

*Center for Renaissance
& Baroque Studies*



Annual Report 2000-2001

UNIVERSITY OF MARYLAND, COLLEGE PARK

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Mission



The Center for Renaissance and Baroque Studies was established in the spring of 1981 with the mission to consolidate existing strengths in Renaissance and Baroque studies at the University of Maryland. It has built on these strengths to create unique interdisciplinary programs of national and international reputation. In promoting teaching and research in the Renaissance and Baroque periods at the University of Maryland, the Center offers programs in all disciplines of the arts and humanities as well as in allied fields such as the history and philosophy of science.

The Center has built expertise in areas beyond the Renaissance and Baroque time frame implied by its title by offering professional development programs in the liberal arts to public school teachers. New curricular imperatives in the Maryland high schools have led the Center to develop programs focused around topics ranging from post-colonial, non-Western literatures to contemporary politics. In addition, the Center, inspired by the rapid evolution of digital technology, has included a technology component in many recent programs and has concen-

trated increasingly on pedagogical issues raised by the use of technology in the classroom. Although such programs may appear to be outside the scope of Renaissance and Baroque studies, they follow in the European Renaissance traditions of exploration and of attempts to relate older traditions of knowledge to new discoveries and research.

The Center aspires to fulfill the following goals: (1) to provide new research and teaching opportunities for faculty within the College of Arts and Humanities; (2) to enhance programs in the College by fostering cross-departmental collaboration; (3) to be a formative presence in national and international Renaissance and Baroque studies through symposia and published proceedings volumes; (4) to encourage creative applications of new technologies for research, teaching, and publishing projects in the humanities; (5) to increase visibility for the College and the campus by promoting ties with other area research and cultural institutions; and (6) to establish and maintain partnerships with secondary school faculty in the Maryland schools, thereby fulfilling the campus' public service commitment to the state.

University of Maryland Campus Programs



The Center for Renaissance and Baroque Studies offers a wide variety of interdisciplinary programs designed to serve the needs of many different constituencies, both on campus and in the surrounding community. Campus programs, such as symposia, colloquia, and interdisciplinary courses, serve the University's faculty, graduate students, and undergraduates, as well as a national and international scholarly audience. All Center programs are subject to careful review by program participants and by Center staff and advisory boards. Program evaluations are used to shape future programs and allow for mid-course adjustments to ongoing programs.

Two major initiatives stood at the center of activities for 2000 and 2001. The first of these was the Center's signature symposium, *Attending to Early Modern Women: Gender, Culture, and Change*, held from November 9 through 11, 2000. Almost immediately following the symposium, work began on collecting plenary papers and workshop summaries

for an edition of conference proceedings and on planning the next conference in the series, projected for 2003. The second central task was to revitalize the Center Alliance for School Teachers (CAST). Throughout the year, Center staff worked with area schools, school systems, and the Maryland State Department of Education as well as with faculty in the College of Arts and Humanities to develop programs suited to the most current and pressing needs of teachers and students at all levels of humanities education. To celebrate these efforts, at the spring Maryland Day festival on April 28, the Center showcased electronic versions of interdisciplinary curriculum units developed by Maryland secondary school teachers and offered visual and performing arts classes based on the teachers' newly designed lesson plans. The Center capped the year with the second of three summer institutes developed for and with Northwestern High School humanities teachers under the sponsorship of the National Endowment for the Humanities' *Schools for a New Millennium* initiative.

ANNUAL INTERDISCIPLINARY SYMPOSIUM

University of Maryland, College Park
November 9–11, 2000

Attending to Early Modern Women: Gender, Culture, and Change

Made possible by the Gladys Kriebel Delmas Foundation, the Society for the Study of Early Modern Women, Ashgate Publishers, the Prince George's County Humanities Council, and the College of Arts and Humanities.

Attending to Early Modern Women: Gender, Culture, and Change was the fourth in a series of interdisciplinary symposia that has projected the University of Maryland into an international community of distinguished Renaissance women's scholars. Organized in collaboration with a planning committee from institutions in the East Coast area, including the University of Maryland, the 2000 conference attracted over 250 participants for three days of plenary sessions, workshops, and performances. Participants approached the conference's central themes of early modern stories,

goods, faiths, and pedagogy from a variety of disciplines including English, archaeology, art, music, history, religion, and theater.

The wealth of current scholarship in the area of early modern women's studies was evident from the high quality of papers presented. In her keynote address, "Losing Babies, Losing Stories: Attending to Women's Confessions in Early Modern Witch Trials," Diane Purkiss, English, University of Oxford, analyzed the defenses offered by women accused in Scottish witch trials between 1550 and 1670 as she explored the relationship between accusations of infanticide and alleged witchcraft. Plenary speakers offered a wide range of new research based on an even wider range of sources. Presentations in the plenary on stories focused on early modern women as both creators and subjects of narratives told through a variety of media including court documents, opera, and visual artistry, as well as more traditional literary endeavors such as poems, plays, and letters. Papers and workshops in the plenary on goods examined material objects as they relate to domesticity, the body, the market, and travel. In the plenary on faiths, inquiries into early modern devotion explored how women participated in religious life, whether through organized religion, written meditation, or in discourses, rituals, and practices controlled by men. Finally, in the plenary

on pedagogy, discussions of innovative and interdisciplinary methods for teaching courses on early modern women's lives probed the relationship of the postmodern scholar to early modern bodies, stories, faiths, goods, and other evidence of verbal, visual, and aural production.

