



National
Endowment
for the
Humanities

Division of
Fellowships and
Seminars

Seminar
Descriptions

1985 SUMMER SEMINARS
FOR COLLEGE TEACHERS

1985 SUMMER SEMINARS

Summer seminars for college teachers are offered by the Division of Fellowships and Seminars, National Endowment for the Humanities, a federal agency created by Congress in 1965 to support research, teaching, and learning in the humanities. Other programs currently offered by the division include Summer Seminars for Secondary School Teachers, Summer Stipends, the Faculty Graduate Study Program for Historically Black Colleges and

Universities, Fellowships for Independent Study and Research, Fellowships for College Teachers, Fellowships at Centers for Advanced Study, and Constitutional Fellowships. Information about any of these programs may be obtained by writing to the Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

Purpose of the Program

The NEH Summer Seminars for College Teachers Program provides teachers in two-year, four-year, and five-year colleges with a unique opportunity for advanced study or research in their own fields or in fields related to their interests. For eight weeks during the summer, the twelve teachers selected to participate in the program will work under the direction of a distinguished scholar and with colleagues in an area of mutual interest. Seminar participants, who will have access to the collections of a major library, will discuss a body of common readings with their colleagues in the program, prepare written work, and, outside the seminar, pursue individual research or study projects of their own choosing and design. Through research, reflection, and frequent collegial discussions — formal and informal — with the seminar director and with other teachers from across the country, seminar participants will increase their knowledge of the subjects they teach and enhance their ability to impart an understanding of their disciplines and of the humanities in general to undergraduate students.

The seminars are especially designed for the Summer Seminars for College Teachers Program and are not intended to be identical to courses normally offered by graduate departments, nor will graduate credit be

given for them. Seminar topics are broad enough to accommodate a wide range of interests while being central to the major ideas, texts, critical concerns, and approaches of the humanities. The focus of each seminar is substantive, reinforcing the participants' commitment to teaching and to research.

Individual Projects

Beyond the work of the group, each participant will undertake an individual research project or a program of intensive reading under the guidance of the director. This project may or may not be related to the seminar topic. A tentative plan of research or study for the summer is a required part of the application, but participants will be free to change or amend their projects once the seminar has begun, if, after consultation with the director, it seems advisable to do so. In some cases, the individual project may tie into the work of the seminar.

Particular seminars will vary in their research emphases, some focusing on individual reading or research projects, others concentrating more exclusively on the work of the seminar itself.

Stipend and Tenure

College teachers selected to participate in the program will receive a stipend of \$3,000 to cover travel expenses to and from the seminar location, books and other research expenses, and living expenses for a tenure period of two full months.

Participants are required to remain at the seminar location until the final meeting of the group and to spend full time on personal study for the entire two-month tenure period.

Tax Status of Awards

The U.S. Treasury permits a recipient of a fellowship or stipend to **exclude** from gross taxable income certain portions of the stipend. In reporting income, the holder of a fellowship or stipend may **exclude** \$300 per month for the period of the fellowship study, up to a lifetime maximum of thirty-six months. The individual may also exclude from taxable income those portions of the stipend used for expenses incident to this fellowship study, **provided those portions have been specifically designated for these expenses.** These expenses may include the fellow's transportation, living expenses, dependents' travel expenses, and research expenses for the fellowship project, such as any clerical help or equipment necessary for the project. The remaining portion of the stipend is subject to income tax. The seminar directors will have the forms required for estimating expenses.

Section 117 of the Internal Revenue Code of 1954 governs taxation of

fellowship awards. Because the Internal Revenue Service (I.R.S.) and the courts decide whether a particular award is taxable, any questions regarding tax matters should be addressed to the I.R.S. I.R.S. Publication No. 520, "Tax Information for American Scholars in the U.S. and Abroad," available at I.R.S. district offices, may also be helpful.

Eligibility Requirements

Although the program is primarily intended for individuals teaching undergraduate courses, full- or part-time, at two-, four-, or five-year colleges or universities, other persons who are qualified to do the work of the seminar and make a contribution to it are also eligible to apply. Preference will be given to those who have not recently had the opportunity to use the resources of a major library.

Faculty members of undergraduate departments in institutions that offer a number of doctorates in the humanities — but only in departments other than their own — are eligible to apply, but their applications will normally receive a lower priority. Faculty members of departments that offer a doctorate are **not** eligible for this program; exceptions can be made only if the applicant is in a nontenure track position and teaching primarily service courses. In such cases, the applicant must explain to the director why an exception should be made.

Applicants must have completed their professional training by April 1, 1985. Although an applicant need not necessarily have an advanced degree in order to qualify, neither candidates for degrees nor persons seeking support for work leading toward a degree are eligible. Individuals should not apply to seminars directed by their dissertation advisers.

An individual may apply to no more than two seminars in any one year. Persons found to have applied to more than two will not be awarded a place in a seminar. College teachers who participated in NEH summer seminars in 1982 or earlier are eligible to apply for 1985, but those who attended one of the seminars in 1983 or 1984 are not eligible.

About this Brochure

This brochure briefly summarizes each of the seventy-five seminars that will be offered during the summer of 1985. Specific prerequisites, such as proficiency in a foreign language, are also given where applicable. Each seminar is listed under the heading of its major disciplinary focus, and those seminars that follow an interdisciplinary approach or that address themselves to the concerns of teachers in a number of disciplines are cross-listed under additional headings.

Three seminars this year are open only to teachers in two-year colleges: Marjorie Garber—English Literature; Kenneth Jackson—History; Everett Mendelsohn—History and Philosophy of Science. They are marked with an asterisk.

How To Apply

Prospective applicants should write to the seminar director or directors of their choice, requesting details on the structure of the seminar and on seminar requirements and assignments. This information will help in determining the range of projects compatible with the director's conception of the seminar and in estimating the amount of time that will be available for independent work. Seminar directors will also supply general information on housing and distribute application instructions and forms. The application deadline is April 1, 1985, and the announcement of awards will take place on April 22. Selected participants will have until April 26 to accept or decline.

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Afro-American Studies

The following seminars, listed under other disciplinary headings, may be of interest to teachers of Afro-American studies:

English and American Literature — Baker, Bell-Scott/Guy-Sheftall
History — Meier, Thompson
Music — Floyd
Sociology — Patterson

American Studies

The following seminars, listed under other disciplinary headings, may be of interest to teachers of American studies:

Art History — Verheyen
English and American Literature — Conn
History — Greene, Jackson, Smith

Anthropology

Bauman, Richard
 Center for Intercultural Studies in
 Folklore and Ethnomusicology
 Student Services Building 3.106
 University of Texas
 Austin, Texas 78712

Oral Literature
 June 17–August 9, 1985

This seminar will explore the nature, patterns, and functions of oral literature, those forms of verbal art that are composed, performed, or both by spoken rather than written means. The basic orientation of the seminar will be anthropological, but concepts and methods from literary criticism, linguistics, folklore, and

semiotics will also figure prominently. Topics to be considered in the course of the seminar include definitions of oral literature, genre theory, contexts and functions of oral literature, tradition and creativity in oral literature, formal and structural analysis, the oral literary text, and the oral/literate continuum. The seminar will be of interest primarily to college teachers of anthropology, folklore, literature, and speech communications, but teachers from any of the disciplines in which there is an interest in oral literature are encouraged to apply.

Fernandez, James W.
 Department of Anthropology
 Princeton University
 Princeton, New Jersey 08544
 Seminar location: University of
 Colorado at Boulder

*Cosmology and Religious
 Revitalization*
 June 17–August 9, 1985

This seminar will explore a central set of questions concerning sociocultural and historical issues involved in the construction, coherence, disintegration, and revitalization of belief systems. The topic will be approached through a synthesis of different levels of experience, ranging from personal to local, regional, and global perspectives. Participants will first examine attempts to identify the basic units of world construction. Next, the seminar will make comparisons—informed by readings in Indian and classical cosmology—of African and Meso-American material. Finally, it will relate cosmological processes to the phenomenon of religious movement and revitalization and to utopian thought

in the early modern and modern traditions of the West. Although the seminar will devote primary attention to the theme of cosmology and revitalization and adhere to concrete ethnographic materials, participants will also have the opportunity to discuss fundamental issues in modern anthropology on the differences between, and the possible synthesis of, cognitive and symbolic approaches to the study of meaning in culture. This seminar should be of special interest to anthropologists, but college teachers in other disciplines in the social sciences and humanities, such as the history of religion, are also welcome to apply.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of anthropology:

Classics — Redfield
History — Malefakis, Meier, Thompson
Modern Languages — Sandor
Political Science — Markovitz, Tarrow
Religion — Carmichael, Smith
Sociology — Patterson

Art History

Calkins, Robert G.
 Department of Art History
 35 Goldwin Smith Hall
 Cornell University
 Ithaca, New York 14853

*The Medieval Illuminated Book:
 Context and Audience*
 June 17–August 9, 1985

This seminar will investigate various types of religious and secular manuscripts from the fourth through the fifteenth century, with particular em-

phasis on the illuminated book as a functioning and aesthetic entity. Participants will determine various kinds of decorative programs in these manuscripts, evaluate methods traditionally used to study them (iconographic, stylistic, recensional, codicological), and formulate additional concerns by which they can be placed in a wider economic, social, and cultural context in their respective periods of the Middle Ages. Actual manuscripts, facsimiles, microfilms, and microfiches will be studied. The seminar will compare documentary evidence of book production and distribution with the physical evidence and programs of illumination to determine the medieval attitudes, context, and audience of these manuscripts. Some reading knowledge of Latin, French, or German would be helpful, but it is not required. Applications are welcome from college teachers interested in medieval art, medieval studies, or the history of the book.

Reff, Theodore
 Department of Art History
 % Summer Session Office
 418 Lewisohn Hall
 Columbia University
 New York, New York 10027
 Seminar location: Reid Hall,
 Columbia University, Paris, France

Images of Paris in Modern Art
 June 17–August 9, 1985

This seminar will focus on the representation of Paris in painting, drawing, printmaking, photography, film, and literature from 1850 to 1920. Topics to be considered are the demographic and physical development of Paris, the significance of specific ur-

ban subjects as settings and symbols, and the changing Parisian images in the works of Romanticists and Realists, Impressionists and Post-Impressionists, Fauvists and Expressionists, and Cubists and Orphists. The seminar will be given in Paris at Columbia University's Reid Hall and will include field work at the Louvre, the Musée de l'Impressionisme, the Musée Marmottan, the Petit Palais, the Musée National d'Arte Moderne, and the Centre Pompidou. Participants will research, photograph, and report on a major work or group of works representing a Parisian site or an aspect of Parisian life or culture. A reading knowledge of French is required. The seminar is designed to appeal primarily to college teachers of modern art and photography, but those individuals in film and modern French history and literature are also encouraged to apply.

