



National
Endowment
for the
Humanities

Division of
Fellowships and
Seminars



The 1989
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 Awards, 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 independent scholars and teachers of undergraduates 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 scholars 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.

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

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, after consultation with the director, participants can change or amend their projects once the seminar has begun. In some cases, the individual project may tie directly into the common work of the seminar.

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

STIPEND AND TENURE

Teachers and scholars 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 college faculty whose primary duties involve teaching undergraduates and who have not recently had the opportunity to use the resources of a major library or collection. It is also intended to serve independent scholars and scholars employed by institutions such as museums, libraries, and historical societies who have not recently had the opportunity to pursue detailed study of topics in the humanities. Applications from members of Ph.D.-granting departments are normally not accepted. The Endowment encourages applications from historically black colleges and universities and from two-year colleges.

Applicants must have completed their professional training by March 1, 1989. 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. Those who participated in NEH Summer Seminars in 1986 or earlier are eligible to apply for 1989, but those who attended seminars in 1987 or 1988 are not eligible.

ABOUT THIS BROCHURE

This brochure briefly summarizes each of the sixty-four seminars that will be offered during the summer of 1989. Specific prerequisites, such as proficiency in a foreign language, are also given where applicable.

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, 1989, and the announcement of awards will take place on March 23. Selected participants will have until March 30 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, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

CONTENTS

	<i>Page</i>
The Arts	4
English and American Literature . . .	7
Foreign and Comparative Literature	15
History	20
Philosophy and Religion	25
Politics and Society	30
Index of Seminar Directors	36

THE ARTS

ROBERT BABCOCK and
BARBARA SHAILOR
Beinecke Rare Book and Manuscript
Library
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

Paleography and Codicology: Manuscript Books in the Middle Ages and Renaissance

June 12 to August 4, 1989 (eight weeks)

A mirror of the societies that produced them, early manuscript books are often the best surviving evidence of the process of intellectual change. Not only do they transmit the written texts, but they also enable greater understanding of the lives of people and institutions. The purpose of this seminar is to prepare participants to engage in original research on manuscript books from the Middle Ages and Renaissance and to understand the role of these primary source materials in their historical contexts. Based on first-hand experience working with the manuscripts of classical, medieval, and Renaissance texts, participants will study the manuscripts from two related perspectives: paleographical and codicological. Participants will learn how to read the texts and will examine the physical features of the manuscripts to establish their date and geographical origin. In addition to concentrating on the texts and scripts, this seminar will consider the significance of the manuscripts as artifacts of the social and intellectual milieu in which they were produced. Participants will also study the history of the disciplines of paleography and codicology and their roles in the interpretation of literature from the classical age through the Renaissance, with particular emphasis on new re-

search directions in codicology. Teachers and scholars of medieval and Renaissance history, art, art history, literature, languages, philosophy, and theology are welcome to apply.

LEONARD BARKAN
Department of English
Northwestern University
Evanston, Illinois 60208

Imitation, Influence, Inspiration: The Theory and Practice of Artistic Relations in the Renaissance.

June 19 to August 11, 1989 (eight weeks)

Artistic relations during the Renaissance were viewed as crossing, or attempting to cross, the gulf between different ages and different media of expression. Renaissance writers, in their own verbal work of imitation, attempted to create fresh images, while artists began to construct material objects by applying their doctrines of imitation to the more continuous history of ancient verbal texts. Because the survival of antiquity and the sister arts are inextricably bound in this period, the seminar will explore the set of principles found at their conjunction. Participants will not only compare different media but will also examine what essential principles unite and distinguish the arts in their individual production and in their history. Although the seminar will focus on major Renaissance works, ancient and modern theories of imitation will also be studied. Theoretical readings will range from Seneca and Quintilian to Bloom, Barthes, and Bakhtin, from Alberti and Vasari to Warburg and Baxandall. Petrarch will occupy a central place as both theorist and practitioner. The examination of Renaissance works will include both imitative works and those that were imitated, with emphasis on the *Metamorphoses*, the *Laocoön*, *A Midsummer Night's Dream*, and

Michelangelo. Classicists, art historians, literary scholars, and those with interests in interdisciplinary and cultural studies are welcome to apply.

JAMES A. W. HEFFERNAN
Department of English
Dartmouth College
Hanover, New Hampshire 03755

English Romantic Literature and the Visual Arts

June 19 to August 11, 1989 (eight weeks)

By investigating major romantic poets and painters, this seminar will test the assumption that words and graphic images are essentially different, that words represent time by conventional signs while the visual arts represent space by so-called natural semblances of it. In the first third of the seminar, participants will examine how various concepts of spatiality, temporality, signification, and resemblance can either buttress or undermine this assumption; and they will scrutinize key formulations by Plato, da Vinci, Reynolds, Burke, Lessing, Panovsky, Gombrich, and Goodman. The seminar will then use the questions generated by this theoretical, synchronic investigation to guide the diachronic study of specifically romantic achievements: Blake's illuminated poetry, Wordsworth's *Prelude*, the landscape paintings of Turner and Constable, and selected poems by Byron and Keats. The seminar is designed for college teachers and scholars interested in romanticism, in the relationship between literature and the visual arts, and particularly in the theoretical problems entailed by that relationship. Because the seminar is interdisciplinary, applications are encouraged from teachers and scholars of English, comparative literature, art history, and philosophy interested in modes and theories of representation.

ELEANOR WINDSOR LEACH
Department of Classical Studies
Indiana University
Bloomington, Indiana 47405

Roman Art in Its Social Context

June 12 to August 4, 1989 (eight weeks)

Seminar Location: American Academy in Rome

"The public and private art of Rome ought to be considered as two sides of an identical historical situation that produced them both." This observation by Otto Brendel constitutes the central concern of this seminar: to investigate stylistic and ideological interchanges between Roman forms of public and private art by considering the social uses of the arts within the context of Roman ideas. Focusing on the dynamics of institutional change as influential forces in the shaping of art, seminar discussions will incorporate problems involving relationships between artistic style and social statement and explore the complex question of interrelationships between public and private identity in Roman life. Literary materials will be used to define issues of personal taste, social status, and ideology. The study of architecture, sculpture, and painting, with an emphasis on portrait sculpture, domestic decoration, and public building programs, will also inform discussion. The seminar will focus on three personalities — M. Tullius Cicero, Augustus Caesar, and the Younger Pliny — all self-conscious showmen in their tailoring of a public image. The personal correspondence of Pliny and Cicero will provide insights into Roman concepts of private experience. This seminar is intended primarily for classicists who want to develop new methods of bridging art history, literature, and social history. Readings in Latin literature will be available in translation.

LEWIS LOCKWOOD

Department of Music
Harvard University
Cambridge, Massachusetts 02138

The Beethoven String Quartets

June 26 to August 18, 1989 (eight weeks)

Participants in this seminar will study representative quartets from the three periods of Beethoven's career, examining them from both historical and analytical viewpoints. The seminar will begin with an overview of Beethoven's quartets, with special emphasis on Opus 18 no. 1, Opus 59 no. 1, and Opus 130 and its original finale, the "Grand Fugue." Attention will center on these works, yet consideration will also be given to the contexts in which they were written and to their reception in the later nineteenth and early twentieth centuries as well as in recent scholarship. In addition to the biographies of Beethoven by A. W. Thayer and Maynard Solomon, background reading will include writings by Helm, Schenker, Tovey, Riezler, Kerman, Mahaim, Winter, Kramer, and Levy. Issues for discussion will include Opus 18 no. 1 as a primary example of compositional and idiomatic aspects of quartet writing, innovations in Opus 59 and the expansion of compositional scope and range of expression, and Beethoven's final artistic blending of contrapuntal and quasi-operatic elements into the classical quartet medium. Teachers and scholars of music, whether historians, theorists, composers, or string players, are welcome to apply.

STEPHEN MURRAY

Department of Art History
and Archaeology
c/o Summer Sessions Office
419 Lewisohn Hall
Columbia University
New York, New York 10027

Gothic in the Ile-de-France

June 19 to August 11, 1989 (eight weeks)

Seminar Location: Reid Hall, Paris, France

The late twelfth and early thirteenth centuries saw profound changes affecting both the structure of society and the political geography of northern France. With the growing power of the Capetian monarchy and the growing wealth of the bourgeois, the relationship of these groups to the clergy became increasingly volatile. Gothic art played an integral part in the process of transformation. This seminar offers opportunities to explore the dynamic connection between the construction of enormously expensive cathedrals, the new wealth, and the insecurity of the clergy.

Through intensive examination of monuments of medieval art and architecture, participants will study the complexities of buildings that embody campaigns of construction completed over an extended period of time. Several overlapping strands will bind together the seminar topics, including attention to the methodologies of art history and archaeology and concentration upon the problems of exploring dynamic relationships between the forms of Gothic buildings and the concerns of their patrons. Intensive analysis of cathedrals and monuments will include the following: Notre-Dame of Paris, the Louvre, the Cluny Museum, Château Gaillard, Chartres, Reims, Ste. Chapelle, Beauvais, and Troyes. The intended audience for this seminar will

include teachers and scholars in the fields of medieval history, religion, and the history of art and architecture.

The following seminars, listed under other disciplinary headings, will also be of interest to teachers and scholars of the arts:

English and American Literature —
Chatman

Foreign and Comparative Literature —
Scher

Politics and Society — Szwed

ENGLISH AND AMERICAN LITERATURE

DANIEL ALBRIGHT

Department of English
Morey Hall, River Campus Station
University of Rochester
Rochester, New York 14627

Yeats and His Circles

June 12 to August 4, 1989 (eight weeks)

The study of William Butler Yeats invites a wide variety of critical perspectives, from the biographical to the structuralist, from the Freudian to the deconstructionist. Yeats's long career also touched on various literary movements and artists, including the Victorianism of Tennyson, the French symbolists, the aestheticism of Pound, and the modernism of Eliot and Auden. By locating his poetry in the context of his many contemporaries, participants in this seminar will explore Yeats and his circles in two senses of the term "circle": the many artistic and cultural circles in which this Irish poet moved; and the many symbolic circles (or gyres) that his imagination evoked to understand art, history, and philosophy. The purpose of the seminar is as much to investigate the artistic worlds in which Yeats was em-

bedded as to study the subtleties of his thought. Venturing into such diverse areas as Mrs. Yeats's dictations from the world beyond the grave and T. S. Eliot's neo-Leibnitzian philosophy, seminar participants will consider the following periods in Yeats's career: his Victorianism, the Rhymers' Club, Yeats as fiction-writer and playwright, his collaboration with Pound at Stone Cottage, the mystic *A Vision*, and Auden's assessments of Yeats's legacy. Participants will study some new annotated versions of specific poems being prepared by the director for a new edition. Specialists in Yeats and English poetry and scholars who approach literature from many different disciplines are welcome to apply.

