

The Kansas Regents Honors Academy

**Tradition &
Challenges to
Tradition in
Art, Science, &
Society**

Emporia State University, Emporia, KS
June 14 - July 3, 1998

The Academic Program

[*The Core Courses*](#)[*Supporting Courses*](#)[The Academy](#)[The Virtual Academy](#)[The Kansas Regents Honors Symposium](#)[More Information](#)

(Costs, Deadline, Selection, etc.)

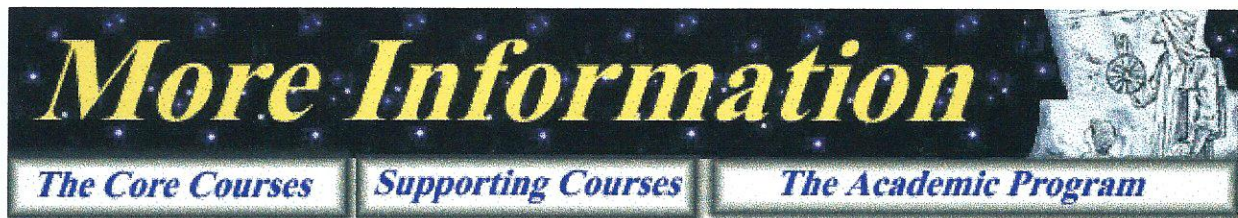
THE ACADEMY

The Kansas Regents Academy was established in 1986 by the State of Kansas to provide a residential academic summer program for academically gifted high school students. The program brings together 150 of the brightest high school students in Kansas for an intensive session of three weeks. Each year, a different Regents university hosts the Academy. Emporia State University will be the host institution in June 1998.

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The Virtual Academy

As a part of our "Challenges to Tradition" theme this summer's three week Academy will be extended over the subsequent fall semester by the creation of an interactive electronic community of scholars. Academy faculty and students shall extend their dialogue while learning to work together in an on-line, web, and TELNET based Virtual Academy. Students, working in teams, will collaboratively produce a capstone project recording their responses and reflections on the themes and materials presented during the summer residential Academy. Students will research, write, and edit these capstone projects under the supervision of Academy faculty. The 1998 Academy **will require students to:**

[Nomination](#)[Selection](#)[Kansas Board of Regents Members](#)[Costs](#)[Notice of NonDiscrimination](#)[The 1998 Honors Academy Coordinating
Committee](#)[University Facilities & Campus
Life](#)[Deadline](#)[For Additional Information](#)

Nomination

All Kansas high schools are invited to nominate as candidates for the Academy outstanding students who are sophomores or juniors in the 1997-1998 academic year. Schools classified as 1A or 2A may nominate two students, those classed as 3A or 4A may nominate three, and those classed as 5A or 6A may nominate four students.

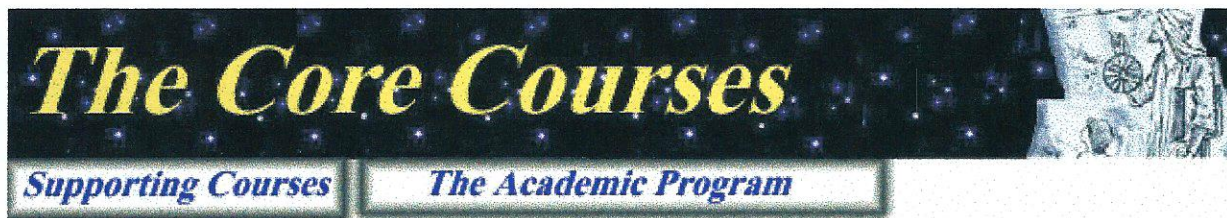
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Selection

Participants are selected by a committee with statewide representation. Participants are chosen on the basis of grade point average and high school curriculum, standardized achievement test scores, school and extracurricular activities, work experience, an original essay, teacher recommendations, and Internet access. Provided there are qualified candidates, at least one student from each state senatorial district will be chosen.

