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TASPs Ended: New Seminars Take Their Place

Six Seminars Currently Planned for 2022

A Letter from Telluride



2019 Cornell TASS. Photo Credit Robyn Wishna Photography

Telluride Association is pleased to announce the launch of the Telluride Association Summer Seminars in the summer of 2022. These programs for high-school sophomores and juniors replace our previous summer programs, the Telluride Association Sophomore Seminars (TASS) and Telluride Association Summer Programs (TASP). More details about the individual programs will be announced in the coming weeks and months on our website.

In the summer of 2020, we converted our summer programs to online formats in response to the Covid-19 pandemic. Although the online programs were successful and well received by faculty, students, and staff, we decided to suspend our programs in 2021 for several reasons. Most immediately, the ongoing disruptions and uncertainty caused by the pandemic put significant stresses on Telluride’s all-volunteer board, and raised serious concerns about our ability to run programs in a safe and equitable manner in 2021. More importantly, the murder of George Floyd and subsequent growth of the Black Lives Matter movement amplified longstanding concerns within the Association, and particularly among the Association’s Black members, about how our summer programs (and the Association more generally) reinforce and perpetuate white supremacy and anti-Black racism. This specific concern related to another longstanding concern that our summer programs, and particularly our junior program, TASP, had become increasingly elitist and removed from Telluride’s mission to prepare promising young people to lead and serve through programs focused on critical thinking and democratic community. Suspending our programs for a year offered us an opportunity to think through these issues.

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Structural Changes on the Horizon

By Morgan Whittler, SS08 SP09 TA14

Telluride Association President, 2021-22

Soundtrack: Changes by Charles Bradley

This year the Telluride Association has committed to significant changes. While we’ve prioritized communicating about the summer programs externally, many changes are in progress that will alter our operational structure so we can address labor shortfalls and better serve program participants.

The membership of the Association is turning its eye to staff structure. In the last 18 months, we’ve affirmatively moved to hire an Executive Director and a Summer Program Manager, with hires slated for Summer 2022 and Winter 2023, respectively. These changes will support bringing staff into stronger partnership with programmatic committees and give us a new opportunity to fully utilize senior staff’s skills and experience. In the longer term, orienting staff roles towards programs instead of board member support will help bring operational consistency to Association programs and strengthen support structures for staff, particularly summer program staff.

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Over the past year, the Association conducted a thorough review of our summer programs, investigating everything from student recruitment and seminar topics to faculty training and disciplinary procedures. We explored how these programs contribute to a culture of white supremacy by reviewing reports and feedback from the past decade of programs and interviewing recent participants, staff, and faculty. We discussed the challenges of creating a Black-centered learning community in TASS, and the hierarchies of age, race, and reputation that often emerged between TASS and TASP. We analyzed the limits of our ability to provide fair discipline to students at both programs, and particularly the disproportionate impact of our disciplinary procedures on students of color. We also reflected upon the trends toward credentialism and academic elitism that our faculty have noted in the past few years.

As a result of this first year of work to reimagine our high-school programming, the Association decided to recharter our summer programs to align them more closely with our mission and with an explicit goal of combating racism and anti-Blackness. There are several pieces to this work:

- **We are retiring the TASS and TASP names.** Instead, we are offering two new programs: Telluride Association Summer Seminar - Critical Black Studies (TASS-CBS), and Telluride Association Summer Seminar - Anti-Oppressive Studies (TASS-AOS). Both programs will be overseen by a single Telluride Association Summer Seminar Committee.
- **TASS-CBS is an affirmation and extension of our commitment to critical Black studies and the creation of Black learning communities.** The program will place greater emphasis on the methods of Critical Black Studies, and focus more specifically on the needs and interests of Black students.
- **TASS-AOS will integrate the analysis of power, privilege, and oppression more thoroughly into the study of humanities and social science topics,** and give students the tools to recognize and critique the role of race and other forms of social difference in their communities.
- To eliminate the previous age hierarchy between TASS and TASP, **we will instead offer both TASS-CBS and TASS-AOS to both sophomores and juniors.** (We will separate grade levels within each program.)
- **We have established new, more comprehensive learning outcomes for both TASS-CBS and TASS-AOS** that will guide our recruitment of faculty and seminar topics and form a basis for evaluating the success of our seminars. These learning outcomes aim to balance three areas: intellectual and academic skills, attention to race and other structures of oppression, and the practice of democratic self-governance.
- We are revisiting our staffing structure to strengthen on-the-ground support for participants. We also **plan to hire a dedicated summer program manager in 2022.**
- **We will implement a transformative justice approach** to community building.
- We will **continue to revise our recruitment and application process** to reach students who might otherwise be unaware of our programs or disadvantaged in our application process.

Not everything has changed: both TASS-CBS and TASS-AOS will be six-week, residential seminars, free of charge, at Cornell, the University of Michigan, and the University of Maryland, College Park. We remain committed to the humanities and social sciences as useful academic frameworks for developing the skills of leadership, service, and critical thinking that form the core of a Telluridean education. We will also continue to offer work-replacement and travel support to reduce financial barriers to participation.



2019 TASSers and Sunny. Photo Credit Vicky Swanson

We are excited to launch our new summer seminars for high school students in 2022. Over the coming year, we will continue to refine the goals and structure of our new programs, and we expect that work to continue in the years to come as we hire new staff and reflect on the first year of our new programs. We recognize that these changes are only one step in the longer project to address anti-Blackness within the Association, but we believe that they are an important step in that direction.

We are grateful for your support of Telluride Association over the years, and hope that you will continue to do so as we enter this new phase in our history of offering transformative summer programs for high-school students.