PLENARY PRESENTATIONS

"And then she fell on a great laughter": English Diplomats Read Marguerite de Navarre

Anne Lake Prescott, English and French,
Barnard College, Columbia University

Just Stories: Telling Tales in Early Modern England
Garthine Walker, History, Cardiff University

Of Bears, Satyrs, and Diana's Kisses: Desire and "Metamorphoses" in Early Modern Opera
Wendy Heller, Music, Princeton University

The Evidence of Fiction: Women's Relationships to Goods in London City Drama

Jean E. Howard, English, Columbia University

Paternosters, Handkerchiefs, Mirrors, and Italian Renaissance Brides

Jacqueline Musacchio, Art History, Vassar College

Gender, Goods, and the History of Technology in Pre-Modern and Early Modern Europe

Pamela O. Long, History of Science,
Massachusetts Institute of Technology

“The world reprov’d”: Writing Faith and History in England
Elaine Beilin, English, Framingham State College

*Religious Marginalization and Personal Empowerment:
Accounting for Jewish Women’s Piety in Early Modern
Central Europe*

Judith R. Baskin, Jewish Studies,
University of Oregon

*Discerning Spirits: Women and Spiritual Authority in
Counter-Reformation France*

Barbara B. Diefendorf, History,
Boston University

“I’ve Never Been This Serious”: *Necrophilia and the Teacher
of Early Modern Literature*

Sara Jayne Steen, English,
Montana State University-Bozeman

Early Modern Studies and the Subject of “Woman”

Karen-edis Barzman, Art History,
Binghamton University, State University of New York

Stories and Bodies

Laura Gowing, History,
University of Hertfordshire

As has traditionally been true, the cornerstones of *Attending to Early Modern Women* were its participatory workshops. These ranged from discussions of newly developing fields, such as those in Scottish studies and early modern women’s music, to conversations surrounding

teaching practices, from analyses of manuscript compilations of recipes and poetry to singing of psalms, and from explorations of women’s relationships to legal documents such as wills and testimony to inquiries into early modern reading practices. Abstracts for the workshops and for the plenary sessions are archived on the Center’s website, <http://www.inform.umd.edu/crbs>

Three supplemental events were pinnacles of the conference. For the first, the Bach Sinfonia performed the modern première of *Fleur D’Épine*, a fairy-tale *opéra-comique* composed in 1776 by Marie-Emanuelle Bayon-Louis, recovered by Jacqueline Letzter and directed by Daniel E. Abraham. The performance sparkled and the standing-room only audience in attendance appreciated the professional quality of the student voices. A second performance, “Elite Fabrications: Staging Seventeenth-Century Drama by Women,” was provided by Alison Findlay, Lancaster University, Stephanie Hodgson-Wright, University of Sunderland, and Gweno Williams, University College of Ripon and York St. John, who gave an overview of their student productions of plays written by early modern women. The video clips they showed offered participants the opportunity to imagine how the plays serve as prompt books as well as performance texts. Finally, a team of humanities librarians, including Marian Burright,

Louise Greene, Patricia Herron, Eric Lindquist, Yelena Luckert, and Susanna Van Sant at the University of Maryland at College Park and Scott Burright at the University of Maryland at Baltimore County, dazzled participants with an extensive database of electronic resources for scholars in early modern studies. They constructed the database specifically for the conference, guided participants through its contents in four different workshops, and continue to maintain it as a research tool. The database can be accessed at http://aok.lib.umbc.edu/emw/early_modern.php3

Margaret Mikesell, Adele Seeff, and Jaime Osterman have submitted the proceedings manuscript to the University of Delaware Press for review. The Center has also been collaborating with the journal *Feminist Studies* to see whether a special volume based on the symposium workshops could be published. In addition, the planning committee meets regularly to map the course for the next symposium in the series, scheduled for fall 2003.

The symposium is a collaborative venture and the dedication of many people makes it possible. Institutional support is also crucial and was provided by Barnard College, The Catholic University of America, the College of Staten Island, the City University of New York, and Georgetown University, and by many units at the

University of Maryland, including the College of Arts and Humanities, the Office of Undergraduate Studies, the Center for Historical Studies, the Meyerhoff Center for Jewish Studies, the School of Music, and the Departments of Art History, English, French and Italian, History, Theatre, and Women's Studies.

WORKS-IN-PROGRESS SERIES

The *Works-in-Progress* series, inaugurated in 1999, enables humanities scholars at the University of Maryland to share their latest research in the early modern period and to benefit from an informal, interdisciplinary roundtable discussion of their current projects. To facilitate conversation, participating faculty circulate drafts of their work one week before their colloquium. One session each year is reserved for doctoral candidates to present working drafts of sections from their dissertations to a group of faculty from different departments.