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Costs



Disturbing the Universe: Tradition and Challenges to Tradition in Art, Science & Society

The Core Course examines not only the role tradition has played in shaping our understanding of art and beauty, the nature of the universe, gender roles, and acceptable modes of behavior but more importantly, it examines the challenges to and breaks with tradition that have effectively changed our ways of seeing and understanding the world. The core course sets this task for itself by drawing upon professors of Art & Art History, Sociology, History, and Philosophy.

The Art Component

Led by Professor Dan Kirchhefer

Email: kirchhed@esumail.emporia.edu

Link to Course [The Art Component Web Page](#)

The art component will cover those moments or eras in the history of Western art in which artists have taken revolutionary strides toward new aesthetic forms and visions. Beginning with the Renaissance's discovery of perspective and the introduction of secular and pagan subject matter, students will examine and view the works of artists which have either changed the way society sees the world or reflect the changing ways that society sees the world. The course will also include social issues raised by or reflected in revolutionary art. Students will view slides, videos, hear lectures, and wherever possible view works of art firsthand. Discussions about matters of appreciation, criticism, and aesthetics will take place throughout the course.

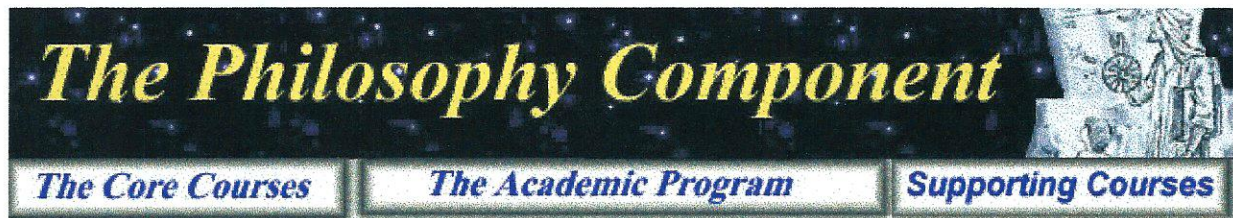
The Sociology Component

Led by Professor Nathaniel Terrell

Email: terrelln@esumail.emporia.edu

Link to Course [The Sociology Component Web Page](#)

The sociology component of the course will examine three definitive eras in the African American experience which have shaped and given meaning to the quest for an African American identity and a place in American society. In the first week of class students will be exposed to the 1890's debate between Dr. W.E.B. DuBois and Booker T. Washington. The second week of class will focus on the 1960s and the competing visions of African American equality offered by Dr. Martin Luther King, Jr. and by Malcolm X.



The Philosophy Component

Led by Professor Charles S. Brown, browncha@esumail.emporia.edu

Week # 1

Philosophy of Science

<http://www.mala.bc.ca/~mcneil/tkuhn.htm>

<http://www.yahoo.com/arts/humanities/philosophy/philosophers/plato/texts/>

Week # 2

Martin Luther King

"I have A Dream"

<http://web66.coled.umn.edu/new/MLK/MLK.html>

Socrates

"Socrates had it coming"

<http://www.mo-net.com/~mlindste/socrates.html>

Week # 3

Civil Disobedience

"Civil Disobedience Home Page"

<http://www.en.com/users/lmduchez/back>

Civil Disobedience

"Resistance & Civil Disobedience"

<http://www.greatbasin.net/~doconnor/noframes/qoppo.htm>

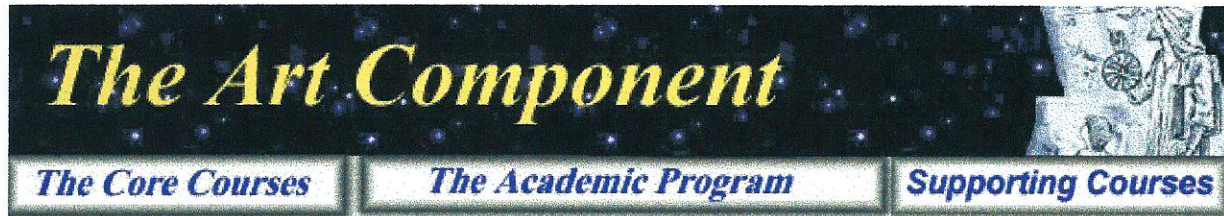
John Rawls

"Philosophy & Civil Society"

<http://www.civsoc.com/review1c.html>

John Rawls Seminar

<http://sorrel.humboldt.edu/~mfg1/webrawls.html>



Honors Academy: The Art Component

How has art changed the way we view the world and ourselves or has it / does it ?

