



National  
Endowment  
for the  
Humanities

Division of  
Fellowships and  
Seminars

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Seminar  
Descriptions

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S U M M E R

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S E M I N A R S

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*for Secondary School Teachers*

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## 1985 Summer Seminars for Secondary School Teachers

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The program of Summer Seminars for Secondary School Teachers is administered by the Fellowships and Seminars Division of the National Endowment for the Humanities, a federal agency created by Congress in 1965 to support projects of research, education, and public activity in the humanities. Other programs currently offered by the division are Summer Seminars for College Teachers, Summer Stipends, Fellowships for Independent Study

and Research, Fellowships for College Teachers, the Faculty Graduate Study Program for Historically Black Colleges and Universities, Constitutional Fellowships, and Fellowships at Centers for Advanced Study. Further information about any of these programs is available upon request. Please write to the Division of Fellowships and Seminars, National Endowment for the Humanities, Washington, D.C. 20506.

## Purpose and History of the Program

The Summer Seminars for Secondary School Teachers Program provides teachers of grades 7 through 12 a unique opportunity for advanced study. Two of the seminars invite applications from secondary school administrators as well as teachers. One of the seminars invites applications only from secondary school administrators. For four, five, or six weeks during the summer, depending on the seminar, the fifteen teachers selected to participate in each seminar will work under the direction of a distinguished teacher and active scholar in an area of mutual interest. They will study seminal works in the humanities, exploring them in a systematic and thorough way. Through reading, writing, reflection, and discussion — formal and informal — with the seminar director and with other teachers from across the country, seminar participants will deepen their knowledge and enhance their ability to impart an understanding of the humanities to their students.

Summer seminars are especially designed for this program and are not intended to duplicate courses normally offered by graduate departments. Although graduate credit will not be given for them, upon completion of the seminar each participant will receive a certificate and a statement from the director specifying the equivalency of the seminar to graduate course credit. Each seminar will have a common emphasis on the close reading of a significant primary text or texts, ancient or modern, historical, philosophical, or literary. The focus of the texts and the seminars is designed not only to appeal to teachers whose specific field is covered by a seminar but to be of general interest as well. All seminars will have a primarily substantive focus. Although problems in conveying to secondary school students an understanding of the material studied in the seminar may be discussed from time to time, the planning of curricula and other pedagogical concerns are not central to the purpose of the program.

With one exception (Wylie) all texts will be read in English.

The program began in the summer of 1983 with fifteen seminars for 225 secondary school teachers. Because of wide interest in the program and with the aid of major funding from the Andrew W. Mellon Foundation, the program expanded significantly during the summer of 1984, to fifty-one seminars dealing with a wide variety of topics and texts from Homer to García Márquez. In 1985, the Endowment again with additional major supplemental funding from the Andrew W. Mellon Foundation, will offer 885 participants similar opportunities at fifty-nine seminars throughout the United States.

## Stipend and Tenure

The seminars will vary in length from four to six weeks. Teachers selected to participate in the program will receive a stipend of \$1,700, \$2,025, or \$2,350, depending on the length of the seminar. The stipend is intended to cover travel expenses to and from the seminar location, books and other research expenses, and living expenses for the tenure of the seminar.

Participants are required to remain at the seminar location throughout the duration of the seminar and to spend their full time on personal study for the entire tenure period. During this time, they may not undertake teaching assignments or any other professional activities unrelated to their participation in the seminar.

## Eligibility Requirements

To be eligible for the program, individuals must be full-time or regular part-time teachers at public, private, or parochial schools, grades 7 through 12. Preference will be given to those who have been teaching at least three years. Three designated seminars are open to principals and secondary school administrators: Buell, Sharp, and Sibley. **Individuals may apply to only two seminars in any one year; those found to have applied to more than two will be declared ineligible for a place in a seminar.**

Applicants must be U.S. citizens, native residents of U.S. territorial possessions, or foreign nationals who have been residing in the United States or its territories for at least three years immediately preceding the application deadline. Only teachers at schools in the United States or its territorial possessions or Americans teaching American students abroad are eligible for this program.

Teachers who have participated in a previous seminar for secondary school teachers are not eligible to apply for 1985.

## How to Apply

For more detailed information about the requirements and subject matter of individual seminars, about the availability of housing, and for application instructions and forms, please write **directly to the seminar directors** at the addresses indicated on the following pages.

Applications should be submitted to **the seminar director** at the address indicated and should be postmarked no later than March 1, 1985. The announcement of awards will be made on April 15, and applicants will have until April 18 to accept or decline.

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## Classical, Medieval, and Renaissance Studies

### Finucane, Ronald C.

Department of History  
University of Puget Sound  
Tacoma, Washington 98416

#### *Augustine, Guibert, Abelard, and Cellini: Medieval and Renaissance Autobiography*

June 24–July 26, 1985 (5 weeks)

This seminar will examine the following autobiographical works: Saint Augustine's *Confessions*, Guibert of Nogent's *Memoirs*, Abelard's *Story of His Misfortunes*, and Benvenuto Cellini's *Autobiography*. The men, their background, and their era will be analyzed through these writings. Topics to be discussed include the meaning of *intellectual* within Western society, the psychological and intellectual milieu of ordinary Christian men and women of medieval Europe, and the changed mores of sixteenth-century Europe.

### Hamilton, Charles D.

Department of Classical and Oriental  
Language and Literature  
San Diego State University  
San Diego, California 92182

#### *Thucydides, Sophocles, and Plato: Greek Values in Crisis*

July 1–August 9, 1985 (6 weeks)

This seminar will focus on a close reading and discussion of Thucydides' *History*, Sophocles' *Antigone* and *Philoctetes*, and Plato's *Apology*, *Crito*, and *Phaedo* in an attempt to identify and

clarify issues associated with a crisis of values. Such questions as the relationship between democracy and imperialism, the controversy between might and right, justice and morality within the state, and conflicts between conscience and law will be considered from the perspectives of history, drama, and philosophy in classical Greece. Participants should gain an appreciation of Greek society and civilization as presented by representative literary works, as well as a realization of the enduring contributions of the Greeks to political and moral questions which remain part of the fabric of Western civilization.

### Martin, Hubert M., Jr.

Department of Classical Languages  
University of Kentucky  
Lexington, Kentucky 40506-0027

#### *The Intellectual, Moral, and Religious Environment of Athens in the Fifth Century B.C.*

June 24–August 2, 1985 (6 weeks)

The seminar will have as its purpose a mutual inquiry on the part of director and participant into the intellectual, moral, and religious environment of Athens in the fifth century B.C. The inquiry will be conducted through the analysis of a group of plays (Aeschylus' *Prometheus Bound* and *Persians*, Sophocles' *Antigone* and *Oedipus at Colonus*, Euripides' *Trojan Women* and

*Bacchae*, Aristophanes' *Clouds* and *Lysistrata*) and works by Plato (*Apology*, *Crito*, *Protagoras*, *Gorgias*) that in various ways sum up and give expression to this environment. There will be forays into such areas as history, politics, law, and art, but they will function chiefly to provide a background perspective from which to study the texts listed above and to examine their intellectual, moral, and religious content.