September 26, 2000

Is the Epic from Mars or from Venus? Transatlantic Readings of the Canary Islands

Eyda Merediz, Department of Spanish and Portuguese

October 31, 2000

Introducing Shakespeare

Theodore Leinwand, Department of English

February 27, 2001

Conversions and the Limits of Identity in Early Modern Religious Polemic and Dramatic Texts

Erin E. Kelly, Department of English

February 27, 2001

The Skeptical Poetics of Shakespeare and Donne

Anita Gilman Sherman, Department of English

March 26, 2001

Sex, Lies and . . . Khipus: Quechua Confession in Colonial Peru

Regina Harrison, Departments of Comparative Literature and of Spanish and Portuguese

RENAISSANCE STUDIES CITATION

The Citation is designed to provide undergraduate students with a solid grounding for continuing in Renaissance studies in any humanities graduate program. It offers students a cross-disciplinary concentration of advanced-level courses in a number of humanities departments, centered around Renaissance ideas, subjects, and themes. Because the Center is a non-instructional

unit within the College, the citation is housed in the Department of English with Jackson Barry as the advisor. The Center enlists the support of undergraduate advisors and arts and humanities faculty, publicizes the Citation every semester, and maintains the Citation website. In addition, the Center develops a listing of medieval, Renaissance, and Baroque courses offered within the College every semester and publishes it on the Center's website.

MARYLAND DAY

April 28, 2001

The Center viewed Maryland Day 2001 as an opportunity to bring its programs to the community. In order to offer a sampling of activities representative of both campus and outreach programs, the Center, supported by Maryland public school teachers and members of the University community, sponsored programs focused on interpretations of Shakespeare's plays ranging from the cinematic to the improvised, and offered classes based on lessons in dance and visual art developed during the *Crossing Borders/Breaking Boundaries* institute. Additionally, the Center inaugurated a website of archived lesson plans created by fine arts teachers who participated in that institute (see below).

Celebrate Electronic Arts and Humanities

Jaime Osterman introduced the interdisciplinary website archive developed by Maryland arts and humanities public school teachers in conjunction with the *Crossing Borders/Breaking Boundaries* institute sponsored by the Center, the Clarice Smith Performing Arts Center, and the Maryland State Department of Education in summer 2000. In the course of that institute, participating secondary school teachers of dance, music, theater, and visual arts drafted lesson plans and collected resources for the study of three topic areas: Africa and Its Influence, Jazz and America, and Considering the Postmodern. Over the school year 2000–2001, teachers refined the materials, evaluating their use in the classroom. The website for fine arts teachers was the result of their collaboration, and Maryland Day served both as the opportunity for its inauguration as a site on the Web and as a celebration of a year's teamwork. Those resources are housed at <http://www.inform.umd.edu/finearts>

Fine Arts Workshops

Fine arts teachers, together with their students and members of the Center staff, remained on campus to teach new dance techniques and to experiment with painting and pastels. The many visitors to these workshops converted the Arts and Humanities tent on the Mall to a gallery of paintings and drawings and turned a grassy plot of land nearby into an exuberant dance studio.

Shakespeare (and Friends) for Fun

At the same time, Center staff provided props, scripts, costumes, and directors for improvised scenes from Shakespeare's *A Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, *Macbeth*, and from Marlowe's *Doctor Faustus*. Performances premiered on the steps of Francis Scott Key.

Film Festival: Animated Shakespeare

Carleton Jackson and the staff of Hornbake Non-Print Media collaborated with the Center to offer animated versions of Shakespeare plays for those visitors ready to sit quietly away from the fray.

SPECIAL LECTURES

Throughout each academic year, the Center invites scholars and artists in the Baltimore/Washington, D.C. area to lecture and discuss their work or to perform at the University of Maryland. Lectures and workshops are informal events and are open to faculty and students from all University departments. In organizing its diverse series of lectures, colloquia, and other special events, the Center enjoys the support and cosponsorship of departments within the College of Arts and Humanities.

March 28, 2001

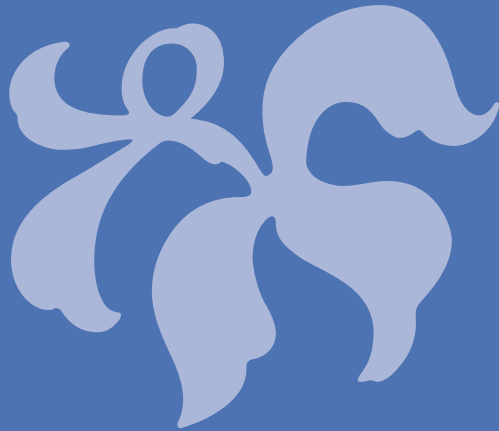
Shakespeare and the Printed Word

Lukas Erne, University of Geneva, Switzerland
Cosponsored with the Department of English

April 9, 2001

The Afterlife of Plato's Symposium in Western Art and Ideas
James Lesher, Department of Philosophy

Outreach Programs



In addition to serving its academic constituency on campus, the Center maintains an ongoing commitment to making a variety of educational and cultural resources available to citizens across the state of Maryland through the Center Alliance for School Teachers (CAST). For an eight-year period, the National Endowment for the Humanities (NEH) was an extremely generous patron to CAST, enabling the program to establish a reputation among Maryland's secondary school English teachers for designing outstanding text-based professional development programs offered free of charge.

With the termination of the Endowment's support in 1996, CAST modified its mission and began forging economic and academic alliances with individual counties in Maryland and with the Maryland State Department of Education. Because of this new strategy, CAST now offers enrichment programs for teachers of English, social studies, and the fine arts on a cost-sharing basis. Participating counties cover at least half of the program costs for both planning and implementation. One beneficial result of this arrangement has been the expansion of CAST programs, not only in terms of their content (originally

limited to the study of canonical literature), but also in the range of academic disciplines for which they are designed.

