



National
Endowment
for the
Humanities

Division of
Fellowships and
Seminars

**Seminar
Descriptions**

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S U M M E R

S E M I N A R S

for Secondary School Teachers

1986 Summer Seminars for Secondary School Teachers

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 research, education, and public programs 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, Faculty Graduate Study Program for Historically Black Colleges and Universities, Constitutional Fellowships, Travel to Collections, and the Younger Scholars Program. For further information about any of these programs, please write to the Division of Fellowships and Seminars, National Endowment for the Humanities, Washington, D.C. 20506.

Purpose of the Program

Summer Seminars for Secondary School Teachers provide teachers of grades 7 through 12 or, in exceptional cases, other school personnel, K-12, a unique opportunity for advanced study. 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 through frequent discussions—formal and infor-

mal—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.

These seminars are specially 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, naturally, be discussed from time to time, the planning of curricula and other pedagogical concerns are not central to the purpose of the program.

Stipend and Tenure

The seminars will be four, five, or six weeks in length. 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, an individual must be a full-time or regular part-time teacher at a public, private, or parochial school, grades 7 through 12. Preference will be given to those who have been teaching at least three years. In exceptional cases, other school personnel, K-12, may be considered for seminar membership. The case for such exceptions would normally stem from the special relevance which the subject matter of a particular seminar has for the academic work of the applicant. **An individual may apply to only one seminar in any one year; individuals found to have applied to more than one 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 and its territorial possessions or Americans teaching American students abroad are eligible for this program.

Teachers who participated in a seminar for secondary school teachers in 1983 are eligible to apply in 1986. Those who participated in 1984 or 1985 are not eligible.

How to Apply

For detailed information about the requirements and subject matter of individual seminars, 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.

Because each seminar is open to teachers in all disciplines, prospective applicants should be aware that in the first three years of the program there were significant differences in the number of applications, and thus in the level of competition, for each seminar. Among the factors contributing to this range were the familiarity of the texts to be studied and the desirability of the seminar location.

Applications should be submitted to the seminar director and should be postmarked no later than March 1, 1986. 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

ANDERSSON, THEODORE M.
Department of German Studies
Stanford University
Stanford, California 94305

Four Medieval Cultures

June 30–August 1, 1986 (5 weeks)

The seminar will closely examine four key texts in medieval literature: *Beowulf*, a romance by Chrétien de Troyes, the *Nibelungenlied*, and *Gísla saga*. The study of text will focus on a particular aspect of medieval culture. *Beowulf* will be read with an eye to the Christian conversion of barbarian Europe. Chrétien will exemplify the marriage debate of the twelfth century. The *Nibelungenlied* will illustrate the mix of traditionalism and innovation that characterizes medieval literature. *Gísla saga* will underscore the proximity of oral and literary culture. By examining these four themes together, participants will discover crucial contrasts between medieval and modern literature.

CURLEY, MICHAEL J.
c/o The Honors Program
The University of Puget Sound
Tacoma, Washington 98416

Arthurian Literature of the Middle Ages

July 7–August 1, 1986 (4 weeks)

By focusing on four of the earliest and most original texts concerned with the figure of Arthur and his court: Geoffrey of Monmouth's *History of the Kings of Britain*, Chrétien de Troyes' *Yvain, The Knight of the Lion*, the anonymous

Middle-English poem *Sir Gawain and the Green Knight*, and the Welsh *Mabinogi*, this seminar will study the complex roots of this material and its continuing psychological appeal to contemporary man. Particular consideration will be given to the ways the Arthurian legend was elaborated by poets and historians of the late Middle Ages and then quickly became the vehicle for a close examination of medieval political aspirations, social, moral and religious standards, and a penetrating search for the secular foundations of history. Participants will also trace the legend of Arthur as it continues to provide contemporary poets, novelists, playwrights, and film directors with the material of their art.

HAMILTON, CHARLES
Classical and Oriental Languages and Literature Department
San Diego State University
San Diego, California 92182

Greek Values in Crisis: Thucydides, Sophocles, Plato

June 30–August 8, 1986 (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. From the perspectives of history, drama, and philosophy in classical Greece, participants will consider 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. Although the emphasis will be on Greek society and civilization in the classical period, as presented in these literary works, the seminar will also assess the enduring contributions of the Greeks to political and moral questions, which remain part of the fabric of Western civilization and basic concerns of the humanities.