Verheyen, Egon

Department of Art History
The Johns Hopkins University
Baltimore, Maryland 21218

Embellishing the Temple of Liberty: The Decoration of the U.S. Capitol, 1790-1870
June 17-August 9, 1985

The U.S. Capitol was always thought of as the most visual representation of the new republic. Its architecture was designed with Rome as the model in mind, but its decoration was an attempt to find truly American topics, as well as truly American forms. This seminar will investigate the various aspects of this decoration from the sketchy entries of the competition

drawings of 1793 to the Hall of Representatives (the work of both Jefferson and Latrobe), and its redesigning after the burning of the Capitol by the British in 1814, to the planning of the eastern façade under John Quincy Adams, and the various stages of the decoration of the Rotunda. Because traditional art historical methods and biographical discussions provide neither appropriate nor rewarding approaches to this topic, participants will explore new ways to interpret the imagery executed as an effort to establish an American iconography. The seminar encourages applications from art historians with an interest in American art, American historians with an interest in the early years of the nation, and specialists in American literature of the eighteenth and nineteenth centuries.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of art history:

Classics — Nagy, Redfield
Critical and Aesthetic Theory — Caws
English and American Literature — Conn
Modern Languages — Andrew/Unger
Music — Steiner/Sheerin

Classics

Adkins, Arthur W. H.
Committee on the Ancient
Mediterranean World
1050 East 59th Street
University of Chicago
Chicago, Illinois 60637

Arete and Virtue: Ancient Greek Values and Modern Values

June 24-August 16, 1985

This seminar will discuss ancient Greek values and some aspects of modern values, ethics, and politics. To establish the nature of Greek values, the seminar will begin by studying the key Greek terms of value in archaic, classical, and Hellenistic texts, ranging from Homer to Aristotle and the earliest Hellenistic philosophers. Participants will consider the usage of the different terms of value in the context of each work and examine the relationship between Greek values and Greek society in light of both intrapolis and inter-polis values and behavior. The seminar will also consider whether in the relationships of modern nation-states there are resemblances between ancient Greek *arete* and present-day values, and whether, as in ancient Greece, the *arete* values in modern ethics and politics—insofar as they continue to be held—may tend to produce effects other than those desired. Participants will examine various contemporary documents—debates in the British Parliament and in the U.S. Congress, editorials, etc.—from all parts of the political spectrum related to international crises of the last thirty years. These materials will be studied in essentially the same manner as the ancient Greek materials, with which participants will make detailed comparisons as they

reevaluate the moral and political solutions offered by Greek thinkers and analyze the practicability and acceptability of such solutions at the present time. Applications are encouraged from college teachers in a wide variety of disciplines in the humanities. A knowledge of ancient Greek is not required.

Lefkowitz, Mary R.

Departments of Greek and Latin
Wellesley College
Wellesley, Massachusetts 02181

Women in Antiquity

June 24-August 16, 1985

This seminar will examine ancient writing about women, both literary and documentary sources, and consider the problems involved in using these sources as evidence for reconstructing a historical account of women's life in ancient Greece and Rome. Participants will assess the evidence under general topics such as women in Greek myth; women's portrayal in drama; and the political, legal, and economic status of women. Readings will be drawn from poetry and drama (the *Odyssey*, the *Oresteia*, *Alcestis*, *Medea*, *Bacchae*), biographical and historical works (Plutarch, Livy, Tacitus, Suetonius), and documentary sources (inscriptions and papyri). Applications are encouraged from college teachers in various disciplines of the humanities—especially classics, history, and women's studies—who are interested in exploring a missing dimension in our appreciation of the ancient world. A reading knowledge of Greek and Latin is desirable but not required.

Nagy, Gregory
Committee on Degrees in Folklore
and Mythology
69 Dunster Street
Harvard University
Cambridge, Massachusetts 02138

***The Ancient Greek Concept of Myth
and Contemporary Theory and
Criticism***

June 24–August 16, 1985

This seminar will focus on the links between the ancient Greek concept of myth and its function in Greek civilization, and on a comparison of the Greek experience with that of other civilizations. Participants will discuss contemporary theories of myth, assessing their intellectual consistency, and subsequently applying them to selected Greek myths and rituals. In a survey of selected works of classical literature, the seminar will deal with the problem of reconciling myth with artistic creativity. Participants will also read literature from the Hellenistic, Byzantine, and modern periods, and discuss the reasons for the continual vitality of Greek mythological themes. Finally, participants will discuss theoretical issues of literary criticism (Lévi-Strauss, Walcot, Burkert, Meuli, Fontenrose, Vernant, Vidal-Naquet, Detienne, Meillet). The seminar is intended for teachers in classics, literature, modern languages, and art history.

Redfield, James M.
Department of Classical Languages
and Literatures
1010 East 59th Street
University of Chicago
Chicago, Illinois 60637
Seminar location: Dartmouth College,
Hanover, New Hampshire

The Homeric Epics: Text and Context
June 17–August 9, 1985

This seminar will examine the Homeric epics, the *Iliad* and the *Odyssey*, as literary works in the context of the critical social and cultural transformation taking place in the Late Geometric period (roughly 750 to 700 B.C.) of Greek history. A close reading of the epics will provide the starting point for an inquiry into the new civilization being created during that era, which will in turn provide new ways of understanding the epics. The seminar will use a number of disciplines in this dual approach to the epics and their historical context, including art history, archaeology, poetics and rhetoric, folklore and history of religion, linguistics and anthropology, and political science and the history of ideas. Topics for discussion will include the Homeric vocabulary as a vehicle for traditional values, the role of heroes and hero worship in the heroic ideology of the epics, and the implicit poetics of the works. A knowledge of Greek is not required. The seminar encourages applications from college teachers of classics, as well as those in other disciplines of the humanities.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of classics:

English and American Literature —
Chance, Roche
History and Philosophy of Science —
Aaboe
Philosophy — Nussbaum
Religion — Feldman, Hauerwas,
Smith
Sociology — Patterson

Comparative Literature

Furst, Lilian R.
Art and Humanities, JO 3.1
University of Texas at Dallas
P.O. Box 688
Richardson, Texas 75080

Seminar location: Stanford
University, Stanford, California

Reading Ironies in Fiction

June 24–August 16, 1985

The central interest of this seminar will be to examine the problems inherent in reading an ironic text. If irony, to cite Dr. Johnson's definition, is "a manner of speech in which the contrary is said to what is meant," reading irony demands that the reader engage in a simultaneous construction, deconstruction, and reconstruction in order to identify the meaning within the countermeaning. Questions to be addressed in the seminar include: How does the reader come to recognize the presence of irony? How does the reader construct the implicit ironies? What are the processes, and limitations, of interpretive reading? Why do some readings seem more appropriate than others? To grapple with these issues, participants will consider various contemporary theoretical models of reading fiction and then test them through a discussion of texts by major ironists—Swift, Byron, Kleist, Flaubert, Sterne. Although these are all writers from the mid-eighteenth to mid-nineteenth century, the seminar will be primarily concerned with the fundamental issue of

reading ironies and not with any historical concept. College teachers of introductory and advanced courses in literature and the arts of any period are encouraged to apply.

Gunn, Giles B.
Department of English
4008 GPA
University of Florida
Gainesville, Florida 32611

Literature and Religion

June 17–August 9, 1985

Religious issues remain at the center of much recent literary discourse, and religious terms continue to play a formidable role in theoretical systems that seem indifferent to theology. This seminar will examine some of the more representative and significant ways that the relation between literature and religion has been formulated in the modern period. The seminar will combine the study of a variety of individual critics (Erich Auerbach, W.H. Auden, Northrop Frye, Nathan A. Scott, Hans-Georg Gadamer, J. Hillis Miller, Paul Ricoeur, Erich Heller, Jacques Derrida, and others) with an examination of representative approaches (figuralism, existentialism, hermeneutics, typological criticism, phenomenological criticism, myth criticism, deconstruction, and the history of ideas). Participants will consider various problems and possibilities in each of these critical formulations and experiment with their application to a study of three short literary texts. Finally, the seminar will investigate the possibility of setting at least some of these problems and possibilities within the

framework of a more general philosophy of criticism. Applications are encouraged from college teachers of comparative literature, English and American literature, literary theory and criticism, philosophy, and religion, who are concerned with the religious dimensions of aesthetics and the aesthetic dimensions of religion.

Lindfors, Bernth O.
Department of English
University of Texas
Austin, Texas 78712

Major African Authors
June 17–August 9, 1985

African peoples have been misunderstood and misrepresented in the Western world for centuries. Inhabitants of the "Dark Continent" were imagined to be wild savages leading brutish lives in primitive conditions. They were thought to possess no arts, no culture, no morality, no semblance of civilization. These racist notions, the legacy of slavery and colonialism, persist even today. By studying the major works of major African authors, this seminar will consider views of Africa from the inside, perspectives undistorted by Western ignorance and prejudice. Authors to be discussed include Abrahams, Achebe, Armah, Awoonor, Beti, Brutus, Fagunwa, Kunene, La Guma, Laye, Mofolo, Mphahlele, Ngugi, Okigbo, p'Bitek, Sembene, Senghor, Soyinka, and Tutuola. Throughout the readings, participants will examine the significant aesthetic, social, and political forces shaping modern African history and literature: the influence of oral tradition on written expression; the impact

of colonialism, nationalism, and independence in West and East Africa; and the effects of racial oppression and censorship in South Africa. Prior exposure to African writings is not required, but preference will be given to those applicants who plan to make professional use of what they learn by developing a new course in African literature or by introducing African literary works into courses they already teach.

Liu, James J.Y.
Department of Asian Languages
Stanford University
Stanford, California 94305

Chinese Literature in an Interlingual Context
June 24–August 16, 1985

This seminar will focus on the question of how to make Chinese literature accessible to English-speaking students. Emphasis will be placed on major, and predominantly pre-modern, works of Chinese literature. Questions will be raised in four areas: (1) *reading* — What are the distinctions between the intended, implied, and extended (*i.e.*, posterity or non-native) readerships? (2) *translation* — What works of Chinese literature are available in translation, and how reliable are these? How does the poet-translator differ from the critic-translator? (3) *interpretation* — How can cultural, linguistic, and historical barriers be transcended? What are the problems involved in interlingual interpretation? (4) *evaluation* — By what criteria

should one evaluate Chinese literature? The seminar will consider recent trends in literary theory and criticism, such as reader-response criticism, phenomenological hermeneutics, and deconstruction. Traditional Chinese literary theory and poetics will be juxtaposed with Western concepts and theories, so that participants may analyze the underlying assumptions of both traditions. Theoretical discussions will be informed by concrete illustrations from the literary texts. The seminar is intended for those who teach, or who might be interested in teaching, Chinese literature in translation, either on its own or as part of a course in world literature or comparative literature.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of comparative literature:

Anthropology — Bauman
Art History — Calkins
Classics — Nagy, Redfield
Critical and Aesthetic Theory — Behler, Caws, Gallop, Smith
Drama — Bermel, Bishop
English and American Literature — Roche
Film — Chatman
History — Hanawalt/Clopper
Modern Languages — Andrew/Unger, González-Echevarría, Morón-Arroyo, Sammons, Sandor
Philosophy — Magnus
Religion — Feldman, Hauerwas

Composition

Williams, Joseph M.
Department of English
5811 South Ellis Avenue
University of Chicago
Chicago, Illinois 60637

Style and the Structure of Discourse
June 24–August 16, 1985

This seminar will address those issues of linguistic structure that contribute to the reader's sense of textual coherence, particularly as they bear on the teaching of writing. The seminar will be grounded in recent studies in cognitive psychology and cognitive development that strongly indicate the importance of the reader's contribution to the perception of coherence. Participants will begin by reviewing work in functional sentence perspective and its relevance to issues in composition and then proceed to a study of contributions to the perception of coherence and cohesion by such researchers as Halliday and Hassan, Longacre, van Dijk, de Beaugrande, and others. The middle part of the seminar will be given over to the study of recent work on the larger issues of form, known as semantic macrostructure and superstructure. Finally, the seminar will concentrate on developmental and cognitive psychology and its relevance to the reader's construction of a text in the act of reading it. All of these issues will be put into a context of understanding how the act of reading impinges on what should be taught about the act of writing. Applications are invited from college teachers of composition

and of linguistics, who have an interest in, and at least some familiarity with, the subject of style and structure in non-narrative discourse.