CENTER ALLIANCE FOR SCHOOL TEACHERS (CAST)

CAST offers a wide range of professional development workshops where teachers can explore texts or discuss language issues with University of Maryland scholars and then develop teaching and assessment materials. Updating scholarship for teachers is a major focus of these programs, many of which support the development of multicultural and interdisciplinary arts and humanities courses. Teachers have requested seminars in such disparate areas as basic reading skills, visual literacy, interpretation of film, and mastery of non-Western texts, as well as hands-on training to integrate electronic resources into their classroom teaching. This year, the focus of many CAST workshops was on broad pedagogical issues such as assessment, reading and writing across the curriculum, and on the specific challenges posed by controversial or difficult texts and subjects of study.

SCHOLAR TO TEACHER PROGRAMS

Baltimore City Public Schools

ASSESSMENT WORKSHOPS FOR ENGLISH TEACHERS

January 25, 2001

Rubric-Based Assessment

Leigh Ryan, Nancy Shevlin, and Gregory Wahl

February 21, 2001

Writing Quality Test Items

Nancy Traubitz

READING STRATEGIES WORKSHOPS FOR SOCIAL STUDIES TEACHERS

February 24, 2001

Social Studies Skills: Pre-Reading

Leigh Ryan and Nancy Shevlin

March 3, 2001

World History: During-Reading

Greg Staley

March 17, 2001

Peoples of the Nations and World: Post-Reading

Maria Maisto

March 24, 2001

United States History: Writing-to-Learn, Collaborative

Learning, and Object-Based Learning

Jo Paoletti

April 21, 2001

Geography: Cognitive Monitoring

Jean McEvoy

May 19, 2001

Social Studies Skills: Utilization of Various Reading

Strategies with Current Publications

Leigh Ryan and Nancy Shevlin

June 18, 2001

Social Studies Skills: Authentic Assessment

Leigh Ryan and Nancy Shevlin

LANGUAGE AND LITERATURE WORKSHOPS FOR ENGLISH TEACHERS

August 30, 2001

Reading World Literature

Sangeeta Ray

August 30, 2001

Contemporary Language and the Teaching of English

George Oliver

Harford County Public Schools

READING STRATEGIES WORKSHOPS FOR ENGLISH TEACHERS

August 29, 2001

World Literature Strategies

Maria Maisto

August 29, 2001

Shakespeare Meets the Samurai: Hamlet versus

Chushingura as Revenge Tragedies in Text and on Film

Lee Viccellio, former secondary school English and Theater teacher

*Center for Renaissance
& Baroque Studies*

Calendar of Events



Calendar of Events

2001 

September

September 13, 2001. Discussion Group.

Talk about Teaching the Greeks.

Moderator: Lillian E. Doherty,
Department of Classics.

4 PM TO 5:30 PM
0135 Taliaferro Hall.

September 20, 2001. Lecture.

*"Opportunities for Interdisciplinary Research with the
Index of Elizabethan Verse."*

Steven W. May, Folger Research Fellow.

3:30 PM TO 5:30 PM
0135 Taliaferro Hall.

October

October 15, 2001. Lecture.

*"Suche neues as on the Quenes bye wayes we have Mett':
The News and Intelligence Networks of Elizabeth Talbot,
Countess of Shrewsbury (c. 1527–1608)."*

James Daybell, Research Fellow in History,
University of Reading, UK.

4 PM TO 5:30 PM
0135 Taliaferro Hall.

October 16, 2001. Colloquium.

Works-in-Progress.

*"The Oldest Theatre in Spain, the Corral de Comedias at
Almagro."*

Frank Hildy, Department of Theatre.
12:30 PM TO 1:45 PM
0135 Taliaferro Hall.

October 25, 2001. Discussion Group.

Talk about Teaching Censorship.

Moderator: Patricia Gafford,
Montgomery County Public Schools.

4 PM TO 5:30 PM
0135 Taliaferro Hall.

October 26, 2001. Lecture.

Renaissance Reckonings.

"Passages to Surinam."

David Wallace, University of Pennsylvania.
3:30 PM TO 5:00 PM
1117 Susquehanna Hall.

November

November 3, 2001. Symposium.

Shakespeare in Performance.

Presenters include Aaron Posner, Arden Theatre;
Frank Hildy, Department of Theatre; Hardy
Cook, Bowie State University; Michael Jerome
Johnson, Society of American Fight Directors;
Barbara Hodgdon, Drake University; and Brian
Jose, Clarice Smith Performing Arts Center.

9 AM TO 5 PM
Lab Theatre, Room 2740,
Clarice Smith Performing Arts Center.

November 9–10, 2001. Performance.

The Edda.

Directed by Ping Chong.

8 PM
Ina and Jack Kay Theatre,
Clarice Smith Performing Arts Center.

November 13, 2001. Colloquium.

Works-in-Progress.

*"The Political Implications of Early American Humor in
the English Colonies."*

Alison Olson, Department of History.
12:30 PM TO 1:45 PM
0135 Taliaferro Hall.

November 16, 2001. Symposium.

"Reading Renaissance Ethics."

Speakers include Lynn Enterline, Vanderbilt University; David Lee Miller, University of Kentucky; Gordon Teskey, Harvard University; Richard Strier, University of Chicago; Katharine Eisaman Maus, University of Virginia; Ken Gross, University of Rochester; David Norbrook, University of Maryland.

