Matthew Arnold called it “a criticism of life” and Dylan Thomas “a naked vision.” Emily Dickinson defined it as a blow: “If I feel physically as if the top of my head were taken off, I know that it is poetry.” In this workshop – open to both beginning poets and more experienced writers – we’ll read, write, and talk about poetry together, shaping our own life-criticisms, naked visions, and cerebral explosions in response to exercises that students of various ages, too, may find intriguing.

During our two days together, we’ll explore the sensory physicality of the world directly, writing about what we see, hear, smell, touch, and perhaps even taste. We’ll stretch our vocabulary, using words from one field of endeavor to talk about another. We’ll try out minimalist forms – perhaps haiku and flash fiction – to assess the impact of concentration. We’ll work from paintings and photographs to play with interiority and chronology. We’ll think about how we might mine our memories to re-perceive our lives. And we’ll look closely together at each other’s writing to consider how we might most effectively use the gradations between formal verse and free verse, between stanzas and verse paragraphs, between lyric and narrative modes, between various points of view – first person, second person, third – and between humor and solemnity.


Professor Anderson’s poems have appeared in such journals as *Atlanta Review*, *DoubleTake*, *Natural Bridge*, *The New Yorker*, and *The Recorder*; are anthologized in the Ulster Museum’s collection of visual art and poetry titled *A Conversation Piece*; in *The Book of Irish American Poetry From the Eighteenth Century to the Present*; and in *Perrine’s Sound & Sense: An Introduction to Poetry*; and to her delighted surprise, have twice been solicited for inclusion in *The Year’s Best Fantasy and Horror* (St.Martin’s).

She has authored libretti for four operas – *The Black Swan*; *Sukey in the Dark*; an operatic version of Arthur Conan Doyle’s *A Scandal in Bohemia*, and the children’s opera *The Royal Singer* – all in collaboration with the composer Thomas Whitman.

A 1993 Pew Fellow in the Arts, Professor Anderson also serves currently as Poet in Residence at the Rosenbach Museum and Library in Philadelphia.
John Tukey once said, “The best thing about being a statistician is that you get to play in everyone’s backyard.” Statistics is used in a wide variety of fields including education, psychology, economics, and all of the STEM fields. This seminar will look at the role of mathematics, statistics, and problem solving in our own experiences, from studies directing us on how we should educate our children to how our work as teachers is measured and evaluated. In the present push for data-based decisions and policy, how do we sort out good design and develop sound conclusions? Participants can expect to have a better understanding of both the strengths and limitations of data collection and how to best utilize it for educational purposes.

In an engaging discovery-based workshop, teachers will focus on how studies are designed and how to interpret and evaluate statistical claims critically and constructively. Using pencil and paper, games, sunflowers, real-life examples (e.g., recent New York Times and Washington Post articles), and even paper helicopters, teachers will work together in novel ways to explore core principles. By reviewing how scientists and statisticians design experiments and studies, collect data, analyze and visualize their data, and draw conclusions from their results, participants will sharpen their own ability to work with and interpret data.

Supporting the Teachers As Scholars goal for professionals to stretch their minds in new ways, the seminar welcomes individuals who have not studied math for many years, as well as those who work with numbers daily and are looking for new ideas. The workshop is ideal for both those who love math and those who find it and other STEM fields challenging.

Lynne Schofield is Associate Professor of Statistics at Swarthmore College and teaches classes on statistical thinking, statistical methods and data analysis. Lynne has also developed a community based learning (or service learning) course, in which her students worked with local non-profit organizations to analyze data to improve the organizations’ efficiency and efficacy. Her research focuses on developing statistical models to study educational and psychological measurement to inform decisions about public policy and educational interventions. She has also evaluated teacher pay incentive programs, teacher hiring practices, and citizen input on high-stake testing policies. She has received several grants including one from the National Institute for Child Health and Development. She also co-organizes a workshop series at Swarthmore aimed at helping early career female academics succeed in the STEM fields. Her work has been published in key journals such as Psychometrika, The American Statistician, and IZA Journal of Labor Economics.
Since the early 1970s, the concept of gender has been widely used by feminists and other scholars to capture the socio-cultural constructions of femininity and masculinity and the power dynamics that position men and women differently in society. Yet, in the context of the Middle East, gender is often reduced to the question of women, their dress code, and spatial location. Discussions in many studies and media coverage tend to focus on the domination of men, oppression of women, and what we can do to "liberate" women. Often lost in such discussions is a sense of the diversity of gender formations in the region, the shifting meanings of femininity and masculinity, and the activism focused on understanding and transforming gender inequalities in different Middle Eastern countries. This seminar explores how gender distinctions have been central to the encounter between the West and the East since the 19th century and offers a look at how anthropologists and feminists have been analyzing gender in the region over the past two decades.

We will start with an overview of the region and its socio-economic, political and cultural landscape. We will also discuss the notion of orientalism as developed by Edward Said to capture how the Middle East has been understood by Western scholars and represented in the media since the late 18th century. We then move to look at how patriarchy is articulated in the context of the Middle East, how it structures the daily life of men and women, and how it intersects with multiple economic, religious, and political forces to produce and reproduce inequalities between men and women, young and old. We will pay special attention to discussions of agency and explore how power is exercised by men and women through looking at specific areas of interest such as the dress code, particularly the hijab (known as the veil), marriage and family, and access to different economic and political resources. In addition, we will explore feminist movements and advocacy groups, who have been struggling to advocate for women's rights in different countries. The seminar concludes by looking at how armed conflicts (including war) and movements for political change (such as the so-called Arab Spring) have impacted the life of men, women, and children.

Farha Ghannam is Professor of Anthropology at Swarthmore College. She teaches classes on cultures of the Middle East, globalization, gender and the body, city and urban life, and Islam and power. She is the author of Live and Die like a Man: Gender Dynamics in Urban Egypt (Stanford 2013) and Remaking the Modern: Space, Relocation, and the Politics of Identity in a Global Cairo (California 2002). Her work has been published in key journals such as the American Ethnologist, Visual Anthropology, City and Society, Ethnos, and the International Journal of Middle Eastern Studies.