PAUL A. CANTOR

Department of English
Wilson Hall
University of Virginia
Charlottesville, Virginia 22903

Shakespeare and Politics

June 26 to August 18, 1989 (eight weeks)

Although many critics worry that a political approach to Shakespeare will narrow the view of his achievement, analysis of the political aspects of his plays can open up a new perspective on his art. This seminar will focus on the political dimensions of Shakespeare's plays. Beginning with readings in political philosophy from Plato, Aristotle, Livy, Plutarch, and Machiavelli, participants will carefully study the Roman plays, *Coriolanus*, *Julius Caesar*, and *Antony and Cleopatra*, and two plays set in Venice, *Othello* and *The Merchant of Venice*. Participants will consider varied approaches to politics in Shakespeare, such as the "old" and the "new" historicisms, as well as a number of important questions: How vital are the political settings in Shakespeare? Does he differentiate one regime from another?

Why are his tragic heroes almost always public figures? What is his evaluation of political life? This seminar will be interdisciplinary, and applications are encouraged from teachers and scholars of literature, history, philosophy, government, and political science.

SEYMOUR B. CHATMAN
Department of Rhetoric
University of California
Berkeley, California 94720

Narrative in Fiction and Film

June 12 to July 21, 1989 (six weeks)

To what extent can narratology and text theory in general be used to analyze actual texts, and what modifications are needed to accommodate the differences between the media of literature and film? This seminar's central questions will be addressed by considering a range of issues focusing on the narrative structure of novels, short stories, and films. Participants will explore the similarities and differences between verbal and cinematic narratives by examining a set of narrative distinctions that attempt to clarify the structures of literary and cinematic texts. Topics for consideration in seminar discussion will include the distinction between narrative, description, argument, and exposition; the different natures of literary and cinematic narrators; real, implied, and career authors; the narrator's unreliability and the character's fallibility; and the relation of the medium's content to its narrative structure. Primary works to be discussed will include the films *All About Eve*, *Providence*, *Mon Oncle d'Amerique*, *The French Lieutenant's Woman*, *Tomorrow, Betrayal*, *The Phantom of Liberty*, *Brideshead Revisited*, and *Blow-Up*. Novels and short stories of particular interest to seminar discussion will be the originals for several of these films. This seminar is designed for teachers and scholars of lit-

erature and film, but individuals without professional experience in film are welcome to apply.

JEROME CHRISTENSEN
English Department
The Johns Hopkins University
Baltimore, Maryland 21218

Romantic Literary Careers

June 12 to August 4, 1989 (eight weeks)

Romantic writers' works, both literary and nonliterary, do not merely express the world in which they lived but also construct meaningful worlds in which the poets could make their livings. This seminar will focus on the practice and profession of authorship in England during the first thirty years of the nineteenth century. Using biographical, historical, and interdisciplinary methods, participants in the seminar will examine the careers of writers such as Samuel Taylor Coleridge and Lord Byron, exploring ways in which the careers integrate these authors' writings and emerge out of complex interactions with their culture. Readings will include major and minor works of Coleridge and Byron, corollary works by diverse contemporaries, and essays in literary and political history, social theory, and cultural anthropology. Participants will consider such issues as Coleridge's relation to Wordsworth and his circle, Coleridge's struggle to define a profession and to formulate that profession in *Biographia Literaria*, the aristocratic Lord Byron's struggle with his own status, and the developing tensions between Byron's own poetic project and the literary system that came to be known as Byronism. Scholars in romantic poetry, in periods other than romanticism, and teachers and scholars in other disciplines in addition to English are invited to apply.

MICHAEL G. COOKE
Department of English
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

American Literature: Portraits in Black and White

June 12 to August 4, 1989 (eight weeks)

Drawing on pairs or groups of black and white American writers, from Nathaniel Hawthorne and Frederick Douglass to Thomas Pynchon and Alice Walker, this seminar will study the converging and interweaving progression of literary expression among blacks and whites from the 1850s to the 1970s. Two major concerns will help to orient the study: the status of the hidden and the silent persona, and the profound American ambivalence affecting social norms and personal values. The rise to prominence of black writers within the American tradition and the increasing compatibility of views between black and white writers in the twentieth century will also be scrutinized. Pairs of texts will include Douglass's *A Narrative of the Life* and Hawthorne's *The Scarlet Letter*, DuBois's *The Souls of Black Folk* and Adams's *The Education of Henry Adams*, Toomer's *Cane* and Frost's poetry, Wright's *Native Son* and Faulkner's *Light in August*, Walker's *Meridian* and Pynchon's *The Crying of Lot 49*. In addition to tracing the unfolding pattern of domestic literary culture, the discussion will draw on work in a variety of disciplines — history, psychology, and anthropology — to explore the contexts surrounding the texts in question. Teachers and scholars interested in American literature and American cultural history in general are invited to apply.

PAUL H. FRY
Department of English
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

Lyric and History: Theoretical and Interpretive Readings

June 12 to August 4, 1989 (eight weeks)

Traditionally, ideas about lyric have seldom touched upon history, but recent critical practice has attempted to absorb the concept of lyric into theories of history. Whether these strategies can, or should, succeed is the subject of this seminar. The degree to which lyrics as constructed artifacts and as subjective expressions are deeply engaged with history, even as they elude it, will be the central question explored. Overall, three conceptions of lyric will guide the seminar's explorations: the lyric poem in its formal aspects, the lyric as generically different from narrative or drama, and lyric in its broadest sense as the nonhistorical moment of all discourse. Other topics will include the place of lyric in genre theory, the historical lyric, ekphrasis and lyric, and forms of asceticism and the lyric. Participants will study lyrics by diverse poets, such as Wordsworth, Shelley, Keats, Dickinson, and Stevens; they will also read theoretical works about lyric from a variety of viewpoints, including Sartre, Bachelard, Adorno, and Hamburger. The seminar is meant for teachers and scholars who have an interest in lyric and the arts of interpretation and for specialists in English poetry.

STEPHEN GREENBLATT
Department of English
University of California
Berkeley, California 94720

The New Historicism: The Example of Shakespeare

June 12 to July 21, 1989 (six weeks)

Participants in this seminar will explore, criticize, and practice the new historicism in literary studies. Their purpose will not be to arrive at a definitive body of methodological precepts but rather to consider the institutional and individual practices that have led to the current debates about the scope and significance of this mode of studying the interconnections among history, ideology, and texts. Among issues to be considered are how the new historicism situates itself in relation to Marxism and poststructuralism, the relationship between the interpreter's position and the perceptions he or she has of the literary or cultural texts of the past, and the relationship between highly specific historical interpretations of texts and the larger organizing frameworks of historical knowledge. Seminar participants will read articles by practitioners of the new historicism, along with theoretical works by authors who have influenced these practitioners: Foucault, Bourdieu, Derrida, Geertz, Bakhtin, and others. Recent critiques of this work will also be examined. The seminar will specifically consider, as example, various cultural practices in Shakespeare and in Shakespeare's time. Applications are invited from teachers and scholars of history, philosophy, anthropology, and literary studies.

ROBERT HANNING
Department of English
c/o Summer Sessions Office
419 Lewisohn Hall
Columbia University
New York, New York 10027

***Troilus and Criseyde* and the Literature of Love, Ovid to Boccaccio**

June 12 to August 4, 1989 (eight weeks)

In *Troilus and Criseyde*, the first major love narrative in English, Chaucer inherits and manipulates a rich legacy of classical and medieval representations of love, developing throughout the poem elaborate parallels between the problems inherent in writing a love poem and in pursuing a love affair. The purpose of this seminar is to examine *Troilus and Criseyde* within the context of love literature from Ovid to Boccaccio and to study how Chaucer exploits the tradition in portraying character, city, and cosmos as determining factors in the lovers' "sorwes." Through both a close reading of *Troilus and Criseyde* and a consideration of antecedent works, participants will explore Chaucer's direct use of specific precursors, his narrator's self-conscious and often ironic relation of those precursors to the poet's audience, and his exploitation of an established literary tradition to pose large philosophical and theological questions. The seminar welcomes applications from Chaucer specialists and from those interested in Chaucer, as well as from classicists, medievalists, and generalists who work with the European tradition from Ovid through the Middle Ages and the Renaissance.

ROGER B. HENKLE and
L. PERRY CURTIS
Department of English
Brown University
Providence, Rhode Island 02912

Culture and Society in England, 1840-1900: An Interdisciplinary Approach

June 12 to July 21, 1989 (six weeks)

Participants in this seminar will explore the relationship between social realities and the literary expressions of Victorian England by studying the influence of literary texts in shaping historical consciousness and the effect of social conditions, ideology, and values on literary form. Participants will first look at historical representation in terms of understanding and responding to social realities and will then move to a study of Victorian society, reflected in social and detective novels, and the representations of class, gender, urban living, and crime. They will also examine the enduring pastoral myth of rural England in contrast to Victorian urbanization, industrialization, and agricultural depression. Victorian views of Empire, as reflected in literature describing colonial peoples and places, will also be studied. Finally, participants will read the works of some late nineteenth-century avant-garde writers who sought to disengage themselves from the materialism of English culture. This seminar is designed for teachers in both history and literature, especially those interested in the interrelations between the two.