MAIER, JOHN R.
Department of English
SUNY, College at Brockport
Brockport, New York 14420

Gilgamesh: Myth And The Heroic Quest

July 7–August 8, 1986 (5 weeks)

This seminar will be devoted to an intense study of the heroic poem from Ancient Mesopotamia, *Gilgamesh*. Participants will apply modern literary-critical approaches in considering the historical dimension of the text, including the development of writing and the language of the poem; politico-religious institutions reflected in the work; different versions of *Gilgamesh* stories and the evolution of the *Gilgamesh* text; major themes in mythology and world literature found in the poem; the concept of world literature; and continuities in Middle Eastern culture and East-West literary relationships. In addition to addressing this literary work and its historical milieu, the seminar will assess the reasons to read and study literature, particularly literature that is remote in time, place, and culture.

McCALL, MARSH H., JR.
Department of Classics
Stanford University
Stanford, California 94305

Aeschylus, Sophocles, Euripides: Performance and Interpretation of Greek Tragedy

June 30–August 8, 1986 (6 weeks)

Concerned with both the original setting of Greek drama and its most important interpretive problems, this seminar will read (in translation) and discuss about a dozen tragedies, including Aeschylus' *Oresteia* and *Prometheus*; Sophocles' *Antigone*, *Oedipus Rex*, and *Electra*; and Euripides' *Hippolytus*, *Trojan Women*, *Helen*, and *Bacchae*. After examining questions concerning ancient performances and productions, audience expectations, and the ways in which the surviving corpus of Greek tragedy colors modern understanding of the originals, participants will address several interpretive issues. Thematic and critical topics for discussion will include fate and free will, justice and the family, the individual and the state, guilt and innocence, politics and tragedy, the gods and man, Aristotle's view of tragedy, and the limits of tragedy.

NAGY, GREGORY
Department of Classics
Harvard University
Cambridge, Massachusetts 02138

**Principles of Classical Lyric:
A Comparative Approach**

June 30–August 8, 1986 (6 weeks)

This seminar will study selections from the classic texts of ancient Greek and Latin lyric. The Greek texts, read in translation, include the canon of melic poets, iambic poets, and elegiac poets and selections from Hellenistic poetry and the *Greek Anthology*. In the case of Latin lyric, selections from Catullus and Horace will be studied in the original. The approach will be to deemphasize literary history and concentrate on literary form, with intensive comparisons of Greek and Latin models. By closely examining the universals of lyric as reflected by the classics, this seminar aims to bring into sharper focus the very concept of the classic. The ability to read Latin is preferred but not required.

**Comparative Literature,
Modern Literature, and the
Arts**

AHEARN, EDWARD J.
Department of Comparative
Literature, Box E
Brown University
Providence, Rhode Island 02912

**Fictions of the City: Balzac, Dickens,
Dostoevsky**

June 30–August 8, 1986 (6 weeks)

This seminar will examine Balzac's *Old Goriot*, Dickens' *Bleak House*, and Dostoevsky's *Notes From Underground*, works that complement one another in illustrating the encounter with the modern city. Against a background of selected secondary readings on the city and literature, participants will discuss major themes (initiation, corruption, economic struggle, family, and love) and literary features (narrative strategies, ambivalent endings, illusions and illuminations, reader involvement). Participants will take a close look at the interplay between literary creation and the problems of history and society.

BRAUDY, LEO
Department of English
University of Southern California
Los Angeles, California 90089-0354

Visual and Verbal Narrative

June 23–July 25, 1986 (5 weeks)

This seminar will explore the history and theory of storytelling through primary sources rather than theoretical or critical texts. Participants will study

crucial written works in the Western tradition, including selections from Aeschylus, Dante, Chaucer, Augustine, and Montaigne, along with films by Hitchcock and Renoir, and several two- and three-dimensional visual narratives in painting, sculpture, and tapestry. The approach to these verbal and visual narratives will be toward their individual substance and meaning, as well as the general questions they raise about storytelling in different media.

BROWNING, REED S.
Department of History
Kenyon College
Gambier, Ohio 43022

**Autobiography in the Eighteenth
Century**

June 30–August 8, 1986 (6 weeks)

This seminar will examine the autobiographical impulse in its age of triumphant arrival. During the eighteenth century, skepticism about religion threatened belief in personal identity, and a campaign for change dramatized the transitoriness of life. In response, various writers sought to affirm their identity by fixing fugitive lives in works. This seminar will study five of the masterpieces that emerged: Franklin's *Autobiography*, which celebrates a secularized Puritan ethic; Gibbons' *Autobiography*, which captures a life of deliberate restraint; Boswell's *London Journal*, which explores urban life; Vico's *Autobiography*, which de-

fends misunderstood genius; Rousseau's *Confessions*, which lays bare a soul. Participants will explore diverse swaths of eighteenth-century living revealed in these works and the common interest of these writers in asserting their identity through the vicissitudes of life.