Sincerely,

Morgan Whittler, President

Michael Thornton, Vice President

Candice Wang, Co-chair, Telluride Association Summer Seminar Committee

Carlos Gemora, Co-chair, Telluride Association Summer Seminar Committee

Isabella Grabski, Chair, Summer Program Review Working Group

TASS 2022 Seminars

TASS-Critical Black Studies:

- *Black Freedom Beyond Borders* (Cornell), Russell Rickford and Mukoma Wa Ngugi, Cornell University
- *Artist as Activist: Black Literature and Visual Art in the 20th Century* (Maryland), Jordana Saggese and GerShun Avilez, University of Maryland
- *Black Geographies: Race, Place, and Space in Space* (Michigan), Tasneem Siddiqui and James Pope, Winston-Salem State University

TASS-Anti Oppressive Studies:

- *Imagining Better Futures* (Cornell), Greg Londe, Cornell University, and William Bridges, University of Rochester
- *Art at the End of the World: Crisis and Creation in the 1990s* (Maryland), Jakeya Caruthers, Drexel University, and Isaiah Wooden, Brandeis University
- *Race and the Limits of Law in America* (Michigan), Vincent Lloyd and Dana Lloyd, Villanova University

Call for TASS 2023 Teaching Proposals

In summer 2023, Telluride Association plans to host programs in Critical Black Studies (TASS-CBS) and Anti-Oppressive Studies (TASS-AOS) at Cornell University, the University of Michigan, and the University of Maryland. TASS seminars will run from late June to early August. More information about these programs can be found at www.tellurideassociation.org.

Telluride Association is looking for faculty pairs who will collaboratively design and teach a challenging six-week seminar course for high school TASS students. Through topical exploration of their respective disciplines, faculty will introduce students to critical thinking and academic reading and writing. Applicants should have a track record of excellent teaching and either an advanced degree or a history of exemplary cultural work or intellectual production. Successful proposals often employ interdisciplinary approaches and creative pedagogical methods.

Instructors work collaboratively with program counselors or “factotums,” who help prepare for seminars before the program and aid students with seminar readings and assignments outside of class. Factotums also oversee all non-academic aspects of the program and community, including facilitating and guiding the self-governance of the student participants. They are supervised by the TASS committee and Telluride Association staff throughout the summer.

Seminars meet five days a week from 9 am to 12 pm each day and should strive to incorporate student discussion, faculty-led activities, student presentations, field trips, and skills workshops. Both members of hired faculty pairs are expected to attend each day of seminar throughout the course of the program.

Please submit all of the following materials to teach.tass@tellurideassociation.org in PDF form by **July 1st, 2022**:

1. CV from both instructors, including a complete list of courses taught or other pedagogical experiences.
2. A joint teaching statement, including:
 - 300-600 words about your teaching philosophy, focusing on your experience and philosophy for teaching a classroom that is diverse in race, gender, class, educational background, etc.
 - Short (200-300 words) narrative descriptions of 1-3 classes that you and your co-instructor are able to offer. Descriptions should include the course title, main themes, titles of 3-5 key readings, descriptions of 1-2 assignments, and if applicable, a description of how community-based learning will be integrated into the class.

If the committee finds a fit, we will contact you about arranging an interview. Please direct any inquiries to the TASS Committee at tass@tellurideassociation.org, or visit www.tellurideassociation.org for more information.



Convention to Be Held Online Again in 2022



Convention 2018, in less socially distant times

For the third straight year, out of an abundance of caution regarding COVID, Telluride’s annual Convention will be held again online this June. The annual June session is now the longest of Telluride’s newly-instituted system of quarterly meetings of the membership. As is traditional, the summer meeting passes the annual budget, elects officers and new members, reviews the previous year’s programs, and plans for the coming program year. The other quarterly meetings, which generally are held on a weekend afternoon, focus more closely on specific programs like the summer programs or Branches, or other important business including policy review, budget adjustments, and more.

Association To Hire Executive Director

As we go to press, Telluride Association is actively conducting a search for the newly-created position of Executive Director. As the job description states:

Telluride Association seeks a collaborative and experienced leader who shares our values of democratic self-governance, equity, service, and intellectual inquiry to step into the newly created role of Executive Director. A qualified candidate will possess nonprofit, academic, or other organizational leadership experience with a record of success in: supervision and mentorship of in-person and remote staff; stewardship of donor and institutional relationships; and strategic planning and change management. Partnering with individuals from a wide array of backgrounds, the Executive Director must work to further racial equity and inclusion in all aspects of Telluride Association’s work. The ideal candidate will help drive organizational and programmatic changes currently in progress.

The search process is currently underway, with plans to have the new hire in place by June Convention. Please visit the Telluride website at <https://www.tellurideassociation.org/about-us/employment/> for more information.

Structural Changes . . . *continued from cover*

Staffing changes rightfully bring up several questions for TA members and, most generally, requires us to ask: what does it mean to be a Telluride Association board member? Where tradition dictates we are a working board with a hand in every level of program execution, Association life over the last half-decade seems to push the definition of TA board membership toward a more traditional set of tasks:

- Defining organizational mission and values (the strategic plan initiative)
- Addressing operational shifts (Labor Working Group 2019-21)
- Financial oversight and education (the establishing of Finance and Budget committee)

The board has put significant resources (labor, money, and brainpower) toward these initiatives. Continued investment is essential to making TA board membership more appealing and increasingly accessible in the future.

Without a doubt, TA Board membership will retain its uniqueness (most notably its youth and mission focus as opposed to funding and fundraising). As we have always done, it remains necessary to focus our organizational efforts and reflect on our institutional identity and values. This mission work will help us navigate our present transition, narrow our focus to resource our board and staff appropriately, and live out an intentional purpose. The Telluride Association is already far from its founding roots in the wild west of early 20th century educational experiments in both time and place. Our democratic practice demands that the board of the Telluride Association consistently determine the greater good and contribute to it as the current body sees fit. Currently, we are implementing these traditions by wrestling with these specific questions:

- What are we helping board members develop towards? What is the course of study for a TA board member?
- Can we create volunteer opportunities for TA alum that allow more alum to participate in our mission and benefit from development opportunities?
- How can our working board members collaborate and partner successfully with TA staff?
- How can we operationalize anti-racist and racial equity practices in our operations and programs?
- What should our relationship to higher education be as the academic landscape changes? How can we plan for that future?
- How can we better communicate with the wider TA community?
- In what ways can we better hold ourselves accountable for the work we've chosen to do?

In this COVID-era of Association work, it has become increasingly clear that accountability can be a way to deepen community. We are engendering that by building up staff-board partnerships in programs; we are pulling for accountability by investing time in our strategic plan; we are deepening community by holding quarterly meetings and sharing our goals externally--we've also expanded the ways we look to support the larger TA community, particularly BIPOC students who've attended our pre-2022 Sophomore Program, by establishing the TADAS Scholarship fund. In that same spirit of

accountability, I offer up topics the board will cover in quarterly meetings through the end of the 21-22 TA year.