### Morford, Mark P.O.

Department of Classics  
145 New Cabell  
University of Virginia  
Charlottesville, Virginia 22903

#### *Roman Historians: Sallust, Livy, and Tacitus*

June 24–August 2, 1985 (6 weeks)

The seminar will focus on the study of three of the most important prose writers of the ancient world: Sallust, Livy, and Tacitus. Participants will discover how each writer conveys ideas that are fundamental to the development of Western historical, political, and even moral thought. The goals of the seminar will be fourfold: to learn how Romans related their past to their lives, to learn how these historians attempted to record truth, to appreciate the literary qualities of the Roman historians, and to consider their subsequent influence on Western thought, particularly eighteenth-century America.

### O'Donnell, James J.

Department of Classical Studies  
720 Williams Hall/CU  
University of Pennsylvania  
Philadelphia, Pennsylvania 19104  
Seminar Location: Bryn Mawr  
College, Bryn Mawr, Pennsylvania

#### *The Confessions of Saint Augustine*

June 30–August 8, 1985 (6 weeks)

The *Confessions* of Augustine raise fundamental questions and pursue them with relentless intensity. This seminar will undertake a close reading of this book in English translation. The autobiographical narrative will provide points of departure, but the seminar is expected to concentrate on discussion of the ideas and artistry that shaped this text and on comparison of the other texts — both scriptural and philosophical — whose echoes inform the pages of Augustine's work. The aim will be to grasp the quality of Augustine's thought, to confront the questions he poses, and finally to surmise something of the explanation for his central importance to the Christian culture of the Middle Ages.

### Witt, Ronald G.

211 W. Duke Bldg.  
Duke University  
Durham, North Carolina 27708

#### *Petrarch, Machiavelli and Erasmus: The Humanist as Reformer*

July 1–August 9, 1985 (6 weeks)

Seminar meetings will be devoted to discussing Petrarch's *Secret* and a number of his letters; Machiavelli's *Prince* and Book I of the *Discourses*;

and Erasmus' *Praise of Folly* and a selection of the *Colloquies*. The seminar will explore the belief of Renaissance humanists in an intimate connection between moral improvement and training in eloquence and in the central importance of study of the Latin and Greek classics to both enterprises. This educational ideal of the humanists will be evaluated through consideration of Petrarch as moral reformer, Machiavelli as political reformer, and Erasmus as religious reformer.

Teachers interested in classical, medieval, and Renaissance studies should also be aware of the following seminars listed under other disciplinary headings:

**Comparative Literature, Modern Literature and the Arts** — Ryan, Sharp

**English and American Literature** — Fengler and Stephany, Fowler

**History and Political Thought** — Burns, Pelikan

**Philosophy and Religion** — Carroll, Cousins, Griswold, Nichols, Steinberger

## Comparative Literature, Modern Literature, and the Arts

**Haase, Donald P.**  
Department of Romance and Germanic Languages  
Wayne State University  
Detroit, Michigan 48202

***The Tales of the Brothers Grimm: Discovering their Literary and Cultural Significance***

July 8–August 9, 1985 (5 weeks)

Seminar participants will closely examine *Grimms' Tales For Old and Young: The Complete Stories* (in translation) in order to come to grips with two fundamental questions: How are these stories that pervade American and European culture to be read and understood? How can their impact on American culture be explained? The seminar will seek to understand the significance of the tales by engaging in several interpretive approaches: socio-political, mythic-archetypal, and psychoanalytic. Comparison to other fairy tale texts will provoke a consideration of the importance of fairy tales in general for Western civilization.

**McCoubrey, John W.**  
Summer Sessions Office  
210 Logan Hall/CN  
University of Pennsylvania  
Philadelphia, Pennsylvania 19104

***Paintings as Texts: Representation and its Determinants***

July 1–August 9, 1985 (6 weeks)

Five important paintings will be the focus of this seminar: J. M. W. Turner's *Burning of the Houses of Parliament*; Thomas Eakins' *The Gross Clinic*; Edouard Manet's *The Battle of the Kearsarge and Alabama*; Paul Cézanne's *The Great Bathers*; and Pablo Picasso's *Les Femmes d'Alger (O. J. R. Version O)*. Participants will consider questions of style, art-historical tradition, and subject matter in an attempt to discover the significance of a work of art as a text in the humanities.

**Nkondo, Gessler M.**  
Department of English  
Vassar College  
Poughkeepsie, New York 12601

***Eliot, Brutus, Owoonor, and Soyinka: African Poetry and the Modern English Tradition***

June 24–July 27, 1985 (5 weeks)

Beginning with a study of the major poetry of T.S. Eliot, the seminar will focus on dynamic relationships between the poetry of Eliot and modern African verse as represented in the work of Dennis Brutus, Kofi Owoonor, and Wole Soyinka. Working as much as possible in terms of particular analyses — analyses of poems or passages

— the seminar will treat each of the four poets in his own right, in terms of the changes to which modern poetry in England and Africa has committed itself, and in terms of the impact of Eliot upon the three major African writers. Participants will discover how African poetry has been influenced by overseas developments, without being determined by them.

**O'Connell, David J.**  
Department of French  
Box 4348  
University of Illinois  
Chicago, Illinois 60680

***Céline, Bernanos, and Camus: Evil in the Modern World***

July 1–August 2, 1985 (5 weeks)

This seminar will examine three twentieth-century French novels, using them as catalysts for discussing the problem of evil in the modern world: *Journey to the End of Night* (1932) by Louis-Ferdinand Céline, *Diary of a Country Priest* (1936) by Georges Bernanos, and *The Plague* (1947) by Albert Camus. Topics to be discussed will be those found in the novels: wars, disease, systematic injustices that sometimes seem to be built into free societies, exploitation of man by his fellow man, and spiritual, intellectual and material poverty. Essential to the discussion is the fact that each author represents a different view of the world: atheist, Christian and agnostic.

**Ryan, Lawrence V.**  
Department of English  
Stanford University  
Stanford, California 94305

**Homer, Cervantes, Dickens, and Joyce:  
The Hero's Journey to Self-Discovery**  
June 24–August 2, 1985 (6 weeks)

The seminar will examine how the heroes of Homer's *The Odyssey*, Cervantes' *Don Quixote*, Charles Dickens' *Great Expectations*, and James Joyce's *A Portrait of the Artist as a Young Man* achieve self-definition through their experiences. The books will be studied both as reflecting the values and conflicts of particular societies and as portraying at the same time universal human situations and relationships. Topics for discussion will include how the individual changes through encounter with the world, the effect of these narratives on other significant creative works, and how their similarities and differences in attitudes and technique reflect the cultural and literary traditions within which they were produced.