FOSTER, DAVID W.
Department of Foreign Languages
Arizona State University
Tempe, Arizona 85287

**Twentieth-Century Mexican
Literature: Paz, Rulfo, Fuentes**

June 30–August 1, 1986 (5 weeks)

This seminar will closely examine three key texts of modern Mexican literature: Octavio Paz's *The Labyrinth of Solitude*, Juan Rulfo's *Pedro Páramo*, and Carlos Fuentes' *Where the Air Is Clear*. Participants will study various aspects of an important foreign culture in a specifically Latin American context. Topics for discussion include the identification of literary traditions in Mexico, international versus national cultural priorities, the role of the writer in Mexican society, official versus counter-cultural writing, the social commitment of Mexican writers, and the problems associated with an adequate analysis of foreign literatures. Knowledge of Spanish is not essential for participation in the seminar.

O'CONNELL, DAVID
 Department of French
 Box 4348
 University of Illinois at Chicago
 Chicago, Illinois 60680

Céline, Bernanos, and Camus: The Novel of Moral Commitment

June 30–August 8, 1986 (6 weeks)

This seminar will examine three major twentieth-century French novels to show how literary works reflect universal moral concerns and commitments: Louis-Ferdinand Céline's *Journey to the End of Night*, Georges Bernanos' *Diary of a Country Priest*, and Albert Camus' *The Plague*. The major concerns to be addressed are those found in the novels: war, disease, systematic injustices that sometimes seem to be built into free societies, exploitation of humans by their fellow human beings, and poverty, including the spiritual and intellectual as well as the material kind. Essential to the discussion will be how each author represents a different view of the world: atheist, Christian, and agnostic. All readings will be in English.

SILBAJORIS, FRANK R.
 Department of Slavic Languages and Literatures
 The Ohio State University
 1841 Millikin Road
 Columbus, Ohio 43212

War and Peace as a Universal Novel

June 30–August 8, 1986 (6 weeks)

This seminar will concentrate on close textual study of Leo Tolstoy's *War and Peace*, a single message about the human condition articulated on the levels of fiction, history, and

philosophy. Participants will discuss *War and Peace* as a historical novel, a novel of ideas, a traditional romance, a piece of social criticism, and a novelistic essay on war, freedom, and history. In the free exchange of ideas, participants will explore how the varied modes of the novel interlock to create a unified structure.

English and American Literature

COSTELLO, BONNIE
 Department of English
 Boston University
 Boston, Massachusetts 02215

Observation and Reflection in Modern American Lyric

June 30–August 1, 1986 (5 weeks)

This seminar will explore the relationship between observation of nature and moral reflection in modern American lyric poetry. William Carlos Williams, Robert Frost, Marianne Moore, and Elizabeth Bishop were all concerned with the meanings to be found in the visible world, but each found aesthetically and morally distinct relationships between images and ideas. Seminar discussion will focus on two central questions: How does a writer match human meanings to the landscape he or she inhabits? What kind of "truth" does each claim?

COURSEN, HERBERT R.
 Department of English
 Bowdoin College
 Brunswick, Maine 04011

Hamlet: Text, Criticism, and Performance

June 30–July 25, 1986 (4 weeks)

Through an examination of *Hamlet* as dramatic literature, this seminar will consider how and why this play raises profound and unanswerable questions. The focus will be on three basic areas: the script itself and what the script reveals about issues, rhythms, and motifs; the diversity of *Hamlet* criticism through the centuries, including the views of Samuel Johnson, Goethe, S.T. Coleridge, Edward Dowden, A.C. Bradley, L.C. Knights, G. Wilson Knight, Dover Wilson, C.S. Lewis, Dame Helen Gardner, and Ernest Jones; and the problems of production in a variety of media. Participants will pay particular attention to the complex transaction between the words in the script, the subtext the actors bring to the role, and the audience's response to a production as it activates their individual psychology of perception.

EWELL, BARBARA C.
 Loyola University
 Box 14, City College
 New Orleans, Louisiana 70118

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

July 7–August 1, 1986 (4 weeks)

For these four southern women writers—Kate Chopin, Eudora Welty, Flannery O'Connor, and Alice Walker—the discontinuities of the short story 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. Other topics will include the specific means by which the stories achieve coherence, the nature of regionalism, the aesthetics of limitation, and each author's specific contributions to the development of the genre.

