



National  
Endowment  
for the  
Humanities

Division of  
Fellowships and  
Seminars

---

1988

---

SUMMER SEMINARS  
FOR  
COLLEGE TEACHERS

---

Summer Seminars for College Teachers are offered by the National Endowment for the Humanities' Division of Fellowships and Seminars. The National Endowment for the Humanities is a federal agency created by Congress in 1965 to support research, teaching, and learning in the humanities. Other programs currently offered by the division include Summer Seminars for School Teachers, Summer Stipends, the Faculty Graduate Study Program for Historically Black Colleges and Universities, Fellowships for University Teachers, Fellowships for College Teachers and Independent Scholars, Younger Scholars Fellowships, and Travel to Collections Grants. Information about any of these programs may be obtained by writing to the Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

### PURPOSE OF THE PROGRAM

The NEH Summer Seminars for College Teachers Program offers teachers of undergraduates and independent scholars a unique opportunity for advanced study or research in their own fields or in fields related to their interests. For six or eight weeks during the summer, the twelve participants selected to participate in each of the seminars will work together in an area of mutual interest under the direction of a distinguished scholar. Seminar participants, who will have access to the collections of a major library, will discuss a body of common readings with their colleagues in the program, prepare written work, and, outside the seminar, pursue individual research or study projects of

their own design. Through research, reflection, and frequent formal and informal discussions with the seminar director and with other teachers from across the country, seminar participants will increase their knowledge of the subjects they teach and enhance their ability to impart an understanding of humanities disciplines and of the humanities in general to undergraduate students.

The seminars are especially designed for the Summer Seminars for College Teachers Program and are not intended to be identical to courses normally offered by graduate departments, nor will graduate credit be given for them. Seminar topics are broad enough to accommodate a wide range of interests while being central to the major ideas, texts, critical concerns, and approaches of the humanities. The focus of each seminar is substantive rather than pedagogical, reinforcing the participants' commitment to teaching and to research. In many cases the seminar is designed to be interdisciplinary, and participants need not be specialists in the particular subject of the seminar. **This year the Endowment is offering eight six-week seminars on an experimental basis.**

## INDIVIDUAL PROJECTS

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

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

## STIPEND AND TENURE

College teachers participating in the program's eight-week seminars will receive a stipend of \$3,500, while those participating in the six-week seminars will receive \$2,750. The stipend is intended to help cover travel expenses to and from the seminar location, books and other research expenses, and living expenses for the tenure period.

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

## ELIGIBILITY

The program is intended to serve those whose primary duties involve teaching undergraduates and who have not recently had the opportunity to use the resources of a major library. Independent scholars are also eligible to apply. Applications from members of Ph.D.-granting departments are normally not accepted.

Applicants must have completed their professional training by March 1, 1988. Although an applicant need not necessarily have an advanced degree in order to qualify, **neither candidates for degrees nor persons seeking support for work leading toward a degree are eligible.** Individuals should not apply to seminars directed by either their dissertation advisers or faculty at their own institutions.

An individual may apply to no more than two seminars in any one year. Persons found to have applied to more than two will not be awarded a place in any seminar. College teachers who participated in NEH Summer Seminars in 1985 or earlier are eligible to apply for 1988, but those who attended seminars in 1986 or 1987 are not eligible.

## ABOUT THIS BROCHURE

This brochure briefly summarizes each of the fifty seminars that will be offered during the summer of 1988. Specific prerequisites, such as proficiency in a foreign language, are also given where applicable.

**The following eight seminars will run for six instead of eight weeks:**

JONATHAN BENNETT  
Syracuse University  
**Consequentialist Theories of Morality**  
See page 24.

LLOYD F. BITZER  
The British Library, London  
**Eighteenth-Century British Sources of Early American Rhetoric**  
See page 7.

EWERT H. COUSINS  
Fordham University  
**The Journey in Medieval Christian Mysticism**  
See page 28.

MORRIS DICKSTEIN  
City University of New York  
Graduate Center  
**The Thirties: Literature and Culture**  
See page 8.

MORTON KELLER  
Brandeis University  
**American Political History in Comparative Perspective**  
See page 19.

WILLIAM P. MALM  
University of Michigan  
**Shamisen: The Musical Heart of Nineteenth-Century Japanese Theater and Social Life**  
See page 6.

JOSEPH C. MILLER  
University of Virginia  
**Comparative Slavery and History: A Global Approach**  
See page 20.

DONALD WORSTER  
Utah State University  
**The American West: Environment and History**  
See page 22.

**Two seminars are open to two-year college faculty only:**

PETER CONN  
University of Pennsylvania  
**The American 1930s: Art and Politics in the Depression**  
See page 8.

MORTON KELLER  
Brandeis University  
**American Political History in Comparative Perspective**  
See page 19.

## HOW TO APPLY

**Prospective applicants should write to seminar directors requesting details** about structure, requirements, and assignments. This information will help in determining the range of projects compatible with the director's conception of the seminar and in estimating the amount of time that will be available for independent work. Seminar directors will also supply general information about housing and distribute application instructions and forms. **The application deadline is March 1, 1988, and the announcement of awards will take place on March 31. Selected participants will have until April 6 to accept or decline.**

## EQUAL OPPORTUNITY

Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the director, Office of Equal Opportunity, National Endowment for the Humanities, Washington, D.C. 20506.

## CONTENTS

	PAGE
Art and Music . . . . .	5
Drama . . . . .	7
English Literature . . . . .	7
Foreign and Comparative Literature	14
History . . . . .	18
History of Science . . . . .	23
Philosophy . . . . .	24
Politics and Society . . . . .	26
Religion . . . . .	28
Index of Seminar Directors . . . . .	31

## ART AND MUSIC

**ROBERT BAILEY**  
Department of Music  
New York University  
24 Waverly Place, Room 268  
New York, New York 10003

**The Music of Wagner**  
June 20 to August 12, 1988

Wagner is unique among opera composers in that he consistently wrote his own dramatic poems, based to some extent on legendary, mythological, or historical events, and then completed them with musical settings. Yet traditional approaches to Wagner's music do not contribute to an understanding of Wagner's seminal and prodigious influence on composers of later generations. This seminar will deal with Wagner's music from two different perspectives — analytical and documentary — and will concentrate primarily on three operas: *Tannhäuser*, representative of the earlier romantic Wagner, plus *Tristan* and *Die Meistersinger*, representative of Wagner's later work. Beginning with an analytically oriented survey of all the operas, the seminar will then come to grips with Wagner's expanding musical syntax and vocabulary. Although the constant focus of the seminar will be on Wagner's music, participants will also explore his attempts to restructure traditional conceptions of the relationship between music and poetry. The basic texts for the seminar are the operas themselves, with supplementary readings from Wagner's essays and recent critical studies. The seminar is designed for teachers of music history and theory and for teachers with firm musical backgrounds in adjacent fields, such as the history of theater and German literature.

**LARISSA BONFANTE**  
Department of Classics  
New York University  
25 Waverly Place  
New York, New York 10003

**The Religious, Political, and Social Significance of Roman Costume**

June 20 to August 12, 1988

*Seminar location: American Academy in Rome, Italy*

Indicative of costume's importance in revealing ancient ideas is Peter Brown's quotation: "Small things betray changes more faithfully, because unconsciously." Recently, investigation of the dress of ancient Romans has shed new light not only on their daily lives but also on the many symbolic meanings of dress in their social, civic, and religious lives. The seminar will draw on artistic, literary, and archaeological evidence to gain greater understanding of the social and cultural history of ancient Rome. Participants will examine the artistic evidence from statues, reliefs, paintings, terracotta and bronze works, and sarcophagi. Direct access to these works will aid in interpreting the meaning of authors and artists who use connotations of specific garments as a part of their language. Questions to be explored in the seminar include: What does Roman costume tell us about the people who wore it and about the way they perceived themselves and others? And what is implied by someone's appearance, in an artistic representation or a literary description? This seminar is designed for classicists, art historians, historians, archaeologists, and teachers of ancient religion, mythology, and civilization.