**Sharp, Ronald A.**  
Department of English  
Kenyon College  
Gambier, Ohio 43022

**Aristotle to Keats: The Literature of  
Friendship**  
June 24–July 19, 1985 (4 weeks)

This seminar is open to both teachers and administrators in secondary schools, grades seven through twelve.

This seminar will explore the neglected but crucial tradition of writing about friendship through close examination of such major works as William Shakespeare's *A Merchant of Venice*, the poems and letters of John Keats, and essays by Aristotle, Cicero, Montaigne, Samuel Johnson, and Lewis Hyde. Clarifying the central elements of the tradition, participants will consider several questions raised by the texts: What is friendship? How are friends chosen? How are friendships affected by particular cultural, historical, political, or economic circumstances? What makes friendships flourish or decay? What is the role in friendship of virtue, loyalty, sincerity, equality, privacy, and form? Are friends needed more in good fortune or in bad? How do friendships differ during different stages of life? Do friendships take different forms among and between men and women?

**Wilson, Diana A.**  
Department of English  
University of Denver  
Denver, Colorado 80208-0182

**Cervantes and Borges: Writing and  
Rewriting Don Quixote**  
June 24–August 2, 1985 (6 weeks)

This seminar will examine the most influential novel of the Western heritage, Cervantes' *Don Quixote*, from the perspectives of Jorge Luis Borges, whose modern fictions often reinterpret or rewrite such noted Cervantine themes as appearance and reality, the quest for identity, and madness

and obsession. Participants will explore the psychological, aesthetic, and philosophical issues raised by an intense and comprehensive reading of parts I and II of *Don Quixote*. The strategies of representation in Cervantes' masterpiece will then be extended to a dozen of Borges' best known stories, from "The Aleph" to "The Zahir." Other topics to be discussed include narrative discourse, genre and gender, techniques of irony, dreams and mirrors as master metaphors, and the Dulcinea projection.

**Wylie, Lawrence O.**  
1540 William James Hall  
Harvard University  
Cambridge, Massachusetts 02138  
Seminar Location: Tufts University,  
Medford, Massachusetts

**The Use of Nineteenth-Century French  
Classics in the Films of Jean Renoir**  
July 1–August 9, 1985 (6 weeks)

Seminar participants will read eight French novels, plays, and short stories of the nineteenth century from which Jean Renoir drew the subject matter for his films. Among the authors to be studied are Emile Zola, Gustave Flaubert, Guy de Maupassant, Prosper Mérimée, and Alfred de Musset. Participants will then study Renoir's scenarios and view and analyze the eight films based on the nineteenth-century works. Seminar participants will see how nineteenth-century values and themes were transformed to appeal to twentieth-century viewers while learning how to read a film. Ability to read in French and a moderate understanding of spoken French are required.

Teachers interested in comparative literature, modern literature and the arts should also be aware of the following seminar:

**English and American Literature —**  
Fengler and Stephany

## English and American Literature

**Buell, Lawrence I.**  
Department of English  
Oberlin College  
Oberlin, Ohio 44074

**Hawthorne, Stowe, Thoreau, and  
Dickinson: Romantic Imagination in  
New England**  
July 22–August 16, 1985 (4 weeks)

This seminar is open to both teachers and administrators in secondary schools, grades seven through twelve.

This seminar will closely examine Nathaniel Hawthorne's *Scarlet Letter*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Henry David Thoreau's *Walden*, and selected Emily Dickinson lyrics. These key texts will be studied in pairs based on generational, generic, gender, and ideological distinctions and will be supplemented by readings from Emerson's essays and Melville's short fiction as well as by the shorter works of Hawthorne, Stowe, and Thoreau. Topics to be investigated include the relation of the individual

to community and tradition, the importance of theological and social contexts in determining individual themes and styles, and the significance of gender difference as a clue to thematic and stylistic emphases. The underlying question that the participants will address is: To what extent is it defensible, in view of the diversity of individual talents, to speak of mid-nineteenth-century New England literature as a unified body of work?

**Cavitch, David**

Department of English  
Tufts University  
Medford, Massachusetts 02155

**Joyce, Lawrence, and Fitzgerald:  
Fiction and Life Histories**

July 1–August 2, 1985 (5 weeks)

Seminar participants will study three classic modern novels about self-definition, Joyce's *A Portrait of the Artist as a Young Man*, Lawrence's *Sons and Lovers*, and Fitzgerald's *The Great Gatsby*. Through continuous analytical discussion of each work, participants will explore the novels' implications about individual identity and personal development in the contexts of Irish, British, and American cultures. Starting with the style and structure of each novel as the expression of conscious ideas and underlying beliefs about human experience, the seminar will consider the relation between realistic novels and other types of life histories, particularly biographies. Members will be encouraged to pursue interests in special lines of study of the three main texts.

**Coursen, H. R.**

Department of English  
Bowdoin College  
Brunswick, Maine 04011

**Richard II, Henry IV, and Henry V:  
Shakespeare's Sense of History**

June 24–July 26, 1985 (5 weeks)

An examination of the great plays known as the Second Henriad — *Richard II*, *I and II Henry IV*, and *Henry V* — provides the basis for a search for Shakespeare's sense of history. The seminar will explore a number of approaches, from the Elizabethan World Picture to psychological criticism. Members of the seminar will supplement their analyses of the plays with a look at the work of critics like Kantorowitz, Goddard, and Battenhouse. Some examination of the sources of the plays may become relevant, depending on participant interest.

**Evans, J. Martin**

Department of English  
Stanford University  
Stanford, California 94305

**Classical and Christian Traditions in  
Milton's Poetry**

July 8–August 16, 1985 (6 weeks)

John Milton's poems could well be described as "a bridge thrown over the stream of time, which unites the modern and ancient world." Standing as they do at the end of one era and at the beginning of another, his works look both forward and backward. The purpose of this seminar is to examine the nature of the tradition that Milton inherited, integrated, and transmitted

to the modern world. Focusing on the two central components of that tradition, participants will study the way in which Christian and classical elements interact with each other in four of Milton's best known poems: *Ode on the Morning of Christ's Nativity*, *Lycidas*, *Paradise Lost*, and *Samson Agonistes*. Participants will be asked to read one of these poems plus a number of related texts in preparation for each week's meetings.