1. Strategic plan revisions to include anti-racism
2. Executive board roles
3. Programmatic review processes, and
4. Staff structure

Conversation appreciated. Commentary read. Advice accepted.

CBTA to Lose First and Second Year Undergrads

Last year, Cornell University announced that it was instituting a new requirement that all first and second year undergraduate students live on campus. Cornell Branch has been informally exempt from similar requirements that have existed in the past regarding first year students, and the House has welcomed many such students, particularly TASPers and TASSers preferred from our summer programs.



Cornell Branch

Unfortunately, after a series of high-level discussions with Cornell in the fall, Telluride was unable to reach a satisfactory arrangement that could continue this exemption. Thus, starting in Fall 2022, first and second year students cannot live in Cornell Branch. Telluride is in touch with two incoming first years who had been offered scholarships, and both the House and the Association are contemplating ways to reach out to first and second year students interested in Branch life. Although the number of such students living at the House has been in decline in recent years, there is no doubt that this will be an unfortunate loss for the Branch experience, as well as affect post-summer program recruitment to Cornell and CBTA. Telluride will continue to consider how best to adapt to these new circumstances, and readers are invited to contact Cornell Branch Committee chair at cbc@tellurideassociation.org if they have any thoughts.

TELLURIDE ASSOCIATION NEWSLETTER

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Telluride Adopts Transformative Justice Model for Summer Seminars

By Zoey Wilkinson DS15 TA19, Sohum Pal SP15 TA19, and Grace Zhang, SS15 CB17 TA20, Factotum Training Committee

In July 2021, the membership of Telluride Association voted to adopt the recommendation of the Summer Program Restructuring Working Group that the Telluride Association Summer Seminars formally adopt a transformative justice framework as part of the community living pillar. These principles have been central to the Telluride summer program structure and training in the last several years, as outlined below.

Transformative justice is “premised on the understanding that our work is not only about intervention in individual incidences of harm, but also about transforming ‘the conditions of oppression and domination that allow that violence to happen’ in the first place.”¹ It is distinct from a conventional punitive approach in that the goal is not to punish persons who have inflicted harm. Transformative justice is distinct from restorative justice (RJ) in that RJ designates projects that aim to “repair” harms or relationships, without necessarily changing the conditions that make harm possible. There is overlap between TJ and RJ practices, but the distinction emphasizes transformative justice’s commitment to ending the cyclic violence that precipitates and accompanies traditional processes of discipline and punishment.

Recent summer programs have benefited from DEI (diversity, equity and inclusion) summer staff training in which summer staff learned techniques used in restorative justice and transformative justice. However, in the past, TA has prioritized an approach to implementing the disciplinary policy that focuses on disciplining and punishing students. This implementation has generated problematic outcomes, most significantly for Black students and other multiply-marginalized students. While we aim to retain the existing disciplinary policy to align with best practices given our legal obligations in working with minors, we aim to supplement that policy and its implementation with transformative justice practices to mitigate the conditions that lead to harms requiring action under the Disciplinary Policy. Moreover, transformative justice presents a meaningful toolkit and framework for students to co-create a self-governing, living learning experience.

As typically implemented, the Summer Program Disciplinary Policy has dealt with harm at an individual level and without accounting meaningfully for the fractures that create harm in our program communities.² In this model, students who harm³ others may find their agency for transforming their own behaviors abridged. This approach is predicated on opaque and hierarchical decision-making. Punitive models foreclose the possibility of accountability and transformation.

Importantly, the punitive model neglects the possibility that students can, with each other, co-create a Telluridean community that identifies and transforms the structural logics and interpersonal behaviors advancing white supremacy, patriarchy, ableism, and classism (the logics that drive the punitive approach). See example below:

A fictional hypothetical informed by incidents at recent summer programs shows how summer program staff have implemented a restorative justice approach informed by the previous DEI factotum training materials. It

also demonstrates the need to expand and implement transformative justice in the summer programs:

For a seminar project, one cisgender, heterosexual student was tasked with playing a music video clip as part of a presentation. In the clip, the musical artist, also a cisgender heterosexual man, dressed in women’s clothing in attempt to “joke” and “mock”. This video had the effect of making humor through belittling transness, women and mocking the seriousness of transphobic and gendered violence. Some students recognized this and the room was silent after the clip played. The trans students in the class did not speak for the remainder of the day’s seminar.

After the seminar, some other cisgender students approached the student who played the clip. Leaning into early program DEI training material, they invited the student who played the clip to understand how the clip displayed transphobic violence, and how it might impact and harm other community members. The group continued to lunch, and the day continued. One student spoke to both trans students to see what they thought about bringing it up at the nightly community meeting.

In evening check-out (a practice the community decided on together), the cisgender students brought up the instance to “mark the moment.” They “marked” it as an instance of unintentional harm and explained how the clip relied on transphobic tropes for its humor. One trans student spoke about how the clip made them feel hurt and angry. The student who played the clip acknowledged that he made a mistake and hurt others in the community, and thanked the students who raised the issue for taking time to talk with and teach him something he did not realize.

In this way, the student community implemented a response that prioritized the well-being of the harmed students, did not place responsibility for raising the issue on the shoulders of the harmed students and identified what needed to change in the dynamic of the group. Some of the harmed students used the space to speak about how they felt, and voiced trust in their peers and community. The student who played the clip heard that his behavior was harmful to students in the group and affected the well-being of the whole community. He learned how an “accidental mistake” was connected to broader social structures that enact transphobic harm, pain, and oppression, and was guided by the group toward changed behavior and greater awareness.

In an ideal *transformative justice* situation, the student who selected the clip would have learned in advance of seminar, through training and familiarity with power and privilege, to notice how the clip was transphobic ahead of time and chosen a different clip. This also could be an opportunity to self-reflect about why he was attracted to the transphobic clip. He could have carried this self-investigation to a peer (or factotum) about how we people become containers for and instruments of structural oppression.

Additionally, the community might have used media/poems/articles to teach-in about transphobia, transliberation, harm reduction and how to implement in the TA community. They also might have checked-in emotionally as a group, attended to students’ experiences of harm, and developed suggestions for how the community might better reduce harm, embrace well-being and continue. In this way, individual students and



community response shows everyone that harm reduction and the well-being of students, especially those of multiply-marginalized identities, is the priority and responsibility of all.