WILLIAM P. MALM\*  
School of Music  
University of Michigan  
Ann Arbor, Michigan 48109

**Shamisen: The Musical Heart of  
Nineteenth-Century Japanese  
Theater and Social Life**

June 27 to August 5, 1988

**\*Six-week seminar.**

The focus of this seminar is the music, texts, and history of the many genres of music for the shamisen three-stringed plucked lute popularized in Japan's liveliest historical period. Several decades before and after the modernization period in the nineteenth century, the shamisen flourished in the new concert world of Japan, in the kabuki and puppet theater (bunraku), in geisha houses, and in literary references. Participants will begin with an investigation of what has been written about the music and aesthetics of this tradition and then study how these ideas are applied in actual performances. Translations of original sources and play-texts will be studied in conjunction with existing published studies of the music, as well as recordings and videotapes of the actual dramas. In addition, participants may experience nineteenth-century Japanese music directly, as well as abstractly, by learning to play the instruments of the period. The seminar is conceived as being interdisciplinary — combining teachers of music and theater with persons who specialize in Japanese language, history, or culture — in order to promote an understanding of both the musical events and the cultural and historical period surrounding the music of the shamisen.

RUTH STEINER and  
DANIEL J. SHEERIN  
School of Music  
Catholic University of America  
Washington, D.C. 20064

**Liturgy and Hagiography in the  
Western Middle Ages**

June 13 to August 5, 1988

Recent years have seen a growing awareness of the importance which the saints and the texts, artifacts, and phenomena associated with their cults hold for a wide variety of studies in the humanities and social sciences. New methodologies applied to the study of hagiography have served as a medium for scholars now realizing the rich interdisciplinary nature of the study of the saints. Relatively little attention has been given, however, to the liturgical cult of the saints, the annual celebration of the feast of the saints in the Mass and Divine Office. Yet, because the liturgy plays the central and unifying role in the transmission of medieval ecclesiastical culture, it is of primary importance in understanding hagiography. This seminar will begin with a historical overview of the cult of the saints and its expression in liturgy and will move to examine liturgical compositions and themes as well as analyze chants. A variety of hagiographical primary documents will serve to illuminate the study of these liturgical materials. Although the focus of the seminar will be on the Western Middle Ages, research on hagiographical material in Byzantine, early Christian, and the modern periods will be incorporated into the seminar. This is an interdisciplinary seminar intended for historians, musicologists, medievalists, art historians, and scholars of religion and literature.

JAMES WEBSTER  
Department of Music  
Lincoln Hall  
Cornell University  
Ithaca, New York 14853

**Musical Form and Drama in  
Mozart's Operas**

June 13 to August 5, 1988

Because serious analysis of Mozart's operas is still in its infancy, questions concerning musical form in his operas remain virtually unanswered: Which formal types does Mozart use most often? In what context? And, most important, what are the relations between the musical forms of arias and ensembles and their dramatic meaning? In the context of the seminar, form will be understood not as abstract schemes, but as the interaction of all aspects of a dramatic-musical composition. As an opera unfolds, the patterns and relationships together create the form. As patterns emerge, participants will explore how, and to what extent, Mozart's forms create the drama. The seminar will concentrate on three areas of investigation: a close analysis of individual numbers, the categorization of formal types, and an examination of the coherence of larger units, such as finales and entire acts. While providing a systematic survey of the issues entailed in the analysis of opera, the seminar will also cover the basic types of music in Mozart's most familiar operas: *Idomeneo*, *The Marriage of Figaro*, *Don Giovanni*, *Così fan tutte*, *The Magic Flute*, and *La clemenza di Tito*. College teachers of music history and appreciation, Italian and German literature, and drama are encouraged to apply.

The following seminars, listed under other disciplinary headings, will also be of interest to teachers in art and music:

**Foreign and Comparative Literature —**  
Balakian, Mitchell  
**History —** Brinkman

## DRAMA

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

**Art and Music —** Bailey, Malm, Webster  
**English Literature —**  
Stevens  
**Foreign and Comparative Literature —**  
Hinderer

## ENGLISH LITERATURE

LLOYD F. BITZER\*  
Department of Communication Arts  
6156 Vilas Hall  
University of Wisconsin  
Madison, Wisconsin 53706

**Eighteenth-Century British Sources  
of Early American Rhetoric**

June 27 to August 5, 1988

*Seminar location: The British Library,  
London*

**\*Six-week seminar.**

Eighteenth-century theorists, motivated by the new philosophies of Bacon, Locke, and Hume and by the empirical methods of the new science, rejected classical conceptions previously dominating rhetorical theory to erect their theories on new foundations. At the heart of the new theories were critical choices concerning definitions, methods, and the nature of reality and truth.

Those choices were made as eighteenth-century rhetoricians sought to produce universal theories of rhetoric, endeavored to found rhetorical art on the new science of human nature, asserted that all legitimate argument must be inductive, and regarded as truthful only that discourse that represented factual realities. The seminar will focus on the major themes and problems that influenced the nature of eighteenth-century rhetorical theory. In addition, the seminar will emphasize the connection between eighteenth-century rhetoric and its theory and practice in early America. The seminar will explore such topics as the nature, scope, and components of rhetoric; the logic of belief; the analysis of feeling, pain, and persuasion; theories of language and style; and the influence of religious views on rhetorics. Participants will read from the works of Campbell, Blair, Kames, Priestly, Ward, Witherspoon, Burke, and Smith. Teachers of literature, rhetoric, and history are invited to apply.

PETER CONN\*\*  
Department of English  
University of Pennsylvania  
Philadelphia, Pennsylvania 19104

**The American 1930s: Art and Politics in the Depression**

June 13 to August 5, 1988

**\*\*Open to two-year college teachers only.**

The Depression seemed to contemporaries, as it still seems to us, to be marked by almost unexampled social turbulence. The economic crisis and its consequences — including widespread unemployment, poverty, and increased political unrest — combined with natural catastrophes to produce an atmosphere of unparalleled anxiety. This seminar, which is intended for teachers from a

broad range of disciplines, will offer its participants an intensive and interdisciplinary introduction to American life and culture in the Depression decade of the 1930s. Participants will explore the novels and nonfiction writing of major figures such as Faulkner, Wharton, and Wright; the documentary and journalistic writing of Agee, Evans, and Lange; selections from the “proletarian writers”; and intellectual and popular magazines. In addition, making use of the city of Philadelphia and its museums and archives, participants will study the painting, photography, and architecture of the period. Several themes will receive particular attention, including the variety of ideological responses to the economic crisis, pastoral images, and the position of women and minorities. Teachers of American history, literature, and culture are invited to apply.

MORRIS DICKSTEIN\*  
Graduate Center  
City University of New York  
New York, New York 10036

**The Thirties: Literature and Culture**

June 20 to July 29, 1988

**\*Six-week seminar.**

Works of art, especially during periods of great social upheaval, must be understood not only on their own terms but also in relation to each other and to the public pressures of the age. The social and economic crisis of the 1930s affected the arts, and art in turn reflected and illuminated the way many Americans viewed themselves. Yet the massive shift in sensibility during the Depression years was far from uniform, and its impact upon the arts varies strikingly from work to work. This seminar will examine growing tensions — between a revival of naturalism and a strong undercurrent of modernism, between social protest

and sheer escapism — evident among even the best writers of the period. In conjunction with the exploration of various modes of artistic expression, the seminar will discuss themes that recur throughout the period: the return of the expatriot generation, the conversion experience in the encounter with poverty and radicalism, a new interest in the American heartland, a surge of ethnic writing, and continuing interest in formal elegance and modern design. The seminar will center on the literature of the period but will also use works of film, journalism, music, drama, and still photography to provide a cultural context for the literary materials. Authors to be studied will include Fitzgerald, Faulkner, Agee, Odets, Steinbeck, and Gold. The work of composers Porter and Gershwin; photographers Bourke-White and Evans; and film-makers Capra, Ford, and Lorentz will also be examined. The seminar is intended for teachers of American literature, history, and culture.

EDGAR A. DRYDEN  
Department of English  
University of Arizona  
Tucson, Arizona 85721

**The Theory of American Romance**

June 13 to August 5, 1988

Recent questioning of American romance as a formal and generic literary category reflects the general dissatisfaction of contemporary literary theory with genre criticism and other traditional literary practices. This seminar will address recent questions by examining the development of American romance, both as a critical concept and a fictional form. Beginning with *Waverley*, the enabling text of American romance, the seminar will then consider specific works that illustrate the ways in which

authors struggle with the difficulties of their chosen form. The seminar will address concerns of both American romance and contemporary literary theory, attempting to illuminate one through use of the other. Theoretical issues central to contemporary discussions will be the focus of the seminar: the question of canon formation; the themes of reading, authorship, authority, and genealogy; and the problems of representation, realism, and irony. Texts will include *The Last of the Mohicans*, *The Voyage of A. Gordon Pym*, *The Marble Faun*, *Pierre*, and *Portrait of a Lady*. Secondary and theoretical readings will include key discussions of American romance from Chase to Carton and discussions of the novel as a form from Ortega and Lukacs to Miller, Said, and Brooks. Teachers of American literature and literary theory are invited to apply.