**Ewell, Barbara C.**

Sarah Isom Center for Women's  
Studies  
University of Mississippi  
University, Mississippi 38677

**The Short Stories of Chopin, Welty,  
O'Connor, and Walker: Linking  
Region, Gender, and Genre**

July 9–August 3, 1985 (4 weeks)

This seminar will focus on four American masters of the short story: Kate Chopin, Eudora Welty, Flannery O'Connor, and Alice Walker. For these four Southern women writers, the discontinuities of the short story, which aptly express modern fragmentation, are enhanced by the further disjunction of their region and gender in an American and largely male context. Through an intensive reading of eight to ten major short stories by each author, participants will compare the ways these writers have wrested from such discontinuities exceptional portraits of contemporary realities. The authors' fiction will be supplemented by their own statements of aesthetics while discussions will focus

on the specific means by which the stories achieve coherence: style, setting, imagery, narrative strategies, perspective, and theme. Other topics will include the nature of regionalism, the aesthetics of limitation, and each author's specific contributions to the development of the genre.

**Fengler, Christie K. and  
William A. Stephany**

Department of English  
University of Vermont  
Burlington, Vermont 05405-0114  
Seminar Location: University of  
Vermont and London, England

**The Canterbury Tales and the  
English Illuminated Book**

July 1–August 9, 1985 (6 weeks)

This will be an interdisciplinary seminar, team taught by professors of English and art history, dealing with a single literary masterpiece of the medieval period and one of the most important types of visual art produced in England during that period. Issues to be studied include an examination of the relationship of medieval English works to classical and contemporary continental sources; limitations imposed by convention, forms, models, and sources; and the ability of the individual artist to create freely and originally within a tradition. Half the seminar will be conducted on the University of Vermont campus and half in England.



**Flower, Dean**  
Department of English  
Smith College  
Northampton, Massachusetts 01063

**Hawthorne, Dickinson, and James:  
*The Divided Self***

June 24–August 2, 1985 (6 weeks)

Through close reading and discussion of Nathaniel Hawthorne's short stories and *The Scarlet Letter*, Emily Dickinson's poetry, and Henry James's best short works, participants will explore why these writers so often chose to dramatize experiences of a complex or problematic American identity through narratives of divided selves. The focus for Hawthorne will be on the self-defeating protagonists of his short stories and the suppressed rebellion of Hester Prynne in *The Scarlet Letter*; for Dickinson it will be on the silenced expressiveness of one who wrote but did not publish; for James it will be on the nebulous identities of Americans and other romantic innocents in works ranging from *Daisy Miller* to *The Spoils of Poynton* to *The Turn of the Screw*. Special attention will be given to the ways a literary artist works out conflicts of gender, vocation, private self, and national identity.

**Fowler, David C.**  
Department of English GN-30  
University of Washington  
Seattle, Washington 98195  
Seminar Location: Oxford, England

**Piers the Plowman as History**

July 8–August 16, 1985 (6 weeks)

This seminar, to be held in Oxford, England, will closely study the alliterative poem *Piers the Plowman* in relation to English history of the fourteenth century. Participants will examine both the A version with its radical tone and implicit program of reform and the B continuation. Members of the seminar will be encouraged to explore topics such as the Black Death, the Norman wars, the peasant risings, the reigns of Edward III and Richard II, and the rise of lollardy for their significance in understanding the poem. Participants will have access to various Oxford libraries and have numerous occasions to visit historic sites in the countryside around Oxford.

**Halio, Jay L.**  
Department of English  
University of Delaware  
Newark, Delaware 19716  
Seminar Location: The University of Delaware and Stratford, England

**Shakespeare: Enacting the Text**

June 24–August 3, 1985 (6 weeks)

This seminar recognizes the need to find more ways to establish connections between literary study and theatrical experience. Participants will concentrate their analyses on *Hamlet* and *Macbeth*, supplementing their dis-

cussions with the examination of films and television tapes of the plays. During the last two weeks of the seminar participants will be in residence at Stratford-upon-Avon, England, studying Royal Shakespeare Company Productions, meeting actors, directors, and members of the Shakespeare Institute staff who will help with individual study of a third play, one staged by the Royal Shakespeare Company.

**Hamblin, Robert W.**  
Department of English  
Southeast Missouri State University  
Cape Girardeau, Missouri 63701

**William Faulkner: The Regional and the Mythic**

June 24–August 2, 1985 (6 weeks)

This seminar will examine the regional and universal characteristics of three of William Faulkner's finest novels: *Absalom! Absalom!*, *The Sound and the Fury*, and *The Hamlet*. Participants will focus on the way Faulkner employs what T.S. Eliot has called "the mythical method," that is, the use of archetype as a structural principle designed to lift the literary work out of the provincial and the topical into the realm of the universal and the timeless. Particular attention will be paid to Faulkner's favorite archetypes: the initiation ritual and biblical myths such as the Eden and Christ stories. In the last week of the seminar participants will visit Oxford and Lafayette counties, Mississippi, the setting for Faulkner's Yoknapatawpha novels and stories.

**Harding, Walter**  
Department of English  
Blake D-104  
State University College  
Geneseo, New York 14454  
Seminar Location: Concord,  
Massachusetts

**The Concord Authors: Thoreau,  
Emerson, and Hawthorne**  
June 30–August 8, 1985 (6 weeks)

This seminar will closely examine works by three great nineteenth-century American authors — Henry David Thoreau, Ralph Waldo Emerson, and Nathaniel Hawthorne — against the background of the town in which they wrote. Readings from the primary texts, Thoreau's *Walden*, selected essays of Emerson, and various tales of Hawthorne, will be supplemented by studies of transcendentalism and by critical and biographical essays on the three authors. Participants will take guided tours of the authors' Concord homes, the surrounding countryside, and museums and libraries devoted to their works.

**Hill, Hamlin L.**  
Department of English  
Georgetown University  
Washington, D.C. 20057

**Masterworks of American Humor**  
June 24–August 2, 1985 (6 weeks)

This seminar will closely study several major works of American humor — James Russell Lowell's *The Biglow Papers*, George Washington Harris's *Sut Lovingood's Yarns*, Mark Twain's *Tom Sawyer* and *Huckleberry Finn*, James

Thurber's *Thurber Carnival*, and Kurt Vonnegut's *Mother Night* — emphasizing their comic techniques, their social and cultural bases, and their historical significance. Each of these works embodies the humorous techniques and comic characters of a geographic section, a historical period, and a cultural perspective in American literary history. In addition, each is a nucleus for a larger body of serious literature, which echoes the methods and concerns of these humorous masterpieces.

**Jackson, Thomas H.**  
Department of English  
Bryn Mawr College  
Bryn Mawr, Pennsylvania 19010

***The Modern American Epic: Pound's Cantos and Williams' Paterson***  
June 25–August 3, 1985 (6 weeks)

This seminar will examine the two greatest and most difficult long poems of modern American literature. Participants will approach the difficulties of reading the poems through strategies suggested by the poets' earlier works and ideas and go on to consider the themes, methods, and claims that place the two works at the center of

modern literature. Through close reading, participants will trace the leading themes and structural principles of both poems and take up the ways they, like the epics they emulate, engage major literary, philosophical, and political issues. The seminar will deal with the questions raised by putting politics into poetry, the problem of obscurity in modern poetry, and the conceptions of justice in the Socratic sense.