Instructor: [Dan Kirchhefer](mailto:Dan.Kirchhefer@emporia.edu)

Email: Kirchhed@emporia.edu

Office: 10G King Hall

Office hours: 7:30 - 8:30 am Some evenings by appointment
or talk to me on the tennis court

Home Phone: 343-2083

Make up of the course - or how to succeed in this class. Read - take notes - go the net and library - read - discuss, look and see, and respond to great works of art and ideas. The students will keep a response journal and write 4 response papers. One on which can be danced, sung, written, drawn, acted etc.

Six Lectures: These will be the basis for our discussions and your responses.

1. A new way to see, a window for the viewer and "man" becomes the center of a few things. Art of the Italian Renaissance.
2. Light through this new window - a man and a woman. Vermeer and a Arternisia Gentileschi.
3. A printed word or two. Durer and the press.
4. "Anonymous was a woman" Cascatt-Monet, "The Painted Moment or Seeing the Light"
5. Dada - yada, yada - to Jackson Pollork.
6. Let's get real what a concept.

Dan R. Kirchhefer's Resume

EDUCATION

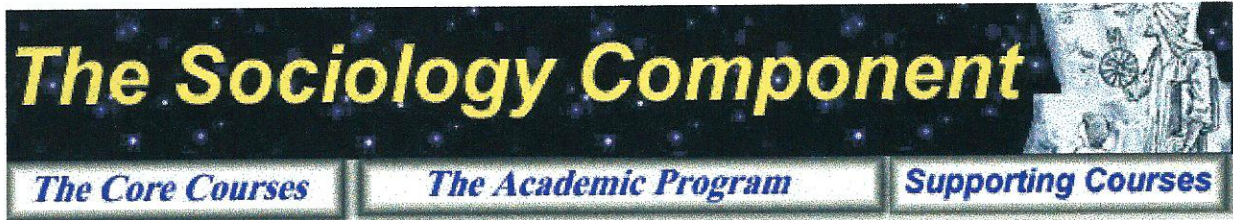
B. F.A. University of Nebraska, Lincoln, Nebraska

M.A. Art and Art Education, University of Cincinnati, Cincinnati, Ohio

M.F. A. Printmaking, University of Kansas, Lawrence, Kansas

HONORS AND MEMBERSHIPS

- Emporia State University, President's Award for Research and Creativity, 1998
- Who's Who Among America's Teachers, 1996 and 1998
- Undergraduate degree awarded with distinction, University of Nebraska
- M.F.A. degree awarded with honors, University of Kansas



The Sociology Component

Led by Assistant Professor Nathaniel Eugene Terrell, terrelln@emporia.edu

[Syllabus](#)

[Internet Sites](#)

[Dr. Terrell's Bio](#)

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Week #1

William Edward Burghardt Du Bois

"The Souls of Black Folk"

Booker T. Washington

"The Rights and Duties of the Negro"

"Negro Education Not A Failure"

Week #2

Malcolm X

"Whatever is necessary to protect ourselves"

"Chickens Coming Home To Roost (1964-65)"

Dr. Martin Luther King, Jr.

"Calls to Conscience: I Have A Dream"

"Shattered Dreams (1965-68)"

Week #3



Revolutions in Physics and Astronomy

Taught by Professor [Jorge Ballester](#)

Email: ballestj@esumail.emporia.edu

Link to Course: [Revolutions in Physics and Astronomy](#)

This course will focus on the historical relationship between physics and astronomy, with special emphasis on those periods which have produced fundamental changes in our understanding of the universe. Physicists have traditionally searched for laws to describe the physical world, whereas astronomers have been concerned with the observation and explanation of distant celestial objects. This course will focus on the following areas: the unification early theories of terrestrial and celestial motions by Newton's laws, the role of spectroscopy as an experimental tool in both physics and astronomy, special relativity, the expanding Universe and the Big Bang, and the search for a Grand Unification Theory.