Critical and Aesthetic Theory

Behler, Ernst

Department of Comparative Literature, GN-32
University of Washington
Seattle, Washington 98195

Origins of Romantic Literary Theory
June 17–August 9, 1985

This seminar will examine a decisive turning point in the history of criticism and literary theory by focusing on the most prominent early critics of European Romanticism in Germany (the Schlegel brothers and Novalis), England (Wordsworth and Coleridge), and France (Madame de Staël and Benjamin Constant). Prepared by new trends in critical thought during the latter half of the eighteenth century, a new view of the literary work and the artistic process developed, sharply contrasting with the hitherto dominating classicist understanding of aesthetics and poetics. The time period to be studied is actually of short duration as it stretches only from the last years of the eighteenth century into the first years of the nineteenth, but the scope of the seminar assumes larger proportions by emphasizing the impact of this new critical trend on various countries and on following generations. Participants will study the basic concepts of Romantic aesthetics such

as imitation, creative imagination, poetic unity, and the autonomy of art, and examine themes ranging from modes of artistic expression like wit, humor, and irony to the distinction of symbol and allegory. One special feature of the seminar will be the emphasis on the interrelatedness of literary theory to philosophical thought of the time in the works of Kant, Schiller, Fichte, and Schelling. The seminar is intended for college teachers of literature, intellectual history, and modern philosophy.

Caws, Mary Ann

Ph.D. Program in French
CUNY Graduate Center
33 West 42nd Street
New York, New York 10036

Perception in Literature and Art
June 17–August 9, 1985

This seminar will concentrate on how what we see in visual and verbal texts depends on what we know of the attitudes of their creators or producers and on what we know from our own frame of vision. Choosing examples from the modern period (symbolism, cubism, vorticism, futurism, Dada and surrealism, and modernism) on which to test working theories, the seminar will consider the psychology of perception, along with sociological and intellectual factors. The following questions will be raised in the seminar: Is it likely that men and women perceive differently? How do different schools of thought create different styles? What are the underlying suppositions in various creations, and how can they be detected? How does narrative stance correspond to aesthetic perspective? How do the

assumptions about the way the world works control what we are making and perceiving? These and other questions will be asked not in order to elicit certain responses, but rather as ways of opening our own perception of problems and possible approaches (textual analysis, framing theory, narratology, and psychoanalytic perspectives), and of deepening the ways in which we read. Major literary and artistic movements and their major theoreticians will be discussed insofar as they can illuminate the ways in which reading and perception change through the years. Applications are encouraged from college teachers of general areas of literature and the visual arts.

Gallop, Jane

% Center for Twentieth-Century Studies
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201

Feminist Criticism: Issues in Literary Theory

June 17–August 9, 1985

Feminist criticism has emphasized feminist concerns rather than literary issues, yet its chosen object of study is specifically literature. Grounding itself first in a brief survey of the central texts of modern literary criticism, this seminar will examine a wide selection of feminist criticism (Abel, Gilbert, Gubar, Heilbrun, Jacobus, Kolodny, Miller, Showalter, Spacks, Stimpson), and ask what assumptions about literature, reading, and writing are implicit there. Participants will then read some current literary theory (Bloom,

Culler, Eagleton, Graff, Hartman, Krieger, Lentricchia, Smith) in order to locate the more purely literary concerns contemporary with feminist criticism. The following theoretical questions will be raised in the seminar: Does literature mimetically reflect the world, and if so, how? Is there a specifically feminine writing? Does feminist criticism presuppose authorial intention? Is literary language different from other discourses, and do we, or ought we to, read it differently? Finally, the seminar will examine post-structuralist feminism as an example of a criticism that explicitly combines feminism and literary theory. Applications are encouraged from college teachers of any national literature, as well as from those interested in literary theory or feminist studies.

Smith, Barbara Herrnstein

Department of English, D1
119 Bennett Hall
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Value and Evaluation: Classic Issues and Contemporary Perspectives

June 17–August 9, 1985

This seminar will be concerned with a number of recurrent problems and issues in literary theory and aesthetics. Questions of value and evaluation, pragmatically inescapable in any discourse about art and literature, have been central to critical thinking since Plato's *Republic*. But attention to them has been deflected over the past four

or five decades by an emphasis on interpretation, the dominant focus of theoretical and methodological scrutiny. Recently, this exile of evaluation has begun to give way to a quickened interest in questions of value and, more importantly, to their radically altered formulations. Participants will examine these questions, along with some contemporary approaches to their exploration. Specific topics for discussion will include conflicting views of the social and psychological effects of art; distinctions and connections between aesthetic and utilitarian value; the institutional and political contexts of evaluative behavior; and attempts to account for the historical dynamics of literary value. Readings will range from classic works such as Plato's *Republic*, Hume's "Of the Standard of Taste," and Kant's *Critique of Judgment* to recent studies informed by perspectives in anthropology, sociology, psychology, epistemology, and the philosophy of science. Although the seminar is designed primarily for college teachers of literature, it should also be of interest to those in philosophy and other areas of cultural studies.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of critical and aesthetic theory:

Anthropology — Bauman

Classics — Nagy

Comparative Literature — Furst, Gunn, Liu

English and American Literature — Baker, Cooke, Garber, Hanning, Rader

Modern Languages — González-Echevarría, Morón-Arroyo

Philosophy — Magnus

Drama

Bermel, Albert

Department of Speech and Theater
Herbert H. Lehman College, CUNY
Bronx, New York 10468

Theatrical Exploration of Sixteen International Plays

June 17–August 9, 1985

This seminar will consider sixteen plays often studied by undergraduates, examining each in detail in order to understand its structure, thematic content, techniques of characterization, use of stage directions, and contemporary theatrical potential. Whenever possible, the seminar will take into account the stagings of outstanding directors, designers, and actors of the recent past, as well as some landmark criticism, thereby drawing on twentieth-century theater history to bring together the working achievements of practitioners and the theoretical proposals of scholar-critics. Participants will have the opportunity to practice their dramaturgical techniques and analytical skills to uncover each play's theatrical properties by imagining themselves in the place of specialists who must reckon with the raw material that the playwright provides. Selections of plays will be made from among works by Sophocles, Euripides, Shakespeare, Corneille, Racine, Molière, Ibsen, Strindberg, Chekhov, Shaw, Apollinaire, Pirandello, Brecht, O'Neill, Beckett, Ionesco, Weiss, Pinter, and Shepard. Applications are encouraged from college teachers of theater history, practical dramatics, the arts, literature, and related disciplines.

Bishop, Thomas

Department of French and Italian
New York University
19 University Place, 6th Floor
New York, New York 10003

Avant-Garde Theater in Europe and the United States

June 17–August 9, 1985

This seminar will study the theater of Europe and the United States in the second half of the twentieth century through the major figures and key avant-garde movements that have radically changed it from its realistic roots. Proceeding historically and comparatively, and using a variety of critical approaches, participants will examine the development of contemporary drama and define the context of avant-garde trends. An introduction will be devoted to reactions by Pirandello, Cocteau, O'Neill, and Brecht against nineteenth-century modes of naturalism and realism. The major part of the seminar will deal with (1) the emergence of new forms, techniques, and content through "theater of the absurd" playwrights — Beckett, Ionesco, Pinter, Genêt, Albee, Handke, and others; (2) the innovative directors who marked the theater of the seventies — Grotowski, The Living Theatre, Wilson, and Foreman; (3) the neorealists of recent years — Kroetz, Deutsch, Strauss, Gray, and Tilly; and, finally, (4) the black theater and feminist theater reflecting contemporary concerns through playwrights Jones, Bullins, Lamb, Fornes, Duras, and Merriam. Close readings of the plays will

provide the core of the seminar, and emphasis will be placed on theatrical technique, thematic content, modes of expression, and dramatic conventions. The seminar is open to teachers of literature and drama, with preference being given to applicants with training and teaching experience in more than one language and literature.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of drama:

Classics — Lefkowitz, Nagy
English and American Literature — Barish, Garber
Modern Languages — Hinderer
Music — Malm

English and American Literature

Baker, Houston A., Jr.

Department of English, D1
119 Bennett Hall
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Modernism in Afro-American Literature

June 17–August 9, 1985

This seminar will study accounts of the labors of Afro-American creative artists and cultural historians. Central to the seminar's goal will be a redefinition of Afro-American modernism during the epoch bounded by the publication of Dunbar's *The Sport of the Gods* (1901) and Wright's *Black Boy* (1945). Participants will focus on text-oriented accounts of modernism, engaging in a sophisticated literary and

cultural analysis. Such an approach will challenge the received paradigm of modernism and urbanization and its assumption that Dunbar's novel and other turn-of-the-century black works can be explained by a simple notion of black migration from the rural South to the urban, industrial North. The seminar will also reassess some prevailing views of the Harlem Renaissance, and of the modernism of the 1930s' productions of Sterling Brown and Zora Neale Hurston, by way of a vernacular explanatory model in which both the blues and what Marxist criticism calls the "ideology of form" are important elements. The blues (their statements of an uncertain world both inscribing an economics of slavery and hinting at its transcendence) will also provide, along with Marxism, a key to understanding the modernism of Richard Wright. College teachers of courses involving Afro-American literature and intellectual history, as well as those interested in literary theory, are encouraged to apply.

Barish, Jonas A.
Department of English
University of California
Berkeley, California 94720

Shakespeare's Sources
June 17–August 9, 1985

This seminar will study Shakespeare's sources and the methods he used to transform them into plays. The plays chosen for study will represent all the dramatic genres practiced by Shakespeare and all phases of his playwriting career. The sources likewise will reflect the varied genres on which he drew — older plays, verse narratives, prose romances, chronicle histories,

popular pamphlets — as well as their diverse cultural contexts: English and Continental; classical, medieval, and Renaissance; academic and popular. Participants will first study those plays whose relation to their sources is fairly straightforward, and then examine those in which the relation becomes increasingly complex and difficult to determine. Through a systematic study of the plays and their sources, the seminar will explore subjects with which Shakespearean scholarship continues to grapple — problems of language, topical evidence, dramatic genres, theater conditions, textual and bibliographical matters — all of which are intended to produce a fuller understanding of Shakespeare and his culture. The seminar is intended primarily for undergraduate teachers of Shakespeare.

Bell-Scott, Patricia and Beverly Guy-Sheftall
Women's Research and Resource
Center
Spelman College
Box 362
Atlanta, Georgia 30314

Images of Black Women in Literature
June 17–August 9, 1985

Using a theoretical framework borrowed from the social sciences, this seminar will follow the developmental stages of the life cycle from childhood through old age, and analyze images of black women at these various stages of development as they have appeared in the writings of black and white authors. Readings will be drawn from classic American literary texts (such as Mark Twain's *Pudd'nhead*

Wilson and William Faulkner's *The Sound and the Fury*) and from Afro-American literature with special attention to black women writers (including, among others, Ida Wells Barnett, Zora Hurston, Toni Morrison, Alice Walker, Margaret Walker). An examination of complex literary portraits of black females at various life stages will be used to illuminate theories about black women in general and black family life in particular. Participants will be able to use the Spelman College Archives, which contain an extensive collection of documents, books, and journals on women and blacks. Applications are welcome from college teachers in a broad range of disciplines in the humanities, including literature, sociology, American and Afro-American studies, and women's studies.

Chance, Jane
Department of English
Rice University
P.O. Box 1892
Houston, Texas 77251

Chaucer and Mythography
June 17–August 9, 1985

This seminar will focus on Chaucer's poetic use of classical mythology and the medieval penchant for moralizing (or allegorizing) mythology known as *mythography*. Before examining some of Chaucer's poems, participants will study works of medieval mythography and medieval Latin literature that played an important role in influencing the depiction of some of Chaucer's characters and images. Readings will include Boethius' *Consolation of Philosophy* and Martianus Capella's *The Marriage of Philology and Mercury*,

Fulgentius' and Bernardus Silvestris' commentaries on Virgil, Fulgentius' *Mythologies*, and Pierre Bersuire's *Moralized Ovid*, all in translation, and important critical studies by Jean Seznec, D.C. Allen, and others. The approach to Chaucer through medieval mythography will provide a clear example of the theoretical concept of mimesis in the Middle Ages; establish a context within which to explore the interrelationship of the medieval period and classical antiquity; reveal the origins of a medieval form of literary criticism; and, finally, enhance our understanding of Chaucer by examining the ways he used the gods and heroes of classical mythology in works essentially Christian in scope. The seminar is intended for any undergraduate teacher of Chaucer with an interest in the humanistic or intellectual background of fourteenth-century poetry.