ULRICH C. KNOEPFLMACHER
Department of English
Princeton University
Princeton, New Jersey 08544

The Emergence of Children's Fairy Tales, 1840-1920

June 19 to August 11, 1989 (eight weeks)

Participants in this seminar will analyze transformations in ideas about childhood and its relationship to adulthood. They will also study the emergence of a tradition of fantasies and fairy tales expressly written for children, yet simultaneously appealing to adults. The development of this double perspective will be traced to continental origins in the works of Perrault and the Grimms; and its persistence in writings by contemporaries, such as White, Hoban, L'Engle, and Sendak, will also be considered. The seminar will focus primarily on a British and American canon established from 1840 to 1920 by writers such as Ruskin, MacDonald, Thackeray, Carroll, Kipling, Nesbit, Twain, Baum, and Richards. The approach will be historical, biographical, and stylistic; and it will draw on the latest scholarship in the field. Attention will be given as well to the graphics and illustration of fairy tales and children's literature, to the emergence of children's magazines, and to poetry written for children. Teachers and scholars in literary studies and cultural history are welcome to apply.

R. W. B. LEWIS
 Department of English
 c/o NEH Summer Seminars
 53 Wall Street
 Box 2145 Yale Station
 New Haven, Connecticut 06520

Robert Penn Warren and the American Imagination

June 19 to August 11, 1989 (eight weeks)

An American modernist and a southern writer, Robert Penn Warren can be seen as a portrayer of the human desire and passionate search for values and of everything that conspires to oppose that search. Participants in this seminar will study the literary career of Robert Penn Warren from his poems of the 1920s to "Portrait of a Father" published in 1987. Concentrating primarily on his poetry, but also touching on his fiction, verse play, and criticism, the discussion will consider a motif in Warren's writing of ambivalent relations with other American authors, notably Hawthorne, Emerson, Whittier, and T.S. Eliot. Participants will begin with Warren's early echoes of Eliot in "History" and "Pondy Woods," trace the development of his story-telling genius in "The Ballad of Billy Potts" and *World Enough and Time*, and conclude with his eventual rejection of Eliot and the assertion of his own poetic self in "Dragon Country," "School Lesson," "Founding Fathers," and other poems. Examining the transition from novel-writing to his concentration on poetry, as illustrated in *Brother to Dragons*, participants will also address various topics of interest to Warren, including the Civil War, history, time and memory, the southern social milieu, black American writing, and the family, especially father-son relationships. Teachers and scholars of American literature and American studies and any humanities scholars interested in American writing are welcome to apply.

ARTHUR WALTON LITZ
 Department of English
 Princeton University
 Princeton, New Jersey 08544

**Modern American Poetry:
 New Perspectives**

June 19 to August 11, 1989 (eight weeks)

The international modernism of Pound and Eliot, the American modernism of Stevens and Williams, and the feminist perspectives of H.D. (Hilda Doolittle) and Marianne Moore will be the focus of this seminar. Participants will explore the works of these poets under several related headings: their responses to the challenge of writing a long poem under the conditions of modern poetry; the special relationships between them, such as the early collaboration of Pound and Eliot that led to revising *The Waste Land*; the impact of Joyce's *Ulysses* on the work of all six poets; and the special roles in the modern movement played by H.D. and Moore as critics and interpreters of their male contemporaries. The primary works, which will be read in relation to each other, are Joyce's *Ulysses*; Eliot's *The Waste Land* and *Four Quartets*; Pound's *Hugh Selwyn Mauberley* and selected Cantos; H.D.'s *Trilogy*; Stevens's "The Comedian as the Letter C," "Notes Toward a Supreme Fiction," and "The Man with the Blue Guitar"; Williams's *Spring and All*, *The Descent of Winter*, and *Paterson*; and selected poems and reviews of Moore. The seminar is designed for teachers and scholars of modernism, especially modern poetry, and for specialists in American literature.

ANNE K. MELLOR
 Department of English
 University of California
 405 Hilgard Avenue
 Los Angeles, California 90024-1504

English Romanticism and Gender

June 19 to August 11, 1989 (eight weeks)

The goal of this seminar is to understand the particular ways in which gender is constructed and represented in major English romantic texts. Paying special attention to the poems of Blake, William and Dorothy Wordsworth, Coleridge, Byron, Percy Shelley, and Keats and to the novels of Godwin, Wollstonecraft, Austen, Mary Shelley, and Edgeworth, participants will seek to define the difference that gender makes in the works. Participants will review the major debate concerning the nature of the romantic ideology, adding the issue of gender as it affects the texts themselves and the criticism of those texts. After clarifying methodological approaches to both romanticism and gender, participants will explore the way specific texts construct masculinity and femininity. Among the texts to be included are *The Prelude*, *Prometheus Unbound*, *Frankenstein*, *Pride and Prejudice*, and *Reflections on the Revolution in France*, as well as less frequently taught works from the romantic period. Teachers and scholars of English literature and specialists in English romanticism and women's literature are invited to apply.

JOHN RICHETTI
 Department of English
 Bennett Hall
 University of Pennsylvania
 Philadelphia, Pennsylvania 19104

Social Change in Early Modern Britain and the Rise of the Novel

June 12 to August 4, 1989 (eight weeks)

Building on new insights of social and political history, participants in this seminar will explore eighteenth-century British fiction in its sociopolitical context, seeking to understand how these novels worked as forms of cultural production during a time of pronounced social change. Crucial to this understanding will be a consideration of the unresolved, developing, or emergent state of eighteenth-century British culture as it moved into the modern world. Beginning with popular fiction from the early decades, including Defoe's *Moll Flanders* and *Colonel Jack*, proceeding through mid-century masterpieces such as Richardson's *Pamela* and *Clarissa* and Fielding's *Joseph Andrews* and *Tom Jones*, and ending with the late-century works of Burney, Radcliffe, and Austen, participants will develop an interdisciplinary approach to the eighteenth-century novel, placing key texts against a background of the cultural change of which they were a part. Reading will include social and political history and recent work on the development of the novel. Teachers and scholars of cultural and social history, scholars interested in the development of the novel and the relationship between literature and society, and eighteenth-century specialists are invited to apply.

A. LAVONNE BROWN RUOFF
 Department of English
 Box 4348
 University of Illinois
 Chicago, Illinois 60680

American Indian Literatures: Oral and Written

June 19 to August 11, 1989 (eight weeks)

Despite the long history of native American cultures and literatures in North America, American literature courses have traditionally not dealt with the contributions that American Indians have made to other literary heritages. Oral traditions are of particular importance. This seminar will consider the diversity of American Indian oral traditions and their influence on the prose of Indian writers. Among the topics to be studied are the structures and cultural contexts of oral literatures, including various myth types, such as creation myths or tales of culture hero/trickster/trans-former; the transition from oral to written literature in English, especially autobiography and autobiographical fiction; and the influence of oral tradition on twentieth-century Indian fiction, with special emphasis on works written prior to 1969. The seminar is interdisciplinary and is designed for teachers and scholars in the fields of anthropology, education, linguistics, art, literature, American history, religious studies, philosophy, and native American studies.

JOHN M. WALLACE
 Department of English
 University of Chicago
 1050 East 59th Street
 Chicago, Illinois 60637

Literature and Politics in Seventeenth-Century England

June 19 to July 25, 1989 (six weeks)

Many texts written to comment on contemporary events are so intimately con-

nected to the history of which they are a part that the distinction between text and history serves to disconnect ideas that are often better left together. Historical and cultural information about the Renaissance therefore enables critics to interpret better its literature's allusions and intentions. The seminar's central focus will be to demonstrate the connections between literature and history by understanding the texts and by understanding the historical problems which they typify and comment on. Using literary texts of historical importance, participants will discuss the great political crises of the century: the problems of authority, the crisis and alignments of the English Civil War, the constitutional chaos in the Interregnum, the Restoration settlement, and the Glorious Revolution. The growth of responsible government will be a continuing theme, reflected as variously in the works of different authors as it was in the slow and uncertain progress of political history. Participants will read plays by Shakespeare, Jonson, Dryden, and Otway, poems by Denham and Marvell, and works by Hobbes and Locke. This seminar is intended for teachers and scholars of English literature, but other interested scholars are also welcome to apply.

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

The Arts — Babcock and Shailor,
 Barkan, Heffernan
Foreign and Comparative Literature —
 Foley, Morson, Vance
History — Winks
Politics and Society — Brandes,
 Schudson

**FOREIGN AND
 COMPARATIVE
 LITERATURE**

JOHN J. ALLEN
 Department of Spanish and Italian
 POT 1115
 University of Kentucky
 Lexington, Kentucky 40506

The Golden Age *Comedia* on Stage

June 12 to August 4, 1989 (eight weeks)

The *comedias* of Golden Age drama are important to the understanding of modern Spanish culture and central elements of later Spanish literature. This seminar seeks a performance-oriented understanding of the *comedia* within the context of the open-air *corral* theater. Specifically, participants will explore the contribution of staging to the treatment of some of the central preoccupations of the *comedia*, such as honor, the monarchy, and religion. Among questions to be pursued are: How do the different uses of the standard features of the stage contribute to the dramatic effect? How stable is "place" in the *comedia*? What emblematic connotations are possible using vertical relationships on stage? Presentation of brief scenes by participants, videotapes, audiocassettes, slides, and models will aid in understanding the *comedia* and its cultural significance and in redressing the prevailing imbalance in the classroom between the written text and performance values. Participants will also examine the sociology of the *corrales*: the audience, the acting companies, and the economics of playhouse management. Finally, the seminar will include a comparative study of the Spanish *corrales* and Shakespearean theater in light of the more advanced performance-oriented study of the latter. Applications are welcome from teachers and scholars of

drama and of Spanish language and literature. A reading knowledge of Spanish is required.