GARBER, MARJORIE
 Department of English and American Literature
 Warren House
 Harvard University
 Cambridge, Massachusetts 02138

Hamlet

June 23–August 1, 1986 (6 weeks)

Through an intensive scene by scene reading of William Shakespeare's *Hamlet*, this seminar will focus on language, imagery, staging, and characterization. The seminar will complement and supplement the close reading of the play with selected critical texts that approach the play from a variety of perspectives. Specifically this will include reader and audience response criticism, Freudian and psychoanalytic readings, the new historicism, post-structuralism and deconstruction essays, and feminist perspectives. Participants will also consider several modernist revisions of *Hamlet* in three genres: poetry (T.S. Eliot's "Love Song of J. Alfred Prufrock"), narrative fiction (Joyce's *Ulysses*), and drama (Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*).

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 30–August 8, 1986 (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 *King Lear* and one or two other plays, supplementing their discussions with the examination of films and television tapes of the plays. During the last part of the seminar, participants will be in residence at Stratford-upon-Avon, England, studying Royal Shakespeare Company productions and meeting actors, directors, and members of the Shakespeare Institute staff, who will help with individual study of a play 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 23–August 1, 1986 (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. The last week of the seminar will be spent in Oxford and Lafayette County, Mississippi.

HARDING, WALTER
Blake D-104
State University College
Geneseo, New York 14454
(Seminar Location: *Concord, MA*)

The Concord Authors: Thoreau, Emerson, and Hawthorne

June 30–August 8, 1986 (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 about 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
University of New Mexico
Albuquerque, New Mexico 87131

Masterworks of American Humor

July 14–August 15, 1986 (5 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.

LUND, MICHAEL C.
Department of English, Philosophy,
and Foreign Language
Longwood College
Farmville, Virginia 23901

Dickens, Eliot, James: Great Serial Novels

June 30–August 1, 1986 (5 weeks)

This seminar will study three serial novels of the nineteenth century in installments: Charles Dickens' *Nicholas Nickleby*, George Eliot's *Daniel Deronda*, and Henry James's *The Princess Casamassima*. The return to installment reading (the dominant mode of the last century) and to the original serial texts

will help participants understand how these seminal works began to shape our culture. Participants will integrate detailed historical study with close reading of the literary texts.

MARTIN, BRUCE K.
Department of English
Drake University
Des Moines, Iowa 50311

George Eliot's *Middlemarch*: The Novel as Worlds

June 30–July 25, 1986 (4 weeks)

This seminar will study closely George Eliot's *Middlemarch* by exploring the variety of worlds it opens to the reader. After examining the internal factors generating the novel's development, participants will consider biographical, social, and cultural circumstances giving rise to the novel. Participants will also consider the tensions created by the novel's competing worlds, the various filters through which today's reader must view *Middlemarch*, and the validity of the traditional means of reading such a novel.

PECILE, JORDON L.
Eugene O'Neill Theater Center
(Summer Seminars for Secondary
School Teachers)
Waterford, Connecticut 06385

The Major Plays of Eugene O'Neill

June 30–August 8, 1986 (6 weeks)

This seminar will closely examine three major plays of Eugene O'Neill's last period: *The Iceman Cometh*, *Long Day's Journey into Night*, and *A Moon for the Misbegotten*. Participants will recon-

struct the context in which the last plays were written by examining the life experiences of the playwright and by surveying his lifelong fascination with certain psychological obsessions and myths.

SCOTT, PATRICK G.
Department of English
University of South Carolina
Columbia, South Carolina 29208

**Local Roots and Cultural Identity:
Wordsworth, Tennyson, Arnold**

June 30–August 1, 1986 (5 weeks)

This seminar will study three major nineteenth-century texts—William Wordsworth's *The Prelude*, Alfred Lord Tennyson's *In Memoriam*, and Matthew Arnold's *Culture and Anarchy*. The central focus will be on the different roles each author gives to the experience of particular places—to local rootedness and geographical displacement in the formation and later development of the individual's cultural identity. In the final sessions of the seminar, participants will explore connections between this nineteenth-century theme and more recent British and American literature, especially the modern British poetic tradition of rueful provinciality.

STEIN, HOWARD
c/o Summer Session Office, 418
Lewisohn Hall, Columbia University
New York, New York 10027

Masterworks of American Drama

June 30–August 8, 1986 (6 weeks)

This seminar will conduct a close study of the plays of Eugene O'Neill, Tennessee Williams, Arthur Miller, and Edward Albee. Using two plays by each writer—O'Neill's *Mourning Becomes Electra* and *Long Day's Journey Into Night*; Williams' *The Glass Menagerie* and *A Streetcar Named Desire*; Miller's *Death of a Salesman* and *The Crucible*; and Albee's *Who's Afraid of Virginia Woolf* and *Seascape*—participants will examine the playwrights' vision and craft, the scripts' cultural significance, and the playwrights' dramatic and theatrical values.