Conn, Peter
Department of English, D1
119 Bennett Hall
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Literature and Society in America, 1900–1920
June 17–August 9, 1985

This seminar will pursue an intensive study of American life and culture in the first two decades of the twentieth century, years of cultural and ideological debates of unusual intensity. Interdisciplinary in its design, the seminar will consider various literary texts in their political and economic contexts, as well as make comparisons between literature and works in the visual and musical arts. The syllabus will include various subjects: the prose

and poetry of Henry James, Edith Wharton, W.E.B. Du Bois, and Henry Adams; the philosophical writings of William James and George Santayana; the journalism of the muckrakers; and intellectual and popular magazines of the period. Making use of the city of Philadelphia and its museums, participants will also study the architecture, painting, photography, and music of the early twentieth century. Several themes will receive particular attention in the seminar, among them immigration and urbanization, pastoral images, the position of women and minorities, the figure of the expatriate. College teachers from a wide range of disciplines are encouraged to apply.

Cooke, Michael G.

Department of English
P.O. Box 3545
Yale University
New Haven, Connecticut 06520
Seminar location: Stanford
University, Stanford, California

English Romanticism: The Problem of Wholeness

June 24–August 16, 1985

This seminar will focus on the ways in which the concept of wholeness informs and helps to illuminate Romantic literature. The attempt to reach wholeness generates the force that animates Coleridge's conception of imagination and his definition of the

symbol, as well as Schlegel's formulation of irony and Blake's projection of unity and wisdom. Participants will approach the topic through writings by Romantic philosophers, through a varied selection of primary literature (including, among others, Wordsworth's *The Prelude*, Blake's *The Four Zoas*, Byron's *Don Juan*, Keats's *The Fall of Hyperion*, and Austen's *Mansfield Park*), and through texts by leading phenomenologists. The seminar will seek to understand the concept of wholeness by examining the ways it has been defined: (1) as a matter of clinical and analytical description; (2) as symbolic experience; (3) as intuition of a reciprocal capacity in the self and the world; and (4) as a cumulative abstraction. The seminar will be of special interest to Romanticists, but scholars in modern literature and in philosophy who have some familiarity with the material are also encouraged to apply.

***Garber, Marjorie**

Department of English
Warren House
Harvard University
Cambridge, Massachusetts 02138

Shakespeare and the Problem of Genre

This seminar is open only to teachers in two-year colleges.

June 24–August 16, 1985

This seminar will examine the traditional genre classifications for Shakespeare's plays — comedy, history, tragedy, and romance — and attempt to determine the extent to which they are useful in approaching each play's tone and meaning. Beginning with an overview of genre theory, and drawing upon a variety of critical methodologies, participants will discuss a

number of plays that are complex and difficult to categorize by genre, including the so-called "problem plays," some tragedies that incorporate comic elements with remarkable effect, and a group of comedies that frequently verge on tragedy and romance. By comparing these plays to one another, and considering how violation of generic norms dramatically enriches particular moments on the stage, the seminar will explore the ways in which genres are played off against one another in individual plays and in the Shakespeare canon as a whole. This seminar is open to all two-year college teachers of literature and related disciplines, especially to those with an interest in Shakespeare and Renaissance drama and poetry.

Hanning, Robert W.

Department of English and
Comparative Literature
% Summer Session Office
418 Lewisohn Hall
Columbia University
New York, New York 10027

Chaucer's Language Games: Society as Art in the Canterbury Tales

June 17–August 9, 1985

This seminar will study the verbal strategies, or language games, of Chaucer's *Canterbury Tales* from two coordinate perspectives: (1) medieval traditions concerning the social and poetic uses of language; (2) Chaucer's

profound understanding of his own art, both as a personal achievement and as a microcosm of all complex social discourse. Underlying these perspectives is the assumption that the *Canterbury Tales* dramatizes, and derives coherence from, the kinship between poetry and the verbal systems generated in society by personal, professional, commercial, institutional, and religious needs. To provide a context for evaluating Chaucer's achievements, the seminar will also examine metaphors of poetic creation in his earlier poetry, and develop several analytic models — Ovidian, Christian, anthropological — for understanding his poetic theory and practice. The seminar is intended primarily for college teachers of medieval literature who have a substantial interest in Chaucer's poetry, but those individuals in related areas — specialists in fictional genres or in medieval rhetoric, for example — are also welcome to apply.

Rader, Ralph W.

Department of English
University of California
Berkeley, California 94720

The Emergence and Development of the English Novel: A Theoretical Overview

June 17–August 9, 1985

This seminar will explore a set of concepts designed to illuminate some major problems that have grown up in the interpretation of the novel as a sharply distinctive form that emerged

at a particular point in history and moved through several clearly differentiated but continuous stages of formal development. The initial attempt of the seminar will be to articulate the content of our intuitive notion of what a novel is by comparing *Pamela*, universally recognized as an unequivocal novel, with *Moll Flanders*, which has been seen as both an imperfect or equivocal novel (lacking plot and judgment) and as a masterpiece. Participants will next consider the formal continuity of the novel of plotted suspense, first in the Richardson to Austen novel of moral action and then in the Victorian "baggy monster" novel. Finally, the seminar will discuss the early modern novels of Hardy and Conrad, understood as offering in their reading experience an objective fantasy, in contrast to the fully modern novel of transfigured reality, as written by Joyce and Woolf. This seminar is intended for college teachers of English literature or literary theory, who have taught or plan to teach courses in the novel and who wish to gain a better theoretical understanding of literary form.

Roche, Thomas P., Jr.
Department of English
Princeton University
Princeton, New Jersey 08544

Spenser and the Epic Romance
June 24–August 16, 1985

This seminar will study that segment of the history of epic literature that deals with the rewriting of Virgil's *Aeneid* and the establishment of dynasties in sixteenth-century Ferrara and London: Ariosto's *Orlando furioso*, Tasso's *Gerusalemme liberata*, and Spenser's *The Faerie Queene*. These later epics or romances take the matter of the founding of Rome and turn it to their own purposes in ways that continually change Virgil's epic. Each poet knew in detail the preceding poets and used what had already been done to build up the vision of each later poem. The seminar will deal with problems of interpretation: textual, bibliographical, historical, and iconographical. Half the seminar will be devoted to the Italian poets, half to Spenser, with additional reference to earlier and later epic writers depending on the interest and independent projects of the participants. The seminar is designed either for classicists who want to know what happened to Virgil's epic or for Renaissance specialists who want to know how Spenser, in particular, used the earlier tradition of Latin and Italian epics. A knowledge of Latin and Italian would be helpful but is not required.

Simpson, David E.
Department of English
Northwestern University
Evanston, Illinois 60201

Social Themes in English Literature, 1750–1811
June 17–August 9, 1985

Romanticism has often been presented as an era of "high feeling," individualism, and worship of the aesthetic. In contrast, this seminar will examine eighteenth- and nineteenth-century British literature as it reflects social, civic, and ideological concerns, specifically focusing on the degree to which the first generation of Romantic writers inherited and commented upon questions about the social order and how it should be governed. Participants will read works by Fielding, Smollet, Blake, Wollstonecraft, Wordsworth, Austen, and others, exploring the ways in which these writers comment upon and interpret the contemporary social and political debates about city and country life, about the relations between the rich and the poor (including the debate between charity and relief), and between crime and punishment. The seminar will also consider the image of the family, and of the relations between men and women, as these are modified by the assimilation of the events and the effects of the French Revolution. The emphasis in the seminar will be on the close reading of texts, rather than on extrinsic history or theory. Interdisciplinary in its approach, the seminar is intended to appeal not only to teachers of liter-

ature but also to those in related disciplines — to historians, political scientists, and specialists in women's studies.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of English and American literature:

Art History — Calkins, Verheyen
Classics — Nagy
Comparative Literature — Furst, Gunn
Critical and Aesthetic Theory — Behler, Caws, Gallop, Smith
Drama — Bermel, Bishop
Film — Chatman
History — Hanawalt/Clopper, Louis
Modern Languages — Sandor
Political Science — Ashcraft
Religion — Hauerwas

Film

Chatman, Seymour B.
Department of Rhetoric
University of California
Berkeley, California 94720

Fiction into Film: Creative Adaptations
June 17–August 9, 1985

This seminar will study the process of adapting literary texts — novels, short stories, plays — into films and teleplays. It will examine how point of view and narrative voice, time summary, and other narrative features are adjusted for the visual media. Partici-

pants will consider differences between the experience of fiction and that of seeing films, and evaluate what recent critical theories have to say on the subject. The following questions will be discussed in the seminar: Is the appeal of the novel intrinsically more "internal," establishing a closer communion between the inner workings of characters' and readers' minds? Is a stream-of-consciousness film possible beyond the merely experimental level? Have film audiences changed over the years in respect to their competence to handle "internal" kinds of films? Participants will pursue in-depth studies of specific novels and film adaptations (*The Thirty-Nine Steps*, *The Third Man*, *Death in Venice*, *A Clockwork Orange*, *Diary of a Country Priest*, *Blow-Up*, *The French Lieutenant's Woman*, and others) with the help of film clips, extracts, projected videotapes, and the resources of the Pacific Film Archive. The seminar is intended primarily for college teachers of literature and film, but those in other disciplines are also welcome to apply.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of film:

Art History — Reff
Critical and Aesthetic Theory — Caws
Modern Languages — Andrew/Unger

Folklore

The following seminars, listed under other disciplinary headings, may be of interest to teachers of folklore:

Anthropology — Bauman
Classics — Nagy, Redfield
Modern Languages — Sandor

History

Coatsworth, John H.
 Department of History
 1126 E. 59th Street
 University of Chicago
 Chicago, Illinois 60637

Economic History of Latin America, 1760-1960
 June 24-August 16, 1985

This seminar will analyze the history of economic underdevelopment in Latin America from the end of the colonial era to the beginning of the Alliance for Progress. It will focus on the five countries having the most advanced historiography — Argentina, Brazil, Chile, Mexico, and Peru. Other countries and regions will be treated less intensively, but they will be included where there are relevant comparisons. Participants will evaluate competing theories that seek to explain the relative backwardness of the Latin American economies in terms of inefficient economic organization, feudal or neo-feudal agrarian institutions, external dependence and debt, the role of political instability and economic policy, and the lack of human capital formation. Key concepts and tools of economic analysis

will be introduced. The seminar is intended not only for historians and Latin American specialists who wish to sharpen their knowledge concerning links between economic phenomena and political, social, and cultural affairs, but also for social scientists and those familiar with the art, literature, and philosophy of Latin America who want to deepen their understanding of the region's economic problems.

Craig, Albert and Harold Bolitho
 % Harvard-Yenching Institute
 2 Divinity Avenue
 Cambridge, Massachusetts 02138

Japan's Nineteenth-Century Transformation
 June 24-August 16, 1985

This seminar will study Japan's transition from a late traditional to a modernizing society. It will examine the Meiji Restoration (1853-1868), Japan's equivalent in magnitude and consequences of the French Revolution, focusing on the causes and events of the Restoration, and on the processes resulting in Japan's modern transformation. The culture, society, polity, and economy of Tokugawa Japan will receive systematic treatment to establish the context for this transformation. Participants will also compare the causes, course, and consequences of the Meiji Restoration with other political upheavals in world history. The seminar will conclude with an examination of the political,

cultural, and economic changes in Japan during the late nineteenth century. Applications are encouraged not only from historians of East Asia but also from specialists in comparative politics and modernization who wish to broaden their understanding of the Japanese development experience.