**Ramsey, Jarold W.**  
Department of English  
University of Rochester  
Rochester, New York 14627

***Native American Literature from Traditional to Modern***  
June 25–August 2, 1985 (6 weeks)

This seminar will closely study several works of native American literature from the oral/traditional texts to the works of modern novelists and poets. Primary text sources include Stith Thompson, *Tales of the North American Indians*; Jarold Ramsey, *Coyote Was Going There*; John Bierhorst, *Four Masterworks of American Indian Literature*; and writings by N. Scott Momaday, James Welch, and Leslie Silko. Participants will explore a variety of approaches to the texts ranging from ethnographic and functionalist to structural analysis. However, the emphasis will be on engaging the texts as literary art with as little ethnocentric bias as possible.

**Schwarz, Daniel R.**  
Office of Sponsored Programs  
123 Day Hall  
Cornell University  
Ithaca, New York 14853

***James Joyce's Ulysses***  
June 24–August 2, 1985 (6 weeks)

This seminar will intensively study James Joyce's *Ulysses*. This epic novel is a humanistic inquiry into the question of what values are viable in the twentieth-century urban world. Participants will relate Joyce's novel to his other work and to other expressions of literary modernism. Discussions will begin with an episode-by-episode analysis of the novel, but the focus will be on how the novel's evolving patterns develop into a coherent whole. As participants discuss the major issues confronting a reader trying to make sense of the novel, participants will discover that reading *Ulysses* depends for the most part on the same skills involved in the reading experience of major novels.

**Solo, Harry J.**  
Department of English  
Mankato State University, P.O. 53  
Mankato, Minnesota 56001

***Beowulf and its Contexts***  
June 24–August 2, 1985 (6 weeks)

Seminar participants will learn to read Old English as preparation for gaining a full sense of the poetic power of *Beowulf*. An intensive reading of the poem during the first half of the seminar will open the consideration of its contexts — the literary, cultural, historical, philosophical, religious,

and artistic ideas that shaped this earliest masterpiece of English literature. Through reading and reflection, seminar members will discover both the usefulness and the difficulty of defining those contexts for *Beowulf* or any other work not of our own time. No prior knowledge of Old English will be assumed, but participants should have a working knowledge of one language, ancient or modern, other than English.

**Thornton, Weldon E.**  
Department of English  
University of North Carolina  
Chapel Hill, North Carolina 27514

***Lawrence and Joyce: Complementary Modes of Modernism***  
July 1–August 2, 1985 (5 weeks)

The seminar will closely examine selected short stories and novels by D. H. Lawrence and James Joyce, exploring certain differences between these two great modern writers. These works will include (among others) Lawrence's *Rainbow* and Joyce's *Dubliners* and *A Portrait of the Artist as a Young Man*. The premise is that these writers represent significantly different, even complementary, modes of modern fiction, reflecting different assumptions about the desired relationship of the author-narrator to his works, about desirable techniques of psychological presentation, and about the nature of the human psyche.

Teachers interested in English and American Literature should also be aware of the following seminars listed under other disciplinary headings:

**Comparative Literature, Modern Literature, and the Arts** — Nkondo, Ryan

**History and Political Thought** — Carriker, W. Turrentine Jackson, Sibley

## History and Political Thought

**Burns, Thomas S.**  
Department of History  
Emory University  
Atlanta, Georgia 30322

**The Decline and Fall of the Roman Empire: Edward Gibbon and His Sources in Light of New Discoveries**  
June 24–July 26, 1985 (5 weeks)

The seminar will focus on Edward Gibbon's *The Decline and Fall of the Roman Empire*. Gibbon's profound historical and philosophical dilemmas will be examined systematically and in detail. The seminar will assess the questions raised by Gibbon through the critical examination of his definition and treatment of the crisis of the third century, the failure of the Roman army, the barbarian invasions, late Roman Christianity, and the end

of the state in the West. The seminar will begin with Gibbon as he saw himself and his own age in his autobiography, then examine his sources, especially Ammianus Marcellinus, Zosimus, Sidonius, and Jordanes. Next, the seminar will survey the archaeology and some of the new approaches to the evidence relevant to the particular problem under discussion. Participants will conclude each detailed exploration by returning to Gibbon, who illustrates the constant interaction of the sources, the historian, and the world of each.

**Carriker, Robert C.**  
Department of History  
Gonzaga University  
Spokane, Washington 99258

**The Search for Knowledge in Nineteenth-Century America: Coues's History of the Expedition Under the Command of Lewis and Clark**  
July 1–26, 1985 (4 weeks)

This seminar will examine the variety of experiences recorded by the Lewis and Clark Expedition (1804-06). Through a close reading of Elliott Coues's *History of the Expedition Under the Command of Lewis and Clark* (3 volumes, 1893), participants will trace the route of President Thomas Jefferson's Corps of Discovery across 8,000 miles of the Louisiana Purchase territory. Topics to be discussed include a comparison of this expedition to others of the period, the nature of the American environment, the impact of

the expedition on native American tribes, and the character and motivations of those who participated. A carefully planned four-day field trip, which includes an extensive hike on the Lewis and Clark Trail over Lolo Pass, Montana, will bring into sharper focus the expedition's accomplishments.

**Costello, David R.**  
Department of History  
Canisius College  
Buffalo, New York 14208

**Camus, Djilas, Orwell, and Silone: The Quest for a Democratic Humanism in Twentieth-Century Europe**  
June 24–August 2, 1985 (6 weeks)

This seminar will examine texts by four twentieth-century activists: Albert Camus, *The Rebel* and *The Fall*; Milovan Djilas, *Conversations with Stalin* and *The New Class*; George Orwell, *The Road to Wigan Pier* and *Homage to Catalonia*; and Ignazio Silone, *Fontamara* and *Bread and Wine*. Each writer rejected the cultural and political despair brought about by the wars, revolutions, and economic dislocations of the first half of the century. While recognizing the bankruptcy of traditional justifications for democratic humanism, they attempted to find new ways of defending the concept of personal freedom. Taken together, these works are important windows into the cultural and political history of Europe in the 1930s, 40s, and 50s. Although the basic approach in this seminar will be historical, teachers whose primary interests are literary and philosophical should apply.

**Fox, Richard G.**  
Department of Anthropology  
Duke University  
Durham, North Carolina 27706

**Gandhi: Autobiography and Nonviolent Resistance**  
June 24–August 2, 1985 (6 weeks)

This seminar probes the development of Gandhi's nonviolent resistance by close reading of his autobiographical works, *My Experiments with Truth* and *Satyagraha in South Africa*, supplemented by his other writings on personal discipline and the nature of a just society. Seminar participants will study the historical, social, and personal process by which Gandhi's life experiences in South Africa and India revolutionized his conception of the human soul and society. To provide a context for this process, the seminar will compare Gandhi's nonviolent resistance to American instances through closely examining Martin Luther King's autobiographical work, *Stride Toward Freedom*. By analyzing the development and meaning of nonviolent resistance in Gandhi's life and other lives, the seminar will engage the significant scholarly issue of the role of the individual in social change.