STEINMAN, LISA M.
Department of English
Reed College
Portland, Oregon 97202

**The Place of Poetry in Modern
America: Williams, Stevens, and
Moore**

June 30–August 8, 1986 (6 weeks)

This seminar will focus in detail on the poetry and essays of three American poets: Marianne Moore, William Carlos Williams, and Wallace Stevens. Participants will address several questions asked by the poets themselves: How can poetry reach the American public? How are the value and nature of modern American poetry to be defined? How does one write in and for a democracy? The participants will assess the place of poetry in a country that defines its strengths as practical and technological.

ZUCKERT, CATHERINE H.
and MICHAEL C.
Department of Political Science
Carleton College
Northfield, Minnesota 55057

**The Return to Nature in American
Literature**

June 30–August 8, 1986 (6 weeks)

This seminar will explore the political significance of the return to nature in four seminal works in American literature: James Fenimore Cooper's *The Pioneers*, Mark Twain's *The Adventures of Huckleberry Finn*, William Faulkner's *The Bear*, and Ernest Hemingway's *In Our Time*. In the two earlier works, participants will examine two classic examples of heroes withdrawing from conventional society to live in the wild. Because returning to nature is much more problematic in the urban, industrialized twentieth century, participants will study the two later works in an attempt to interpret the classic theme and therein the meaning of American political principles.

Teachers interested in English and American literature should be aware of the following seminar listed under the discipline History and Political Thought:

LOWENTHAL, DAVID

Shakespeare's Political Wisdom

June 30–August 8, 1986 (6 weeks)

**History and Political
Thought**

BEEMAN, RICHARD R.
Summer Sessions Office
210 Logan Hall/CN
University of Pennsylvania
Philadelphia, Pennsylvania 19104

The Making of the Constitution

June 30–August 1, 1986 (5 weeks)

This seminar will focus on three texts central to the creation and ratification of the Constitution: James Madison's *Notes on the Federal Convention* and *The Federalist*; and Jonathan Elliot's *Debates on the Ratification of the Constitution*. Through textual analysis, participants will reconstruct the events and debates of the Constitutional Convention to identify the principal issues of the Convention, their implications for political theory, and what they reveal of the personal attributes of the founding fathers.

BETHEL, ELIZABETH R.
Rhode Island Black Heritage Society
1 Hilton Street
Providence, Rhode Island 02905

**Black Autobiography and the Quest
for Identity**

June 30–August 8, 1986 (6 weeks)

Through a close reading of Richard Wright's *Black Boy*, Martin Luther King Jr.'s *Why We Can't Wait* and *Where Do We Go From Here?*, and Frederick Douglass' *The Life and Times of Frederick Douglass*, participants will explore the Afro-American quest for personal, collective, national, and transnational identity. Examining how the autobiography

can be used to interpret the past, participants will investigate the political and social forces affecting each text and the larger implications of the texts to our understanding of the Afro-American experience.

COSTELLO, DAVID R.
History Department
Canisius College
Buffalo, New York 14208

**Camus, Koestler, Orwell, and Silone:
The Quest for a Democratic
Humanism in Twentieth-Century
Europe**

June 30–August 8, 1986 (6 weeks)

This seminar will examine texts by four twentieth-century activists: Albert Camus' *The Rebel*; Arthur Koestler's *Darkness at Noon* and *The Yogi and the Commissar*; George Orwell's *The Road to Wigan Pier* and *Homage to Catalonia*; and Ignazio Silone's *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. Although recognizing the bankruptcy of traditional justifications for democratic humanism, these writers attempted to find new ways of defending the concept of personal freedom. Participants will study these works as important windows into the cultural and political history of Europe in the 1930s, 40s and 50s.

FINKELMAN, PAUL
Department of History
SUNY, College at Binghamton
Binghamton, New York 13901

**The Creation of the American
Constitution**

July 7–August 15, 1986 (6 weeks)

This seminar will study two basic texts surrounding the writing and adoption of the Constitution: Max Farrand's *Records of the Federal Convention* and Jonathan Elliot's *The Debates in the Several State Conventions on the Adoption of the Federal Constitution*. In order to gain insight into the process surrounding the drafting and ratifying of the Constitution, the seminar will focus on the political and intellectual debate over ratification in two key state conventions, Virginia and Massachusetts. The seminar will also examine excerpts from the debates in Congress, certain key *Federalist* papers, and arguments by those opposed to the Constitution.