ANDREW P. DEBICKI
 Hall Center for the Humanities
 University of Kansas
 Lawrence, Kansas 66045-2967

Critical Approaches to Twentieth-Century Spanish Poetry

June 12 to July 21, 1989 (six weeks)

Participants in this seminar will apply present-day knowledge of structuralist and poststructuralist perspectives to the study of contemporary Hispanic poetry. Discussion will focus not so much on the examination of theory as on the possible applications and implications of theoretical postures to practical criticism of the poetry. Sessions will focus on the works of four key poets, relating current analytical theory and prior critical approaches to the poetry under examination. The poets to be studied include Jorge Guillen, who has recently evoked important structuralist and semiotic studies; Pedro Salinas, whose work critics have reinterpreted in the light of poststructuralist insights; Jorge Luis Borges, whose constant use of allusions and intertextual references invites attention to the nature of the reader's reaction; and Gloria Fuertes, whose use of colloquial idiom and current references has obligated critics to revise many perspectives on the nature of poetry, postmodernity, and modifications of the modernist canon. The seminar is intended primarily for teachers and scholars of Spanish and Spanish American literature; those in comparative and other literatures with a good command of Spanish are also welcome to apply.

JOHN MILES FOLEY
Center for Studies in Oral Tradition
University of Missouri
Columbia, Missouri 65211

The Oral Tradition in Literature

June 19 to August 11, 1989 (eight weeks)

Over the last several decades, scholars have begun to appreciate the significance of the oral tradition that lies behind many important works of literature. Furthermore, since the publication of Lord's *The Singer of Tales*, it has become apparent that works with roots in oral tradition demand interpretation. This seminar will attempt to formulate an interpretive method that will facilitate the understanding of oral traditional works *sui generis*. By considering both primary oral texts, such as Yugoslav, native American, and African epics and other genres, and works with roots in oral tradition, such as the Bible, the Homeric epics, *Beowulf*, *The Song of Roland*, and *The Poem of the Cid*, participants will explore theories of creation and transmission, oral performance, and the implications of structure for meaning from a comparative perspective. Each work of literature will be examined on its own terms and as one example of the general phenomenon of oral literature. Discussion will focus on the difference the works' orality makes to their faithful interpretation by members of a highly literate and print-oriented culture. The approaches employed will have no special allegiance to a single school of thought but will reflect the inherent pluralism of this field. The seminar is designed to appeal to teachers and scholars from many disciplines: modern, medieval, and ancient languages and literatures; linguistics; history; anthropology; and folklore.

IHAB HASSAN
Center for Twentieth-Century Studies
Box 413
University of Wisconsin
Milwaukee, Wisconsin 53201

The Question of Postmodernism in Literature

June 26 to August 4, 1989 (six weeks)

Applied to various fields, the term *postmodernism* now refers to a diffuse cultural trend. Participants in this seminar will explore this trend by studying literary, historical, and philosophical works. Writers from Gertrude Stein to Borges, Nabokov, Beckett, Duras, and Barthelme and philosophers from Nietzsche to Lyotard and Kristeva will provide the textual, contextual, and theoretical bases for the discussion. While examining the values that bind these artists and thinkers into a broad cultural pattern, the seminar discussion will address several questions: Is it possible or useful to discern a phenomenon called postmodernism in culture generally and in literature particularly? What historical as well as formal criteria distinguish postmodernism? How can we relate the phenomenon to such earlier modes of change as turn-of-the-century avant-gardes and the high modernism of the 1920s? The seminar will attend to literary texts, not to exemplify any particular theory of postmodernism but rather to extend, qualify, disrupt, and reformulate such a theory. The seminar is intended for teachers and scholars of literature and for others with an interest in twentieth-century culture.

ANTON KAES
Department of German
University of California
Berkeley, California 94720

Modernity and its Discontents: Film, Literature, and Myth in the Weimar Republic

June 19 to August 11, 1989 (eight weeks)

When Sigmund Freud published *Civilization and its Discontents* in 1930, the Golden Twenties had ended in Germany, and the battle between those in favor of modernity and those fiercely opposed to it was decided, with Hitler and his party prepared to take center stage. Many of the arguments engendered by the uneasy relationship of Germany to modernization were made into narratives portraying the fears and anxieties that technology and social progress tend to suppress or displace. The various fictional forms and disguises through which the pro- and antimodernists fought will be the central concern of this seminar. The Weimar period will serve as a concrete case study: the dialectics of modernity as expressed in the film and literature of the period will be brought to bear on more general questions about modernity still being discussed today in the guise of the postmodern debate. Discussion will center on films, literary texts, and essays from related fields in history, sociology, philosophy, and psychology. Participants will study films by Lang, Murnau, and Pabst; works by Kafka, Döblin, and Brecht; and essays by Kracauer, Benjamin, Freud, and Simmel. A reading knowledge of German is desirable but not required. Teachers and scholars of literature, film, history, German studies, and related fields are invited to apply.

BERNTH O. LINDFORS
Department of English
University of Texas
Austin, Texas 78712

African Novelists

June 19 to July 28, 1989 (six weeks)

African novelists have devised innovative narrative strategies to communicate important messages to their readers. The purpose of this seminar is to examine their themes and story-telling techniques, noting how each writer speaks to local and international audiences simultaneously by constructing syncretic fictions that fuse indigenous and foreign elements. Readings will be grouped thematically and to some extent chronologically in order to document shifting tendencies in the African novel. The seminar will begin by focusing on the preoccupations of the earliest novelists and will proceed by comparing their works with those composed later by authors with different priorities. Concentration on the concerns of the most significant contemporary literary figures will conclude the seminar. Attention will also be paid to how content, form, and style were affected by social and political exigencies, such as colonialism, nationalism, and independence in West and East Africa and racism, repression, and censorship in South Africa. Seminar sessions will focus on representative works by Mofolo, Tutuola, Laye, Oyono, Beti, Abrahams, La Guma, Gordimer, Coetzee, Armah, Ngugi, Ba, and Ousmane. All readings will be in English; but participants fluent in French, Portuguese, or an African language will be encouraged to read selected works in that language. Teachers and scholars of African history, culture, and literature are welcome to apply.

GEORGES MAY
Department of French
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

The Imaginary Voyage in Eighteenth-Century French Fiction
June 19 to August 11, 1989 (eight weeks)

Fictional narratives of imaginary voyages can be found in classical antiquity, notably in the *Odyssey* and Lucian's *True History*. Retrospectively, however, eighteenth-century French writers seem to have produced the most notable body of "imaginary voyage" literature. Participants in this seminar will examine some of the texts supporting this assertion and will explore the causes, significance, and consequences of this literary vogue in eighteenth-century France. The seminar will address possible connections of these works with the French Enlightenment, with the varied French travel literature written during the late seventeenth and eighteenth centuries, and with the contemporary advance and popularization of science. The texts will also be considered with works of utopian narrative or science fiction in an attempt to determine whether the imaginary voyage can be defined with sufficient specificity to deserve the status of genre. Literary texts by Montesquieu, Voltaire, Diderot, Marivaux, Prévost, Rétif de la Bretonne, and several others will be examined. Designed primarily for teachers and scholars of French, the seminar will also interest those who deal extensively with French social, cultural, and literary history. A thorough knowledge of French is required.

GARY SAUL MORSON
Department of Slavic Languages and Literature
Northwestern University
Evanston, Illinois 60208

The Prosaics of Russian Literature: Theory and Practice
June 19 to August 11, 1989 (eight weeks)

Russian novels have often struck readers as so peculiar in form that they scarcely seem to be novels at all. The development of a poetics, or, more appropriately, a *prosaics*, of anomalous forms of Russian literature is the aim of this seminar. It will focus on how Russian critics responded to the problems posed by the form and content of Russian novels and plays. Employing in particular the writings of Mikhail Bakhtin, participants will examine peculiarities of Russian literature and the ways in which Russian literary theory reflects Russia's own literary tradition. The nature of national traditions, general theories of the novel, the relation of fiction to nonfiction, the shape of plots, and the relation of plot to an overall sense of the world are among the issues to be addressed. *Diary of a Writer*, *Anna Karenina*, *Uncle Vanya*, *The Three Sisters*, and other works by Dostoevsky, Tolstoy, and Chekov will provide the basis for the discussion. Teachers and scholars of Russian, English, French, and non-Western literature; the novel; comparative literature; and literary theory are encouraged to apply. The seminar will be taught in English and appropriate translations will be suggested for those who do not know Russian.

STEVEN PAUL SCHER
Department of German
Dartmouth College
Hanover, New Hampshire 03755

Literature and Music
June 26 to August 4, 1989 (six weeks)

The affinities between literature and music have always held a particular fascination for poets, writers, musicians, scholars, and critics. Preoccupation with the complex poetic process of rendering in writing the formal features, the intellectual and emotional implications, and the possible symbolic content of music has led to a host of theories and attempts to capture a semblance of music in literary works. Focusing primarily on the literary component, participants in this seminar will explore the interrelations of literature and music and study the major aspects, aesthetic implications, and analytical methods of comparing the two arts. Questions concerning the boundaries between the two arts will include where and how they overlap, what the typical manifestations of the interaction are, and to what extent legitimate parallels can be fruitful for the teacher and scholar of comparative arts. The seminar's approach will be systematic and selective rather than historical and exhaustive. Readings and discussions will maintain a balance between critical theory and interpretation. The writings of Goethe, Brentano, Hoffmann, Poe, Baudelaire, Verlaine, Mann, Joyce, Huxley, Brecht, Gertrude Stein, Hugo Ball, Celan, and Rimbaud will be among those considered. This seminar is intended for teachers and scholars of literature, music, humanities, and aesthetics. Technical knowledge of music is welcome but not required.