9 AM TO 5 PM

Atrium, Stamp Student Union.

November 29, 2001. Discussion Group.

Talk about Teaching Shakespeare.

Moderator: Jackson Barry,
Department of English.

4 PM TO 5:30 PM

0135 Taliaferro Hall.

December

**December 4, 2001. Colloquium
Works-in-Progress.**

"Sex and Repentance in Renaissance Venice."

Laura McGough, College of Charleston and
Affiliate in the Department of History.

12:30 PM TO 1:45 PM

0135 Taliaferro Hall.

2002

January

January 13, 2002. Performance.

Orfeo et Euridice.

3 PM

Concert Hall,

Clarice Smith Performing Arts Center.

February

February 14, 2002. Reception.

For colleagues of the Center.

Time and location to be announced.

February 19, 2002. Colloquium.

Works-in-Progress.

"Foundations for Music in Fifteenth-Century Ghent."

Barbara Haggh-Huglo, Department of Music.

12:30 PM TO 1:45 PM

0135 Taliaferro Hall.

February 26, 2002. Lecture.

Dennis Romano, Department of History,
Affiliate in the Department of Fine Arts,
Syracuse University.

Time and title to be announced.

0135 Taliaferro Hall.

February 28, 2002. Discussion Group.

Talk about Teaching the Harlem Renaissance.

4 PM TO 5:30 PM

0135 Taliaferro Hall.

March

March 1, 2002. Performance.

The Academy of Ancient Music.

8 PM

Concert Hall,

Clarice Smith Performing Arts Center.

March 6, 2002. Round Table.

"Meet the Director."

Michael Kahn, Shakespeare Theatre.

12 PM

Location to be announced.

March 13, 2002. Round Table.

"Research Perspectives on The Duchess of Malfi."

2 PM TO 4 PM

Speakers to be announced.

0135 Taliaferro Hall.

March 15, 2002. Performance.

Tallis Scholars.

8 PM

Concert Hall,

Clarice Smith Performing Arts Center.

March 19, 2002. Colloquium.

Works-in-Progress.

"Perceptions and Depictions of Women on the French Renaissance and English Restoration Stages."

Heidi Castle-Smith, Carrie Cole, Ben Fisler.

12:30 PM TO 1:45 PM

0135 Taliaferro Hall.

March 21, 2002. Discussion Group.

Talk about Teaching the Wife of Bath and Her Sisters.

4 PM TO 5:30 PM

0135 Taliaferro Hall.

April

**April 16, 2002. Colloquium.
Works-in-Progress.**

Title to be announced.

Eric Lindquist, Libraries.

12:30 PM TO 1:45 PM

0135 Taliaferro Hall.

**April 25, 2002. Lecture.
Renaissance Reckonings.**

Title to be announced.

Victoria Kahn,

University of California, Berkeley.

4 PM TO 5:30 PM

1103 Susquehanna Hall.

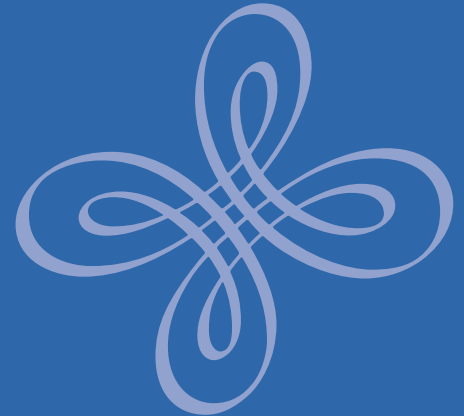
April 25, 2002. Discussion Group.

Talk about Teaching Writing.

4 PM TO 5:30 PM

0135 Taliaferro Hall.

For further information and up-to-date listings of events, please check the Center's website, <http://www.inform.umd.edu/crbs> or contact the Center at 301-405-6830.



TALK ABOUT TEACHING

This academic year, CAST sponsored an informal discussion group for teachers at all academic levels to discuss topics taught across a variety of disciplines and throughout all academic grades. Held at the Center on the last Thursday of each month, the conversation ranged from specific works to general difficulties surrounding the selection and teaching of important texts. In addition, CAST developed an information listserv for colleagues who teach courses in the arts and humanities at the University, in local community colleges, and in public and private schools to help promote these discussions beyond the regularly scheduled meetings.

October 26, 2000

The Bluest Eye and Issues of Censorship

November 30, 2000

Twelfth Night and Issues of Adaptation

January 25, 2001

The Odyssey and the Cultural Implications of Genre

February 22, 2001

The Harlem Renaissance and Interdisciplinary Studies

March 29, 2001

The Wife of Bath and Her Sisters and Gender Issues

April 27, 2001

Writing

SCHOOL-UNIVERSITY PARTNERSHIPS

Northwestern High School Partnership

The Center maintains a partnership with Northwestern High School that continues to develop programs to meet the specific needs of Northwestern teachers and students. The partnership began in 1996, when Northwestern teachers participated in the Center's "Teaching the Humanities through Technology" summer institute. That initial experience led James F. Harris, Dean of the College of Arts and Humanities at the University of Maryland, Adele Seeff, and Ron Anderson, Vice Principal of Northwestern, now retired, to seek ways to expand the collaboration.