FULLER, TIMOTHY
Department of Political Science
Colorado College
Colorado Springs, Colorado 80903

**Natural Law, Natural Rights, and the
American Constitutional Order**

June 30–August 1, 1986 (5 weeks)

This seminar will explore the natural law theory of Thomas Aquinas in relevant sections of his *Summa Theologiae* and *On Kingship*; the reformulation of natural law theory as a theory of natural liberty in John Locke's *Second Treatise*; and John Adams' exemplary effort to resolve the tension between

the quest for virtue and the demand for self-determination in such works as *A Dissertation on the Canon and Feudal Law*, and *Discourses on Davila*. Attention will be given to how the change from medieval natural law theory to the modern natural rights theory affects the understanding of the rule of law, political authority, and constitutionalism in America.

GITTLEMAN, SOL
Office of the Summer School
Tufts University
Medford, Massachusetts 02155

**Three German Texts and the Road to
Hitler: Hesse's *Demian*, Mann's *Mario
and the Magician*, Grass's *The Tin
Drum***

June 30–July 25, 1986 (4 weeks)

This seminar will examine the roots of Nazism through an analysis of three central texts: Hermann Hesse's *Demian*, Thomas Mann's *Mario and the Magician*, and Gunter Grass's *The Tin Drum*. Topics to be discussed will include the rise of German totalitarianism and the forces that led to the terrors of an authoritarian state, the extent to which the philosophy of Nietzsche permeated Germany before Hitler, and the philosophical intent and charismatic experience of the twentieth-century dictator. Participants will discuss issues of political and moral significance arising from the historical understanding of Hitlerism, including the character of socialism in its nationalistic and racist form, the meaning of freedom, and the nature of authoritarianism. Knowledge of German is not essential for participation in the seminar.

JACKSON, KENNETH T.
Department of History
610 Fayerweather Hall
Columbia University
New York, New York 10027
(Seminar Location: Dartmouth College,
Hanover, NH)

**Classic Studies in American Urban
and Social History**

June 30–August 8, 1986 (6 weeks)

To develop a fuller intellectual awareness of the complexity of American urban and social history, this seminar will analyze five classic texts on the subject. The seminar will begin with a close reading of Mumford's *The City in History* and then will turn to an intensive analysis of the works of Jacob Riis's *How the Other Half Lives*, E. Franklin Frazier's *The Negro Family in the United States*, Oscar Handlin's *Boston's Immigrants*, and Upton Sinclair's *The Jungle*. The seminar will focus on the impact these texts had on American urban, social, and political reform. Although the emphasis of the seminar will be on an intensive reading of these works, participants will also discuss the ways in which the texts fit into the larger patterns of contemporary American scholarship.

JONES, ROBERT F.
History Department
Fordham University
Bronx, New York 10458

Thomas Jefferson: The Intellectual on Mission

July 7–August 8, 1986 (5 weeks)

Through a close analysis of Thomas Jefferson's writings, this seminar will examine the origin, content, and evolution of his political and social philosophy implicitly contained in his reports, addresses to Congress, statement of colonial grievances, letters, and most significantly in the Declaration of Independence. Exploring the events of the Revolution and early national periods of American history, participants will discuss issues central to Jefferson's time and today: the meaning of equality, the degree of separation between church and state, and the proper relationship between the government and the economy.

KORS, ALAN C.
Summer Sessions Office
210 Logan Hall/CN
University of Pennsylvania
Philadelphia, Pennsylvania 19104

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

June 30–August 8, 1986 (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.

LOWENTHAL, DAVID
Department of Political Science
Boston College
Chestnut Hill, Massachusetts 02167

Shakespeare's Political Wisdom

June 30–August 8, 1986 (6 weeks)

This seminar will focus on four of the best known plays of William Shakespeare: *Macbeth*, *The Tempest*, *The Merchant of Venice*, and *Julius Caesar*. Through intensive study of these works, the seminar will address the broad issues of human happiness and misery as depicted in the plays. Participants will examine the detail of Shakespeare's artistry, geared in each play to its special set of moral and political questions, and will explore the sense in which Shakespeare can be considered a political writer—one interested in the effect of ruling ideas, standards, and ways of life. Readings will also include material from Plato's *Republic* and the Bible.