In instances of harm, accountability practice involves 4 steps: 1) self reflection 2) apology 3) repair 4) changed behavior.⁴ Once an instance of harm occurs, the community and the affected persons are involved in this process.

In the historical TA disciplinary model, this instance would likely have gone unaddressed, tacitly permitting a transphobic culture to take root in the summer program. Escalating instances of transphobia may have eventually resulted in a more serious altercation and eventually a student may have left the program for disciplinary or well-being reasons. At this point, the damage to community norms is so great that it is irreparable.

Transformative justice steers student life back toward community, justice and equity, rather than leaving multiply-marginalized students alone and unsupported unless/until the harm is “recognized” by the disciplinary policy as “worthy of intervention” by staff members.

TASS has already used community meetings, call ins/outs, daily gatherings, discussions of the different axes of identity, power and privilege, and hurt circles to maintain the health and well-being of participants in critical Black-centered communities. We plan to train factotums to extend these and other transformative justice practices for both programs.

The Summer Program Restructuring Working Group developed this recommendation after a year of soliciting feedback from membership, reviewing past programs, identifying what to change and conducting research about the best approach to implementation. In the coming year the Summer Seminar committees will work with external expert trainers to train summer and senior staff in the implementation of transformative justice in our summer programs.

As members, we are committed to developing the following, as recommended by SPRWG:

- Recommendations (though not mandates) on exercises that can develop a political analysis of power for students, helping to build a culture of safety and accountability among the summer program cohort.
- Strategies for conflict de-escalation that factota can implement in day-to-day life in the program, creating a program culture that is robust enough and flexible enough to sustain community accountability circles.
- Clear, step-by-step guidance that will help factota and students facilitate community accountability circles (with levels of factota involvement that vary with the comfort of the students in facilitating those circles).
- These community accountability circles are consensus-based, consensual and voluntary exercises for encouraging persons who have done harm to accept responsibility for harms they have caused and commit to a concrete program of transformation (to a degree that is appropriate for the duration and scope of the program, at least).

- Accountability circles will be attuned to the roles of power—including how race, gender, class, sexuality, ability status, and other facets of identity must factor into processes for seeking accountability.
- At a minimum, participants must feel physically safe enough to participate. We will be considering the following questions to that end: what are the minimum conditions for using an accountability circle? When an accountability circle is not appropriate, what are the alternatives?

We believe that transformative justice will help the Association renew its commitment to fostering democratic community living, which has been one of the hallmarks of a Telluridean education for decades.

We encourage members, associates, and friends of the Association to offer their feedback as we continue to develop the transformative justice component of our summer programs. Don't hesitate to contact us at factotumtraining@tellurideassociation.org. We are excited for the Association to take this important step towards realizing our values in the 21st century.

Works cited

1. Chen, Ching-In, Jai Dulani, and Leah Lakshmi Piepzna-Samarasinha, eds. *The revolution starts at home: Confronting intimate violence within activist communities*. South End Press, 2011.
2. “Harm reduction is about seeing the underlying problems and accepting that those are going to be there, that people don't make decisions in a vacuum, values the quality of life over adherence to someone's rules, calls for non-judgment, and tries to end the practice of people setting goals for others to live up to. It moves us away from patronizing, colonizing communications and decisions.” Brown, Adrienne Marie. “young women's power.” Author blog. December 2008. <<http://adriennemareebrown.net/tag/harm-reduction/>>.
3. “One community cannot sustain itself at the expense of another, one community cannot practice self-determination that harms another...this necessarily includes restorative (and regular) practices that sustain each person (and their value in the community).” Brown, Adrienne Marie. “young women's power.” Author blog. December 2008. <<http://adriennemareebrown.net/tag/harm-reduction/>>.
4. Mingus, Mia. “The Four Parts of Accountability: How to Give a Genuine Apology.” *Leaving Evidence*. California for the Arts. November 2020. <<https://www.californiansforthearts.org/antiracism-edit/2020/11/20/the-four-parts-of-accountability-how-to-give-a-genuine-apology-part-1>>.

Resources

Books

- *The Revolution Starts at Home Confronting: Intimate Violence Within Activist Communities* (eds. Ching-In Chen, Jai Dulani, Leah Lakshmi Piepzna-Samarasinha), AK Press, 2016.
- *Fumbling Towards Repair: A Workbook for Community Accountability Facilitators* (Shira Hassan, Mariame Kaba), AK Press, 2019.



- *Progressive Dystopia: Abolition, Antiracism, and Schooling in San Francisco* (Savannah Shange), Duke University Press, 2019.

- *So You're Ready to Choose Love* (Kai Cheng Thom), 2021.

Other Resources

TransformHarm.org – has a wealth of curricula and articles on transformative and restorative justice, as well as on community accountability, carceral systems, etc.

Bay Area Transformative Justice Collective - <https://batjc.wordpress.com> has curricula, case studies, and articles. Members may wish to read Kimberle Crenshaw's article "Demarginalizing the Intersection of Race and Sex" and watch her TedTalk "The Urgency of Intersectionality" to refamiliarize with the concept "intersectionality" which has been central to the DEI factotum training for the last several years. Readers with questions about this approach may email factotumtraining@tellurideassociation.org for further resources and readings.

Giving to Telluride Declines

For the past two years, annual giving to Telluride Association has been down by well over a third, in terms of both dollars and the number of donors. In 2021-22, our Cornell and Michigan Branches are back, and we're actively preparing for our 6 exciting, new summer seminar offerings in June. Now, your giving is as vital as ever. Your renewed support is an affirmation that Telluride's programs and direction matter to you.

This year, there have been a few changes. As described elsewhere in this *Newsletter*, the ending of TASP means that the old TASS and TASP donation categories have been retired and replaced with the new TASS-CBS (Critical Black Studies) and TASS-AOS (Anti-Oppressive Studies). Of course, undesignated (general) donations are always greatly appreciated and go towards supporting all of Telluride's programs and operations.

Please help us maintain and grow these free educational opportunities for the Telluride generations to come!

Donations of any and all sizes are always welcome via our online giving platform at <https://www.tellurideassociation.org/support-us/make-a-donation/>, or via check to Telluride Association, 217 West Avenue, Ithaca NY 14850.

