prairie* and Louise Erdrich’s *The Birchbark House* and the picture books *We Are Water Protectors* and *Margarito’s Forest/ El Bosque de Don Margarito*. The subject matter of the seminar is interdisciplinary, and contributions of teachers of STEM subjects would be invaluable if the study of writing about nature will enhance their teaching and their curriculum plans.

“Ethnic Studies: Theory, Practice, and Pedagogy,” led by Daniel Martinez HoSang, Associate Professor of Ethnicity, Race, and Migration, and of American Studies

Ethnic Studies emerged from student-led social movements of the 1960s and 1970s. These movements asserted that the transformation of curriculum, pedagogy, and the organization of schools was essential to achieve a more just, humane and equitable world. Ethnic Studies today refers to both course content in an array of subjects, including social studies, humanities, creative arts, and science and math education. It also describes an approach to teaching and learning that is collaborative, seeking to build relationships with students, communities, and social movements. Our key text will be *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy and Research*, by Christine Sleeter and Miguel Zavala. We will consider examples of Ethnic Studies approaches used by teachers across the country, including models from Massachusetts, Arizona, and California, a state that just adopted an ethnic studies graduation requirement for all public high schools. This seminar is appropriate for teachers in all grades and subject areas, including in social studies, ELA, natural sciences, and arts and creative practice. It will be particularly relevant for Fellows who are teaching the new Black/Latinx Studies high school elective and any others seeking to develop units in Black, Latinx, Asian American, and/or Indigenous Studies.

“The Long Fight for a Free Caribbean, 1700s-1959,” led by Anne Eller, Associate Professor of History

Through our series of readings, we will consider political and social themes of Caribbean history before and after slavery, connecting them to similar histories in Latin America and the United States. This course will be of interest to ELA teachers as well as French and Spanish teachers, as we will regularly highlight works of literature that emerged from these histories. In the first weeks of discussion, we will read about the depths of plantation slavery in the region. While debates in previous decades disagreed about various elements of the social, cultural, and political legacy of enslaved people’s diverse backgrounds, we will explore readings that represent the most recent scholarship about the African Diaspora in the Caribbean, which examines these questions with new specificity.

The seminar will consider not only how trans-Atlantic slavery served as the foundation of capitalism but also how it infiltrated every element of life, from diet, to literature, to popular culture to global politics, particularly across the Atlantic in Britain and France. Towards the middle of the course, we will consider how the end of slavery arrived differently to islands across the Caribbean. Through the questions raised by the history of 19th-century Caribbean life – food security, the fight for meaningful political power, and the meaning of independence – we will develop themes that not only move beyond the caricature of Caribbean history as “paradise” but also speak to struggles against racism and the long history of liberation contests that continue in the present day.