LUKACS, JOHN
Department of History
Chestnut Hill College
Philadelphia, Pennsylvania 19118

Churchill's History: *The Second World War*

June 30–August 1, 1986 (5 weeks)

This seminar will study the Second World War by examining the writings of Winston Churchill, one of its great historical figures. By examining the method, structure, approach, rhetoric, and general philosophy of the six volumes of Churchill's *The Second World War*, participants will discover Churchill's personal and national perspective on the War. Participants also will closely examine the details of *The Second World War* and evaluate this work in relation to the mass of material accumulated since its publication.

MARKOVITZ, IRVING L.
Department of Political Science
CUNY, Queens College
Flushing, New York 11367

Great Issues of Africa: Politics, Philosophy, and Literature

June 30–August 8, 1986 (6 weeks)

This seminar will read several seminal works by African political and creative thinkers, including Kwame Nkrumah's *Ghana*, Léopold Sédhor's *African Socialism*, Chinua Achebe's *Things Fall Apart*, and Peter Abrahams' *Mine Boy*. Critiquing each text by first establishing the author's basic objectives and then evaluating the logic of the argument within its own terms, participants

will also examine broader historical trends and analyze how ideas have changed during distinct stages of political and economic development. Topics to be discussed include revolution and racism, the impact of colonialism and imperialism, African socialism, capitalism, liberalism and democracy, the domestication and independence of women, and labor and repression in South Africa.

MENDELSON, EVERETT
Department of the History of Science
Harvard University
Cambridge, Massachusetts 02138

Charles Darwin's *Origin of Species*: Text and Context

June 30–August 8, 1986 (6 weeks)

Participants will read and examine Charles Darwin's *Origin of Species* as a historical document. The seminar will explore the meaning of the text in the author's own words and in the full context of its development and reception in the nineteenth century. Participants will examine the scientific, intellectual, social, religious, philosophical, and political backgrounds of the document through other texts, primary and secondary, and the multifaceted responses to the *Origin of Species* in the works of contemporary authors and later critics, commentators, and historians.

MOSELEY, JAMES G.
Division of Humanities
New College of the University of South
Florida
Sarasota, Florida 33580

**Winthrop's Journal: Religion,
Politics, and Narrative in Early
America**

June 30–August 8, 1986 (6 weeks)

This seminar will investigate relations among religion, politics, and literature in early America by studying the *Journal* of Puritan Governor John Winthrop. Participants will read the *Journal* closely as the primary text; in addition, they will interpret it in the context of works by John Calvin, William Bradford, Roger Williams, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson, James Madison, Nathaniel Hawthorne, and Norman Mailer. Seminar discussions will include an examination of Winthrop as politician and political theorist, as religious man and theologian, and as autobiographer and imaginative writer.

RYAN, HEWSON A.
Fletcher School of Law and Diplomacy
Murrow Center
Tufts University
Medford, Massachusetts 02155

**Origins of a Central American Ethos:
The Popul Vuh and the Conquistadors**

June 30–July 25, 1986 (4 weeks)

This seminar will focus on a study of the Americas' oldest literary work, the *Popul Vuh* or sacred book of the Quiche-Maya. Through a careful analysis of this major surviving written document of Mayan civilization in juxtaposition with the study of selections from accounts of the Central American

region by some of the earliest Spanish conquistadors—Hernan Cortes, Pedro de Alvarado, and Diaz Del Castillo—the participants will delve into the roots of the Central American ethos. After some introductory readings in Mayan civilization and the Spanish conquest of America, the seminar will concentrate on a thorough analysis of the *Popul Vuh* and the Spanish texts. Knowledge of Spanish is not required for participation in the seminar.

SHENTON, JAMES P.
c/o Summer Session Office, 418
Lewisohn Hall, Columbia University
New York, New York 10027

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

June 30–August 8, 1986 (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. Phillip's *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 ethnic and racial experience can be observed. A film program on the racial-ethnic experience will also be used.

WEINTRAUB, KARL JOACHIM
Wieboldt Hall 402
University of Chicago
1050 E 59th Street
Chicago, Illinois 60637

Interpretations of History

June 23–July 18, 1986 (4 weeks)

This seminar will examine basic interpretations of history from the past three centuries. Participants will read Bishop Bossuet's *Universal History*, which offers the providential view of history that dominated Western attitudes toward the past for more than a millenium; Marquis de Condorcet's *Sketch* for an Enlightenment view of the progress of the human mind; Johann G. Herder's *One More Philosophy of History*; selections from Leopold Ranke in prefaces to two histories and parts of the conversations with the Bavarian King on the problem of progress—as a reaction to the Enlightenment; Karl Marx's *Communist Manifesto* for its view of history, rather than for its political message; and Arnold Toynbee's "The Tragedy of Greece" and "My View of History," which address the question of civilizations as the basic units of historical study.