EMORY ELLIOTT  
Department of English  
Princeton University  
Princeton, New Jersey 08544

**History and the Novel in America**

June 20 to August 12, 1988

This seminar will investigate the relationship between history and the novel in America in four decades: 1845-55, 1895-1905, 1945-55, and 1975-85. Participants will examine nonfictional documents — newspapers, magazines, tracts, sermons, and diaries — to assess the way that issues and events were recounted and interpreted in the public domain and to compare them to the treatment of these issues by eight authors: Stowe, Melville, James, Wharton, Ellison, O'Connor, Barth, and Walker. Representations of race, gender, social conditions, ethics, and morality will be compared in the novels and in historical sources. The seminar will discuss how works of fiction

draw upon and represent contemporary issues; the relationship between the representation of issues in nonfictional discourse and novels; how writers of fiction address political, religious, social, and moral questions; and the ways in which different writers of the same historical period use the form, style, structure, and language of their works distinctly in order to treat the same historical material. Participants will search for an understanding of the relationships between texts and contexts that is the basis of a new historical criticism. This seminar is intended for teachers of literature and history, as well as for those from other disciplines who have an interest in these questions.

JANE GALLOP  
Center for Twentieth-Century  
Studies  
University of Wisconsin  
Milwaukee, Wisconsin 53201

**Feminist Criticism: Issues  
in Literary Theory**

June 13 to August 5, 1988

Academic feminist criticism emerged at a moment that also saw the burgeoning of literary theory. Although in the 1970s these two contemporaries seemed oblivious to each other, in the 1980s a mutual interest has arisen between them. The seminar will consider feminist criticism in conjunction with literary theory and ask what feminist criticism has to say specifically about literature. The seminar will begin by looking at some important precursor texts for literary criticism in the 1970s: Booth, Frye, Leavis, Richards, Wellek and Warren, and Woolf. Participants will then consider both the feminist criticism of Baym, Donovan, Heilbrun, Howe, Robinson, Russ, and Stimpson and the literary theory of Bloom, Graff, Hartman, Krieger,

Lentricchia, and Smith. Finally the seminar will examine those texts that mark the mingling of these traditions in the 1980s: Booth, Culler, Eagleton, Gubar, Homans, Jacobus, Kolodny, Miller, Showalter, Spivak, and Tompkins. The seminar is intended for teachers of any national literature and those interested in literary theory or feminist studies.

ALVIN B. KERNAN  
Department of English  
Princeton University  
Princeton, New Jersey 08544

**Literature as a Socially  
Constructed Reality, 1750-1980**

June 20 to August 12, 1988

Literary study is presently being questioned by the proliferation of differing critical theories challenging our basic assumptions about the nature of reading and writing and by literature's currently decreasing role in our society. Confusion about the nature and value of literature may be clarified, at least in part, by understanding it as a social construction. This seminar focuses on the ways in which literature from 1750 to the present has defined itself in institutional terms in the face of a number of major technological and social changes: the growth of print, the dominance of a new industrial middle-class society, the organization of universities, the triumph of science as the authoritative way of knowing, and the appearance of new media such as film. Literature in this social view is less a thing than an ongoing activity, with many components, making and remaking literature to suit changing needs and conceptions of reality. Readings will include literary works by Pope, Boswell, Wordsworth, Shelley, Wilde, James, Joyce, and Woolf, and historical and critical writings by Abrams, Berger, Eisenstein, Eliot, Kristeller, Ohmann,

and Trilling. Teachers of literature, history, sociology, and art history are encouraged to apply.

ARTHUR C. KIRSCH  
Department of English  
Wilson Hall  
University of Virginia  
Charlottesville, Virginia 22903

**Shakespeare and Human Experience**

June 13 to August 5, 1988

The assumption of this seminar is that Shakespeare's plays represent enduring truths of our emotional and spiritual life, that these truths help account for Shakespeare's enormous vitality in the classroom as well as the theater, and that they deserve our direct attention as teachers and scholars. Among the issues the seminar will consider is the relevance of Christian and Freudian thought to the plays, not as systems of judgment or diagnosis, but as analogous ways of understanding both the experience that is represented within the plays and that the plays elicit from us. Participants will read works of Montaigne and Freud, some familiar Biblical texts, and a diversity of modern criticism, including "new historicist" approaches that question the association of Shakespeare with our own experience as well as feminist approaches that support it. Participants will also see performances and will examine twelve plays, with emphasis on the tragedies, problem comedies, and final romances. Applications are welcome from teachers of literature, drama, and related disciplines.

MARK KRUPNICK  
Department of English  
University of Illinois  
Chicago, Illinois 60680

**American Cultural Criticism,  
1915-1965**

June 13 to August 5, 1988

The central tradition in American criticism has been oriented to questions of culture and society. This tradition, which originated with Cooper and Emerson, came into its own in the early twentieth century, when it was carried on mainly by nonacademic independent men and women of letters. American cultural criticism has been neglected for some time now, but academic literary studies have lately witnessed a revival of interest in earlier twentieth-century cultural critics and a turn to the writing of cultural commentary by a number of contemporary academic critics. This seminar will focus on critics who were not exclusively literary figures — Mencken, Bourne, Brooks, Mumford, Wilson, Cowley, Tate, Matthiessen, Poirier, Trilling, McCarthy, Howe, and Sontag — and who were in most cases preoccupied with what is characteristically American in culture and the arts. Beginning by exploring the notion that American cultural criticism forms a tradition of major figures participating in a common genre, participants will study several outstanding individuals, several intellectual groups that crystallized about key magazines, and two important sub-genres of cultural criticism — American studies and mass-culture studies. The seminar has been designed for college teachers of American literature, American history, American studies, and mass communication.

ANNE MIDDLETON and  
LEE W. PATTERSON  
Department of English  
University of California  
Berkeley, California 94720

**Late Medieval Lives: Representing  
the Self in History and Literature**

June 20 to August 12, 1988

By considering the literary, social, and religious forms for defining and depicting the individual person, this seminar will explore the life-writings of late medieval culture (1200-1500). These biographies, autobiographies, and literary representations of the self have become pivotal in historical and literary periodization and in modern cultural theory. Participants will examine the writings closely and emphasize their double function as historical records and fictional constructs. Works that have provoked debate among literary scholars will be read with documents of social history, fictional dialogues will be compared with inquisitorial dialogues, lives of poets or literary characters will be compared with lives of saints or military leaders, and medieval love poetry will be explored in juxtaposition with documents from the social history of marriage and the family. The goal will be to bring into view the late medieval concept of the self. The seminar is intended for teachers of English and other medieval European literature, social and intellectual history, and other relative social sciences. The seminar will be of particular value to those who teach interdisciplinary humanities courses.

JAMES OLNEY <sup>12</sup>  
Department of English  
Louisiana State University  
Baton Rouge, Louisiana 70803

**The Forms of Autobiography**

June 13 to August 5, 1988

Since the word *autobiography* came into being at the end of the eighteenth century, the genre has continued to shift, expand, and more recently, experiment self-consciously with the practice and form of autobiographical writing. The study of autobiography and its historical evolution mirrors the changing societal conceptions of the self, of the individual, and of the relationship between the self and the surrounding world. Autobiography has therefore become a particularly interesting mode of study because it illuminates questions that critics presently grapple with in all genres of literature: What can be said of the author's presence in a work? How does one interpret a work that might be seen as an exercise in personal history? What is the nature of reference or representation in literature and is it different in autobiography than in fiction, poetry, and drama? After exploring general considerations of autobiography, the seminar will then examine specific illustrative texts and discuss various critical and theoretical positions. Participants will work closely with many forms of autobiography including memoirs, confessions, journals and diaries, slave narratives, third-person and fictional biographies, and collections of letters and essays. Teachers of literature, history, psychology, philosophy, religion, and anthropology are encouraged to apply.