Dallin, Alexander
 Department of History
 Stanford University
 Stanford, California 94305

Major Controversies in Twentieth-Century Soviet History
 June 24-August 16, 1985

This seminar will study the major issues that have divided scholars of twentieth-century Soviet history, with the aim of illuminating the sources of serious divergences of interpretation. Participants will begin with a survey of historical trends, major schools of thought, and primary and secondary sources. The discussion will then focus on a series of historical controversies, including such topics as: the degree of popular support for the October Revolution; the issues or alternatives to Stalinism and agricultural collectivization; the adequacy of "totalitarianism" and "modernization" as explanatory concepts for Soviet history; and continuity and change from the Stalinist era to the post-Stalinist era. In examining these controversies, the seminar will highlight problems of inadequate and unreliable sources, political or other biases, individual subjectivity, and faulty methodology. The seminar is

intended primarily for college teachers of history who have had some training or experience in Russian history without having had the opportunity to specialize in it. A reading knowledge of the Russian language will be beneficial but is not required.

Greene, Jack P.

Department of History
The Johns Hopkins University
Baltimore, Maryland 21218

Social History of Colonial British America, 1607-1763

June 17-August 9, 1985

This seminar will examine the British-American colonial societies established during the seventeenth and eighteenth centuries in five main cultural regions: the Chesapeake, the Caribbean, New England, the Mid-Atlantic, and the Carolinas. The primary purpose of the seminar will be to read and analyze important examples of the rich literature produced on this subject over the last twenty-five years, especially during the past decade. Through an intensive study of the recent social, cultural, demographic, and economic history, participants will consider the diversity of the new societies, while relating them to the metropolitan society from which they derived and to other contemporary English colonies in Ireland and Bermuda. Major topics for discussion will include population growth and social development; labor systems, including the rapid expansion of black slavery; social structure and patterns of

wealth distribution; economic and political development; religious pluralism and the impact of the Great Awakening; and intercultural exchange among racial, ethnic, and social groups. The central theme of the final weeks of the seminar will be the gradual coalescence of these diverse societies into a larger British-American cultural unit through the concurrent processes of creolization (adaptation to local physical and social conditions) and anglicization (assimilation to metropolitan models and norms). The seminar is intended primarily for college teachers of history and American studies.

Hanawalt, Barbara and Lawrence M. Clopper

Department of History
Indiana University
Bloomington, Indiana 47405

Lay Life in the Late Middle Ages

June 17-August 9, 1985

This seminar will investigate the experiences of the medieval European population in the fourteenth and fifteenth centuries in northern Europe and England. It will begin with an assessment of the traditional roles within the three estates of medieval society, the relationships between them, and the challenges to them by depopulation, church-state confrontations, and reformist movements. Participants will also consider the effects of institutional changes on lay spirituality, the influence of the Franciscans, the emergence of mystics, and the role and place of women within the culture. The seminar will

conclude with a reappraisal of Huizinga's famous work in late medieval culture. Readings will be drawn from literary texts (*Piers Plowman*, Chaucer), excerpts from ancillary texts (religious compendia for lay people), primary historical documents, and secondary literature on social and cultural history. The seminar is intended for historians and literary scholars who wish to work with primary materials in an interdisciplinary fashion.

Hunt, Michael H.

Department of History
University of North Carolina
% Summer Session Office
418 Lewisohn Hall
Columbia University
New York, New York 10027

The U.S.-China Relationship in Historical and Global Perspective

June 17-August 9, 1985

Historians have long puzzled over the extreme cycles of amity and enmity that the United States and China have passed through during the past two hundred years, and wondered how two countries so distant culturally and geographically could for so long have become so entangled. This seminar will explore the Sino-American experience by approaching it from the perspective of American and Chinese history, as well as by setting the relationship in the context of the international economy and great power politics. In dealing with classic interpretative questions about the nature of Chinese and American interests in their mutual relations, the seminar will consider new theoretical issues:

divergent theories of imperialism; notions of collaboration and resistance; the controversy over peasant nationalism and revolutionary mobilization; and the role of ideas, historical myths, and stereotypes in policy making. Participants will also examine fresh methodological approaches for dealing with such historical issues as group biography and elite analysis. Applications are encouraged from historians, political scientists, and sociologists who have an interest in U.S. foreign relations or East Asian international relations.

***Jackson, Kenneth T.**

Department of History
% Summer Session Office
418 Lewisohn Hall
Columbia University
New York, New York 10027

American Urban History: Cities and Neighborhoods

This seminar is open only to teachers in two-year colleges.

June 17-August 9, 1985

This seminar will examine the most theoretical and methodological issues associated with the study of urban history. It will identify and explain common patterns in urban land use, political development, occupational mobility, social structure, and the composition of elites. Using an interdisciplinary approach, the seminar will focus on theories of urban location, central place theory, the historiography of urbanization, and traditional explanations of the internal structure of cities. Participants will

use primary source materials found in every neighborhood and city, such as real estate transfers, manuscript census records, city directories, and land-use atlases. The seminar encourages applications from two-year college teachers of history, sociology, and urban studies. No background in urban history or quantitative methods is required.

Keller, Morton

Department of History
Brandeis University
Waltham, Massachusetts 02254

American Political History in Comparative Perspective

June 17–August 9, 1985

The comparative approach has rarely been used in the writing of American history, and it appears to play little or no role in the teaching of the subject. Yet the examination of major segments of the American political experience in the context of comparable developments elsewhere can produce a more insightful understanding of that experience. This seminar will examine three major themes of American political history — the Civil War, Progressivism, and the New Deal — in comparative perspective. The Civil War will be treated as one example of the broader mid-nineteenth-century efflorescence of nationalism and liberalism in the Western world; Progressivism as the American version of a more general political response to industrialism and urbanism; and the

New Deal as the American version of the West's response to the Great Depression. This comparative approach will not only highlight similarities between American experiences and those in other Western countries but will also underline differences. The seminar should be of interest to American political historians and more generally to American or European historians drawn to the comparative approach.

Louis, W. Roger

Department of History
University of Texas
Austin, Texas 78712

End of the British Empire

June 24–August 16, 1985

This seminar will examine the decline of British influence from World War II to the mid-1960s in Asia, the Middle East, and Africa, and the transformation of the British Empire into the multi-racial Commonwealth. Participants will study decolonization and the gaining of independence within (and without) the Commonwealth. The issues are controversial: Was the British Empire in a state of dissolution or transformation during the critical postwar period? Or were the British attempting to perpetuate the old imperial system and to achieve their goals through indirect methods? In other words, did the British intend a real transfer of power in India, Southeast Asia, the Middle East, and Africa? Participants will have the opportunity to form their own judgments on issues that go to the heart of imperialism and to pursue reading and research topics of their own interest on British

colonization and the transfer of power. The seminar is intended primarily for historians, but applications are also invited from area specialists regardless of discipline, political scientists, economists, and specialists in English literature, who have an interest in the general problems of British imperialism or the history of the European colonial empires and thus can all meet on common historical ground.

Malefakis, Edward E.

Department of History
% Summer Session Office
418 Lewisohn Hall
Columbia University
New York, New York 10027

Comparative History of Southern Europe Since 1800

June 17–August 9, 1985

This seminar will study the nineteenth- and twentieth-century histories of Spain, Portugal, Italy, and Greece in a comparative manner so as to determine the degree of validity and usefulness that a new regional concept of "Southern Europe" might have. Even though differences exist and interaction has been limited among these four nations, they share similarities in their social structures, economic resources, value systems, and domestic politics that have produced common problems and responses among them. The seminar will provide an opportunity for discussion of the difficulties, as well as the possibilities for new discoveries, that characterize the comparative approach to history. Participants will

thus increase their awareness of the complexity of European history as a whole and acquire new points of reference against which to check the many generalizations now made on the basis of the Western-Eastern dichotomy. The seminar is designed to appeal to college teachers in a wide range of disciplines — history, political science, sociology, anthropology, geography, and economics — with preference being given to those who have done previous work on one of the four countries. Knowledge of one of the four languages, or French, is desirable but not required.

Marsot, Afaf

Department of History
Room 6265, Bunche Hall
University of California
Los Angeles, California 90024

Islamic Resurgence in the Arab World

June 17–August 9, 1985

This seminar will examine the recent phenomenon of Islamic resurgence, or fundamentalism, among Muslim countries, with particular emphasis on the Arab states. The political, social, and economic conditions of these countries have led to the rise of protest movements couched in religious terms. Participants will study the subject from two related viewpoints: the political-historical and the socio-economic. The first approach will stress the historical and political events that have led to the development of such movements in this century. The second approach will

consider the effects of rapid modernization and of oil riches to the region. Both rich and poor states have seen the fabric of their societies torn as a consequence of modernization with resulting distress and anomie. It is these last feelings that have led to demands for social change, and, allied to the need for political change in countries mostly ruled by autocracies, have precipitated a search for a solution, one of which has led to Islamic resurgence as an answer to all problems. The seminar encourages applications from college teachers of history, international affairs, comparative studies, political science, sociology, and religion.

Meier, August
Department of History
Kent State University
Kent, Ohio 44242

The Black Protest Movement in Twentieth-Century America
June 17–August 9, 1985

This seminar will focus on the dynamics of the black protest movement's changing goals (from constitutional rights to full equality), ideologies (especially integration and nationalism), tactics (from legalism through direct action, community organization, and black power to politics), strategies, and accomplishments. Topics to be examined will be the rivalry and cooperation among the various leaders and organizations, the role of white liberals and radicals, and interracial violence. Participants will explore these considerations in the context of the shifting patterns of race relations in American society and the larger forces, such as depression and war,

shaping that society. Applications are invited from college teachers of history, Afro-American studies, political science, sociology, and anthropology, who have an interest, as demonstrated by their research and teaching, in the broad area of black history and race relations.

Smith, Daniel S.
Department of History
University of Illinois
Chicago, Illinois 60680

Family, Individual, and Society in American History
June 24–August 16, 1985

This seminar will study the history of the American family from the time of European settlement to the present, with particular emphasis on two main subjects: the relationship of the individual to the family, and the relationship of the family to the society. An examination of the development of the family, which usually spans larger periods of time than other institutions, helps to transcend the periodicity (early national, antebellum, and Progressive eras) that limits a systematic understanding of American historical development. Whenever appropriate, the seminar will also consider the American experience in the context of the evolution of family patterns in other societies. Among the topics for discussion are the roles of women, aging, sexual behavior, the development of modern family values, and the special themes of Southern, black, urban-ethnic, and middle-class history. Participants will

consider different theoretical perspectives and the uses of various sources for the history of the family. The seminar is intended for college teachers of American history and American studies, as well as for those who study European family history, and for non-specialists with an interest in the subject.

Thompson, Leonard M.
Department of History
% Yale Summer and Special Programs
53 Wall Street
New Haven, Connecticut 06520

Race and Political Mythology
June 17–August 9, 1985

This seminar will explore the ways in which history is used to legitimize or discredit political systems. The emphasis will be on one pervasive factor in modern political mythology, namely racism, which has been a vital ingredient in the ideology of Western people during the five hundred years since they began to expand from Europe. Through study of the nature and effects of political myth, participants will consider the relations between historical events, historical consciousness, and political behavior. Topics for discussion will include the uses that successive generations have made of nationalist myths in France and Eastern Europe; the mythological elements in America, with special reference to the contents and effects of textbooks; the role of scientists in promoting and combating racial myths; and the roots of European racist mythology and its development in the German Third Reich and in South Africa. Readings will include works by Henry Tudor, Marian

Warner, Frances Fitzgerald, Stephen Jay Gould, and Leon Poliakov. The seminar will be of special interest to modern historians, but teachers of history of science, philosophy, and the social sciences are also encouraged to apply.