Philosophy and Religion

CAPPS, WALTER H.
Department of Religious Studies
University of California
Santa Barbara, California 93106

**Alexis de Tocqueville, *Democracy in
America: Religion in a Democratic
Society***

June 30–August 8, 1986 (6 weeks)

This seminar will study Alexis de Tocqueville's *Democracy in America* in order to focus on the role of religion within western culture and particularly within a democratic society. Analysis of the classic text will direct attention to the religious components of culture, encouraging the discussion of religion within the broader framework of cultural forces rather than along the narrower lines of parochial, dogmatic, or institutional concerns. Participants will examine several topics raised by Tocqueville's description of nineteenth-century America that are still important for the functioning of a democratic society, including the roles of Catholicism and Protestantism, the conception and worship of deity, and the effects of war and racism.

CUTSINGER, JAMES S.
Department of Religious Studies
University of South Carolina
Columbia, South Carolina 29208

Coleridge and the Imagination

June 30–August 8, 1986 (6 weeks)

This seminar will study the philosophy of Samuel Taylor Coleridge through a careful reading of his intellectual autobiography, the *Biographia Literaria*. Participants will explore in detail sev-

eral dimensions of a most imaginative thinker: literary artist and aesthetic theorist, psychologist and psychoanalyst, metaphysician, epistemologist, religious thinker and theologian, and natural and social scientist. By moving with and through Coleridge's thought, the seminar will also consider the aims of education and the unity of human knowledge.

HYLAND, DREW A.
Philosophy Department
Trinity College
Hartford, Connecticut 06106

The Nature of the Individual in Nietzsche

June 30–August 8, 1986 (6 weeks)

This seminar will study the question of the nature of the individual: Are we as individuals fundamentally rational, political beings; or are we monadic, autonomous beings whose relations with others are incidental to our real natures? Because the battle between these two conceptions seems to rage within Nietzsche's thought, this seminar will examine two of his most famous works on this theme—*The Birth of Tragedy*, which emphasizes the radically relational character of human being, and *Thus Spoke Zarathustra*, which presents the reader with Zarathustra, the seemingly most monadic of individuals. Participants may wish to supplement their reading of the major texts with other works by Nietzsche, especially *Twilight of the Idols*, *Gay Science*, and *Genealogy of Morals*.

PARRY, RICHARD D.
Philosophy Department
Agnes Scott College
Decatur, Georgia 30030

Virtue, Happiness, and Public Life in Plato's Republic

July 7–August 8, 1986 (5 weeks)

The aim of this seminar is to read Plato's *Republic* in order to achieve a sense of the text's problematic context. The approach to the text will be one of reconstruction—a Socratic questioning of its meaning—to gain insight into the truth it intends. To guide the dialogue with the text and provide a stance from which to question the text, the seminar will focus on the central themes of virtue, happiness, and public life. By entering into the problematic context of the work, participants will explore the continuity and the differences between the concerns of the ancient Greeks and the modern world.

PUTNAM, RUTH A.
Department of Philosophy
Wellesley College
Wellesley, Massachusetts 02181

Ralph Waldo Emerson and William James: Representative Americans

June 30–August 1, 1986 (5 weeks)

Through a close reading of selected texts from Emerson, the leading transcendentalist, and James, the most accessible exponent of pragmatism, participants will examine America's contribution to world philosophy. Participants will read the texts as philosophical works that raise deep and pervasive human concerns. Among the questions to be considered are the following: How do we relate to the nonhuman worlds, to each other, to God? The seminar will also examine the manifold ways in which these exceptionally fine writers give expression to major themes in American public culture: the romance of nature versus the romance of technology; individualism versus social conscience; science and religion.

SWIFT, JOHN N.
Department of English
Occidental College
1600 Campus Road
Los Angeles, California 90041

Freud: The Origins of a Modern Mythology

June 30–August 8, 1986 (6 weeks)

Through an intensive critical reading of several of Freud's most important works, the seminar will examine Freudian analytic method and theory. Participants will explore the ways in which, over the first three decades of the twentieth century, Freud's investigations led him from a narrow clinical focus on individual disorder to broad speculations concerning the whole of human experience. Beyond seeing Freud as an influential thinker in psychology, the seminar will view his texts as historical and literary documents in which he formulated some of the major dilemmas of modern intellectual history.

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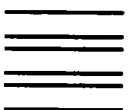
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