



National  
Endowment  
for the  
Humanities

Division of  
Fellowships and  
Seminars

1987

SUMMER SEMINARS  
FOR  
COLLEGE TEACHERS

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

## PURPOSE OF THE PROGRAM

The NEH Summer Seminars for College Teachers Program offers teachers of undergraduates 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 teachers 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 choosing and design. Through research, reflection, and frequent formal and informal discussions with the seminar director and with other teachers from across the country, seminar participants will increase their knowledge of the subjects they teach and enhance their ability to impart an understanding of humanities disciplines and of the humanities in general to undergraduate students.

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

## INDIVIDUAL PROJECTS

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

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

## STIPEND AND TENURE

College teachers selected to participate in the program's eight-week seminars will receive a stipend of \$3,500 to help cover travel expenses to and from the seminar location, books and other research expenses, and living expenses for a tenure period of two full months. Those participating in the six-week seminars will receive a stipend of \$2,750.

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

## ELIGIBILITY

The program is intended to serve those whose primary duties involve teaching undergraduates and who have not recently had the opportunity to use the resources of a major library. Applications from members of Ph.D.-granting departments are normally not accepted. Scholars without an academic affiliation are eligible to apply.

Applicants must have completed their professional training by March 2, 1987. 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 a seminar. College teachers who participated in NEH Summer Seminars in 1984 or earlier are eligible to apply for 1987, but those who attended seminars in 1985 or 1986 are not eligible.

The Endowment particularly encourages humanities faculty at two-year colleges to apply to the program.

## ABOUT THIS BROCHURE

This brochure briefly summarizes each of the fifty-one seminars that will be offered during the summer of 1987. Specific prerequisites, such as proficiency in a foreign language, are also given where applicable.

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

STANLEY BRANDES  
University of California, Berkeley  
**Humor in Cross-Cultural Perspective**

DORIS E. MCGINTY  
Howard University  
**History of Afro-American Music, 1880-1980**

WILSON CAREY McWILLIAMS  
Rutgers University  
**Federalists and Anti-Federalists**

SARAH B. POMEROY  
CUNY Graduate Center  
**The Family in Classical and Hellenistic Greece**

MICHAEL SEIDEL  
Columbia University  
**Joyce: Perspectives on a Narrative Career**

**Please see pages 25, 5, 27, 19 and 10 for descriptions of these seminars. Each is marked with an asterisk (\*).**

## HOW TO APPLY

**Prospective applicants should write to seminar directors requesting details** about structure, requirements, and assignments. This information will help in determining 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 2, 1987, and the announcement of awards will take place on March 23. Selected participants will have until March 27 to accept or decline.**

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## ART AND MUSIC

JON H. APPLETON  
Department of Music  
Hopkins Center  
Dartmouth College  
Hanover, New Hampshire 03755

### Music and Technology

June 22 to August 14, 1987

"The folk instruments of today are largely the electronic devices that fill the shelves of local music stores. . . . The folk instruments of our time include computers." Starting with these premises, the seminar will focus on the various ways composers, performers, and listeners interact with technology and on how the use of electronics and computers has altered the role of music in culture and the concepts of style in Western art music. Among the issues that participants will address are acoustics and psycho-acoustics, computers as sound generators, the alteration of traditional concepts of style by technology, the influence of popular and commercial music on perception, the changes technology has wrought on the role of the performer—now often a single person operating a sophisticated digital musical system—and the ways in which the music industry controls cultural behavior and taste. The seminar is designed for non-specialists who are interested in technology and music and want to incorporate these issues into their teaching. It is intended for all college teachers of music—musicologists, ethno-musicologists, theorists, composers, and performers.