Remembering vanden Heuvel . . . *continued from page 11*

It had made a powerful impact on each of their lives. Shortly after I assumed the role with the Franklin and Eleanor Roosevelt Institute (FERI), Bill and I left his office where we had been discussing founder's syndrome, and what we would have to do together to help FERI survive him. It had been a challenging conversation. As we were walking down 5th Avenue, I told Bill about my experience with the members of his slaughter crew. He paused and then said that the sister of one of his Deep Springs fellow students, also from Rochester, NY, asked Bill's sister how Bill was enjoying Deep Springs. The girl, having heard from her brother, indicated that Bill was still in the hospital after his injury. This is how Bill's family learned of his serious mishap.

2021 Yarrow and Mansfield-Wefald Prizes

Alice Zhang SP16 was awarded Telluride's Mansfield-Wefald Senior Thesis Prize for their Harvard thesis, *Instead of Just Invisible: Transnational Impact on Expression and the Formation of Digital Public Spheres in First-Generation Chinese Immigrant Communities*.

"[In this study] I hope to draw attention to the marginalisation perceived by many who feel excluded by mainstream political and social narratives in the United States. As xenophobia and anti-Chinese rhetoric grow ever more rapidly, first-generation immigrants experiencing detachment from both their birthplace and their adopted polity often feel caught in the middle, with serious consequences for their understanding of political freedoms and power to enact change in the communities they occupy. Insofar as they are able to, many have turned to a rich and dynamic transnational digital public sphere for a sense of inclusion and action. Through this study, I hope that an understudied demographic is brought to the light, and that public sphere theorists confronting a new era of globalisation and interdependence consider alternate models of discursive states that, whilst nontraditional, still embody the crucial critical aspect that makes a Habermasian space one of deliverance and dialogue."

Bianca Waked CB20 received the Yarrow Adventurous Education Award for their project to grow Academia Arrested, a program dedicated to supporting individuals with criminal backgrounds, previous arrests, or who have been incarcerated in their pursuit of post-graduate education. Release and reintegration organizations are generally overworked, underfunded, and minimally staffed, which means their ability to develop projects beyond immediate release are often tempered. Moreover, even those individuals who are supported and successful post-incarceration or arrest often face intersecting factors (poverty, lack of support, undiagnosed disabilities, racism) which restricts their professional and postgraduate educational opportunities. Academia Arrested works to support formerly arrested and/or incarcerated individuals in Montréal, Québec, Canada in pursuit of these educational opportunities to promote upward mobility, financial stability, and racial equity across professional and academic spaces. Bianca is an Oral Deaf, MAD-identifying Ph.D. student at Cornell University's Sage School of Philosophy, and the founder/ program director of PLUSS (Philosophy of Law Undergraduate Summer School). Her work largely concerns the intersection of the philosophy of law, language, and critical social philosophies, in addition to dabbling in Arab feminist philosophies and the philosophy of art.

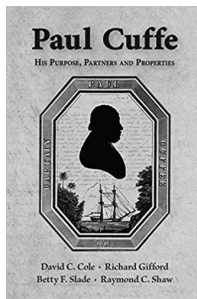
Solicitations are in progress for the 2022 Yarrow and Mansfield-Wefald awards.

My friendship with Bill vanden Heuvel was one of the most important and pleasurable of my life. He was unusually supportive of my later work, after Hyde Park, in seeking to highlight the legacy and sustain the importance of the life and career of Frances Perkins. Perhaps the most appreciated accolade I ever received was from Bill when we were riding in the elevator at Roosevelt House after a program on Secretary Perkins. Bill congratulated me on doing for Frances Perkins what I had frequently credited him with doing for FDR. Shortly before his death, he made another contribution in my honor to the Frances Perkins Center.



1940s

DAVID COLE, DS45 CB48 TA49, recently co-authored a book on the life of Paul Cuffe entitled *Paul Cuffe: His Purpose, Partners and Properties*, published by Spinner Publications in New Bedford. Cuffe (1759-1817) was born to African and Native American parents and became a successful American businessman, whaler and abolitionist.



1950s

PAUL WEIDEN, SP58, writes: I just celebrated my 80th birthday, and so do recognize that the summer of 1958 was long ago. Following a wonderful, stimulating, exciting and memorable summer in Deep Springs, I did graduate from high school, Harvard College and Medical School, then trained in Cleveland, Bethesda and Seattle, followed by 3 careers in medicine, all based in Seattle: academic medicine primarily involved in stem cell transplantation at the University of Washington, then 20 years of oncology-hematology practice in a large multi-specialty clinic, Virginia Mason Medical Center, followed then by working as an independent consultant to small biotechnology companies regarding oncology clinical trials and at the same time, traveling once a month to Juneau, Alaska to bring sub-specialty care to that landlocked state capital. And I am still in that third career in medicine which now also serves as my Alzheimer's Prevention Program!

Certainly I have been privileged to have led a wonderful life, full of many challenges, but always stimulated, encouraged, supported and (generally!) appreciated by wonderful teachers, colleagues and students. Still, without hesitation, the experience that stands out above all others is my Telluride Summer Program at Deep Springs: "Science and Human Values." Never before had I been exposed to so many extraordinarily bright, committed and varied faculty and fellow students. That experience showed me how vast the opportunities that awaited me could be... and it was heck of a lot of fun!

1960s

JOHN P. BURKETT, SP67 CB68, retired from teaching at the University of Rhode Island on Juneteenth, 2021. As professor emeritus, he is continuing research on the economic effects of systemic changes in Eastern Europe and the former Soviet Union.

1970s

MARILYN MIGIEL, SP71 CB72 TA74, has been awarded the Modern Language Association's Aldo and Jeanne Scaglione Publication Award for her book, *Veronica Franco in Dialogue*, forthcoming from the University of Toronto Press in spring 2022. Migiel is professor of Romance studies at Cornell.