**Franklin, Julian H.**  
% Summer Session Office  
418 Lewisohn Hall  
Columbia University  
New York, New York 10027

**John Locke's Two Treatises of Government: Foundations of Liberal Theory**

July 1–August 2, 1985 (5 weeks)

This seminar will study John Locke's *Two Treatises of Government*, a classic work of liberal political thought. Through a close reading of the text, participants will discover and discuss Locke's position on the natural rights of the individual, the institution of government by consent, the separation of powers, and other positions that remain relevant today. These political positions cannot be thoroughly understood unless they are related to English history and Locke's own political biography. The seminar will also attempt to assess Locke's originality through a comparison with contemporary writers of a similar political persuasion.

**Friedman, George**  
Department of Political Science  
Dickinson College  
Carlisle, Pennsylvania 17013

**Karl Marx: Political and Social Thought**

June 24–July 26, 1985 (5 weeks)

Although the social and political thought of Karl Marx is central to the debate about the nature, prospects, and virtues of communism, both sup-

porters and opponents of Marx often neglect to read him as carefully as he deserves. This seminar will read from four key works by the founder of modern communism: *The 1844 Manuscripts*, *The Communist Manifesto*, *The German Ideology*, Part I, and *Das Kapital*, Vol. I. The seminar will address the question of whether one should oppose or support communism's attempt to found regimes whose intent would be the reconstruction of human life to its most minute detail. Participants will analyze several issues raised by Marx and contemporary Marxism: Marx's analysis of capitalism, the inevitability of communism, the faithfulness of contemporary Marxist regimes to Marx's thought, and the relationship of communism to tyranny.

**Jackson, W. Turrentine**  
History II, 715 Sproul Hall  
University of California  
Davis, California 95616

**Classics on the Frontier Experience: Turner, Parkman, Twain, Roosevelt, and Cather**

June 24–August 2, 1985 (6 weeks)

This seminar will study five classics to gain an understanding of the frontier experience in the American West: F.J. Turner's "The Significance of the Frontier in American History," Francis Parkman's *The Oregon Trail*, Mark

Twain's *Roughing It*, Theodore Roosevelt's *Ranch Life in the Far West*, and Willa Cather's *My Antonia*. Beginning with a close textual examination of Turner's immensely influential essay, participants will then study the three narrative or documentary histories. Emphasis will be upon the symbols and stereotypes of the West, a study in the myth and reality. The seminar will conclude with Cather's novel of frontier experience, analyzing such topics as the ethnic contribution to the occupation of the frontier, the role of women, town life and the sense of community, and the struggle for cultural achievement and fulfillment.

**Kors, Alan C.**  
Summer Sessions Office  
210 Logan Hall/CN  
University of Pennsylvania  
Philadelphia, Pennsylvania 19104

**Locke, Montesquieu, Voltaire, and Mill: The Texts of Toleration**

July 1–August 9, 1985 (6 weeks)

This seminar will study four texts critical to the development, in Western thought, of the theme of religious toleration: John Locke's *A Letter Concerning Toleration* (1689); Montesquieu's *Persian Letters* (1721); Voltaire's

*Treatise on Tolerance* (1763); and J.S. Mill's *On Liberty* (1859). Participants will seek to understand each text in its own historical context; to clarify, by comparative study, the issues — some past, some persistent — bound up in the development of the idea of toleration; and to consider together the implications of the texts of toleration for contemporary society. Participants may wish to supplement their reading of the major texts with excerpts of other works by the four authors.

**Lukacs, John**  
Department of History  
Chestnut Hill College  
Philadelphia, Pennsylvania 19118

**Churchill's History: The Second World War**

June 24–July 26, 1985 (5 weeks)

Winston Churchill was a historian as well as a great historical personage. He was the only principal participant of the Second World War who wrote a history of it. This seminar will study the six volumes of his *The Second World War*. The two principal questions that the seminar will address are (1) what is the method, the structure, the approach, the rhetoric, and the general philosophy of Churchill's *The Second World War*? and (2) how do its details stand up in view of the mass of materials and writings accumulated since its publication more than thirty years ago?

**Mahoney, Michael S.**  
Program in History of Science  
220 Palmer Hall  
Princeton University  
Princeton, New Jersey 08544

***Technology and the Human Experience***  
June 24–August 2, 1985 (6 weeks)

Seminar participants will study four major products of technology as a creative human activity: the medieval cathedral, the nineteenth-century factory, the Model T Ford, and the computer. In each instance, the object itself will serve as the central text, its structure and meaning forming the subject of the seminar's inquiry, much as a symphony or a painting would constitute the focus of a humanities seminar on music or art. Because machines are not usually read in this way, the seminar will have a dual objective: an understanding of technology as a human enterprise and an exploration of the means proper to its humanistic study. Based on the premises that contemporary human experience has included exponentially increasing control over the physical environment and that that control has both reflected and shaped human aspirations and values, the seminar will examine how changes in the sense of what is possible affect notions of what is natural, what is human, and what is humane.

**Mansfield, Harvey C., Jr.**  
Littauer M-31  
Harvard University  
Cambridge, Massachusetts 02138  
Seminar Location: The Colorado  
College, Colorado Springs,  
Colorado

***The American Experiment***

June 24–July 26, 1985 (5 weeks)

This seminar will focus on a close reading of *The Federalist* and Tocqueville's *Democracy in America*, two classic works on the American experience. Supplementary readings will include selections from John Locke, Montesquieu, and Abraham Lincoln. Topics to be discussed include the value of reading a classic in order to understand contemporary society, the significance of theoretical bases for the American Revolution and the Constitution, and the issue of the equality of result vs. equality of opportunity.

**Metzger, Walter P.**  
% Summer Session Office  
418 Lewisohn Hall  
Columbia University  
New York, New York 10027

***Dewey, Arendt, Mills, and Friedman:  
Major American Contributions to  
Social Thought in the Twentieth  
Century***

June 24–July 26, 1985 (5 weeks)

This seminar will focus on four books written in this century that have shaped the way Americans think

about their society: John Dewey's *Democracy and Education*, Hannah Arendt's *Origins of Totalitarianism*, C. Wright Mills' *Power Elite*, and Milton Friedman's *Capitalism and Democracy*. In studying these influential works, participants will also consider the social movements they epitomized or gave rise to (progressive liberalism, the Cold War, the student and peace movements of the 1960s, the resurgence of conservatism in the 1970s and early 1980s), and the personal lives and intellectual careers of their respective authors.