Teachers from Northwestern High School articulated the need for programs that would make

the University campus more accessible and familiar to their students, workshops that incorporate sessions on using technology in the classroom, and initiatives that encourage stronger intellectual ties between the University and secondary school teachers and students. A steering committee of University of Maryland and Northwestern administrators and teachers work together to design and implement these programs.

COLLEGE ORIENTATION PROGRAM

This year, Northwestern students visited the University on two occasions as part of an Academic Preview program. On October 11, 2000, University librarians from the humanities research team guided the students through library resources that would prepare them to join a particular University-level class. The students returned on October 19, 2000, to make use of their library experience. They participated in Spanish 223, "United States Latino Culture," taught by Ana Patricia Rodriguez in the Department of Spanish and Portuguese, where the students led discussions on Esmerelda Santiago's *When I Was Puerto Rican*. Students from La Unidad Latina, the Lambda Upsilon Lambda fraternity, provided textbooks for Northwestern students and shared their experiences of student life during a lunch break at the Language House.

SCHOOLS FOR A NEW MILLENNIUM

Made possible by a grant from the National Endowment for the Humanities.

The *Schools for a New Millennium* project, funded by a grant from the National Endowment for the Humanities, grew out of the partnership described above. The NEH grant supports a school-wide professional enrichment program of summer institutes and academic-year seminars which introduce Northwestern High School teachers to current scholarship on Native American culture, African American culture, and the history of immigration to the United States. Simultaneously, as they develop electronic teaching modules related to the topics studied in the summers, teachers are acquiring sufficient technological expertise to master humanities applications of digital materials. Most importantly, this ambitious program seeks to revitalize humanities instruction. The program acts to involve teachers, students, parents, administrators, area businesses, and area cultural institutions in this school-wide reform effort, thereby transforming the way the school and its teachers function.

In the course of the academic year 2000–2001, teachers met monthly at Northwestern High School for Cyber Café sessions. Project activities were organized around the summer

institute topics that framed the year. During the fall semester, teachers consolidated what they studied during the previous summer, learned new technology skills with the assistance of Catherine Hays, and tested and refined their electronic teaching modules. These units are now part of a website entitled “Many Nations under the Sun.” Barry Pearson and Leigh Ryan served as moderators for discussion sessions which focused on *Reservation Blues* by Sherman Alexie and excerpts from *Reinventing the Enemy’s Language: Contemporary Native Women’s Writings of North America*, edited by Joy Harjo and Gloria Bird.

In the spring semester, in preparation for the second summer institute, teachers began focusing on the new content area, “The Immigrant Experience.” Gary Gerstle launched the series with a session concentrating upon “Immigration and Ethnicity in the American Century.” Teachers used subsequent sessions to review together the readings for the summer and they also developed the technological frameworks they needed for their summer activities.

From June 21 through July 3, thirty-eight Northwestern High School humanities teachers and several University of Maryland humanities faculty and staff met daily to focus on a multitude of American immigrant experiences. As lead scholar, Gary Gerstle used a variety of texts and

films to articulate historical and current issues surrounding waves of immigrants to the United States. He juxtaposed the historical narrative of Lawrence Fuchs in *The American Kaleidoscope* against the events described in his own work *American Crucible*; he dissected the examples of immigrant experience offered in *Out of this Furnace* by Thomas Bell and noted the absence of immigrants in *Mr. Deeds Goes to Town*, a Frank Capra film from the same era. He also used Mary Waters’ book *Black Identities* as the center of a discussion on race, ethnicity, and the ways that the West Indian experience is discounted or erased by the often-valORIZED notion that immigrant experiences are relatively painless and generally positive events. He completed his presentations with discussions of two articles exploring the role of educators as purveyors of culture, particularly to new immigrants.

Other University of Maryland faculty members contributed to the conversation as well. Sangeeta Ray assessed the novel *Typical American* by Gish Jen within the framework of world literatures and the genres of *bildungsroman* and American immigrant novels. Susan Leonardi explored important themes such as subjectivity, naming, desire, and voice in Maxine Hong Kingston’s *Woman Warrior*. Evelyn Canabal-Torres used *The House on Mango Street* by Sandra Cisneros

and *Lucy* by Jamaica Kincaid to discuss the politics of language, the relationship between coming-of-age novels and children of immigrants, and the ways that issues of race, gender, and class emerge in the two novels.

Teachers spent their afternoons developing projects for their classrooms based on information they gleaned from these discussions. At the same time, they constructed curriculum units for traditional and electronic classrooms. Catherine Hays and Janel Brennan Tillman offered presentations to help teachers develop specific technological skills with free web-based resources available to them for use in their classrooms.

At the end of the two-week institute, teachers presented their electronic modules and commented upon each other's work. They will continue to polish these projects and test them with the help of Northwestern students over the course of the coming school year.

DuVal High School Partnership

Over the past several years, Center staff have developed a mutually productive relationship with DuVal High School through collaboration with Gloria Shelton, a now-retired art teacher in the school, and with the support and encourage-

ment of DuVal's administration and other faculty. First through the planning and implementation of a Technology Training Day for the high school's humanities teachers, and then as the result of a *From Page to Stage* program developed for Gloria Shelton's own after-school student group in 1999, this partnership has continued to evolve. The Center is now included as a trusted participant in discussions of DuVal's ongoing school-wide reform, and is seen as a supportive sponsor of programs for staff and student development.