THOMAS P ROCHE, JR.  
Department of English  
Princeton University  
Princeton, New Jersey 08544

**Romance in Dramatic Form:  
Sidney, Shakespeare, and  
the English Renaissance**

June 20 to August 12, 1988

Sir Philip Sidney's *Arcadia* is one of the most important works of prose fiction produced during the English Renaissance. It was read, admired, and imitated by generations of English readers; it has influenced authors from Shakespeare in Sidney's time to Richardson in the eighteenth century on to the present. Yet because of its length and inaccessibility in print, until recently it has not been accorded its proper place in the curriculum of British or American universities. In light of recent critical attention to Sidney's work, this seminar will study the *Arcadia* in the context of other great writers of the romance tradition—Spenser, Shakespeare, and Milton. Participants will read both the *Old Arcadia* and the *New Arcadia*, Shakespeare's *Pericles* and *As You Like It*, and Lodge's *Rosalynde*. The seminar will explore Sidney's influence on Renaissance drama and will attempt a definition of the genre by addressing the problem of romance in dramatic form. Teachers of Renaissance literature; teachers of the novel; teachers of drama interested in narrative techniques; and teachers interested in modern critical perspectives, such as narratology, deconstruction, and intertextuality are encouraged to apply.

DANIEL R. SCHWARZ <sup>12</sup>  
English Department  
304 Rockefeller Hall  
Cornell University  
Ithaca, New York 14853

**Critical Perspectives on the Early  
Twentieth-Century British Novel**

June 13 to August 5, 1988

This seminar challenges the notion that twentieth-century novelists began to withdraw from their work and create more objective fiction by eliminating an "intrusive" author. The publication of biographies, letters, and diaries, as well as recent breakthroughs in understanding literary modernism, provide evidence that Hardy, Lawrence, Conrad, Joyce, Woolf, and Forster created more subjective, self-expressive fiction than did their predecessors. This seminar will examine our awareness of these writers' relationships to one another, to their cultural milieu, and to the historical period in which they worked. Reevaluating the intellectual and aesthetic assumptions that define modern British fiction, participants will address the paradox that while modernist study is acquiring new factual information for traditional humanistic scholarship, recent literary theory is challenging the relevance of this material. Participants will be encouraged to establish a dialogue not only between theory and text but also between traditional and recent theory, including deconstruction, Marxism, feminism, and Bakhtin's theory of multiple voices. The seminar will address several key questions: How can we talk about the presence or absence of writers in their work? How can thinking about a group of novels enable us to understand literary culture? Can one think about the development or evolution of the novel, and, if so, in what terms? Primary texts will include *Jude the Obscure*,



*Lord Jim, The Rainbow, Dubliners, To the Lighthouse, and A Passage to India.* Those interested in the field of British literature are invited to apply.

MARTIN STEVENS  
60 Pineapple Street  
Apartment 2H  
Brooklyn, New York 11201

**The Ellesmere Chaucer and Towneley Plays Manuscripts: The Fifteenth-Century Handwritten Book as Literary Source**

June 13 to August 5, 1988

*Seminar Location: Huntington Library and University of California, Los Angeles*

This seminar will focus on two of the finest Middle English fifteenth-century manuscripts housed in the Huntington Library. Participants will explore the vistas provided by handwritten manuscripts of *The Canterbury Tales* and the Towneley Corpus Christi Plays and will study the conditions under which literary and dramatic art flourished in a manuscript culture. Through discussions of the ways in which scribes, redactors, illuminators, decorators, and shop supervisors contributed to the meaning of the books they produced, the seminar will examine how these conditions influenced the act of reading, which tended to be more public and more given to oral reinterpretation than in later centuries. Discussion will emphasize the scribal, codicological, organizational, historical, decorative, illustrational, and critical features of these manuscripts in a period when collective craftsmanship was more important than singularity of authorship. Seminar participants will have an opportunity to know manuscripts first hand, and to develop an approach for solving the interpretive problems that these manuscripts pose. The seminar is intended

principally for medievalists in all fields and others interested in exploring the manuscript book.

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

**Foreign and Comparative Literature** — Aarsleff, Balakian, Brombert, Mitchell

FOREIGN AND  
COMPARATIVE LITERATURE

HANS AARSLEFF  
Department of English  
Princeton University  
Princeton, New Jersey 08544

**Reflections on Language and the Nature of Man: Seventeenth Century through Romanticism**

June 20 to August 12, 1988

The central theme of the seminar will be the consideration of a debate that ranged from the mid-seventeenth century to the end of the nineteenth century: Is language a divine gift or is it a human invention? Because language is the defining characteristic of man, the choice of answer is closely related to speculation about the nature of man, society, early civilization, and the foundations of culture. The seminar will develop knowledge and understanding of the ways in which this problem of language and the nature of man has been conceived and argued in the changing climates of thought during these centuries. In examining primary texts written by thinkers in a number of cultures and fields — political science, literary theory, anthropology, linguistics — seminar participants will explore the extent and impact of this debate. Authors who

will be read include Locke, Condillac, Diderot, Herder, Degérando, Wordsworth, Chambers, Humboldt, Müller, Darwin, and Saussure. Although mastery of a foreign language is not required, those able to do so will read original French or German texts.

ANNA BALAKIAN  
c/o Curator, Weingrow Collection  
Hofstra University Library  
Ninth Floor  
Hofstra University  
Hempstead, New York 11550

**Dada and Surrealism Revisited**

June 13 to August 5, 1988

The repercussions of dada and surrealism have kept these two movements in the mainstream of current intellectual history. One of the central questions in the study of these movements is the interaction of the ideological and the poetic. This seminar will explore dada and surrealism as movements with double aims. The manifestoes, periodicals, and pamphlets are designed to communicate with an audience invited to join the artistic alliance; the poetry, prose, collaborative creative works, drawings, prints, and collages are attempts to communicate with the other in oneself. The seminar will be based on the Weingrow Collection of Avant-Garde Art and Literature at Hofstra University. This collection will make it possible to work with the primary texts of dada and surrealism that have recently become available. Participants will discuss selectively the foundation documents of dada and surrealism and the dissemination of these ideas; key individuals such as Tzara, Duchamp, Breton, Dali, and Ernst; others such as Hugnet, Masson, Desnos, Picabia, Octavio Paz, and other Latin American writers; the collaboration between art-

ists and writers; and women writers and artists, such as Carrington, Hugo, Toyen, Monsour, and Tanning. A reading knowledge of one of the major languages of surrealism, such as French, German, Spanish, or Italian, will be necessary.

VICTOR BROMBERT  
Department of Comparative  
Literature  
Princeton University  
Princeton, New Jersey 08544

**The Modern Anti-Hero**

June 20 to August 12, 1988

This seminar will explore representative nineteenth- and twentieth-century works illustrating modern protagonists conceived in ironic opposition to traditional heroic models and structures. Participants will examine the undermining of authority, the evolution toward the nonheroic hero, the positive aesthetic and moral values of irony, and the ways social values clash with the conventions of tragedy. The approach will be close textual analysis that will test the capabilities of formal, thematic, and structural criticism in dealing with problems affecting the modern consciousness. The questions considered will include the tensions between individual and collective values, thematic and historical discontinuities, the pressures of conformity, the undermining of authorial authority, critiques of rationalism and traditional humanism, and the emergence of a new humanism based on existential reaffirmation of responsibility. Readings will include texts by Voltaire, Büchner, Gogol, Flaubert, Dostoevsky, Italo Svevo, Sartre, Frisch, Camus, and Ellison. The seminar is for teachers of language, literature, intellectual and social history, and sociology.

SANDER GILMAN  
173 Goldwin Smith Hall  
Cornell University  
Ithaca, New York 14853

**Humanities and Medicine**

June 13 to August 5, 1988

Understanding the images that each society creates about concepts of illness and health will be the aim of this seminar. After an examination of two theoretical approaches to studying images of illness and health, participants will explore a series of literary texts and visual works in the context of the medical discourse of the period. What hidden assumptions do these texts hold about the potential for pathology? What is the difference between illness and disease? Is there a difference between mental illness and somatic illness? Authors and artists to be considered range from Shakespeare, Rembrandt, and Voltaire, on the one hand, to Manet, Mann, and Roth, on the other. Actual medical literature to be considered will range from medieval texts about mental illness, to the writings of Cousins. The seminar will explore a series of historically determined questions, from the role of free will in mentally ill individuals, to the function of the hospital setting in defining the patient. Concomitant questions, however, will be how and why artists and writers create worlds where illness dominates, and how these created worlds in turn alter the historical definition of health and disease that dominates any period. A diversity of scholars are invited to apply.