Turner, Henry A.
Department of History
% Yale Summer and Special Programs
53 Wall Street
New Haven, Connecticut 06520

Fascism as a Generic Phenomenon
June 17–August 9, 1985

Several questions will form the focus of this seminar. What grounds are there for positing the existence of a generic phenomenon designated as fascism? What have been its causes and characteristics? What has distinguished it from comparable phenomena? Which regimes and political movements, which cultural tendencies, properly qualify as fascist? By means of which methodologies and which theories can these best be identified and comprehended? Was fascism limited to one period of the past and one area of the world, or is it a universal and continuing menace? The seminar will range beyond European cases, enabling participants to examine manifestations of fascism throughout the world. The focus of the seminar will not be solely political; attention will also be accorded to intellectual, literary, and psychological expressions of fascism. Applications are welcome from college teachers of history, as well as from those individuals in art history, literature, political science, social psychology, and sociology.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of history:

Art History — Calkins, Reff, Verheyen
Classics — Adkins, Lefkowitz, Redfield

Comparative Literature — Lindfors
Critical and Aesthetic Theory — Behler

English and American Literature — Baker, Conn, Simpson

History and Philosophy of Science — Aaboe, Mendelsohn, Westman

Modern Languages — Andrew/Unger, Hinderer, Sammons

Political Science — Ashcraft, Grossman, Markovitz, Murphy, Tarrow

Religion — Carmichael, Feldman
Sociology — Patterson

History and Philosophy of Science

Aaboe, Asger
Department of the History of Science
% Yale Summer and Special Programs
53 Wall Street
New Haven, Connecticut 06520

Exact Sciences in Antiquity and the Middle Ages

June 17–August 9, 1985

This seminar will introduce humanities' scholars and scientists to the exact sciences in antiquity and the Middle Ages, providing first the necessary technical background, and next an acquaintance with selected topics from Babylonian mathematics and

mathematical astronomy, Greek mathematics, and Ptolemy's and Copernicus' astronomical works, all part of a vigorous tradition that transcends cultural boundaries. Subjects to be discussed will then be chosen according to the needs and interests of the participants but are likely to include ancient and medieval cosmology, astrology and its relation to astronomy, and astronomy in Islam and other religions. The seminar will emphasize through examples that an acquaintance with the history of astronomy can prove a powerful historical tool and that it is important to the study of ancient and medieval literature. The seminar should be of interest to orientologists, classicists, medievalists, ancient and medieval historians, and archaeologists as well as mathematicians, physicists, and astronomers.

Laudan, Larry L.
Center for the Study of Science in Society
Price House
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Agreement and Disagreement in Science

June 17–August 9, 1985

This seminar will examine a variety of theories about the sources of agreement and disagreement in science. These two features of scientific life — namely, that scientists frequently disagree and that such disagreements often quickly give way to agreement — have been a central problem for two generations of theorists of scientific change. Consensus-forming and dissensus-prolonging mechanisms are

crucial to general questions of scientific progress and rationality. The positivists and empiricists focused on the agreement-generating process, but they found themselves largely unable to explain prolonged controversy among scientists. Kuhn, Feyerabend, Lakatos, and other recent theorists have focused on disagreement, leaving the mechanisms of consensus formation largely unexplored. The aim of this seminar is to probe the resources of contemporary philosophy to solve these problems in tandem. The seminar, which will proceed in a detailed fashion through the relevant writings of Hempel, Merton, Kuhn, Feyerabend, Popper, Lakatos, and others, is intended for college teachers of philosophy, history, and related disciplines, whose research or teaching reflects an interest in scientific change and scientific rationality.

***Mendelsohn, Everett**
Department of the History of Science
Science Center 235
Harvard University
Cambridge, Massachusetts 02138

The Social History of Modern Science

This seminar is open only to teachers in two-year colleges.

June 24–August 16, 1985

This seminar will study the social history of modern science, focusing on the formative periods of the seventeenth through the nineteenth centuries and on the contemporary period, and using history as a framework to examine the present. Methods

of research will range from quantitative studies through prosopography to social history and sociology of knowledge, with a view to understanding science as a social activity and to defining its social and cognitive loci. Broad themes to be examined include rethinking the scientific revolution, science and the rise of industrial states, institutionalization and professionalization in the sciences, and the social relations of science in the modern period. The final section will focus on current controversies in molecular biology and genetics, nuclear weapons and nuclear energy, and ecology and the environment. Teachers of the history of science, history, sociology, philosophy, and teachers of the sciences are invited to apply.

Westman, Robert S.
Department of History
University of California
Los Angeles, California 90024

Reappraisals of the Scientific Revolution

June 17–August 9, 1985

In the past twenty years, many remarkable developments have occurred in the historiography of the scientific revolution. This seminar will examine selected areas where recent scholarship has restructured or challenged our understanding of major scientific thinkers and the process of scientific change. Among topics to be considered are Newton's alchemical investigations; the creation of the Newtonian world view; the discovery and reception of Copernicus' heliocentric theory; the trial of Galileo;

Renaissance magic and science; Puritanism, capitalism, and the scientific revolution. As a central objective, the seminar will study how historians of this period have created different images of science by what they have chosen to include or exclude from their accounts. Applications are invited from teachers of history and of the physical sciences, as well as philosophy, sociology, and theology.

Teachers of courses of history and philosophy of science may also be interested in the seminar directed by Leonard M. Thompson, listed in this brochure under the heading "History."

Linguistics

Teachers of courses in linguistics may be interested in the seminar directed by Joseph M. Williams, listed in this brochure under the heading "Composition."

Medieval Studies

The following seminars, listed under other disciplinary headings, may be of interest to teachers of medieval studies:

- Art History** — Calkins
English and American Literature — Chance, Hanning
History — Hanawalt/Clopper
History and Philosophy of Science — Aaboe
Music — Steiner/Sheerin
Religion — Hauerwas, Smith

Modern Languages and Literatures

Andrew, Dudley and Steven Unger
 Program in Comparative Literature
 University of Iowa
 Iowa City, Iowa 52242

Politics of the Image: French Film and Fiction Between the Wars
 June 17–August 9, 1985

Seldom has the relation of aesthetics to politics been more momentous than in the final decade of the French Third Republic, when the weaknesses of successive regimes were balanced by the growth of intellectual classes that competed for cultural power. This seminar will study the films and novels of that era in the context of a social vibrancy that will be the starting point of this study, rather than an epiphenomenon. Beyond the more familiar writings of Gide, Valéry, and Mauriac, the seminar will focus on disaffected figures who provide visions of apocalypse (Céline), revolution (Malraux), and fascism (Drieu La Rochelle). In film, participants will examine the progression from the surrealism of Buñuel and Vigo to the Popular Front works of Prévert and Renoir, which redefines the social role of cinema within wider spheres of culture such as music, painting, and theater. Applications are encouraged from college teachers of French, film, history, art history, philosophy, and comparative literature. A serviceable reading ability in French is required.

González-Echevarría, Roberto
 Department of Spanish and Portuguese
 % Yale Summer and Special Programs
 53 Wall Street
 New Haven, Connecticut 06520

The Concept of Culture and the Idea of Literature in Modern Latin America
 June 17–August 9, 1985

This seminar will analyze the modern Latin American essayistic tradition that has attempted to define the autonomy of Latin American culture through the uniqueness of its literary tradition. It will offer a critical, "deconstructive" reading of the notion of cultural identity, its ideological and rhetorical import, and its application to the study of modern Latin American literature in the work of essayists from Sarmiento to Fernández Retamar. Particular attention will be given to the description of the colonial period in the essays and to the use of modern European thought. Readings from Martí, Mariátegui, Reyes, Henríquez Ureña, Picón Salas, and Paz will be combined with theoretical discussions of Hegel, Marx, Nietzsche, Freud, Heidegger, Derrida, and de Man. The seminar is intended for teachers of modern Spanish literature as well as teachers of Latin American literature.

Hinderer, Walter H.
 Department of Germanic Languages and Literatures
 Princeton University
 Princeton, New Jersey 08544

Concepts and Ideas of German Drama
 June 24–August 16, 1985

The main purpose of this seminar will be to demonstrate the interaction between the politics and society of eighteenth-, nineteenth-, and twentieth-century Germany, and the aesthetic devices developed in the German drama within this period. These aspects will be explored in the works of four representative playwrights — Friedrich Schiller, Georg Buchner, Bertolt Brecht, and Peter Handke. This seminar will examine primacy of character (autonomy of person) as exemplified by Schiller in the eighteenth century. Buchner follows in the nineteenth century with the concept of dependency of the character upon unknown forces. In the twentieth century Brecht demonstrates the primacy of social conditions, and Handke, that of language. This analysis will eventually lead to a better understanding of main stages in the development of the German drama and its historical context. Although a reading knowledge of German is required, applications are encouraged from an interdisciplinary group of teachers of German, drama, cultural history, the history of ideas, and philosophy.

Morón-Arroyo, Ciriaco
 Department of Romance Studies
 Cornell University
 Ithaca, New York 14853

Ortega y Gasset's Idea of Art, Literature, and Literary Criticism
 June 17–August 9, 1985

The purpose of this seminar is to study Ortega y Gasset's writings on art, literature, and literary criticism, incorporating his ideas into their

Spanish, as well as European, social and cultural background. Participants will first examine Ortega's formative years, his development, and the range of his work and then proceed from the general to the particular with aesthetic concepts (such as magic realism), literary genres (the novel in particular), and the Hispano-American dimension. The ideas of the Spanish philosopher will be compared with three trends in contemporary critical discourse — structuralism, poststructuralism, and semiotics — to explain such systems and to demonstrate the existence in Spanish of a critical language similar to the language of today's critical discourse. College teachers with an interest in the different periods and areas of the Hispanic world (Peninsula and Latin America) are encouraged to apply.

Sammons, Jeffrey L.
Department of German
% Yale Summer and Special Programs
53 Wall Street
New Haven, Connecticut 06520

Germans and Jews: The Literary Experience

June 17–August 9, 1985

This seminar will study German literary texts by and about Jews from the end of the eighteenth century to the present. Participants will consider examples of images of Jews in German fiction and of the self-understanding of German-Jewish writers in fiction

and memoir literature. Along with discussion of the readings will be an introduction to the history, politics, and sociology of the Jewish community from the Enlightenment to the Holocaust and to the ebb and flow of emancipation, assimilation, anti-Semitism, and Jewish resistance. The primary focus, however, will be on the literature itself and on the ways in which it illuminates the modern historical experience of German Jews. Participants will examine nuances of the ways people felt in their own situations against the retrospective interpretations that have become customary since the Holocaust. Readings will include texts by Lessing, Heine, Auerbach, Gutzkow, Freytag, Raabe, Herzl, Meyrink, Kafka, Schnitzler, Feuchtwanger, Wasserman, Frisch, Bobrowski, Hochhuth, Weiss, and Celan, along with contemporary non-German writers for comparison. Applications are invited from college teachers of German literary history, German-Jewish relations, comparative literature, literary sociology, and Judaic studies.