EUGENE A. VANCE
Research and Education
The Newberry Library
60 West Walton Street
Chicago, Illinois 60610

The Poetics of Sign and Discourse in Medieval Literature
June 19 to August 11, 1989 (eight weeks)

During the Middle Ages, a concern with the functions and limits of language remained central to all spheres of intellectual life. Medieval literature displays a consciousness of the ethics of speech and of language as the primal social contract. Using a historical approach to medieval theories of sign and discourse, participants in this seminar will explore the poetics of selected French, Italian, and English literary masterworks from the twelfth to the fourteenth centuries. Participants will also compare medieval and modern critical thought about sign and language. Issues to be considered include the impact of literacy in the twelfth century, the social and economic foundations of courtly discourse, the relationship between social class and verbal style, the impact of the new humanism of the cathedral schools and of logic on the vernacular letters of the late twelfth century, the ethical dimensions of style, and the relationship between poetic style and character. The *Chanson de Roland*, Chretien's *Yvain, ou le chevalier au lion*, Aucassin et Nicolette, Dante's *Vita nuova*, and Chaucer's *Book of the Duchess* are some of the works to be discussed. This seminar is intended for teachers and scholars of literature interested in medieval texts or in theories of discourse as a basis for historical criticism. A reading knowledge of modern French is required.

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

of interest to teachers and scholars of comparative literature:

The Arts — Babcock and Shailor, Barkan, Heffernan

English and American Literature — Hanning, Knoepfelmacher

Politics and Society — Brandes, Markovitz

HISTORY

THOMAS BENDER
Department of History
19 University Place
New York University
New York, New York 10003

American Cultural History: Biography, Texts, Cities

June 12 to August 4, 1989 (eight weeks)

Participants in this seminar will study three vantages for writing American cultural history: biography, textual analysis, and the city as a milieu for the making, distribution, and interpretation of culture. Studying the city by building on social history with the techniques of intellectual history, both as biographical analysis and as textual explication, the participants will consider the various ways that biography and text can be used to illuminate the form and meaning of public urban culture. The seminar will consist of three parts:

biography as cultural history, texts as an entrée into cultural history, and the city as a social frame for the constitution and distribution of cultural phenomena in America. Readings will include selections from Gay, Brooks, Schorske, Ellis, Salvatore, Harris, Trachtenberg, Hayden, Berman, Peiss, and Huggins. This seminar is intended for historians and for teachers and scholars of literature, art, and architecture.

TIMOTHY H. BREEN
Department of History
Northwestern University
Evanston, Illinois 60208

Creative Adaptations: Peoples and Cultures of America, 1607-1763

June 19 to August 11, 1989 (eight weeks)

The colonization of the New World is a story of human creativity. Whatever colonists' backgrounds or ambitions, they were forced to adjust not only to unfamiliar environments but also to persons of different races, cultures, and heritage. How men and women chose to interact, how much they preserved of their original cultures, and how much they borrowed from strangers are topics of considerable importance, because the decisions made three centuries ago still affect the character of modern society. This seminar will consider the economic, demographic, ethnic, and environmental factors that shaped the character of human interaction in early America. Participants will explore the nature of race and community relations and the impact of commerce, war, improved communications, mass religious revivals, and population growth on colonial cultures. Applications are encouraged from American historians and social scientists interested in colonial America.

GREGORY L. FREEZE
Department of History
Brandeis University
Waltham, Massachusetts 02254-9110

Church and Religion in Imperial Russia, 1700-1917

June 12 to August 4, 1989 (eight weeks)

In the past, study of the history of religion and the Church in prerevolutionary Russia has been neglected. However, new research in the United States, West Germany, and the Soviet Union has begun to close this gap in our knowledge. This seminar will examine basic sources and new scholarship to enable participants to add the ecclesiastical dimension to their teaching and study of Russian history. The seminar's primary goals will be to begin a systematic study of the new scholarship, to assay the problems addressed and the import of new findings, and to set an agenda for future research. Some representative topics are Petrine Reform; parish and monastic clergy; church structure and hierarchy; church schools, seminaries, and academies; theological currents; sermons and preaching; the church and society; dechristianization; and the church and revolution. Applications from Russianists, Slavists, European historians, and church historians are welcome. Readings will be in English; a reading knowledge of Russian is desirable but is not a prerequisite for the seminar.

RICHARD HERR
Department of History
University of California
Berkeley, California 94720

Group Loyalties in Modern Western Societies

June 12 to July 21, 1989 (six weeks)

A development familiar to scholars of modern history is the transition from absolute monarchy to popular sovereignty. Once people stopped believing in divine sanction as the basis of monarchy, societies faced the challenge of creating a new order to prevent civil war and anarchy. Scholars have assumed that responses to this challenge resulted from coherent political philosophies based on natural law and individual rights. Participants in this seminar will examine this assumption by studying two opposing responses that arose during the Enlightenment. One favored individual self-interest, arguing that a superior force, such as an enlightened ruler or market pressures, would guide the efforts of motivated individuals toward the common good. The other response, defined in Rousseau's idea of the general will, held that society can function only if citizens consciously prefer the common good to self-interest. Western societies since the eighteenth century have felt tension between the pursuit of individual happiness and the commitment to general welfare. Participants will examine how individuals have devoted their primary loyalty to different kinds of communities depending on time, place, and circumstance, and why people sometimes take up arms for their nation and at other times for their faith, social class, or ethnic group. Applications are welcome from social anthropologists, psychologists, scholars of literature, historians, and political scientists.

KENNETH T. JACKSON
c/o Summer Sessions Office
419 Lewisohn Hall
Columbia University
New York, New York 10027

American Urban History: Cities and Neighborhoods

June 12 to August 4, 1989 (eight weeks)

Participants in this seminar will examine the theoretical and methodological issues associated with the study of urban history. They will identify and explain common patterns in urban land use, political development, occupational mobility, social structure, and the composition of elites. Using an interdisciplinary approach, the seminar will focus on theories of urban location, central place theory, the historiography of urbanization, and traditional explanations of the internal structure of cities. Participants will use primary source materials, such as real estate transfers, manuscript census records, city directories, court records, photographic archives, voting lists, and land-use atlases. Seminar members will also have the opportunity for discussions with people involved in city development, archives, and outreach programs. Walking tours of neighborhoods in both Manhattan and smaller communities will be scheduled. Applications are encouraged from teachers and scholars of history, sociology, and urban studies. No background in urban history or quantitative methodology is required.

KAREN OFFEN
Institute for Research on Women and Gender
Stanford University
Stanford, California 94305

The Woman Question in an Age of Revolutions: Europe and America, 1750-1880

July 10 to August 18, 1989 (six weeks)

This seminar will reconsider the study of Western political and intellectual history from 1750 to 1880 by focusing on the "woman question." This public debate — which encompassed issues of women's legal status, education, employment, and prescribed role in political life — was central to political and intellectual developments of this period, though it is not often addressed in historical accounts. Participants will examine both the public challenge presented on women's behalf and the counter-arguments put forth by those who defended the existing order. They will analyze this debate chronologically, thematically, and cross-nationally as it evolved into a major international issue. Discussions will explore issues surrounding the woman question by considering the following authors: Wollstonecraft, Rousseau, von Hippel, Goethe, Kant, Fourier, Napoleon I, Sand, Balzac, Mill, and Darwin. Participants will review modern scholarship and eighteenth- and nineteenth-century writings and documents. This seminar will give participants an opportunity to study recent scholarship that incorporates gender as a new analytical focus for historical change. Teachers and scholars of modern European and American history and others who can use this study in their teaching and research are welcome to apply. Knowledge of a modern European language is highly recommended, though not required.

SARAH B. POMEROY
Department of Classical Studies
City University of New York
Graduate Center
33 West 42nd Street
New York, New York 10036

The Family in Classical and Hellenistic Greece

June 12 to July 21, 1989 (six weeks)

In the first chapter of Xenophon's *Oeconomicus*, Socrates attempts to define *oikos*, a word that is translated as "family" or "state." Socrates's definition is limited to "all the useful property a man holds." In the *Politics*, Aristotle adds to the notion of property all the people, including slaves, who are "subject to the patriarchal authority of the master." These classical definitions demonstrate that the concept of the family in Western culture has changed dramatically, but whether familial behavior has also changed is less easy to determine. Was the Greek family kin-oriented or nuclear? Were children brutalized mentally or physically? How did the Greek system of land tenure affect family structure? This seminar will focus on the history of the Greek family and on interdisciplinary approaches to family history. Participants will examine the ancient evidence, such as historical and literary texts by Homer, Hesiod, Xenophon, Herodotus, Plato, and Aristotle; papyri; inscriptions; vase paintings; and domestic architecture. Participants will also analyze methodological approaches to the study of the family, including psychoanalytic, anthropological, and demographic interpretations. Teachers and scholars of ancient history and family history are welcome to apply. A reading knowledge of Greek is not essential, although those able to do so may read original texts.

LEONARD M. THOMPSON
Department of History
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

The Political Mythology of Racism

June 12 to August 4, 1989 (eight weeks)

The word *myth* is used in many different contexts, often with derogatory or archaic connotations. Scholars such as Ernst Cassirer, Mircea Eliade, and Geoffrey Barraclough contend that myth is a dangerous or archaic phenomenon. Others, however, including Bronislaw Malinowski, Claude Lévi-Strauss, Henry Tudor, and William McNeill, believe that myths are vital elements in any human culture. Participants in this seminar will explore the nature of myth. Specifically, participants will study the racial dimension of modern political mythology — tales told to legitimize or discredit modern regimes. Myths will be examined as historical phenomena. They originate in specific circumstances to serve specific political interests, and they change to serve the different interests of successive generations and regimes. Participants will explore the flexibility of myths in democratic and totalitarian societies. Discussion will include the following topics: the dynamic quality of political myths, the mythological element in America, the contributions of scientists to public policy on racial problems, and racist mythology in Europe and South Africa. This seminar is particularly designed for modern historians, historians of science, social scientists, and moral philosophers.

ROBIN W. WINKS
 Department of History
 c/o NEH Summer Seminars
 53 Wall Street
 Box 2145 Yale Station
 New Haven, Connecticut 06520

The Historian as Detective
 June 12 to August 4, 1989 (eight weeks)

History, as a discipline, is concerned with asking good questions. Its methodology emphasizes skills in searching for and analyzing information with the goal of creating interpretive discourse accessible to a broadly based public audience. This seminar is intended to refresh teachers' and scholars' sense of this discipline *as* a discipline — that is, as a disciplined form of thought. Participants will study the process of inquiry and careful framing of good questions; the sorting and weighing of facts; the examination of human nature through analysis, experience, and observation; and communication to a wide audience through writing. Participants will also explore affinities among detective fiction, fictional and factual espionage narrative, and historical writing. Professional historians and the characters of detective or espionage fiction struggle with similar questions of how to deal with the particularity of fact and language, of how to evaluate evidence to minimize prejudice and bias, and of how to articulate the results of inquiry to reveal truth objectively while sustaining interest and persuasive force. Participants will examine detective and espionage narratives as real world applications of the historian's skills and will explore how such narratives — from Conan Doyle to present writers — mirror the changing concerns of society. The seminar is designed especially for teachers and scholars of history, literature, and related fields.