Troubling Your Own House: Drama as a Reflection of a Changing Society

Taught by Professor [Harry Parker](#), Director of Theater

Email: parkerha@esumail.emporia.edu and

Professor [Lendley Black](#), Dean, College of Liberal Arts & Sciences

Email: blacklen@esumail.emporia.edu

Link to Course [Troubling Your Own House](#)

In this course students will examine important plays that reveal ways in which society's conventions are challenged. Students will be able to view live performances of (or scenes from) some of the plays they read and video performances of others. They will also participate in the performance of scenes from some of the plays. Students do not need to be experienced actors, but simply willing to learn some basic performance skills and apply them to the scenes which deal with topics of societal change. Some of the plays being considered for study in this course include Antigone, Inherit the Wind, The Piano Lesson, and Picasso at the Lapin Agile.

Dynamical Systems--Chaos

Taught by Professor [Elizabeth Yanik](#)

Email: yanikeli@esumail.emporia.edu

Troubling Your Own House

[The Core Courses](#)

[The Academic Program](#)

[Supporting Courses](#)

Troubling Your Own House: Drama as a Reflection of a Changing Society

Taught by Professor **Harry Parker, Director of Theater**

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Internet Links:

Playbill On-Line:

<http://www1.playbill.com/playbill/>

The New York Times Arts Section:

<http://www.nytimes.com/yr/mo/day/news/arts/>

IN THEATER Magazine:

<http://www.INTHEATER.COM/>

A study on Inherit the Wind

<http://xroads.virginia.edu/~UG97/inherit/intro.html>

People Magazine profile of August Wilson

<http://pathfinder.com/people/960513/features/wilson.html>

Research site on Lawrence & Lee

http://www.lib.ohio-state.edu/OSU_profile/triweb/abtri/lawrence&lee.html

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Manning the Barricades :

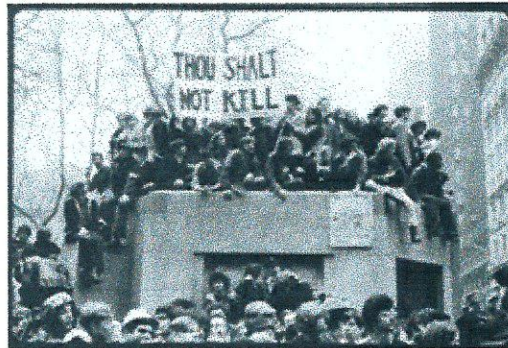
Student Protest at Home and Abroad in the 1960s

[The Core Courses](#) [The Academic Program](#) [Supporting Courses](#)

Dr. Christopher C. Lovett
Office: 411 R Plumb Hall
Telephone: (316) 341-5577
E-mail: lovettch@esumail.emporia.edu

**The Sixties have seen the dawn of a new culture.
The Seventies will see its flowering.
*The Second Coming, 1970***

- [Introduction](#)
- [Text Books](#)
- [CYBERARY](#)
- [Exams & Assignments](#)
- [Additional Readings](#)



Introduction

The Sixties was a decade of considerable social change in music, social mores, and cultural norms. It was an age when baby boomers graduated from high school and entered college or found themselves in the jungles or rice paddies of Southeast Asia. From those diverse situations, college campuses became the bellwether for the social and cultural forces that defined the decade and changed society forever. The driving forces within the "movement" were students who played key roles in the civil rights struggle and the effort to end the war in Vietnam. *Manning the Barricades* is designed to give students an understanding of the impact of the student revolution in both American and World history.

By using a combination of lectures and videos as well as sampling popular culture, the class will discern the essence of the era. From the placid fifties to the turbulent sixties, students will discover the character of