**Murdoch, John E.**  
Department of the History of Science  
Science Center 235  
Harvard University  
Cambridge, Massachusetts 02138

***The Enterprise of Science in Antiquity***  
June 24–August 2, 1985 (6 weeks)

The purpose of the seminar will be to elucidate the nature of scientific activity and of its development in relation to other cultural factors in classical antiquity. This will be accomplished through the study of primary material relating to the origins of Greek science, the rise and development of mathematics as an exact science, and/or the theory and method in Greek medicine as exhibited through a comparison of medical

writings in the fourth and fifth centuries B.C. and the second century of the Christian Era. Case histories will be selected which are especially revealing of features that are most characteristic of the enterprise of science during its earlier history.

**Pelikan, Jaroslav J.**  
Yale Summer and Special Programs  
53 Wall Street  
Box 2145, Yale Station  
New Haven, Connecticut 06520

***Readings in Reformation History***  
July 1–August 9, 1985 (6 weeks)

The Reformation of the sixteenth century is the source and origin of many of the movements, institutions, and ideas that have shaped the modern world. In order to gain insight into this historical period, the seminar will closely examine the texts of three of its great writers, Erasmus, Luther, and Calvin. A close reading of Erasmus' *Praise of Folly* and *Enchiridion*, Luther's *Augsburg Confession* and *On Christian Liberty*, and portions of Calvin's *Institutes* will provide the focus for the seminar. Participants will consider the Reformation in its religious, political, literary, social, and scientific aspects.

**Remini, Robert V.**  
Institute for the Humanities  
P.O. Box 4348  
University of Illinois  
Chicago, Illinois 60680

**Locke, Madison, and Tocqueville:  
Evolution of Democracy**

June 24–August 2, 1985 (6 weeks)

Through the intensive study of John Locke's *Second Treatise on Government*, the papers of James Madison and Alexander Hamilton in *The Federalist*, and Alexis de Tocqueville's *Democracy in America*, this seminar will study the progress and evolution of democracy from the colonial period to the mid-nineteenth century in America. Topics to be discussed include the ideology of revolution, the problems involved in structuring a representative government, and the meanings of republicanism and democracy.

**Roche, John P.**  
Summer Seminar  
The Fletcher School of Law and  
Diplomacy  
Tufts University  
Medford, Massachusetts 02155

**Wise, Locke, and Adams:  
The American Constitution**

July 2–27, 1985 (4 weeks)

This seminar will take a close look at the religious and secular traditions that developed in seventeenth-cen-

tury America, flourished in the eighteenth century, and resulted in the Constitution of 1787. Participants will study basic texts from each tradition: John Wise's *A Vindication of the Government of the New England Churches*, John Locke's *Second Treatise*, and John Adams' *Dissertation on the Canon and Feudal Law*. With these foundations in place, participants will turn to a detailed examination of the Constitution, article by article, with reference to the appropriate *Federalist* papers and Madison's *Notes*.

**Shenton, James P.**  
% Summer Session Office  
418 Lewisohn Hall  
Columbia University  
New York, New York 10027

% Summer Sessions Office  
418 Lewisohn Hall  
Columbia University  
New York, New York 10027

**Classic Studies in American Ethnic and  
Racial History**

June 24–August 2, 1985 (6 weeks)

This seminar will consist of rigorous and supervised reading of several classic texts central to research in the history of slavery and immigration in

America: Ulrich B. Phillips' *American Negro Slavery* and *Life and Labor in the Old South*, Marcus Lee Hansen's *The Atlantic Migration, 1607-1860*, Oscar Handlin's *Boston's Immigrants*, and Florian Zaniecki and William I. Thomas' *The Polish Peasant in Europe and America*. Emphasis will be on the factors that explain the introduction of slavery into the United States and underlie mass immigration. In addition to three weekly seminar meetings, participants will take walking tours of various sections of New York City where aspects of the ethnic and racial experience can be observed. A film program on the racial-ethnic experience will also be used.

**Sibley, Mulford Q.**  
Department of Political Science  
University of Minnesota  
Minneapolis, Minnesota 55455

**Swift, Butler, and Zamiatin: Political  
and Social Satire**

July 1–26, 1985 (4 weeks)

This seminar is open **only** to principals and administrators of secondary schools, grades seven through twelve.

Satire, which may make the reader laugh initially, reflects minds very serious about the human condition. Participants in this seminar will undertake an intensive examination of four classic satirical works: Jonathan Swift's *Gulliver's Travels*; Samuel Butler's

*Erewhon* and *Erewhon Revisited*, and Eugene Zamiatin's *We*. (Aldous Huxley's *Brave New World* might possibly be added.) Topics to be discussed include the nature of political and social satire, irony and tragedy as they relate to satirical writings, ancient and medieval, and the relation between satire and inverse utopias. Each satire will be examined both from the viewpoint of its particular time and culture, and from the viewpoint of particular issues that seem to transcend given time periods.

Teachers interested in history and political thought should also be aware of the following seminars listed under other disciplinary headings:

**Classical, Medieval, and Renaissance  
Literature** — Finucane, Morford  
**English and American Literature** —  
Coursen, Fengler and Stephany,  
Fowler  
**Philosophy and Religion** — Meeks,  
Nichols

## Philosophy and Religion

### **Carroll, William E.**

Massey College  
University of Toronto  
4 Devonshire Place  
Toronto, Ontario M5S 2E1, Canada  
Seminar Location: Cornell College,  
Mt. Vernon, Iowa

### ***Aquinas and Galileo: Religion and Science***

June 26–August 4, 1985 (6 weeks)

Investigating the relationship between faith and reason, one of the persistent themes of Western civilization, this seminar will concentrate on two major thinkers in the history of the encounter of religion and science: Thomas Aquinas and Galileo. Using the commentaries and theological works of Aquinas, participants will analyze the close relationship between faith and reason, the interpretation of scripture, ecclesiastical authority, and the freedom of scientific inquiry. Galileo's *Dialogue Concerning The Two Chief World Systems* and the documents relating to his trial in 1633 will provide a basis for examining the nature of scientific demonstration, the role of hypothesis in science, and the distinctions between mathematical and physical astronomy. The topic of the seminar also speaks to several current controversies such as the debate concerning creationism and evolution.

### **Cousins, Ewert H.**

Theology Department  
Fordham University  
Bronx, New York 10458

### ***Augustine, Bonaventure, and Eckhart: The Mystical Journey***

June 24–August 2, 1985 (6 weeks)

Exploring the major texts of three Christian mystical writers through the symbol of the journey, this seminar will study Saint Augustine's *Confessions*, Saint Bonaventure's *The Soul's Journey into God*, and selected sermons of Eckhart. Perhaps the most central symbol in mystical literature, the journey offers ready access to the genre of mystical writing and the complex experience it expresses. The seminar will explore the symbol within its literary, historical, psychological, philosophical, and theological contexts, making use of phenomenological methodology to describe the structure of consciousness expressed in mystical writing. Discussion will focus on the nature and validity of mystical experience, types of mystical consciousness, and stages of growth in the mystical experience. The seminar will have special interest for teachers of religion, history, and literature, and will appeal as well to those interested in psychology, sociology, art history, and philosophy.