PEPPER TRAIL, CB72 TA73, has published *For the Love of Birds: Visions and Meditations*, which combines his haiku with the extraordinary bird photographs of Ithaca-based



Trail with red-shouldered hawk.

photographer Marie Read. At the end of 2021, he retired from the U.S. Fish and Wildlife Service after more than 20 years as the senior ornithologist at the National Fish and Wildlife Forensic Laboratory in Ashland, Oregon. In his career, he identified thousands of feathers, artifacts, and bird parts that were evidence in wildlife crime investigations, and trained hundreds of law enforcement personnel in feather identification. He also established the leading feather identification website, The Feather Atlas of North American Birds (<https://www.fws.gov/lab/featheratlas/>). He is a Fellow of the American Ornithological Society and a past board member of the Society for Wildlife Forensic Science. In retirement, he will continue his work as a writer, ornithologist, and conservation biologist, and hopes to resume his world travels.

1980s

PHIL GORSKI, DS81, has been named Goff Professor of Sociology and of Religious Studies at Yale University.

SABINE HYLAND's, SP81, article "Subject Indicators and the Decipherment of Genre on Andean Khipus" has appeared in *Anthropological Linguistics* 62 (2).

LIVIA SANTIAGO-ROSADO, SP89, writes: After 20 years in Emergency Medicine and medical education, culminating in my relocating to the Hudson Valley to serve as the chair of the EM department and nascent residency program at Vassar Brothers Medical Center in Poughkeepsie and as Adjunct Clinical Associate Professor at Touro College of Osteopathic Medicine, my career has taken an interesting turn. In late 2021, I was appointed and confirmed as the Health Commissioner for Dutchess County, NY (<https://www.dutchessny.gov/Departments/County-Executive/Molinaro-Appoints-New-Commissioner-of-Behavioral-and-Community-Health.htm>). I lead the county's Department of Behavioral and Community Health, which encompasses public health, mental health programs, social determinants of health, equity issues, community engagement, environmental health, and overall promotion of healthier living. Although I received a temporary waiver based on decades of experience in health systems, emergency management, and community outreach, my appointment is contingent on my obtaining an Masters in Public Health, and I am now enrolled in UAlbany's MPH program. Wish me luck-- let's just say I have not been a student since the last millennium.

As you might imagine, it's quite interesting to become a county health official in the middle of a global pandemic, and a highly politicized one at that, but here we are. It's simultaneously humbling and thrilling to in a position to apply past experiences and knowledge, gain insights from varied stakeholders, review data and develop guidance alongside a superb team, and have an opportunity to have a broad impact on an entire community.

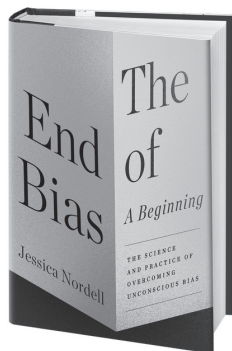
1990s

STACEY ABRAMS, SP90, announced in December that she was running for Governor of Georgia in 2022.

JESSICA CATTELINO, SP91 CB92 TA93, has been promoted to full Professor of Anthropology at the University of California, Los Angeles.

ANGELA SHAIMAN, SS94 SP95, writes: My husband (Todd), our 8 and 11 year olds (Ellis and Isla), and I have recently moved from Oakland, CA to Denver, CO. At the start of the pandemic, I opened a psychotherapy practice. My clinical focus is on grief and loss, intersecting identities, and life transitions. I continue to feel deep gratitude for my TASS and TASP experiences and how they have shaped me.

Award-winning writer **JESSICA NORDELL**, SP94, published her first book, *The End of Bias: A Beginning*, which was shortlisted for the UK's Royal Society Science Book Prize. "The book came out of years of writing about bias and discrimination as urgent social problems," she writes. "I wanted to figure out what, if anything, could be done to tackle the problem at its root-- how people and organizations and communities actually change. I spent 5 years tracking down answers. This book is the result."



DANIEL ALARCÓN, SP94, writer and radio producer, was awarded a 2021 MacArthur Foundation "genius grant" in recognition of his "chronicling the social and cultural ties that connect Spanish-speaking communities across the Americas."

Last August, four-time summer program faculty member and Emerita Professor of African American & Africa Diaspora Studies, **AUDREY MCCLUSKEY**, SP94, was awarded the Bicentennial Medal by outgoing president Michael McRobbie in recognition of her distinguished and distinctive service in support of the mission of Indiana University.

SHELLEY RIGGER, SP97, writes: Earlier this year I published *The Tiger Leading the Dragon: How Taiwan Propelled China's Economic Rise*. It's my second book for general readers; the first was *Why Taiwan Matters: Small Island, Global Powerhouse*, published in 2011. Teaching at a small liberal arts college, Davidson College in North Carolina, gives me the freedom to step outside the world of academic publishing from time to time to write for broader audiences. Another Hopkins TASPer from

'79 has tilled similar ground: the second edition of **Arthur Kroeber's** splendid *China's Economy: What Everyone Needs to Know* came out last year.

JAMILA WEBB's SS97 project, First Fifteen, connects POC writers with professional actors for a lively table read before a panel of established industry talent who share feedback to move the script forward. <https://firstfifteenla.com/>

HOLLY LADUE, SP98 CB01 TA05, started a new job earlier this year as Senior Editor at Princeton Architectural Press in New York.

JASON STOCKMANN, CB99, and Amanda Sindel-Keswick are pleased to welcome a baby boy, Philip Jay Stockmann-Keswick, born 9/2/21 at Mass. General Hospital weighing 7 lbs. 8 oz. Jason is a research scientist focused on magnetic resonance imaging technology at Mass General and Amanda is pivoting from a career in music to law school, beginning classes at Boston Univ. this fall. It will be a busy year, but the family is very happy and grateful!

JP Morgan, where he conducts basic research in causal inference and algorithmic fairness. He currently lives in Pittsburgh but plans to move to NYC next spring.

KELLY GOODMAN, MB08 TA 10, defended her Yale history dissertation "Tax the Rich: Teachers' Long Campaign to Fund Public Schools" and began adjunct teaching history of education at West Chester University of Pennsylvania. "Tax the Rich" is about the limits of democracy under capitalism between the economic crises of the 1930s and 1970s. Kelly would like to thank TA and TA members for all their support over the years.

ABDUL REHMAN KHAN, SS08, started a new position as Adjunct Professor at Seton Hall University School of Law in September 2021. Abdul also serves as a McCarter & English Pro Bono Fellow for the city of Newark, New Jersey, where he works with and for disadvantaged and underserved residents in the Newark community, with a specific focus on housing-related issues.