Sandor, Andras
Department of German and Russian
Howard University
Washington, D.C. 20059

The Poet as Folk-Poet: German Romantic Concepts, Practices, and Transformations

June 17–August 9, 1985

This seminar will investigate a major trend in German Romanticism that argued for an organic relationship

between the poet and his ethnic community, identifying the poet as a folk-poet. The invariable feature of this relationship was the belief that the poet was a particularly articulate part of the people, who were both source and audience, and that the poetry, which was produced in keeping with the oral-performative folk-idiom, would be easily accessible without losing its complexity. Participants will trace the development of folk-poetry, and examine the contributions of Herder, Burger, Achim von Arnim, and Heine. Discussion will include political, social, anthropological, and linguistic aspects of the concept of the folk-poet; the folk song collections undertaken by the Romantics, as well as the role of these collections in their own poetic practice; the basic sound patterns and themes in the works of the poets; the difference in idiom between folk and art ballads; the problems encountered by revolutionary folk-poets, who sought to change the tradition without breaking it; and the urban popular idiom of the street ballads and their influence. The seminar will also consider how this originally Romantic trend, ethnic-popular rather than artistic-hermetic, has remained active to the present, and how it has influenced modern poetry no less than it has been modified by it. Applications are encouraged from college teachers of German literature, English literature, comparative literature, folklore, anthropology, music, and the history of ideas. A reading knowledge of German is required.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of modern languages and literatures:

Art History — Reff
Classics — Nagy
Comparative Literature — Furst, Liu
Critical and Aesthetic Theory — Behler, Caws, Gallop
Drama — Bishop
English and American Literature — Roche
Philosophy — Magnus

Music

Floyd, Samuel A.
Center for Black Music Research
Columbia College
600 South Michigan Avenue
Chicago, Illinois 60605

Black Music in the United States
June 17–August 9, 1985

This seminar will study black music in the United States since 1800, focusing on selected aspects of the music's history. The music and ideas to be explored range from the vernacular music of slaves and the literate output of Francis Johnson and James Hemmenway to the varied black musical expressions and events of the present. The methods of the seminar will be general and diversified, and participants will have the opportunity to focus on the entire musical heritage of black Americans or on specific periods, genres, or other aspects of the field. The seminar will begin its study of black music through an investiga-

tion of various sources and bibliographic materials, and then go on to apply traditional historical and analytical methodologies to a variety of traditions (folk, popular, classical) and styles (blues, ragtime, opera). Participants will also discuss the relationship of black music to black culture and to American culture at large. Applications are encouraged from college teachers in a variety of disciplines. Half of the participants in the seminar will be music specialists, and the other half will be selected from a variety of fields in the humanities, with preference given to those whose teaching and research interests relate to black music or Afro-American culture.

Malm, William P.
School of Music
Burton Tower
University of Michigan
Ann Arbor, Michigan 48109

Japanese Theater Music: Theory and Practice

June 17–August 9, 1985

The purpose of this seminar will be to provide an accurate theoretical framework and a direct analytical experience in three of the best-known theatricals of Asia — noh, bunraku, and kabuki of Japan. Participants will begin with an investigation of what has been written about the music and aesthetics of these traditions and then study how these ideas are applied in actual performances. Translations of original sources and play-texts will be combined with existing published studies of the music plus recordings and videotapes of the actual dramas. Performance experience on related

musical instruments will also be available. The seminar is intended for college teachers of music theory, history, or composition, as well as for persons in theater, dance, Asian studies, or international music education programs.

Steiner, Ruth and Daniel J. Sheerin
School of Music
The Catholic University of America
Washington, D.C. 20064

Experiencing the Medieval Liturgy: The Divine Office at Cluny ca. 1075

June 17–August 9, 1985

For all men and women of the Middle Ages, the liturgy was the common denominator of religious and aesthetic experience. It presented the teaching and the piety of the medieval church in a mélange that was an elaborately structured synthesis of the literary, musical, and visual arts. This seminar is intended to provide participants with an experience of the medieval liturgy in one of its more highly developed forms, the monastic Divine Office. Work will be centered on a close, interdisciplinary study of Paris, Bibliothèque Nationale ms. lat. 12601, a breviary written ca. 1075 at the monastery of Cluny where the liturgical spirit of the Middle Ages found its most solemn and elaborate expression. Examination of the texts and the music will be supplemented by consideration of larger concerns of medieval spirituality and psychology. Teachers of medieval music, history, art, literature, and history of religion are encouraged to apply.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of music:

English and American Literature — Baker
Modern Languages — Sandor

Philosophy

Magnus, Bernd
Department of Philosophy
University of California
Riverside, California 92521

Friedrich Nietzsche: Problems in Contemporary Philosophy and Criticism

June 24–August 16, 1985

This seminar will be devoted to a study of Friedrich Nietzsche and his influence on recent Continental philosophy and post-structuralist literary criticism. Participants will first seek an understanding of Nietzsche himself, through representative writings on metaphysics, religion, and morality. Topics to be addressed include the various aspects of his thinking that have inspired disagreement among commentators: what an Übermensch (superman) is supposed to be; what eternal recurrence asserts; what Nietzsche's perspectivism means; and whether Nietzsche had developed or had intended to formulate a full-blown theory of the will to power. The seminar will then trace Nietzsche's influence on Heidegger, Derrida, and Foucault and, through them, on Rorty and selected literary theorists — Paul de Man, Harold Bloom, and Geoffrey Hartman, in particular. The aim of the seminar is not simply to study Nietzsche as the origin of post-modern sensibilities but rather to elucidate

closely intertwined topics, traditions, and contexts in which the themes, plots, and connections among writers are established by Nietzsche. Applications are welcome from college teachers of philosophy, comparative literature and criticism, German literature and civilization, and the history of ideas. A reading knowledge of German is desirable but not required.

Matthews, Gareth B.
Department of Philosophy
University of Massachusetts
Amherst, Massachusetts 01003

Issues in the Philosophy of Childhood

June 17–August 9, 1985

This seminar will focus on a tangle of epistemological and ethical issues that arise from some of our very best theoretical efforts to understand childhood. These issues originate from Piaget's psychology of cognitive development and Kohlberg's theory of moral development, both of which endeavor to explain some of the important ways in which children are different from adults. These theoretical attempts will be discussed by reference to three general models of development and through analysis of the conceptions of childhood to which these models lead. The seminar will begin with some philosophical, historical, and anthropological background and conclude with a discussion of what rights children have and what place in the social order they ought to occupy. The aim of such discussion will not be to settle the questions of children's rights but rather to see how issues concerning the metaphysics of childhood, and related concerns about

cognitive and moral development, can provide a suitably rich context in which the issue of children's rights can be considered. Although important parts of the reading for the seminar will be writings in psychology, the methodology of the seminar will be philosophical. The seminar is intended primarily for philosophers and for psychologists with a strong background in philosophy.

Nussbaum, Martha

Department of Philosophy
Brown University
Providence, Rhode Island 02912

Seminar location: Wellesley College,
Wellesley, Massachusetts

The Practical Value of the Study of Ethics in Ancient Greek Thought

June 24–August 16, 1985

This seminar will pose the question of what an ethical argument is, and what its relation is to the life of the person who hears and studies it. Focusing on major ethical writings of the ancient Greek philosophers (beginning with Plato and Aristotle but concentrating on Hellenistic thought — Epicureanism, Stoicism, Skepticism), the seminar will seek to understand a tradition of reflection and debates about the practical and therapeutic value of the philosophical study of ethics. Participants will examine several rival philosophical arguments in connection with problems of human life and conduct, and consider how a thinker's conception of the problems and of the desired practical end influences the choice of style, methods, and procedures of arguing and teaching.

Both traditionally philosophical and related literary texts (*e.g.*, Lucretius, Seneca) will be read. After uncovering the background views about argument and rationality that provide the context for each classical thinker or group, the seminar will relate the issues to contemporary philosophical and pedagogical debates about the nature and value of practical philosophy. Applications are invited from college teachers of philosophy, classics, and those who have some previous experience in ancient philosophy and ethical theory. Competence in Greek or Latin is desirable but is not required because all texts will be read in translation.

Shoemaker, Sydney S.

Sage School of Philosophy
218 Goldwin Smith Hall
Cornell University
Ithaca, New York 14853

Self-Consciousness and Self-Reference

June 17–August 9, 1985

This seminar will study metaphysical and epistemological issues centering on the topic of the self. These include the question of how we have knowledge of ourselves, especially of our own states of mind, and the question of what such knowledge implies about the nature of selves or persons. Along these lines, participants will consider David Hume's denial that there is introspective awareness of a self, and Elizabeth Anscombe's denial that the word "I" is used to refer in first person utterances. The seminar will then proceed to a consideration of the nature of self-attribution and of recent discussion of Roderick Chisholm, Hector-Neri Castaneda, John Perry, David

Lewis, Thomas Nagel, and others. Also treated will be issues concerning the nature of self-knowledge — among others, the issue of whether introspection is properly conceived on the model of sense-perception, whether the view that some sorts of mental states are self-intimating is defensible, and the relation of memory knowledge to personal identity. Philosophers who will be read on these latter issues will include David Armstrong, Brian O'Shaughnessy, Sydney Shoemaker, Derek Parfit, and Gareth Evans. The seminar is intended for college teachers of philosophy, especially those whose primary interests are in metaphysics, epistemology, philosophy of mind, and philosophy of language.

Walsh, Sylvia

Department of Religion and
Philosophy
Clark College
240 Chestnut Street, S.W.
Atlanta, Georgia 30314

Kierkegaard on Sexuality, Love, and Personal Identity

June 17–August 9, 1985

This seminar will examine four works by the nineteenth-century Danish philosopher and religious thinker, Søren Kierkegaard: *Either/Or*, *The Concept of Anxiety*, *Works of Love*, and *The Sickness Unto Death*. These texts, which span the corpus of Kierkegaard's writings, will be probed for their views on the topics of sexuality, love, and personal identity. The central concern of the seminar will be the relationship between sexuality and love, sensuousness and spirituality, aesthetic passion and ethical-religious pathos, and how

a dichotomy or harmony of these dimensions affects personal identity. The seminar will also consider whether Kierkegaard's theory of selfhood provides an adequate account for an understanding of the self in terms of sexual and ethnic identity and in terms of rationality in a social context. Participants will go beyond a strictly textual-historical study of Kierkegaard's works to examine these matters in a broader context and to assess the significance of his ideas for contemporary thought. The seminar is intended in part for college teachers of philosophy and religion, who have an interest in Kierkegaard or in the subjects with which his writings are concerned, and also for those teachers in literature, psychology, and the social sciences who are interested in exploring theoretical foundations.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of philosophy:

Classics — Adkins
Comparative Literature — Gunn
Critical and Aesthetic Theory — Behler, Smith
English and American Literature — Cooke
History — Thompson
History and Philosophy of Science — Laudan, Mendelsohn, Westman
Modern Languages — Andrew/Unger, Hinderer
Political Science — Ashcraft, Grossman
Religion — Feldman, Hauerwas, Smith
Sociology — Patterson

Political Science

Ashcraft, Richard E.
Department of Political Science
Room 4289, Bunche Hall
University of California
Los Angeles, California 90024

Politics and Culture in Restoration England

June 17–August 9, 1985

This seminar will explore the relationship between political theory and other areas of social life in seventeenth-century England. Primary attention will be given to the writings of the major political theorists, Thomas Hobbes and John Locke, but some consideration will also be given to the political ideas of lesser-known thinkers of the period (the Puritans, Levellers, Harrington, Filmer, and others). The seminar will emphasize the broad scope of a political theory, the manner in which it incorporates ideas and evidence drawn from religion, philosophy, science, and the arts, in addition to putting forward the more narrowly defined practical objectives that a political theory seeks to establish as the basic goals for society as a whole. Participants will explore the influence of political ideas and political groups on various aspects of Restoration culture, and they will discuss such topics as social contract, natural law, toleration, natural rights, and representative political institutions. In accordance with the interdisciplinary approach of the seminar, college teachers of philosophy, English literature, history, and of other fields outside of political science are encouraged to apply.