CURRICULUM DEVELOPMENT WORKSHOPS

On May 1, 2001, the DuVal High School Arts and Communications Academy steering committee attended "The World as Instructional Material: A Tour of the Clarice Smith Performing Arts Center," followed by a workshop on architecture and artifacts as material culture. Led by Jo Paoletti, Brian Jose, and Nancy Traubitz, the steering committee discussed ways of bringing objects and the built environment to bear on their students' understanding of the arts and verbal communication. Together, the teachers developed curriculum materials for a variety of classes, including photography, music, dance, visual arts, and journal-

ism, and their collaborative efforts celebrated the interdisciplinary nature of DuVal High School's new Academy program.

FROM PAGE TO STAGE

Made possible with support from the Henry & Ruth Blaustein Rosenberg Foundation, Inc. and the Travelers Foundation.

From Page to Stage is an after-school program that allows high school students to explore theater arts with a University of Maryland professor. Meeting nine times during the fall, the program offers high school students opportunities to understand dramatic literature as performance texts. Students discuss works that have personal resonance as well as cultural relevance. They select texts for their own brief performances and they also create spontaneous performances through guided play. Finally, students—some for the first time in their lives—attend theaters in downtown Washington and at the Clarice Smith Performing Arts Center. To help prepare students to think critically about each performance, they work closely with the playtext they are about to see. All *From Page to Stage* events were led by Scot Reese.

FINE ARTS INSTITUTE

Crossing Borders/Breaking Boundaries: A Multidisciplinary Summer Institute for Arts Educators

Made possible by grants from the Maryland State Department of Education and the Clarice Smith Performing Arts Center.

In the summer of 2000 (July 10–21), the Center, in conjunction with the Maryland State Department of Education and the Clarice Smith Performing Arts Center, sponsored a multidisciplinary summer institute for secondary school arts educators in the state of Maryland. *Crossing Borders/Breaking Boundaries* was an integrated program supporting performance, scholarship, and education in dance, music, theater, and the visual arts. Designed to help Maryland middle and high school teachers fuse content-based arts education with performance and studio work, the program included lectures from university schol-

ars, performance master classes with distinguished artists, and opportunities to create interdisciplinary lesson plans in an environment of collegial support and intellectual rigor. Study of three topic areas—Africa and Its Influence, Jazz and America, and Considering the Postmodern—helped create a sense of unity for a diverse group of educators as they endeavored to work across the boundaries and methodologies that typically divide the arts disciplines. The teachers used WebCT, a virtual classroom space, to create and share lesson plans and other documents, and to archive their materials for future classroom applications.

Follow-up activities scheduled during this academic year helped to extend and deepen the participants' course of study. Throughout the fall and spring, teams of participants took turns showcasing their own and their students' work online, offering modified versions of their original lesson plans, posting new materials, and posing pedagogical queries for their colleagues' consideration.

In the fall of 2000, more than twenty teacher-participants returned to the University of

Maryland campus for a day-long electronic technologies workshop. Karen Nelson and Jaime Osterman led a refresher course in WebCT, helping the participants to access and refine the lesson plans that they had created and archived. Catherine Hays offered additional training in video and audio streaming, as well as in creating PowerPoint presentations and incorporating photographs and original artwork to enhance the instructional and aesthetic quality of the teaching archive. A spring 2001 visit to the university on Maryland Day involved a day-long celebration of the participants' accomplishments. In the morning, participants gathered at the Maryland Institute for Technology in the Humanities (MITH) to launch a new website, www.inform.umd.edu/finearts, offering a rich archive of interdisciplinary lesson plans to teachers around the world. The afternoon session gave the participants a variety of creative choices for celebrating the culmination of the institute at the University's Maryland Day festivities (see Campus Programs, above). Participants lent their teaching skills in dance, music, theater, and the visual arts, offering free lessons to campus visitors of all ages.

Publication Series ❁



n active sponsor of interdisciplinary symposia in the arts and humanities, the Center extends its support of outstanding scholarly achievement by publishing its symposia proceedings as thematic volumes of collected essays. The success of the publication series stems from the Center's ongoing collaboration with the University of Delaware Press in conjunction with Associated University Presses.

VOLUMES IN PRINT

Crossing Boundaries: Attending to Early Modern Women
Proceedings volume of the 1997 symposium, edited by Jane Donawerth and Adele Seeff. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 2000.

The Public and Private in Dutch Culture of the Golden Age
Edited by Arthur K. Wheelock, Jr. and Adele Seeff. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 2000.

Attending to Early Modern Women

Proceedings volume of the 1994 symposium, edited by Susan D. Amussen and Adele Seeff. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1999.

In Iberia and Beyond: Hispanic Jews between Two Cultures

Edited by Bernard Dov Cooperman. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1998.

Attending to Women in Early Modern England

Proceedings volume of the 1990 symposium, edited by Betty S. Travitsky and Adele Seeff. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1994.

The Picaresque: A Symposium on the Rogue's Tale

Edited by Carmen Benito-Vessels and Michael Zappala. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1994.

Action and Reaction: Proceedings of a Symposium to Commemorate the Tercentenary of Newton's Principia

Edited by Paul Theerman and Adele Seeff. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1993.

Settlements in the Americas: Cross-Cultural Perspectives

Edited by Ralph Bennett. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1993.