### **Frazier, Allie M.**

Department of Philosophy  
Hollins College  
Hollins College, Virginia 24020

### ***Kierkegaard, Nietzsche, and Freud: The World of Morality Revalued***

June 24–August 2, 1985 (6 weeks)

Through close study of Kierkegaard's *Fear and Trembling*, Nietzsche's *On the Genealogy of Morals*, and Freud's *Civilization and Its Discontents*, this seminar will explore how the world of traditional morality was radically brought into question from a philosophical, religious, and psychological perspective. Each of these thinkers provides insights into the play of the irrational in human life and into the crisis of meaning that troubles the modern world. Discussion will include such topics as the relation of moral ideals to the individual and to the shaping of culture, the role of irrational elements in establishing the limits of moral principles, and the relationship between the demands of the moral life and the experience of guilt and anxiety.

### **Griswold, Charles L., Jr.**

Department of Philosophy  
Howard University  
Washington, D.C. 20059

### ***Plato's Political Philosophy***

June 24–July 26, 1985 (5 weeks)

Plato is usually credited with being the first major political philosopher of our tradition. This seminar will focus on several texts (the *Apology*, the *Crito*, sections of the *Republic*, and the *Statesman*) that are critical for an under-

standing of Plato's political philosophy and that are a foundation for Western political thought. Participants will closely examine the problems of the relationship between the philosopher and the polis. This problem, and so the persecution and defense of Socrates, will be central to seminar discussions. The seminar will begin with a brief discussion of how to interpret the Platonic dialogue form and will later include as contrast references to modern philosophers (i.e., Hobbes, Locke).

### **May, William F.**

Kennedy Institute of Ethics  
Georgetown University  
Washington, D.C. 20057

### ***The Humanities and the Civic Self***

July 1–August 8, 1985 (6 weeks)

Exploring the links between the humanities, the cultivation of critical intelligence, and the nurturing of the civic self, this seminar will deal principally, though not exclusively, with texts in religious ethics. Participants will address historical, interpretative, and critical questions raised by the texts, which include the biblical books of Exodus and Amos, William Faulkner's *Go Down, Moses*, Josef

Pieper's *The Four Cardinal Virtues*, Martin Buber's *I and Thou*, selections from *The Federalist* and the works of Max Weber, John Winthrop, and Fyodor Dostoyevsky. Among topics for discussion will be the notion of public virtue, the duties of statecraft, the public responsibilities of institutions, and the problems of extraordinary leadership and ordinary citizenship.

**Meeks, Wayne A.**  
Yale Summer and Special Programs  
53 Wall Street  
Box 2145, Yale Station  
New Haven, Connecticut 06520

***The Beginnings of Christianity***  
June 24–August 2, 1985 (6 weeks)

The seminar will explore the beginnings of the Christian movement as a historical problem. It will focus on three areas of study: (1) the relation of the early Christian groups to their environment; (2) the emergence of Christianity as a sect of Judaism, its interaction with other sects and movements of Judaism, and its eventual separation; (3) methods of critical study of the New Testament and other early Christian literature. The seminar's work will center on the close reading of primary texts, mostly from the New Testament, but also including, for example, excerpts from the Dead Sea Scrolls, Josephus, the Pliny-Trajan correspondence, Ignatius, and Justin Martyr. While the topic is of most obvious interest to teachers of social studies and history, teachers of literature may also find useful the seminar's analysis of the various types of early Christian writings.

**Morris, Thomas V.**  
Department of Philosophy  
University of Notre Dame  
Notre Dame, Indiana 46556

***Pascal's Pensées: Faith, Reason, and the Meaning of Life***

July 1–26, 1985 (4 weeks)

This seminar will read closely the *Pensées* of Blaise Pascal, the seventeenth-century scientist and religious thinker who was one of the most astute observers ever to have commented on the human condition. Participants will study Pascal's profound reflections on such topics as the human quest for a happy life, the greatness and wretchedness of man, the nature of religious faith, the hiddenness of God, and the cogency of a religious world view. Concentrating on the problems raised by Pascal in his *Pensées*, the seminar will also consult writings important to Pascal — such as Montaigne's *Essays* — and more contemporary studies.

**Nichols, John P.**  
Department of Philosophy  
Box 942  
Saint Joseph's College  
Rensselaer, Indiana 47978

***Aristotle, Aquinas, and Machiavelli: Morality and Politics***

July 1–August 2, 1985 (5 weeks)

This seminar will focus on a close examination of three master texts dealing with the issues of the relationship between morality and poli-

tics: Aristotle's *Politics*, Aquinas' *Treatise on Law*, and Machiavelli's *The Prince*. Topics to be discussed include moral and amoral approaches to politics; pagan, Christian, and Renaissance views of the goal of the State; and ancient, medieval, and modern world views of the nature and use of political power.

**Steinberger, Peter J.**  
Department of Political Science  
Reed College  
Portland, Oregon 97202

***Plato and Hegel: The Ethical Bases of Politics***

June 25–August 3, 1985 (6 weeks)

Seminar participants will examine two of the basic texts of the Western political tradition, Plato's *Republic* and Hegel's *Philosophy of Right*. These texts provide perhaps the most systematic and influential accounts of the ethical bases of political life. The participants will have three challenges: to examine these books with a view toward understanding the specific political and moral issues they raise; to read them in the light of the methodological assumptions upon which they are based; and to consider more general questions of textual interpretations.

**Uehling, Theodore E., Jr.**  
Division of Humanities  
University of Minnesota  
Morris, Minnesota 56267

***The Ethical and Social Thought of Kant and Rousseau***

June 24–July 26, 1985 (5 weeks)

This seminar will be devoted to an intensive study of Jean-Jacques Rousseau's *Social Contract* and Immanuel Kant's *Foundations of the Metaphysics of Morals*. Discussion will be oriented to basic questions about the concepts of persons that emerge in the social and ethical theories of Kant and Rousseau and how individual persons, as moral identities, relate to social and political structures. Topics to be discussed include the concept of a person apart from social and political definition, the making of a Rousseau-type commonwealth, individual freedom and the requirements of duty, the possibility of moral laws, the relationship between individual moral worth and civil law, and the implications of Kant's and Rousseau's thought for the purposes and goals of education.

Teachers interested in philosophy and religion should also be aware of the following seminars listed under other disciplinary headings:

***Classical, Medieval, and Renaissance Studies*** — Hamilton, Martin, O'Donnell  
***History and Political Thought*** — Friedman, Pelikan



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