WALTER HINDERER  
Department of Germanic  
Languages and Literatures  
Princeton University  
Princeton, New Jersey 08544

**Concepts and Ideas of German Drama**

June 20 to August 12, 1988

The main purpose of this seminar will be to demonstrate the relationship between the politics and society of eighteenth- and nineteenth-century Germany, and the aesthetic devices developed in German drama during this period. The works of four playwrights — Schiller, Büchner, Brecht, and Handke — will illustrate the dramatic theory of each and its relevance to the social and political context of each playwright's era. The seminar will examine the ways in which theory has shaped the structure of the dramatists' plays, the different aesthetic devices used to implement their ideas, and the essential differences between the four authors' ideology and structure. For example, whereas Schiller's central theme rests on the belief in a superior principle in human nature, Büchner discovers man's defects and distortions, Brecht traces these distortions to capitalist society, and Handke identifies the deformation of human nature with the distortion of language. The analysis will lead to a better understanding of the development of German drama and its historical context. A reading knowledge of German is required, and applications are encouraged from teachers of German, drama, cultural history, the history of ideas, and philosophy.

W.J.T. MITCHELL  
English Department  
University of Chicago  
Chicago, Illinois 60637

**Verbal and Visual Representation**

June 13 to August 5, 1988

Using a variety of art forms and media, this seminar will explore the interaction of visual and verbal modes of representation. In contrast to traditional approaches based on the comparison of literature and the visual arts, this seminar will examine the interpenetration of verbal and visual media, stressing those moments when encounters between different modes of representation help to articulate social conflicts. Discussion will include the following topics: the literary representation of visual space, the role of textuality in painting, ekphrastic poetry (poems on painting), the "Sister Arts" and *ut pictura poesis* tradition, the relation of word and image in mixed or composite media (film, theater, cartoons, illustrated texts), and the notion of purity in artistic media. Participants will discuss how various theories tend to privilege either visual or verbal codes and how specific genres, movements, and styles embody the dominance of language or vision. Participants will read selections of ekphrastic poetry from Homer to William Carlos Williams. Prose and film selections will include Burke, Brontë, Hawthorne, Conrad, Stendahl, Wilder, and Barthes, among others. Theoretical reading will be drawn from a variety of texts including Peirce, Riffaterre, Hagstrum, Gelley, Beaujour, and Hamon. The seminar is for teachers who are interested in cross-disciplinary work and in reflection on theory as a guide to criticism or creative work.

FRANÇOIS RIGOLOTT  
Department of Romance Languages  
and Literatures  
Princeton University  
Princeton, New Jersey 08544

**Modern Critical Theory and French Narrative**

June 20 to August 12, 1988

This seminar will explore the possibility and desirability of applying recent theoretical models to the study of French narrative. Participants will read a variety of modern critical works in the fields of structural linguistics (Saussure, Jakobson), narratology (Barthes, Genette, Todorov), sociocriticism (Goldmann, Jameson), psychology (Freud, Lacan), feminist criticism (Cixous, Irigaray), aesthetics of reception (Jaus, Iser), semiotics (Peirce, Kristeva), and deconstruction (De Man, Derrida). In order to obtain a more thorough understanding of both the critical techniques and the texts themselves, participants will apply different theoretical approaches to a selection of short narratives from the French tradition from the Middle Ages to modern times. Among the works to be treated include Rabelais's *Pantagruel*, Maupassant's short stories, Perrault's *Contes*, and Duras's *L'Amant*. Although this seminar is intended primarily for teachers of French, scholars of other literatures, history, and philosophy are also encouraged to apply. A command of both written and spoken French is required.

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

**Art and Music** — Bailey, Steiner and Sheerin, Webster

**English Literature** — Gallop, Olney

**History** — Brinkman, Wohl

**Religion** — Cousins, Daube and Carmichael

## HISTORY

JOHN A. BRINKMAN  
Oriental Institute  
1155 East 58th Street  
Chicago, Illinois 60637

### **Assyrian and Babylonian Empires, 745-539 B.C.: Political and Cultural History**

June 13 to August 5, 1988

In the eighth century B.C., the rich and varied cultures of Assyria and Babylonia already had a historical tradition more than two millennia old. Even before the military expansion of these countries, their culture and especially their literature influenced a wide area of western Asia. The seminar will examine the Assyrian and Babylonian empires at their height, a time of intense cultural contact and influence. During this period, most of southwestern Asia was under one political authority with the region's ancient cultures in prolonged direct contact for the first time. The seminar will present an overall chronological and geographical framework and examine such topics as the treatment of conquered peoples, urban versus tribal society, the role of women in private and public life, epics and folk tales, architecture, and narrative and decorative art.

Taking advantage of the rich documentary and archaeological materials available at the Oriental Institute, the seminar will emphasize acquaintance with and interpretation of archaeology and primary documents in attempting to reconstruct the lives of these peoples. Applications are invited from historians and teachers of anthropology, art history, comparative literature, religion, and classics.

PAUL K. CONKIN  
Department of History  
Vanderbilt University  
Nashville, Tennessee 37235

### **The American Regulatory and Welfare State, 1887-1987**

June 13 to August 5, 1988

Early America offered white males unprecedented opportunities to own land or tools of production, to be self-employed and independent, and thus to escape the servility of wage employment. This proprietary bent helps explain the distinctly American fear and distrust of large corporate enterprises; the reluctance to accept wage dependence as the norm; and the resistance to industrial discipline, class consciousness, and union organization. In addition, it promotes an understanding of how inertia inhibited collectivism, and why the collectivist state has been constructed spasmodically. The seminar will attempt to formulate a better understanding of the four main periods of American regulatory and welfare legislation (1887-90, 1904-14, 1933-38, 1963-68), and the critical policy debates that animated each period. The goal will be to gain greater conceptual clarity and logical rigor in tracing the economic and political shifts, and more philosophical depth and ideological sophistication in understanding policy debates and changes in

beliefs and values. The seminar will be supplemented by weekly discussions of the philosophy of history, involving central issues of theory and method. Historians, economists, philosophers, and political scientists are welcome to apply.

MORTON KELLER\*\*\*  
Department of History  
Brandeis University  
Waltham, Massachusetts 02254

### **American Political History in Comparative Perspective**

June 27 to August 5, 1988

\*\*\*Six-week seminar open only to two-year college teachers.

The comparative approach has rarely been used in the writing of American history, and it appears to play little or no role in the teaching of the subject. Yet by examining major segments of the American political experience in relation to comparable developments elsewhere, Americans can gain a more perceptive understanding of that experience. This seminar will examine three major themes of American political history — the Civil War, the Progressive era, and the New Deal — in comparative perspective. The Civil War will be treated as one example of the mid-nineteenth-century efflorescence of nationalism and liberalism in the Western world, the Progressive era as the American version of a more general political response to industrialism and urbanism, and the New Deal as the American version of the West's response to the Great Depression. This comparative approach will not only highlight similarities between American experiences and those in other Western countries but will also underline differences. American political historians, political scientists, and

American or European historians drawn to the comparative approach are encouraged to apply.

W. ROGER LOUIS  
Department of History  
University of Texas  
Austin, Texas 78712

### **End of the British Empire**

June 20 to August 12, 1988

By examining the decline of British influence from World War II to the mid-1960s in Asia, the Middle East, and Africa, this seminar will analyze the transformation of the British Empire into the multiracial Commonwealth. Participants will study decolonization and the struggle for independence within, and without, the Commonwealth. The issues are controversial: Was the British Empire in a state of dissolution or transformation during the critical post-war period? Or were the British attempting to perpetuate the old imperial system and to achieve their goals through indirect methods? In other words, did the British intend a real transfer of power in India, Southeast Asia, the Middle East, and Africa? Participants will have the opportunity to form their own judgments on issues that go to the heart of imperialism and to pursue reading and research topics of their own choice on British colonization and the transfer of power. The seminar is intended primarily for historians, but applications are also invited from area specialists regardless of discipline — political scientists, economists, and specialists in English literature — who have an interest in the general problems of British imperialism or the history of the European colonial empires.

JOSEPH C. MILLER\*  
 Department of History  
 Randall Hall  
 University of Virginia  
 Charlottesville, Virginia 22903

**Comparative Slavery and History:  
 A Global Approach**

June 20 to July 29, 1988

**\*Six-week seminar.**

Most recent comparative treatments of slavery have lessened stress on abstract polarizations (harsh versus mild, capitalist versus noncapitalist), thereby revealing the continual changes and subtle gradations that marked the institution throughout the centuries. This historical approach to the institution of slavery has allowed for the emergence of more humanistic themes. The seminar will examine slavery throughout the world, thus going beyond the familiar but limited American slavery systems within which most early comparison has been confined. The seminar will explore change as a key aspect of slave systems and consider a number of the most basic questions associated with this topic: What is the relationship of militarism and mercantilism in the history of slavery? Are there circumstances under which slavery can be conceived as playing a modernizing role in the economy? What are the causes and consequences of slave revolts? Does economic decline stimulate manumission or moderated methods of discipline? While there are no formal prerequisites for seminar members, knowledge of Spanish, Portuguese, Italian, or German is welcomed.