Grossman, Joel B.
Department of Political Science
University of Wisconsin
Madison, Wisconsin 53706

Courts in American Society

June 17–August 9, 1985

This seminar will explore the changing role of American courts in the context of widespread controversy about what courts should be doing and what they are, in fact, best able to do. It will examine how courts have changed in structure and function and the role they play in achieving justice in an increasingly litigious, legalistic, and complex society. Conservatives contend that the courts — especially the federal courts — have become too political, meddling in matters best left to legislatures and the political process. Liberals, on the other hand, argue that the crisis of the courts today is a crisis of inaction, injustice, and unfulfilled promises. The problem, they say, is not that courts are too political, but that they are not very effective in meeting the needs of ordinary people for expanded legal and constitutional protections and greater access to the judicial forum. Participants will examine these contentions, with a special focus on judicial legitimacy and capacity. Alternatives to the courts, such as arbitration, mediation, neighborhood justice centers, and the like, will also be discussed. The seminar is intended for college teachers in history, philosophy, and the social sciences, whose teaching interests relate to the legal system.

Markovitz, Irving Leonard
Department of Political Science
Queens College, CUNY
Flushing, New York 11367
Seminar Location: CUNY Graduate
Center, New York

Power and Class in Africa

June 17–August 9, 1985

This seminar will investigate problems of the authoritative allocation of values in terms of three phases of African political development: struggle for independence, consolidation of power, and encadrement of the population. Particular attention will be paid to the changing relationships of class, ethnicity, race, and sex. The evolutionary-diffusionist, structural, dependency-exploitation, and world systems approaches to development will be considered, as well as how Africa's past and future are related. Other subjects to be examined are the woman's role in economic development, state autonomy, the changing nature of the organizational bourgeoisie, possibilities of dependent development, the role of the multinational corporation, and the structure of world systems. The seminar will be of special interest to political scientists, historians, and anthropologists with background study in Africa, and to those with interests in other Third World countries. Others interested in investigating art and literature within a historical-social context are also encouraged to apply.

Murphy, Walter F.
Department of Politics
Princeton University
Princeton, New Jersey 08544

Toward a Constitutional Jurisprudence

June 24–August 16, 1985

This seminar will study constitutional jurisprudence, by focusing on the American Constitution as a humanistic, social, and political document whose interpretation is intrinsically a value-laden enterprise. Several fundamental questions will be addressed in the seminar: What is the Constitution? What does it include? What are its functions, and what are its relations to political theory? How does it fit into the larger political system? Who are its authoritative interpreters? If interpreters believe they must attend to the demands of constitutionalism and its concern for fundamental rights and values, how can they find such concepts in the Constitution? And how can they justify their discoveries? In exploring these questions, participants will examine some cases and sample political theorists, as well as recent commentators. In addition, participants will look carefully at three traditional commentaries — *The Federalist*, Story's treatise, and Thomas Cooley's *Constitutional Limitations*, reading the history of constitutional commentary not for its own sake but rather to see how such writings may help to illuminate the problems that current justices and commentators are facing. The seminar is intended primarily for college teachers of political science and history, who teach or plan to teach courses related to the Constitution.

Tarrow, Sidney G.
Department of Government
Cornell University
Ithaca, New York 14853

Reassessing Histories of Collective Action

June 17–August 9, 1985

Early studies of collective action, which began with the notion of the crowd as mob, have given way to new methods and more careful historical scholarship that provides a dramatically different view of the nature and function of social and political protest movements in history. Recent studies suggest that collective action has been more rational, has represented more cultural continuity, and has had more influence on elite ideas and responses than scholars had recognized. This seminar will examine the shift in interpretative paradigms and the new evidence on which it is based. Readings and discussions will focus on historical accounts of important episodes and movements (peasant rebellions, the French Revolution, nineteenth- and twentieth-century strikes and working-class organization, and the civil rights movement and protests of the urban and rural poor in the United States in the 1960s). Discussion of historical episodes and the literature on it will involve the interaction of different kinds of material or viewpoints trained on the same events. The seminar will also consider the influences of cultural anthropology, economic theory, and social and political thought. Interdisciplinary in its

design, the seminar should be of interest to political scientists, western European and American historians, historical sociologists, and cultural anthropologists, who teach undergraduate courses on collective action, political protest, and social movements.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of political science:

Classics — Adkins
English and American Literature — Simpson
History — Coatsworth, Craig/Bolitho, Hunt, Keller, Louis, Malefakis, Marsot, Meier, Thompson, Turner
Sociology / Patterson

Religion

Carmichael, Calum M.
Department of Comparative Literature
244 Goldwin Smith Hall
Cornell University
Ithaca, New York 14853

Biblical Law in Historical Perspective
June 17–August 9, 1985

Research in recent years has resulted in biblical legal material becoming a major focus for understanding the Bible, early legal history, the relationship between law and religion, and the origins of early Christianity and normative Judaism. This seminar will examine various approaches that have brought about this recognition and explore a selection of material

that offers new insights into both law and biblical literature, illuminates the historical setting of biblical antiquity, and presents issues of relevance to modern life. Topics for discussion include law and narrative in the Bible; the function of proverbs, fables, parables, and allegories as coded communication; the Decalogue; the structure of laws intent on separating life and death, war and peace; dietary laws; punishments, both physical and psychological; sexual relations (*e.g.*, degrees of affinity permitted at one time, prohibited at another); rights of women and children; Solomon's wise judgment; shame and guilt, their cultural emphasis in Deuteronomic laws, the gospel of Luke, and the Sermon on the Mount; and individual and communal responsibility. The seminar should be of interest to college teachers of biblical literature, to historians of ideas, law, and religion, and to anthropologists with an interest in law and religion.

Feldman, Louis H.
Department of Classics
Yeshiva University
500 West 185th Street
New York, New York 10033

The Greek Encounter with Judaism in the Hellenistic Period
June 17–August 9, 1985

The most significant encounter of civilizations in the ancient world occurred in the Hellenistic period when Judaism came into contact with Greek thought. In ancient and later efforts to distinguish and synthesize elements of Hellenism and Judaism can be found the roots of Western humanism. The seminar will examine and

evaluate the cultural and religious contacts between Greeks and Jews both in Palestine and in the Diaspora. It will isolate those elements that are distinctively Greek and distinctively Jewish in both content and style during this period, and see how major works and thinkers — Hellenistic Jewish art, the Septuagint, Philo, Josephus, the Talmud, the New Testament — attempt to accommodate, synthesize, or reject those elements. Applicants should have some training in either classical or Jewish studies. A reading knowledge of Greek or Hebrew is desirable but not required. In addition to teachers of ancient history, literature, and religion, it is hoped that the seminar will include participants whose primary interest is not the ancient world but rather the influence of antiquity upon Renaissance, Reformation, and modern thought, where the conflict between Hellenism and Hebraism is renewed.

Hauerwas, Stanley H.
The Divinity School
Duke University
Durham, North Carolina 27706

Happiness, the Life of Virtue, and Friendship: The Aristotelian Tradition
June 17–August 9, 1985

This seminar will explore the interrelation of happiness, virtue, and friendship. Through an intensive reading of Aristotle's account of these themes, the seminar will begin by testing the claim made by MacIntyre's *After Virtue* that contemporary philosophy and theological ethics have been impoverished by their omission of

much of Aristotle's thought on the subjects. Participants will then consider the treatment of happiness, virtue, and friendship in Augustine and Aquinas. Through readings in both philosophical and theological resources, the seminar will examine the following conceptual ideas: the nature of virtue and the virtues; how the virtues are individuated, and how their individuation is or is not informed by accounts of happiness; whether the virtues conflict; and the nature of character and its relation to the virtues. Discussion of these topics will form the background against which participants will evaluate narrative displays of the virtues in Hebrew and Christian scripture, and explore the emphasis on happiness, virtue, and friendship in contemporary literature, specifically the novels of Jane Austen, George Eliot, and Anthony Trollope. Finally, the seminar will consider accounts of these themes in the works of modern philosophers and theologians — Wallace, Foot, Geach, Gustafson, Blum, Meilaender, Cavell, and Oppenheimer. Applications are invited from college teachers of religion, philosophy, literature, and general courses in the humanities.

Smith, Huston
Pacific School of Religion
1798 Scenic Avenue
Berkeley, California 94709

The Great Chain of Being in World Perspective
June 17–August 9, 1985

This seminar will examine the notion of a hierarchical ontology — known as the Great Chain of Being — which the larger part of civilized mankind has embraced as its philosophy through most of its history. Participants will explore how this conception of the universe surfaced, not only in Jewish, Christian, and Islamic adaptations from Greek philosophy, but in Asian traditions (notably Buddhism, Taoism, and the Vedanta), and in representative oral traditions such as those of native Americans. The seminar will begin with a discussion of the reasons why hierarchical ontology is no longer in fashion, its success eclipsed by history, by factors relating to the sociology of knowledge, and by the rise of science. Emphasizing a metaphysical perspective, this seminar proposes to give the Great Chain of Being a fairer hearing than it has had for several centuries. The first half of the seminar will consider the concept within the context of Plato, Plotinus, Aristotle, and Aquinas, the second half in the context of Eastern religious traditions. The approach to the material will be philosophical, although not in a technically analytic vein. The seminar is intended for college teachers of Western philosophy or theology. Neither professional competence in Greek or medieval philosophy, nor familiarity with non-Western thought, is required.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of religion:

Anthropology — Fernandez
Art History — Calkins
Classics — Nagy, Redfield

Comparative Literature — Gunn
History — Marsot
Music — Steiner/Sheerin
Philosophy — Nussbaum, Walsh
Sociology — Patterson

Sociology

Patterson, Orlando
Department of Sociology
William James Hall
Harvard University
Cambridge, Massachusetts 02138

The Comparative Study of Slavery
June 24–August 16, 1985

This seminar will pursue a comparative and interdisciplinary analysis of key issues in the study of slavery and slave societies. The seminar will consist of three parts: (1) a review of the study of slavery from the early nineteenth century to the present and an examination of the major theoretical and methodological problems in the comparative study of slavery; (2) the study of the more important aspects of slavery as an institution — *e.g.*, the legal process, political psychology, ways of recruiting slaves, the problem of manumission; and (3) case studies of large-scale slave systems in eight representative societies, four from the premodern world (ancient Athens, Roman Italy during the late Republic and early Empire, and, in Western Africa in the nineteenth century, the Ashanti and the Sokoto Caliphate), the other four from the modern Americas (Jamaica, 1655–1834; Cuba, 1770–1880; Brazil, 1780–

1880; and the American South, 1776–1865). Persons applying to this seminar should have a strong interest in the comparative study of slavery, rather than in the study of slavery in a single society. The seminar should be of special interest to college teachers of sociology, history, anthropology, and political science. Applications are also welcome from those in other disciplines — including classics, philosophy, and the history of religion — who are interested in the topic.

The following seminars, listed under other disciplinary headings, may also be of interest to teachers of sociology:

English and American Literature — Bell-Scott/Guy-Sheftall, Conn
History — Greene, Hunt, Jackson, Malefakis, Marsot, Meier, Smith, Thompson, Turner
History and Philosophy of Science — Mendelsohn, Westman
Modern Languages and Literatures — Sammons
Political Science — Grossman, Markovitz, Tarrow

Women's Studies

The following seminars, listed under other disciplinary headings, may be of interest to teachers of women's studies:

Classics — Lefkowitz
Critical and Aesthetic Theory — Caws, Gallop
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English and American Literature — Bell-Scott/Guy-Sheftall, Conn, Simpson
History — Hanawalt/Clopper, Smith

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