OLIVIER ZUNZ
 Department of History
 Randall Hall
 University of Virginia
 Charlottesville, Virginia 22903

Urban History: Places and Process
 June 19 to August 11, 1989 (eight weeks)

Urban history has concentrated for the most part on local concerns, such as community studies, investigations of local politics, analyses of local expressions of technological and engineering innovations, and studies of segregation patterns in local real estate and housing developments. Only a few attempts have been made to write synthetic or comparative treatments. Because the vitality of urban history depends on how local historians relate the particular to the general, this seminar will focus on the ways the history of a place leads inevitably to a reappraisal of the broader frameworks that constitute intellectual and historiographical debates. Participants will explore the tradition of metropolitan studies and will apply this background to processes that transcend particular data and integrate them into a larger context. Seminar topics include urban boundaries and affiliations; power and control in the metropolis; migration patterns and urban comparative history; state-building, bureaucratization, and the growth of corporate structures; and urban family life and gender relations. Urban historians and social scientists are encouraged to apply.

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

English and American Literature —
 Greenblatt, Henkle and Curtis,
 Richetti, Wallace

Foreign and Comparative Literature —
 Kaes
Philosophy and Religion — Schmidt,
 Van Seters
Politics and Society — Naby and Frye,
 Tiryakian

PHILOSOPHY AND RELIGION

E. MAYNARD ADAMS
 Department of Philosophy
 University of North Carolina
 Chapel Hill, North Carolina 27599

Metaphysics, Morality, and Moral Theory

June 12 to August 4, 1989 (eight weeks)

This seminar will examine the relevance of epistemological and metaphysical issues to moral philosophy. Participants will consider recent analyses of the present condition of our normative culture and will critically review the major types of moral theory developed from within our dominant intellectual perspective, including cognitive naturalistic theories, contractarian theories, causal good-reasons theories, Kantian theories, emotivism, existentialism, and virtue ethics. For each moral theory, participants will analyze its underlying assumptions and explore relevant questions and possibilities precluded by epistemological and metaphysical commitments made independently of moral philosophy. The seminar will conclude with an exploration of a humanistic metaphysics that would be more congenial to morality and moral theory. Participants will read from the work of MacIntyre, Rawls, Falk, Gewirth, Darwall, Williams, Nagel, and the new moral realists. This seminar is intended for teachers and scholars of philosophy with a general knowledge of epistemology, metaphysics, and moral theory.

JULES L. COLEMAN
 Yale Law School
 c/o NEH Summer Seminars
 53 Wall Street
 Box 2145 Yale Station
 New Haven, Connecticut 06520

New Directions in the Philosophy of Law: Civil Liability and Individual Responsibility

June 12 to August 4, 1989 (eight weeks)

Aside from theories of crime and punishment and analytic jurisprudence, the field of legal philosophy remains underdeveloped. An introduction to the study of legal theory and practice, this seminar is designed to establish the nature and scope of a reciprocal relationship between philosophy and law, under the premise that the study of one results in a better understanding of the other. Inquiry will be organized around topics relating civil liability to principles of personal responsibility. Participants will discuss tort liability and the practice of settling disputes, as opposed to fully litigating them, to question how the concept of personal responsibility is realized in legal practice and the extent to which legal practice departs from the requirements of justice. Can it ever be fair to impose liability on someone who has acted without fault, as is often the case in strict liability tort law? Should we rethink our commitment to the view that, in order to be fair, liability must always be based on fault? What is the role of insurance in a theory of responsibility, and why is insurance permissible for tort but not criminal liability? Why is plea bargaining subject to serious criticism while settling civil disputes, the civil law analog of plea bargaining, goes relatively unchallenged? Teachers and scholars of political theory, sociologists, economists of law, and scholars of social or political philosophy and the philosophy of law are welcome to apply.

LOUIS H. FELDMAN
c/o Annenberg Research Institute
420 Walnut Street
Philadelphia, Pennsylvania 19106

The Greek Encounter with Judaism in the Hellenistic Period

June 12 to August 4, 1989 (eight weeks)

A significant encounter of civilizations occurred in the Hellenistic period when Judaism came into contact with Greek thought. In ancient and later efforts to distinguish and synthesize elements of Hellenism and Judaism can be found the roots of Western humanism. The seminar will examine and evaluate the cultural and religious contacts between the Greeks and the Jews in Palestine and in the Diaspora. It will isolate those elements that are distinctively Greek and distinctively Jewish in both content and style during this period and explore how major works and thinkers — Hellenistic Jewish art, the Septuagint, Philo, Josephus, the Talmud, and the New Testament — attempt to accommodate, synthesize, or reject those elements. Participants will discuss the acceptance of resistance to Greek influence on Jewish sacred writings; Philo as Greek and Jew; the rabbis' attitudes toward the Greek language, literature, and philosophy; Josephus as an interpreter of Judaism to the Greeks; Greek influence on Hellenistic Jewish art; the Jews and their neighbors; and Hellenistic Judaism and the rise of Christianity. The seminar is intended for teachers and scholars of religion, ancient history, and classics. A reading knowledge of Greek or Hebrew is desirable but not required.

MARJORIE G. GRENE and
RICHARD M. BURIAN
Department of Philosophy
Virginia Polytechnic Institute
and State University
Blacksburg, Virginia 24061

Philosophy of Biology in Historical and Cultural Contexts

July 3 to August 11, 1989 (six weeks)

This seminar will probe current issues in the philosophy of biology. Participants will examine the relationship between biology and philosophy and the role of biological questions in the development of a new philosophy of science. Discussion will then turn to Darwin and the history of Darwinism, emphasizing the nineteenth-century philosophical background of Darwin's work and the contribution of Darwinism to our understanding of the epistemic and social aspects of scientific discovery. Also considered will be adaptationism, the current problems with the Darwinian tradition, and recent challenges to Darwinism. Participants will then address the molecularization of biology: the place of genetics, the problems raised for Darwinism by molecular phenomena, and the connection with the problem of reductionism. Other issues to be considered include the species problem, the foundations of systematics, and the implications of evolutionary theory, neurobiology, and the study of animal behavior for the concept of human nature. Teachers and scholars of the philosophy of science, philosophy, history, social science, and education are welcome to apply.

WILLIAM R. LAFLEUR and
STEPHEN F. TEISER
Department of East Asian Languages
and Cultures
Royce Hall, Room 290
University of California
Los Angeles, California 90024

Buddhism and Culture: China and Japan

June 19 to August 11, 1989 (eight weeks)

In studying comparative religion or the history and art of East Asia, scholars often sense that Buddhist influence runs deeply in Chinese and Japanese culture but that little can be said in concrete terms about that influence. This seminar seeks to remedy this problem by exploring the cultural impact of Buddhism outside the monastery. The dual focus on Buddhism and culture in China and Japan is intended to teach specialists in either culture more about the other by seeing how differently Buddhism fared in each. Participants will use an integrative method of close analysis based on the methods of historical studies, literary analysis, and social science to scrutinize the interaction between religious texts and specific cultural expressions. The four major topics include funeral rites and the treatment of the dead; Buddhism and the family; the links between karma, theodicy, and work; and Buddhism's relationship to artistic, literary, and recreational life. Teachers and scholars of comparative religion, Asian religions, East Asian languages and literatures, history, and comparative culture and others who deal with the role of Chinese or Japanese Buddhism in their studies and teaching are eligible to apply. Reading knowledge of Chinese or Japanese is not required.

LARRY LAUDAN
Department of Philosophy
University of Hawaii
Honolulu, Hawaii 96822

Naturalistic Epistemology

June 12 to July 21, 1989 (six weeks)

Until the 1970s, all epistemological theories, whether conventionalist, apriorist, or historicist, held that the status and grounding of epistemology were fundamentally different from theories in the natural and social sciences. Naturalistic epistemology, however, urges that theories of knowledge be evaluated as other theories are, that is, by asking what sorts of empirical support and rational plausibility they enjoy. Information about the physical world, about our physiological constitution, and about our cognitive makeup are the starting points for theories about how knowledge is constituted and justified. The purpose of the seminar is to give participants intensive exposure to the current debate surrounding naturalistic epistemology and to explore whether this approach makes viable a normative epistemology with empirical foundations. The seminar will focus on the status of epistemic claims, non-naturalistic traditions, Quine and the re-emergence of naturalistic epistemology, contemporary debates, normative naturalisms, and parallels between meta-ethics and meta-epistemology. The seminar is intended for teachers and scholars interested in epistemology, the relationship between science and philosophy, and problems in meta-philosophy.

AMELIE O. RORTY
Radcliffe College
10 Garden Street
Cambridge, Massachusetts 02138

Virtues and Their Vicissitudes

June 26 to August 18, 1989 (eight weeks)

By examining several turning points in the history of conceptions of the virtues, including contemporary virtue theories, participants in this seminar will trace how Aristotelian *arete*, which combines excellence in intellect with character, became Stoic *virtus*, a capacity for reflexive self-control; how Thomistic *virtus* was replaced by seventeenth- and eighteenth-century natural and artificial virtues; how Kant's conception of good will further revised notions of virtue; and how modern theorists, such as MacIntyre, Foot, Williams, and Wallace, still disagree in their conceptions of virtue and the virtues. The connection between virtue and rationality will focus discussion around a set of key texts that analyze Aristotelian *phronesis*, Thomistic *prudentia*, Hobbesian calculative rationality, and the Kantian revolution in ethics that contrasted prudence with practical reason. Issues for discussion include moral education, the connections between the intellectual and the practical virtues, and the political dimensions of moral theories. Designed primarily for teachers and scholars of ethics, the history of philosophy, the philosophy of education, moral psychology, and the history of ideas, the seminar is also open to historians, literary critics, and scholars familiar with philosophical texts in history, literature, religion, and education.