The French Academy: Classicism and Its Antagonists

Edited by June Hargrove. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1990.

Urban Life in the Renaissance

Edited by Susan Zimmerman and Ronald F. E. Weissman. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1989.

Print and Culture in the Renaissance: Essays on the Advent of Printing in Europe

Edited by Gerald P. Tyson and Sylvia S. Wagonheim. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1986.

Outside Funding



The Center has always relied on external funding for its public programs—whether for a scholarly academic audience or for the secondary school community of teachers and stu-

dents. In recent years, such funding has become even more imperative but increasingly difficult to obtain, because of fierce competition among non-profit arts and humanities organizations seeking financial support. Nevertheless, the Center has maintained its momentum by shaping exciting programs around available funds. Thanks in large part to the generous support of the following donors, the Center is gratified to have provided vital programs that have served hundreds of participants this year.

The Center for Renaissance & Baroque Studies received support from the following:

The Henry & Ruth Blaustein Rosenberg Foundation, Inc.

The Gladys Kriebel Delmas Foundation

The Maryland State Department of Education

The National Endowment for the Humanities

The Clarice Smith Performing Arts Center at Maryland

Travelers Foundation

Cross-Campus Collaboration



he individuals listed below participated in one or more Center programs during the 2000–2001 academic year.

AMERICAN STUDIES: Jo Paoletti, Gregory Wahl, *CAST*

CLASSICS: Greg Staley, *CAST*

COLLEGE OF ARTS AND HUMANITIES: Carie Jones-Barrow, Dean James F. Harris, Northwestern High School Partnership; Catherine Hays, *Crossing Borders/Breaking Boundaries*, Northwestern High School Partnership, *Schools for a New Millennium*

COMPARATIVE LITERATURE: Regina Harrison, *Works-in-Progress*; Maria Maisto, *CAST*

OFFICE OF DIGITAL TECHNOLOGY & ELECTRONIC MEDIA: Janel Brennan Tillman, *Schools for a New Millennium*

ENGLISH: Jackson Barry, Renaissance Studies Citation; Erin E. Kelly, Theodore Leinwand, *Works-in-Progress*; Anita Gilman Sherman, student representative to the Faculty Advisory Board, *Works-in-Progress*; Susan Leonardi, Barry Pearson, *Schools for a New Millennium*; George Oliver, Leigh

Ryan, Nancy Shevlin, *CAST*; Sangeeta Ray, *CAST*, *Schools for a New Millennium*

FRENCH AND ITALIAN: Jacqueline Letzter, *Attending to Early Modern Women*

HISTORY: Gary Gerstle, *Schools for a New Millennium*; Jyoti Mohan, student representative to the Faculty Advisory Board

LIBRARIES: Trudi Bellardo Hahn, Northwestern High School Partnership; Patricia Herron, Northwestern High School Partnership, *Attending to Early Modern Women*; Marian Burrigh, Louise Greene, Eric Lindquist, Yelena Luckert, Susanna Van Sant, Scott Burrigh (*UMBC*), *Attending to Early Modern Women*; Carleton Jackson, *Maryland Day*; Jean McEvoy, *CAST*

MITH: Martha Nell Smith, *Crossing Borders/Breaking Boundaries*

MUSIC: Daniel E. Abraham, *Attending to Early Modern Women*

PHILOSOPHY: James Leshner, *Special Lectures*

SPANISH AND PORTUGUESE: Regina Harrison, Eyda Meredith, *Works-in-Progress*; Ana Patricia Rodriguez, Northwestern High School Partnership; Evelyn Canabal-Torres, *Schools for a New Millennium*

THEATRE: Scot Reese, *From Page to Stage*

Future Programs



The Center is currently planning three summer programs to serve our various constituencies. With grant support from the Maryland State Department of Education,

Center staff are preparing *Crossing Borders/Breaking Boundaries II: A Multidisciplinary Institute for Arts Educators*, to take place July 8–15, 2002.

Additionally, in conjunction with the College of Arts and Humanities, the Center is developing a National Endowment for the Humanities grant proposal to support a summer institute serving college faculty, to be offered in summer 2003.

The Center will also offer a Shakespeare Camp for middle school students in 2003, in cooperation with the Maryland National Capital Park and Planning Commission and the Department of Theatre.

In addition, the fifth *Attending to Early Modern Women* symposium has been scheduled for the fall of 2003 (November 6–8). The conference planning committee for *Attending to Early Modern Women: Structures and Subjectivities* has issued a call for proposals for workshop sessions. Plenary topics are designed to focus on the frameworks within which early modern women lived and their experience of identity within those frameworks. Plenary topics for 2003 are: Geographies and

Politics; Degree, Priority, and Place; the Built Environment; and Pedagogies. The Center anticipates that the upcoming conference will, as it has in years past, draw an international cadre of early modern scholars to the University of Maryland to share their rich and pioneering research with one another.

The Center's work is collaborative. Faculty and graduate students in the College of Arts and Humanities contribute ideas and time to Center programs. A number of agencies—the NEH, the Maryland State Department of Education, school districts across the state, and other research and cultural institutions in the Baltimore-Washington area—enrich and support the Center's programs. These partnerships and exchanges are always fruitful, and the Center welcomes further scholarly collaborations.

The Center
gratefully acknowledges support
from its many patrons