2010s

CELINA SCOTT-BUECHLER, SP13 CB14 TA16, was named a 2021 Knight-Hennessy Scholar at Stanford. The Knight-Hennessy Scholars program cultivates and supports a multidisciplinary and multicultural community of graduate students and prepares them, through a diverse collection of educational experiences, to address complex challenges facing the world. Knight-Hennessy Scholars participate in the King Global Leadership Program and receive up to three years of financial support to pursue a graduate degree program in any of Stanford's seven graduate schools.

2010s

NICOLAS GREFFENSTETTE, CB15, has been applying his Urban Planning and Landscape Architecture (MRP '17, MLA'17) training to improve public space across New York City with community, climate change and resilience in mind. Recently licensed as a landscape architect in New York State, he is currently designing waterfront esplanades, sports courts and playgrounds for the New York City Housing Authority.

As of July 1, 2021, **MINKAH MAKALANI**, SP16, has been named Director of the Center for Africana Studies and Associate Professor of History at Johns Hopkins University.

ALAN MISHLER, MB07 TA10, has completed a Ph.D. in Statistics at Carnegie Mellon. He is now a researcher with the AI Research group at



2000s

TOM MILLER, DS04 TA07, writes: I'm living in Cambridge, MA, working for the local district attorney as a line prosecutor, still toiling away on my book on Augustine in my spare time. Any TA person in town should look me up!

ALLISON LAFAVE, SP05 TA17, announces that Eleanor Marjorie Silverman crashed onto the scene August 22, and life has been a bit of a whirlwind (albeit a happy one!) since then.



ALAN MISHLER, MB07 TA10, has completed a Ph.D. in Statistics at Carnegie Mellon. He is now a researcher with the AI Research group at

NEWS & NOTES

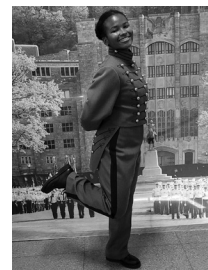
ANDREA MEDINA, SP16, is working on a book titled *The Energized Self: Explorations of Inner Peace to Foster Self-Awareness, Compassion, & Service.* For more information, write to Andrea at andrea.medina.author@gmail.com. "My book is about rewriting the agreement with how we view ourselves and others, to energize the expectations we have for our lives. It explores the intersection between mindfulness and inner peace, connecting with self and empowerment, self-awareness and compassion, and compassion and service. Though I'd initially planned to move straight into graduate school after graduating, my time at TASP inspired me to pursue this creative project."

TESS CARICHNER, SS19, is a first year at the University of Michigan School of Nursing. She belongs to the Michigan Community Scholars Program, a living-learning community dedicated to community service, diversity and intellectual inquiry. Last summer, she worked as a research assistant on the University of Michigan M3 Monarch Migration Study. She co-authored a paper which has been accepted to Mobicom 2021, the 27th Annual International Conference on Mobile Computing and Networking. Her Peer-to-Peer Photovoice



project on mental health awareness, which was exhibited at the Michigan Branch of Telluride Association in January 2020, received a Youth Visual Art Award and was displayed virtually at the Michigan Medicine 2021 Conference on Adolescent Health.

SHEYLA STREET, SS19, is attending the United States Military Academy at West Point where she will pursue a degree in Cyber and be commissioned as a Second Lieutenant in the Army after she graduates.



IN MEMORIAM

ROGER BALDWIN, CB47 TA49, one of the famed "Four Horsemen of Aberdeen" and an inductee into the Blackjack Hall of Fame, died January 10th, 2021. After gaining a Masters in Statistics at Columbia, as an Army private in 1954 Baldwin, along with three other Army friends, applied statistical theory to the study of blackjack and devised a formal method to calculate the best strategy for winning. It led Edward Thorp, a mathematics professor and blackjack expert, to confirm their calculations on an IBM 704 computer at the Massachusetts Institute of Technology and to write the best-selling 1962 book, *Beat the Dealer: A Winning Strategy for the Game of Twenty-One*, which brought the "Four Horsemen" national fame. Baldwin's later career was as a systems administrator for Union Carbide, Brookhaven National Laboratory, and the City of New York. Although Baldwin served at one time on Telluride's Board of Custodians, there is no evidence he directly applied his blackjack expertise to the benefit of the Endowment.



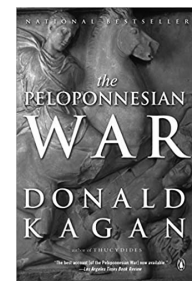
1979 Nobel Prize winner (Physics) **STEVEN WEINBERG**, CB51, died on Friday, July 22 at the age of 88. The *New York Times* credits Weinberg as "helping lay the foundation for the development of the Standard Model, a theory that classifies all known elementary particles in the universe, making it one of the most important breakthroughs in physics in the 20th century." Weinberg was the author of numerous books, including seminal textbooks in modern physics as well as several popular books about science, including *The First Three Minutes: A Modern View of the Origin of the Universe* (1977). **Scott Aaronson** CB98 knew Weinberg in Austin (where Weinberg taught) and relates the following story on his blog: "We talked, among other things, about Telluride House at Cornell, where Steve had lived as an undergrad in the early 1950s and where I'd lived as an undergrad almost half a century later. Steve said that, while he loved the intellectual atmosphere at Telluride, he tried to have as little to do as possible with the "self-government" aspect, since he found the political squabbles that convulsed many of the humanities majors there to be a waste of time. I burst out laughing, because ... well, imagine you



Weinberg in 1951.

got to have dinner with James Clerk Maxwell, and he opened up about some ridiculously specific pet peeve from his college years, and it was your ridiculously specific pet peeve from your college years."

DONALD KAGAN, SPF65 SPF67, passed away August 6th at the age of 89. Kagan was a distinguished scholar of Ancient Greek history. His monumental four-volume history of the Peloponnesian War (1969–1987) was characterized by George Steiner as "the foremost work of history produced in North America in the 20th century." **Susan Meld Shell** SP65 CB66 TA68 recalls: "It was a wonderful summer seminar, back when I was sixteen or so -- and a perfect introduction to an academic ideal increasingly hard to find in the flesh, I fear: two professors [Kagan's co-faculty was Walter LaFeber, who passed away earlier this year—ed] who differed dramatically in their politics who were obviously good friends and were also terrific co-teachers."