ROGER L. NICHOLS  
 History Department  
 215 Social Science  
 University of Arizona  
 Tucson, Arizona 85721

**New Directions in Native  
 American History**

June 13 to August 5, 1988

Through an examination of recent scholarship about native American history, this seminar will apply questions raised by ethnohistory and comparative and environmental history in order to analyze issues important to race relations. Participants will discuss the shifting emphases of scholars during the past two decades and debate the new scholarly assault on traditional historical approaches to native American history. The seminar will discuss the contrasting history of relations between native peoples and Europeans in Canada, Australia, New Zealand, and South Africa, as well as compare the relations among other ethnic groups in the United States. In considering the environment, participants will contrast the attitudes and behavior of both native Americans and whites. The seminar will then discuss new themes in native American history from the colonial period to the present, with emphasis on the changing ways native American history is viewed in different periods. Readings will include works from Lamar and Thompson, Washburn, Axtell, and a variety of scholarly articles. The seminar is intended for teachers of history, ethnic studies, cultural geography, and political science.

ALFRED J. RIEBER  
 History Department  
 207 College Hall  
 University of Pennsylvania  
 Philadelphia, Pennsylvania 19104

**Russia and Its Borderlands**

June 13 to August 5, 1988

This seminar will examine the political, cultural, economic, and social relationships between Russia and the non-Russian peoples of its borderlands. The seminar's general interpretive emphasis will be to develop a comprehensive understanding of foreign policy, a recognition of foreign policy's persistent elements, and a sense of the connections between state building and foreign policy in Russia. In treating these three problems, the seminar will deal with both the history of Russia and the important cultural areas on the periphery of the Russian Empire/Soviet Union — Eastern and Western Europe, the Middle East, and the Far East. The seminar will begin with a consideration of methodological and interpretive issues related to foreign policy, national frontiers, multiculturalism, and economic underdevelopment. Participants will then analyze the persistent factors of foreign policy through case studies drawn from the mid-seventeenth century to the present. The seminar is intended for teachers of Russian history, world history, and international relations.

DENIS SINOR  
 Inner Asian Center  
 Goodbody Hall  
 Indiana University  
 Bloomington, Indiana 47405

**The Concept of the "Northern  
 Barbarian"**

June 13 to August 5, 1988

From the dawn of recorded history, the nuclei of future civilizations have asserted their own distinctive identities through juxtaposition with the peoples they called "barbarians" who dwelt outside the community and posed an alternative to the new order. Thus it was expedient for the emerging city to fortify its ramparts with a dehumanized concept of the enemy without, requiring in turn the creation of a *Weltanschauung* that explained and justified the existence of the horde. As the Chinese Book of Ceremonials (*Li chi*) states: "Inside are those who don the cap and girdle; outside are the Barbarians." By examining biblical, Western, and Eastern primary sources and selections from secondary literature, this seminar will focus on the northern barbarians, for example, the Huns or the Mongols, as they were viewed by the major sedentary civilizations. The criteria for defining the civilized will be examined and contrasted with those applied to the outsider. Attention will be paid to the role of the "barbarian" menace in the political life of sedentary civilizations and the apocalyptic elements inherent in the concept. The seminar is designed for classicists, medievalists, China scholars, and historical sociologists interested in pre-modern periods. A good reading knowledge of at least one major European language is a prerequisite.

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

**Culture and Politics in Europe  
in the Era of the Liberal  
Crisis, 1880-1945**

June 20 to August 12, 1988

New avenues of research have explored the system of mediation through which culture influences politics and politics shapes culture. This seminar will examine the relationship between politics and culture in Europe during the period 1880-1945, a time when liberal values and institutions were being called into question. The seminar will be strongly interdisciplinary and will give special attention to the theories of psychology, language, reception, and generation that have only recently begun to influence the study of European culture and politics. Participants will search for new objects of inquiry when examining culture and politics in Europe (science, architecture, graphic arts, music, theater, and film) and will examine the national and regional variations in the structure of European intellectual life. The seminar is open to teachers of introductory or advanced courses in history, philosophy, literature, music, and the visual arts.

DONALD E. WORSTER\*  
Department of American Studies  
Brandeis University  
Waltham, Massachusetts 02254

**The American West: Environment  
and History**

July 5 to August 12, 1988

*Seminar location: Utah State University*

**\*Six-week seminar.**

Over the past decade, a new scholarly

field called environmental or ecological history has emerged. The seminar will explore this perspective on the development of the West, both in general terms and through detailed case studies. It will focus in depth on pioneer adaptation to the grasslands, the ranching life of the intermountain country, and the growth of an oasis civilization in the Southwest. Topics to be considered include: pastoralism as a pattern in human ecology; the history of land use, irrigation, and river control in the West; two contrasting ecological modes (the pastoral and the hydraulic); and regional values, perceptions, and personal identity. Primary historical documents, works of cultural and ecological anthropology, as well as literature and film will be employed in attempting to better understand the development of the American West. Participants will read selections from the writings of Webb, Malin, Smith, Gressley, White, and others. The intent is to integrate more fully the emerging field of environmental history with the regional history of the West. Participants are sought from a wide, interdisciplinary range of experience.

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

**Art and Music** — Bonfante, Malm, Steiner and Sheerin

**English Literature** — Conn, Dickstein, E. Elliott, Kernan, Krupnick, Middleton and Patterson, Olney

**Foreign and Comparative Literature** — Brombert, Hinderer

**History of Science** — Brush, Mendelsohn

**Philosophy** — Vlastos

**Politics and Society** — J. Elliott, Nathan, Tarrow

**Religion** — Cousins, Daube and Carmichael, Jameson

## HISTORY OF SCIENCE

STEPHEN G. BRUSH  
Institute for Physical  
Sciences and Technology  
Computer and Space Sciences Building  
University of Maryland  
College Park, Maryland 20742

**Development of the Modern  
Scientific World View**

June 13 to August 5, 1988

It is widely acknowledged that the changing scientific world view has influenced modern culture as well as the outlook and vocabulary of scholarly debate. Yet those intrigued and concerned by scientific conclusions about indeterminism and the origin of the universe face the problem of penetrating the dense thicket of mathematical symbols and jargon surrounding the authoritative statements of scientists. This seminar will survey the major discoveries and theories of nineteenth- and twentieth-century physics, astronomy, geophysics, and evolutionary biology. The emphasis will be on the transformations in ideas about the structure and evolution of the physical and biological world. Readings and discussions will explore the process by which scientific ideas have been developed and established or refuted, as well as their philosophical significance and possible relation to a broader scientific or cultural context. The topics will include: Darwin and the evolutionary world view, cosmology and cosmogony, quantum theory and the assault on realism, entropy and indeterminism, relativity, and the present political aspects of the evolution versus creation controversy. Teachers of various disciplines in the humanities and social sciences are encouraged to apply; a background in science is not required.

EVERETT I. MENDELSON  
Department of the History of Science  
Science Center 235  
Harvard University  
Cambridge, Massachusetts 02138

**The Social History of Science**

June 27 to August 19, 1988

This seminar will study the social history of modern science by focusing on the formative periods of the seventeenth through the nineteenth centuries as well as on the contemporary period, and will use history as a framework to examine the present. Discussion will revolve around three foci: an examination of the recent historiographic approaches used in studying science as a social phenomenon; an analysis of questions and problems that yield fruitful study for understanding science as a social activity; and an exploration of the cultural context of, and response to, science at different periods in history. Broad themes to be examined include rethinking the scientific revolution; the relation of science to religion; institutionalization and professionalization in the sciences; the social relations of science in the modern period; and the interactions among science, technology, and industry. The seminar will conclude by focusing on twentieth-century utopian and dystopian literature. Lives of individuals, as seen in biographies, prosopographical studies, and scientific communities will be examined. The seminar will, therefore, examine methods of research, selected case materials, and emerging historical issues in the social history of science. Teachers of the history of science, history, sociology, philosophy, and the sciences are invited to apply.