RICHARD SCHACHT
Department of Philosophy
105 Gregory Hall
University of Illinois
810 South Wright Street
Urbana, Illinois 61801

Nietzsche's Philosophical Thought and Its Interpretation

June 12 to August 4, 1989 (eight weeks)

The work of Friedrich Nietzsche has exerted a significant influence on European philosophy and literature. Nietzsche's philosophical writings have been interpreted in many ways during the past half-century, and these interpretations must be considered in order to adequately comprehend Nietzsche's ideas. This seminar will attempt to achieve a better understanding of Nietzsche through an extended examination of his writings and a survey of the work of some of his most important and influential interpreters. Employing a chronological approach to Nietzsche's writings, the seminar will focus on various problems in Nietzsche's philosophy, such as art, religion, value, and truth. Participants will also consider various interpreters of Nietzsche's thought, such as Heidegger, Jaspers, Kaufmann, and Derrida. Teachers and scholars of philosophy, history, literature, and related fields are welcome to apply.

JAMES SCHMIDT
University Professors Program
Boston University
745 Commonwealth Avenue
Boston, Massachusetts 02215

What is Enlightenment? An Eighteenth-Century Question and Its Twentieth-Century Implications

June 12 to August 4, 1989 (eight weeks)

The Enlightenment has played a decisive role in shaping present-day attitudes toward science, politics, morality, and religion and in defining the predominant concerns of the humanistic disciplines. This seminar will explore the different ways in which the relationship between humanistic scholarship, religious faith, public opinion, and political authority was understood by a group of eighteenth-century German thinkers, Kant, Mendelssohn, Jacobi, and Hamann, who, while often loyal to the ideals of the Enlightenment, were acutely aware of its potential dangers and shortcomings. Their writings will be studied in conjunction with twentieth-century critiques of the Enlightenment by such philosophers as Gadamer, Horkheimer, Adorno, Habermas, MacIntyre, and Foucault to illustrate how the eighteenth-century discussion of what the Enlightenment was confronted issues that continue to affect ethics, political philosophy, religious studies, and social theory. The study will combine historical and sociological examinations of the Enlightenment as a historical movement and philosophical critiques of the ideals and presuppositions of the Enlightenment. Philosophers, political theorists, historians, and teachers and scholars of religious studies and comparative literature are welcome to apply. A reading knowledge of German is desirable but not essential.

STEPHEN P. STICH
Department of Philosophy, B002
University of California, San Diego
La Jolla, California 92093

The Philosophical Implications of Cognitive Science

June 19 to August 11, 1989 (eight weeks)

Over the last decade, the traditional concerns of philosophy — concerns about the nature of knowledge, about the relation between the world and our conceptions of it, and about the extent to which our minds contribute to the structure and content of what we learn — have been addressed by using new techniques of cognitive science. Beginning with an examination of the nature of mental representation, participants will explore the proliferation of theories attempting to understand how states of the mind/brain might have semantic or representational properties. Participants will also consider the arguments and evidence showing that a great deal of mental representation is analogous to language. Recent connectionist models of cognition will be examined, and participants will address the question of whether man is a rational animal by discussing experimental literature on inference and judgment and by focusing on the philosophical debate over the interpretation of experiments and the nature of rationality. The seminar will conclude with an exploration of the rationalism-versus-empiricism debate, the structure of transformational grammar and competing theories, and theories about common sense. Readings will include works by Fodor, Dennett, Smolensky, Nisbett, Lightfoot, and Stabler. The seminar is primarily intended for philosophers, but teachers and scholars of psychology, anthropology, computer science, and linguistics are also welcome to apply.

JOHN VAN SETERS

Department of Religious Studies
101 Saunders Hall CB #3225
University of North Carolina
Chapel Hill, North Carolina 27599

History Writing in Ancient Greece, The Near East, and Israel: A Comparative Study

June 12 to August 4, 1989 (eight weeks)

Participants in this seminar will study the origins and nature of biblical history writing in the light of Greek and Near Eastern historiography. The primary focus will be on the historical narratives from Genesis to 2 Kings, but the use of a comparative approach will reveal how much the Bible and early Greek historians have in common and how indebted both are to the various forms of historical texts used in Near Eastern civilizations. Viewing the narrative works of the Old Testament as national histories on the Greek model will clarify their complex mode of composition and their transformation into the authoritative tradition in the Jewish community. The question of the form and function of historical texts and their relationship to the intellectual traditions will be discussed. The tendency to discriminate between the nature of the literary work found in the national history from Joshua to 2 Kings and that in the Pentateuch will also be examined. Teachers and scholars of biblical literature, the classics, and ancient history and scholars of comparative literature, mythology, and ancient historiography are encouraged to apply. While helpful, knowledge of classical Greek or biblical Hebrew is not required.

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

The Arts — Murray
History — Freeze

POLITICS AND SOCIETY

STANLEY H. BRANDES

Department of Anthropology
University of California
Berkeley, California 94720

Humor in Cross-Cultural Perspective

June 26 to August 4, 1989 (six weeks)

This seminar is designed to provide an intensive view of the scholarship concerning humor in folklore, literature, history, anthropology, psychology, and related areas. The seminar will examine sources of humor; types of humor, including literary devices such as satire and irony; folkloristic genres like jokes and riddles; social behavior such as teasing and banter; and the social and psychological impact of humor. Readings will be representative of diverse theoretical schools — principally the cognitive, psychoanalytic, sociolinguistic, and social structural — with a view to whether these theoretical approaches are mutually exclusive or complementary. Participants will also examine specific topics, such as riddling and verbal dueling, humor and ethnicity, humorous performance, and the nature of ritual humor. Other questions that will be addressed are the extent to which universalistic theories can be applied in distinct cultural settings and whether native conceptions of humor overlap or conflict with those posited by scholars as outside observers. Also discussed will be whether humorous narratives and performances can be understood as isolated entities divorced from their wider social and cultural milieux. Applications are invited from all teachers and scholars interested in a humanistic approach to humor.

BERNARD E. BROWN

Center for European Studies
City University of New York
Graduate Center
33 West 42nd Street
New York, New York 10036

Modern French Politics

June 12 to August 4, 1989 (eight weeks)

Seminar Location: Paris, France

As France has confronted crises of modernization, the distinctive nature of its political conflict has fascinated theorists of change in the modern world. Since the Revolution of 1789, the French have been caught between the forces of tradition and modernity. This seminar will explore how these two forces have divided France over such issues as the relationship of republican institutions, the relationship of church and state, and the transformation of society by science and technology. Participants will study French politics, parties, interest groups, and policymaking, questioning to what extent the nature of political change in France is distinctive and to what extent it is universal. Readings include seminal works by Michel Crozier, René Rémond, Maurice Duverger, and other French and foreign observers. Participants will meet with some of the authors and also with party and interest group leaders. The seminar will also consider the clash of traditional and modern cultures within French society, the nature of modernization in French society, the role of political parties in formulating public policy, distinctions between the Left and the Right, and the evolution of the political parties in the 1970s. Teachers and scholars of comparative politics, European history, and French history and civilization are welcome to apply. The ability to read French and to understand spoken French is required.

DONALD P. KOMMERS

Law School
University of Notre Dame
Notre Dame, Indiana 46556

American Constitutionalism in Comparative Perspective

June 12 to August 4, 1989 (eight weeks)

Members of this seminar will explore problematic legal, moral, and philosophical issues in U.S. constitutional law both substantively and institutionally by comparing the constitutional developments of advanced democracies. The cases examined will focus on the meaning and relationship of community and personhood. Questions of constitutional interpretation and legitimacy will play an important role in this exploration. The seminar will focus on advanced pluralistic societies comparable to the United States in their commitment to political democracy and to the judicial enforcement of constitutionally guaranteed rights and liberties, such as Germany, Japan, Canada, and the Council of Europe. Readings will be drawn from constitutional cases decided by the highest tribunals of the nations studied. Participants will be challenged to specify the differences and similarities in constitutional values, to account for these differences and similarities, and to assess American constitutional values in light of foreign jurisprudence. After a general comparison of legal systems and constitutions, seminar discussion will focus on some problems in American constitutional law: the right to privacy, freedom of speech, religious freedom, equal protection, and economic rights. Teachers and scholars of political science, history, literature, philosophy, and theology are invited to apply.

IRVING LEONARD MARKOVITZ
Department of Political Science
Queens College
City University of New York
Flushing, New York 11367

Power and Class in Africa

June 12 to August 4, 1989 (eight weeks)

*Seminar Location: CUNY Graduate Center,
New York*

Participants in this seminar will investigate problems of the authoritative allocation of values in terms of three phases of African political development: the struggle for independence, the consolidation of power, and the encadrement of the population. Attention will focus on studies or essays that offer insight into contemporary issues, such as African capitalism, the theme of freedom in African fiction, the problems of banditry and rebellion, and human rights and structures of resistance in South Africa. Participants will also examine the changing relationships of class, ethnicity, race, and sex, and how Africa's past and future are related. The evolutionary-diffusionist, structural, dependency-exploitation, and world systems approaches to development will be addressed. Other subjects to be examined are women's roles in economic development, state autonomy, the changing nature of the organizational bourgeoisie, the possibilities of dependent development, the role of transnational corporations, and the structure of world systems. The seminar is based on analysis of important works in the field and includes the depiction of class and class conflict in African fiction and film. Teachers and scholars of the social sciences, arts, and humanities are welcome to apply.

