Name (last, first, middle): ______________________________________________________
Teaching field and level: ______________________________________________________
School: _____________________________________________________
School district: _______________________________________________
Work phone: _______________________________________________
Cell phone: _______________________________________________
Email address: ________________________________________________
Best way to contact you: ________________________________________
Reason for interest in this seminar: __________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Teacher’s signature: ____________________________________________
Date: _______________________________________________

PLEASE MAIL TO:
Shirley Groff
The Center for Public Humanities
Messiah College
One College Ave. Suite 3017
Mechanicsburg, PA 17055

What is Teachers as Scholars?
Teachers as Scholars is an innovative program of professional development that brings together college faculty and secondary school teachers. Through this humanities-based program, secondary school teachers in history/social studies, English/language arts/communication arts and world languages/cultures departments participate with humanities professors in seminars that connect them to the world of scholarship—a major reason that they became teachers in the first place. Unlike most in-service programs that emphasize pedagogy or professional issues, the Teachers as Scholars seminars focus specifically on the latest disciplinary content available in various humanities fields of learning. Teachers are brought together from urban, suburban and rural districts to interact with one another as scholars, studying the subject matter they love to teach and searching for new insights and approaches found in the most recent research.

Eligibility and professional development credit
Middle and secondary school teachers from public and private schools are invited to participate in the Teachers as Scholars seminars. Approved by the Pennsylvania Department of Education for Act 48 Professional Development, participants can receive ten (10) hours’ credits per seminar. Seminars and workshops are free of charge, including lunches.

Location of the seminars
In collaboration with your school district administration, we have scheduled summer seminars to maximize the availability for teachers outside the academic year (with an hour break for a provided lunch). All seminars take place in Ernest L. Boyer Hall and are limited to 16 participants. You will therefore be able to include these seminars in your annual professional development plan of in-service for Act 48 credit in conjunction with your district office.
“Growing the Family Tree: Genealogy, Family History, and Personal Identity”

**Seminar I:**
- **Growing the Family Tree:** Genealogy, Family History, and Personal Identity
  - Professor Joseph P Huffman
  - Department of History
  - Monday, June 13 and Wednesday, June 15

**Seminar II:**
- **Have They Killed a Mockingbird? Teaching Harper Lee after “Go Set a Watchman”**
  - Professor Kerry Hasler-Brooks
  - Department of English
  - Monday, June 13 and Wednesday, June 15

**Seminar III:**
- **Growing the Family Tree: Genealogy, Family History, and Personal Identity**
  - Professor Crystal Downing
  - Department of English
  - Tuesday, June 14 and Thursday, June 16

**Seminar IV:**
- **When in Rome: Cultural Competency in the World Language Classroom Revisited**
  - Professor Heather Dravk
  - Department of Modern Languages
  - Tuesday, June 14 and Thursday, June 16

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The publication of Harper Lee’s recently-discovered first novel, “Go Set a Watchman,” has traumatized many. The complexity of Atticus Finch with racism in the earlier work has led some to stop teaching “To Kill a Mockingbird,” others to legally change their names from Atticus. Should teachers give up on Harper Lee? This course will grapple with that question, assessing not only the relationship between the two novels, but also the 1962 film adaptation that turned Atticus Finch into a civil rights hero. Emphasizing a close reading of signs on both page and screen, this course provides an introduction to semiotics, “the science of signs,” in order to address the sign of race in contemporary secondary classrooms. Recommended for middle or secondary school teachers in literature classes, American literature and American studies.

**Features**
- Four seminars over one week
- Two classrooms (used throughout the event)
- Lunch is provided
- Two classrooms (used throughout the event)

**Schedule (June 13-16)**

Monday, June 13
- Seminar I: Growing the Family Tree: Genealogy, Family History, and Personal Identity
  - Dr. Joseph P Huffman, 9 a.m.-3 p.m.
  - Harper Lee after “Go Set a Watchman”
  - Dr. Crystal Downing, 9 a.m.-3 p.m.

Tuesday, June 14
- Seminar III: Digital Migrations in Contemporary Ethnic American Literatures
  - Dr. Kerry Hasler-Brooks, 9 a.m.-3 p.m.
  - When in Rome: Cultural Competency in the World Language Classroom Revisited
  - Heather Dravk, 9 a.m.-3 p.m.

Wednesday, June 15
- Seminar I: Growing the Family Tree: Genealogy, Family History, and Personal Identity
  - Dr. Joseph P Huffman, 9 a.m.-3 p.m.
  - Have They Killed a Mockingbird? Teaching Harper Lee after “Go Set a Watchman”
  - Dr. Crystal Downing, 9 a.m.-3 p.m.

Thursday, June 16
- Seminar III: Digital Migrations in Contemporary Ethnic American Literatures
  - Dr. Kerry Hasler-Brooks, 9 a.m.-3 p.m.
  - When in Rome: Cultural Competency in the World Language Classroom Revisited
  - Heather Dravk, 9 a.m.-3 p.m.