ROBERT HARBISON, CBG81, passed away in July 2021 after a long illness. Bob was also a visiting faculty member at Deep Springs College after his stint at Cornell Branch.

Remembering William J. vanden Heuvel

By Christopher N. Breiseth CB58 TA59

EDITOR'S NOTE: *William J. vanden Heuvel, DS46 CB48 TA48, passed away on June 15th, 2021. A close advisor to Robert F. Kennedy and former Deputy US Ambassador to the United Nations under Jimmy Carter, Bill led a prominent life of service in politics, diplomacy, and philanthropy. Author of several books and memoirs (among a regular stream of gifts he made to the Cornell Branch library over the years), Bill was profiled in Newsletter articles in March 1970 and May 2020. Longtime friend and associate Christopher Breiseth has generously provided some thoughts on Bill and his public service over the years.*

My first vivid memory of Bill vanden Heuvel was at a Deep Springs alumni gathering at his and Melinda's home on Park Avenue in New York. I was on the eastern swing of my fundraising



trip as president of Deep Springs in the early 1980's. Among the guests was DS alumnus Charles Collingwood, the old CBS newsman. Bill was warm and outgoing, the perfect host, which years of diplomacy and politics had honed. I

had heard legends of him at Telluride while I was a TA trustee. During my time at Deep Springs I heard much about him as a Deep Springer. I thereafter became president of Wilkes University and occasionally met Bill at Stroock & Stroock & Lavan, his law firm, where one of my Wilkes trustees was his partner.

I attended a book signing party for Geoffrey Ward, celebrating his book on Jazz, an outgrowth of his work with Ken Burns, on the evening after the 2000 election. Geoff asked if I knew Ambassador William vanden Heuvel who was at the event. "I've known him for 37 years," I quickly replied. Geoff took me over to Bill and we had an intense twenty-minute conversation. He knew of my recent retirement from Wilkes and discovered our shared interest in Franklin D. Roosevelt and the New Deal. He told me of his struggles with the National Park Service in developing a new Visitor Center at the FDR Presidential Library and Museum at Hyde Park. Our casual conversation became super charged when he told me that the new building would be named for Henry A. Wallace. "That's great!," I exclaimed, which

surprised him because it was not characteristic of the reactions he had been receiving from others.

I explained that I had organized and moderated a seminar between Henry Wallace and Frances Perkins at Telluride House in the spring of 1963, a time when Miss Perkins and I both lived at Telluride. Moreover, my description of the event occupied several pages in an unpublished essay I had written shortly after Secretary Perkins' death, "The Frances Perkins I Knew." Would I send him a copy, that he could share with the Wallace Family which was in the process of making a critical, large gift to help build what is now the Henry A. Wallace Visitor and Conference Center at the FDR Library and Museum? I assured him I could. "Would you consider coming to be president and CEO of the Franklin and Eleanor Roosevelt Institute in Hyde Park?" he asked. "Yes, (I actually said yup)" and I was on my way to a memorable period from 2001 to 2009 working with Bill and his co-chair, Anna Eleanor Roosevelt, and a wonderfully talented board, to further the legacy of Franklin and Eleanor Roosevelt.

In the very active programming we did at Hyde Park, I had occasion to introduce Ambassador vanden Heuvel publicly more than a dozen times. My theme was consistent. Perhaps no other private citizen, excluding historians, had done more for the legacy and the public's appreciation of a president than Bill vanden Heuvel had done for Franklin D. Roosevelt. He helped establish, then led, the Franklin and Eleanor Roosevelt Institute for nearly four decades, the major support organization for the FDR Presidential Library and Museum. He played a critical support role in securing President Reagan's backing for the FDR Memorial in Washington, D.C. In addition to his lead role in securing public and private financing for the Wallace Center at Hyde Park, he also used his fundraising magic to help refurbish Roosevelt House at Hunter College in New York, the double home built for FDR and ER (and herself) by Sara Delano Roosevelt. He established and led the annual Four Freedoms Award program, honoring outstanding Americans on even years in the United States and outstanding international laureates on odd years in Holland, the land of Bill's father's birth (his mother was born in Belgium), where he also helped develop the Roosevelt Study Center in Middelburg. The climax of his efforts to remember and honor FDR was the completion of the Louis Kahn-designed Four Freedoms Memorial on Roosevelt Island on the East River in New York, where the memorial service for Bill's life most appropriately was commemorated this

past October. My rough calculation was that Bill raised a nine-figure amount to remember and honor Franklin Roosevelt.

During his 91 years, Bill vanden Heuvel was a major player politically and diplomatically, starting as an aide to General William (Wild Bill) Donovan when the leader of OSS closed out his career as U.S. Ambassador to Thailand. Bill was a key figure in the Kennedy years serving under Attorney General Robert Kennedy, who assigned him to help create a free public school system in Prince Edward County, Virginia, open to African-American students, after the county shut down its public schools rather than submit to the desegregation required by Brown v. Board. Bill helped with Robert Kennedy's successful campaign for the Senate in New York State and was one of Kennedy's closest advisors in his ill-fated run for President in 1968. Although he ran and was defeated for a Congressional seat in New York (the so-called Silk Stocking district) by John Lindsay, when Lindsay later became Mayor of New York he appointed Bill to be Chairman of the New York City Board of Corrections, a position he assumed just weeks after major prison riots when inmates protested unhealthy conditions. Bill invited the press in to see and report on the conditions which he worked heroically to improve. Bill earned the title of Ambassador for his service to the United Nations, representing President Jimmy Carter, first as Ambassador to the European Office of the UN, then as Deputy U.S. Ambassador to the United Nations.

Bill told his own story in a book completed in 2019, *Hope and History: A Memoir of Tumultuous Times*, published by the press of his alma mater, Cornell University.

While Bill was gregarious, the center of many important activities, and forceful in his leadership, he was also very private about himself. The most memorable example in my friendship with him involved the pig slaughter at Deep Springs, which remained a prominent saga in the Valley. Bill was a first-year student and as the largest member of the slaughter crew, was the one who stood up near the boiling kettle to settle the poor pig into the boiling water. Unhappily, Bill also fell in, suffering serious injury requiring hospitalization in Bishop for an extended time. During my years at Deep Springs, all members of that slaughter crew visited and I went with each of them to the scene of the accident and asked for their accounts.

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