EDEN NABY and RICHARD FRYE
History Department
612 Herter Hall
University of Massachusetts
Amherst, Massachusetts 01003

**From the Silk Route to Afghanistan:
Approaches to the Study of Central
Asia**

June 12 to July 21, 1989 (six weeks)

The object of this seminar is to study Central Asia, from Iran to China, using cultural anthropological, religious, archaeological, folkloric, and literary perspectives. Through a close reading of four original texts and background materials, participants will investigate four main themes: sedentary-nomadic relationships, east-west interchange on the silk route, social and political change under colonial conditions, and the dilemmas created by multi-ethnicity. The primary works to be examined are Ferdowsi's eleventh-century *Shahnameh: The Epic of the Kings*; *The Travels of Marco Polo*; Aitchen K. Wu's memoirs, *Turkestan Tumult*; and the fiction of Chinghiz Aitmatov, including *Tales of the Mountains and the Steppes*. Slides, tapes, and videocassettes will also be used to enhance discussion. Inquiry will also focus on specific topics, such as on dependence and cultural autonomy, oral and literary historical traditions, the effect of heritage on identity perceptions, Pax Mongolica, immigration in oases cultures, and colonization and rebellion. Teachers and scholars of history, foreign and comparative literatures and cultures, and the social sciences are encouraged to apply.

LAWRENCE ROSEN
Department of Anthropology
Princeton University
Princeton, New Jersey 08544

Anthropological Approaches to Law

June 12 to August 4, 1989 (eight weeks)

Increasingly, the societies anthropologists study are affected by the legal institutions of developing nations. Members of this seminar will explore the ways in which social and cultural constructs interact with forms of legal thought and their authoritative implementation. By focusing on the issues that arise in almost any legal system and relating them to themes in the American experience and by studying cases, concepts, and analyses of legal practitioners and scholars, participants will explore connections among law, society, and culture. Discussion will address a variety of issues, such as how decision makers use accepted social assumptions in designating certain occurrences as true and what the relative merits of applying functionalist or interpretive explanations to an analysis of judicial reasoning are. Specific topics will include the construction of facts in their cultural and legal contexts, the implementation of moral precepts, gender difference in testimony, the role of cultural assumptions in legal thought, the role of social scientists as expert witnesses, and the relation of language styles to legal process. Participants will read ethnographic studies, American legal cases, and historical accounts. Anthropologists and other social scientists and teachers and scholars interested in the basic problems of social order and moral restraint are welcome to apply.

MICHAEL S. SCHUDSON
Department of Communication
University of California, San Diego
La Jolla, California 92093

**American Journalism in Historical
Perspective**

June 19 to August 11, 1989 (eight weeks)

Newspapers, news magazines, television news, and other forms of journalism need to be understood not as self-contained artifacts but as cultural objects, influencing and expressing popular and political culture. Drawing on theoretical perspectives from sociology, literary criticism, and cultural anthropology, participants in this seminar will reconsider the history of American journalism. They will examine major issues in American journalism since the eighteenth century from both historical and theoretical perspectives, paying special attention to recent scholarship that relates journalism to political, social, and literary history. Participants will focus on problems of interpreting newspapers as historical documents and understanding them as social institutions, exploring such topics as news as a cultural form, the meaning of political speech, the newspaper in nineteenth-century popular culture and politics, the language of the daily press, the professionalization of journalism, the changing relations of the presidency and the press, the analysis of television news, and contemporary press analysis and criticism. Readings will be drawn from primary materials, journalists' autobiographies, and analytic studies. This seminar is designed for teachers and scholars of sociology, history, folklore, literature, political science, and American studies.

ANDREI SIMIC

Department of Anthropology
University of California
Berkeley, California 94720

Understanding Culture through Visual Media

June 12 to August 4, 1989 (eight weeks)

Through visual media, especially film, many experiential and subtle aspects of culture are communicated to the audience overtly and on emotional and intuitive levels. Films therefore are cultural entities and provide a storehouse of potential knowledge about the societies that produced them. Participants in this seminar will interpret cultural and cross-cultural experience and will explore a common set of aesthetic, philosophical, interpretive, theoretical, and filmic issues. Topics for discussion include new ways to view and interpret visual materials, the uses and misuses of visual media, cultural boundaries, comparing visual to other forms of communication, and applications of visual techniques in anthropology and other disciplines. The seminar will be organized around the viewing of films, videotapes, and slides that will be integrated and compared with written sources. Readings will include material directly related to the films, writings on expressive culture, filmic questions, and cross-cultural communication. Teachers and scholars of the humanities, arts, and sciences are invited to apply. Photographic and filmic skills will be useful but are not required.

JOHN F. SZWED

Department of Anthropology
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

Jazz: A Comparative View

June 12 to July 21, 1989 (six weeks)

Because the history of jazz is composed of intercultural and intergeneric connections, the origin and development of jazz need to be located within a comparative, multinational framework. Participants will follow a chronological sequence of styles and influential figures and will also examine the parallel and mutually influential musical developments in Cuba, Brazil, the West Indies, and elsewhere in the Americas. By using the concept of cultural creolization, the process by which two or more distinct cultures come into contact and through complex interchanges form a new culture, participants will attempt to assess the emergent features of New World musics and use them as points of comparison for understanding how jazz was produced in the United States. The seminar will address questions about how these developments were possible given the seemingly great cultural and spatial distance between these different musics and what they all had in common that allowed them to reoccur and converge. Topics for discussion include late nineteenth-century popular and folk music culture in the Americas, African rhythms in the New World, the transformation of the European dance cycle, the band and orchestra tradition of Africa and Europe, the bebop and its convergence with the mambo, and the revival of collective improvisation. Teachers and scholars of folklore, anthropology, music, history, sociology, and literature are invited to apply.

EDWARD A. TIRYAKIAN

Center for International Studies
Duke University
Durham, North Carolina 27706

Generations, Cycles, and Modernity

June 12 to August 4, 1989 (eight weeks)

The purpose of this seminar is to provide a new conceptual framework for the study of large-scale social change by examining the topics of generations, cycles, and modernity. Participants will discuss the basic suppositions that a new generation is emerging in the United States and elsewhere and that, in searching for a new collective identity, this generation will bring about a new cycle of modernity in the 1990s. Moving away from modernization, the old paradigm used in theories of social change, discussion will concentrate on the problematics of cultural adjustments and responses to technological and socioeconomic changes. In considering cycles and periodicity, participants will rethink the linear, evolutionist perspective of social change and explore the possible value of a more cyclical view. In dealing with the concepts of generations and generational discontinuity, the seminar hopes to integrate older qualitative/historical perspectives with new methodologies to yield a dynamic conceptual framework that takes generational analysis as a key linkage between individual actions and structural changes. The seminar will provide an opportunity for participants to apply and refine the analytical tools pertaining to cycles and generations in examining recent works on domestic and global movements of the 1960s. The seminar is interdisciplinary to attract sociologists, historians, political scientists, cultural anthropologists, and psychologists.

AARON WILDAVSKY

Survey Research Center
2538 Channing Way
University of California
Berkeley, California 94720

Political Cultures

June 12 to August 4, 1989 (eight weeks)

Most political science is concerned with who gets what, when, and how. This seminar, however, is about the formation of preferences — who wants what, when, and why. The topic of the seminar will be approached from the premise that preferences emerge from social interaction in defending or opposing different ways of life. People form their preferences as part of the process of constructing — building, modifying, and rejecting — their institutions. Thus, the values people prefer and their beliefs about the world are woven together in their ways of life. What are their values and beliefs? What are the distinctive features that sustain them? What are the necessary conditions for their viability? How do they impinge on one another? How do they affect political life? The seminar will begin with discussion of individualistic, market, and egalitarian cultures taken from different continents, time periods, and levels of technology. Participants will then consider a variety of applications of cultural analysis to show how the interplay of facts and values helps illuminate problems. Participants will also discuss such subjects as technological danger, media bias, the growth of government, and political change. This seminar is designed for political scientists and for teachers and scholars of anthropology, history, political history, economics, and political economics.

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

of interest to those teachers and scholars who study politics and society:

English and American Literature —
Cantor, Henkle and Curtis, Wallace

History — Breen, Herr, Jackson, Offen,
Thompson, Zunz
Philosophy and Religion — Coleman,
Schmidt

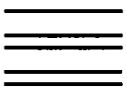
INDEX OF SEMINAR DIRECTORS

Adams, Maynard	25	Leach, Eleanor	5
Albright, Daniel	7	Lewis, R. W. B.	12
Allen, John	15	Lindfors, Bernth	17
Babcock, Robert	4	Litz, A. Walton	12
Barkan, Leonard	4	Lockwood, Lewis	6
Bender, Thomas	20	Markovitz, Irving	32
Brandes, Stanley	30	May, Georges	18
Breen, Timothy	20	Mellor, Anne	13
Brown, Bernard	31	Morson, Gary	18
Burian, Richard	26	Murray, Stephen	6
Cantor, Paul	7	Naby, Eden	32
Chatman, Seymour	8	Offen, Karen	22
Christensen, Jerome	8	Pomeroy, Sarah	23
Coleman, Jules	25	Richetti, John	13
Cooke, Michael	9	Rorty, Amelie	28
Curtis, Perry	11	Rosen, Lawrence	33
Debicki, Andrew	15	Ruoff, A. LaVonne Brown	14
Feldman, Louis	26	Schacht, Richard	28
Foley, John Miles	16	Scher, Steven	19
Freeze, Gregory	21	Schmidt, James	29
Fry, Paul	9	Schudson, Michael	33
Frye, Richard	32	Shailor, Barbara	4
Greenblatt, Stephen	10	Simic, Andrei	34
Greene, Marjorie	26	Stich, Stephen	29
Hanning, Robert	10	Szwed, John	34
Hassan, Ihab	16	Teiser, Stephen	27
Heffernan, James	5	Thompson, Leonard	23
Henkle, Roger	11	Tiryakian, Edward	35
Herr, Richard	21	Vance, Eugene	19
Jackson, Kenneth	22	Van Seters, John	30
Kaes, Anton	17	Wallace, John	14
Knoepfmacher, Ulrich	11	Wildavsky, Aaron	35
Kommers, Donald	31	Winks, Robin	24
LaFleur, William	27	Zunz, Olivier	24
Laudan, Larry	27		

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