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

**Foreign and Comparative Literature — Gilman**  
**Philosophy — Resnik**

## PHILOSOPHY

JONATHAN F. BENNETT\*  
Philosophy Department  
Syracuse University  
Syracuse, New York 13244

### **Consequentialist Theories of Morality**

June 20 to July 29, 1988

#### **\*Six-week seminar**

Consequentialist morality — the theory that the rightness or wrongness of actions depends entirely on their consequences — involves the most central questions of ethics: How shall we decide how we ought to behave? And, how ought we to live? Consequentialism's answer — to act for the best — when developed in detail provides an amazingly rich and fruitful area of study. This seminar will explore the theories of consequentialist morality and the controversies surrounding them, attempting to view the matter in its entirety and clarify the issues of contention. The seminar will examine the notion of consequence and its relation to probability and ideas of causation. Other subjects for inquiry will include moral absolutism and the morality of extremity, the idea of penal justice, and the application of consequentialism to groups and individuals. Discussion will revolve around the questions: What is the case for and against consequentialist morality? And, how does it relate to our human nature, especially our propensity for sympathy

and resentment? Applications are welcomed from teachers of philosophy.

NORMAN DANIELS  
Department of Philosophy  
Tufts University  
Medford, Massachusetts 02155

### **Justice and Health Care**

June 13 to August 5, 1988

Biomedical ethics is a new and rapidly evolving field. Through most of its development, it has concentrated on poignant ethical dilemmas that arise in the context of individual decision making by physicians about their own patients. In recent years, a greater understanding has arisen about the broader social context in which health care is delivered and in which such individual decisions are made. This seminar will examine the issues that have led us to ask deeper questions about the goals and functions of health care and about the limits of social obligations to provide care, that is, rapidly rising health care costs, an expanding elderly population, restricted public budgets, and concerns about the unreflective dissemination of new technologies. At their core, these are issues of distributive justice: Who should get what health care when not everyone can get what he or she wants or needs? This seminar will address such issues not by merely applying general principles of justice, but also by grappling with the central problems and limits of such theories and breaking new ground where necessary. Readings range from major works on the theory of justice to close studies of particular health care issues. The seminar has been designed to appeal to undergraduate teachers in philosophy, political theory, sociology, and religious studies.

GARETH B. MATTHEWS  
Department of Philosophy  
University of Massachusetts  
Amherst, Massachusetts 01003

### **Issues in the Philosophy of Childhood**

June 20 to August 12, 1988

New respect for childhood has re-awakened interest in questions concerning the ethical and cognitive status of children. Theories of development range from Plato's suggestion that our cognitive capacities are fully intact from infancy, to Aristotle's proposition that children are not yet specifically human, to modern recapitulatory views that children are cultural primitives. Using these three models of development and their differing conceptions of childhood as a reference, the seminar will focus on the profound epistemological and ethical problems originating in Piaget's psychology of cognitive development and Kohlberg's theory of moral development. Discussion will begin with some philosophical, historical, and anthropological background on children's development and will then examine the issues raised by the developmental theories of Piaget and Kohlberg. The question of children's rights and the place of children in the social order will also be examined. Although important parts of the reading for the seminar will be writings in psychology, the methodology of the seminar will be philosophical. The seminar is intended primarily for philosophers and for psychologists with a strong background in philosophy.

MICHAEL D. RESNIK  
Department of Philosophy  
University of North Carolina  
Chapel Hill, North Carolina 27514

### **Frege and the Philosophy of Mathematics**

June 13 to August 5, 1988

Because major metaphysical and epistemological questions arise with stark clarity in connection with mathematics, the philosophy of mathematics plays a central role in philosophical inquiry. What is mathematics about? What are numbers, points, spaces, functions, and sets? How can we know anything about such objects? The work of Frege forms a bridge connecting contemporary philosophy of mathematics with its roots in the history of philosophy and more general philosophical issues. Opening with a historical introduction to the views of Frege and his opponents, the seminar will move to consider the controversies surrounding intuitionism, nineteenth-century formalism, deductivism, and empiricism. Seminar participants will then examine recent appraisals of Frege's positive theses — his platonist epistemology and ontology, his analysis of number, his reduction of arithmetic to logic — and critical responses to these arguments. Consideration of recent works in the philosophy of mathematics will complete the seminar. In addition to Frege, figures to be discussed will include Locke, Mill, Hilbert, Quine, Dummett, and Putnam. This seminar is intended for philosophers, historians of mathematics, and teachers of mathematical sciences.

GREGORY VLASTOS  
Department of Philosophy  
University of California  
Berkeley, California 94720

**The Philosophy of Socrates**

June 20 to August 12, 1988

In the past twenty years, a new understanding of Socrates's thought has emerged. Socrates is no longer considered to be little more than Plato's shadow, but a pivotal figure in the development of Greek thought. An important philosopher in his own right, Socrates propounded a strongly individual moral theory not only distinguishable from Plato's but in some instances opposed to Plato's. The seminar will explore a controversial interpretation of Socrates as a philosopher not content with rationalizing the theory of his day, but undertaking to reform it. Participants will examine the interpretation by focusing on primary texts and by using additional readings from nonphilosophic sources to illustrate contrasting currents of Greek thought. The seminar will explore the eudaemonist axiom as formulated by Socrates and the foundation of subsequent Greek moral philosophy and psychology. Participants will also consider Socrates's unique method of philosophical investigation, the elenchus, which brought new understanding of the nature of moral virtue, overthrowing some age-old principles of Greek morality. Although the seminar will be an exercise in the philosophical analysis of historical texts, it will also consider the contemporary relevance of ideas that may justly be imputed to Socrates. This seminar is open to teachers of philosophy, the classics, and political theory.

The following seminars, listed under other disciplinary headings, will also be

of interest to teachers of philosophy:

**Foreign and Comparative Literature** — Mitchell

**History** — Conkin

**Politics and Society** — J. Elliott

## POLITICS AND SOCIETY

JOHN E. ELLIOTT  
Department of Economics  
University of Southern California  
Los Angeles, California 90089

**Karl Marx as a Social Theorist:  
An Interdisciplinary Approach**

June 20 to August 12, 1988

The unifying theme of this seminar is a critical examination of continuity and change in the development of Marx's social thought and its philosophical foundations. Although grounded in economics, the seminar deals less with the technical apparatus of economic analysis than with the social, institutional, and humanistic dimensions of Marx's theory of society. Drawing on original and secondary sources, participants will examine the issues of alienation, exploitation, social relations, institutional changes in mature industrial capitalism, and visions of the future society. In this context, attention will also be given to careful exposition of Marx's views on these subjects, as well as to later critiques by Marxist and anti-Marxist writers, to contemporary controversies in Marx scholarship, and to comparison with other currents in modern social theory. Participants will read selections of Marx's most prominent works, among them the *Communist Manifesto*, *Das Capital*, *Grundrisse*, *German Ideology*, and the *Critique of Hegel's Philosophy of Right*. Also under consideration will be an assortment of secondary literature that in-

cludes texts by Elliott, Sweezy, Avineri, Draper, and Miller.

ANDREW J. NATHAN  
East Asian Institute  
c/o Summer Session Office  
419 Lewisohn Hall  
Columbia University  
New York, New York 10027

**Political Development of China:  
Maoism and Reform, 1949-88**

June 13 to August 5, 1988

This seminar will analyze the dynamics of the Maoist regime, compare it to Stalinism and fascism, and evaluate its costs and achievements. It will then investigate the sources and character of the post-Mao reforms and explore where these reforms seem to be leading China. Participants will compare China with other political systems, especially the post-mobilization regimes of the Soviet bloc and the newly-industrialized East Asian states, such as late nineteenth-century Japan and contemporary Taiwan and South Korea. Questions to be discussed include the extent to which westernization is inevitably involved in modernization, whether modernization leads toward democratization, and why China, the most backward of the socialist states, appears to have carried reform the farthest. Of central focus will be the links between Mao's and Deng's regime — both the ways in which the Deng regime reacts against Maoism and the less obvious ways in which reforms preserve elements of the Maoist model. Meisner, MacFarquhar, Witke, Johnson, Starr, and Hollander will be among the authors read. The seminar is intended for teachers of political science, history, anthropology, and economics; teachers of Eastern, European, American, or world history; and those with an interest in comparative political systems, politi-

cal ideology, revolution, and the history of political thought.

SIDNEY G. TARROW  
Department of Government  
Cornell University  
Ithaca, New York 14853

**Historical Studies of Collective  
Action and Political Change**

June 13 to August 5, 1988

Early studies of collective action, which began with the notion of the crowd as mob, have given way to new methods and more careful historical scholarship that provide a dramatically different view of the nature and function of social and political protest movements in history. Recent studies suggest that collective action has been more rational, has represented more cultural continuity, and has had more influence on elite ideas and responses than scholars had recognized. This seminar will examine the shift in interpretive paradigms and the new evidence on which it is based. Readings and discussions will focus on historical accounts of important episodes and movements including peasant rebellions, the French Revolution, nineteenth- and twentieth-century strikes and working-class organization, and recent American and European movements. Discussion of historical episodes and the literature on them will involve the interaction of different kinds of material or viewpoints trained on the same events. The seminar will also consider the influences of cultural anthropology, economic theory, and social and political thought. Interdisciplinary in its design, the seminar will be of interest to political scientists, western European and American historians, historical sociologists, and cultural anthropologists.

The following seminars, listed under other disciplinary headings, will also be of interest to those teaching about politics and society:

**Art and Music** — Steiner and Sheerin  
**English Literature** —

Conn, Dickstein, Kernan, Krupnick  
Middleton and Patterson, Olney

**Foreign and Comparative Literature** —  
Brombert

**History** — Conkin, Keller, Louis, Rieber,  
Sinor, Wohl, Worster

**History of Science** — Brush,  
Mendelsohn

**Philosophy** — Daniels, Matthews,  
Vlastos

**Religion** — Cousins, Daube and Carmichael, Jameson, Neusner

## RELIGION

EWERT H. COUSINS\*

Theology Department  
Fordham University  
Bronx, New York 10458

**The Journey in Medieval  
Christian Mysticism**

June 27 to August 5, 1988

\*This is a six-week seminar.

Appearing in various forms — the ascent of the mountain, the crossing of the sea, the march through the desert — the journey symbol contains, as in a microcosm, the entire mystical life. The symbol expresses the process of spiritual growth through stages charted in the Middle Ages — variations of the three-fold path of purgation, illumination, and union. This seminar will explore medieval Christian mystical writings through the central symbol of the journey, which offers ready access to the genre of mystical writing and the complex experience it expresses, as well as

to philosophical and theological theories of mysticism. The symbol will be studied in a multidimensional context: literary, historical, psychological, phenomenological, philosophical, and theological. Discussion will focus on the nature and validity of mystical experience, typologies of mystical consciousness, stages of growth in the mystical life, the role of symbols in mystical experience, and a comparison of male and female mystics. Readings will be drawn from Augustine, Hildegard of Bingen, Bernard of Clairvaux, Francis and Clare of Assisi, Bonaventure, and Eckhart. The seminar will interest teachers of religion, philosophy, history, literature, art, psychology, sociology, and cultural anthropology.

DAVID DAUBE and  
CALUM CARMICHAEL  
Department of Comparative Literature  
137 Goldwin Smith Hall  
Cornell University  
Ithaca, New York 14853

**Biblical Law in Historical Perspective**

June 20 to August 12, 1988

*Seminar Location: School of Law,  
University of California, Berkeley*

In recent years, research on biblical legal material has become a major focus for understanding the Bible, early legal history, the relationship between law and religion, and the origins of early Christianity and Judaism. This seminar will examine various approaches that have brought about this recognition and will explore a selection of material that offers new insights into both law and biblical literature, illuminates the historical setting of biblical antiquity, and presents issues of relevance to modern life. Topics for discussion include law and narrative in the Bible; the function of proverbs, fables, parables, and allego-

ries as coded communication; the Decalogue; the structure of laws intent on separating life and death and war and peace; dietary laws; punishments, both physical and psychological; male-female relations, such as degrees of affinity permitted at one time and prohibited at another; rights of women and children; Solomon's wise judgment; shame and guilt and their cultural emphasis in Deuteronomic laws, the Gospel of Luke, and the Sermon on the Mount; and individual and communal responsibility. The seminar should be of interest to college teachers of biblical literature; to historians of ideas, law, and religion; and to anthropologists with an interest in law and religion.

MICHAEL H. JAMESON  
Department of Classics  
Stanford University  
Stanford, California 94305

**Religion and Society in  
Ancient Greece**

June 20 to August 12, 1988

Until recently, the religion of classical Greece — the one subject that most effectively links together the diverse strands of Greek poetry, art, philosophy, and social and political thought — has received little attention. This seminar will explore the expression and transformation of religion into Greek thought and art by examining individual writers and artists in the context of particular historical periods and places. In this context, participants will consider current theories of ritual and myth, study individual works of art and literature, and examine particular cults and religious phenomena to gain an understanding of religion's role in Greek culture. Emphasis will be placed upon correlations between the changing character of religion and the varied and

continually evolving forms of Greek society. Concentrating on the period from Homer to the Hellenistic age, the seminar will give special attention to the religious life of the Greek city-state. Secondary readings will include the works of Burkert, Detienne, Vernant, and Nilsson. Although participants should have some understanding of the classical world, no knowledge of ancient Greek is required as readings will be in English translation.

JACOB NEUSNER  
Judaic Studies  
Brown University  
Providence, Rhode Island 02912

**The Analysis of Religious Systems:  
The Case of Ancient Judaism**

June 20 to August 12, 1988

Canonical writings are selected by the framers of a religion because they form a cogent picture of how things are correctly to be sorted out and fitted together. The encompassing canonical picture can be termed a "system" when it is composed of three necessary components: an account of a world view, a prescription of a corresponding way of life, and a definition of the social world. Religious systems, then, form social worlds answering urgent questions framed by society, politics, and culture. A system may make its statement through judgments not only of theology or history, but also of economics, politics, and anthropology. This seminar will focus, for its example, on one religious system — the Judaism that took shape in the first through sixth centuries and has predominated since then — and will involve a close reading of its classic texts. Participants will examine the documents through three methods: describing each text's topic, logic, and rhetoric; asking how recurring issues



and tensions among texts draw attention to the social world; and questioning how the social world responds to critical questions the texts address. Turning then to a systemic description of religious systems, the seminar will attempt to analyze and interpret why systems originate, and why particular systems survive or fail. The seminar aims to attract both participants who will apply the seminar's methodology to the history of religion in ancient times (Judaism and Christianity, New Testament and Patristics), and those who will apply these methods to other religious traditions of antiquity.

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

**Art and Music** — Steiner and Sheerin  
**English Literature** — Olney  
**History** — Brinkman  
**Philosophy** — Daniels

## INDEX OF SEMINAR DIRECTORS

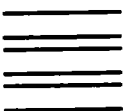
Aarsleff, Hans . . . . .	14	Louis, W. Roger . . . . .	19
Bailey, Robert . . . . .	5	Malm, William P . . . . .	6
Balakian, Anna . . . . .	15	Matthews, Gareth B . . . . .	25
Bennett, Jonathan F . . . . .	24	Mendelsohn, Everett I . . . . .	23
Bitzer, Lloyd F . . . . .	7	Middleton, Anne L . . . . .	12
Bonfante, Larissa . . . . .	5	Miller, Joseph C . . . . .	20
Brinkman, John A . . . . .	18	Mitchell, WJT . . . . .	17
Brombert, Victor . . . . .	15	Nathan, Andrew J . . . . .	27
Brush, Stephen G . . . . .	23	Neusner, Jacob . . . . .	29
Carmichael, Calum . . . . .	28	Nichols, Roger L . . . . .	20
Conkin, Paul K . . . . .	18	Olney, James . . . . .	12
Conn, Peter . . . . .	8	Patterson, Lee W . . . . .	12
Cousins, Ewert H . . . . .	28	Rieber, Alfred J . . . . .	21
Daniels, Norman . . . . .	24	Resnik, Michael D . . . . .	25
Daube, David . . . . .	28	Rigolot, Francois . . . . .	17
Dickstein, Morris . . . . .	8	Roche, Thomas P. Jr . . . . .	13
Dryden, Edgar A . . . . .	9	Schwarz, Daniel R . . . . .	13
Elliott, Emory B . . . . .	9	Sinor, Denis . . . . .	21
Elliott, John E . . . . .	26	Sheerin, Daniel J . . . . .	6
Gallop, Jane . . . . .	10	Steiner, Ruth . . . . .	6
Gilman, Sander . . . . .	16	Stevens, Martin . . . . .	14
Hinderer, Walter . . . . .	16	Tarrow, Sidney G . . . . .	27
Jameson, Michael H . . . . .	29	Vlastos, Gregory . . . . .	26
Keller, Morton . . . . .	19	Webster, James . . . . .	7
Kernan, Alvin B . . . . .	10	Wohl, Robert . . . . .	22
Kirsch, Arthur C . . . . .	11	Worster, Donald E . . . . .	22
Krupnick, Mark . . . . .	11		

**NATIONAL ENDOWMENT FOR THE HUMANITIES**

WASHINGTON, D. C. 20506

**OFFICIAL BUSINESS**

Penalty for Private Use, \$300



POSTAGE AND FEES PAID  
NATIONAL ENDOWMENT FOR THE  
HUMANITIES  
NEH-636