WILLIAM R. FERRIS  
Center for the Study of Southern  
Culture  
University of Mississippi  
University, Mississippi 38677

### Blues as History, Literature, and Culture

June 15 to August 7, 1987

From its rural beginnings before the turn of the century to its modern electrified urban sound, the blues has contributed to almost every form and style of American music. This seminar will be an investigation of the blues tradition from a variety of humanities disciplines. In their exploration, participants will make use of recordings, films, literature, live performances, and interviews with performers and others in the blues industry. Among topics to be examined are the African roots of the blues; the role of music in the slave community—both work songs and spirituals—and its influence on the development of the blues; the birth of the Mississippi Delta blues—its background, major figures, and early recordings; the Delta sound and the importance of the rise of the radio and recording industries; the migration of Delta bluesmen to Chicago; the influence of the blues on white country music and the counterinfluence of rock and roll on the blues; the blues and modern music; and, drawing from works by Walker, Ellison, Brown, and others, the use of the blues in literature. The seminar will be interdisciplinary. Applications are especially encouraged from teachers not only of music but of American and Afro-American studies.

\*DORIS E. MCGINTY  
Department of Music  
Howard University  
Washington, D.C. 20059

### History of Afro-American Music, 1880-1980

June 22 to July 30, 1987

*\*This is a six-week seminar.*

The seminar will be devoted to the history of Afro-American music from 1880 to 1980, taking into account developments in the areas of classical music, musical theater, church music, blues, jazz, and popular music. Interest will center on the various styles of music and the composers and performers associated with them. An important underlying concept is the thesis that the history of Afro-American music and musicians can best be written against the background of an understanding of Afro-American culture; hence, attention will be paid to the values and attitudes that fostered such a rich heritage. The seminar will use standard sources (books, articles, recordings) and, in addition, will explore the rich repository of information provided by the Afro-American press. Attention will be drawn, although not exclusively, to the largest Afro-American newspapers that, historically, have tended to be national in scope and that have often featured a regular music or entertainment critic. The seminar will focus on the writings of selected black music critics in major black newspapers beginning with Russell and concluding with contemporary writers such as Calloway and Abdul-Rahim. The seminar is intended for teachers of music history and literature who have an interest in American and Afro-American studies; applications from teachers in other disciplines such as

American history, social history, theater, dance, and Afro-American literature and criticism are also encouraged.

DAVID H. WRIGHT  
History of Art Department  
University of California  
Berkeley, California 94720

### Art in the Culture of Pagan and Christian Rome in Late Antiquity

June 15 to August 7, 1987

*Seminar Location: American Academy in Rome, Italy*

The seminar will explore what it meant in terms of cultural inheritance and intellectual outlook to be a pagan or to be a Christian at different moments in the fourth century. It will examine how artists answered the new needs for monumental Christian art, what happened to pagan art during this transitional period, and how the outlook changed from year to year. This seminar will take an interdisciplinary approach to the interpretation of works of art during this time by focusing on key examples from both pagan and Christian culture, by examining their position in the tradition of the visual arts, and by seeking out the most revealing texts that establish their intellectual context. The seminar will visit key monuments and museums, such as the excavations under Saint Peter's, the Catacomb of Santa Priscilla, the Vatican Museums, and the Arch of Constantine. Discussions will include both inscriptions and such literary texts as Lactantius, Julian, and Symmachus. The seminar is designed to be an interdisciplinary and collaborative study, and the director encourages

applications from teachers of history, classics, comparative literature, religion, as well as art history and archeology. Some reading knowledge of German is essential. Other languages such as Italian and Latin will be useful for certain projects but are not required.

## DRAMA

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

### **Performance Theory: Modern Drama and Post-Modern Theater**

June 22 to August 14, 1987

The major problem of theater over the last generation—marking the disputed passage from the modern to the post-modern—is that the status of drama has become confused and ambiguous; theater has been on the verge, as it were, of jettisoning drama. The assumption that a text is realized in performance has given way in some quarters to the intervention of performance (Brecht, Artaud, Cage) against the authority of the text. The issue can be characterized as anti-oedipal and political, having to do with the sources of power (Genet, Muller, Bond) and arising from the critique of language (Beckett, Handke, Foreman). In the shifting of power through the play-within-the-play, we confront the disappearing presence of the acting subject: who is doing the acting? why? for whom? how? and on what ideological grounds? The seminar will consider questions raised in traditional drama and recycled through experimental theater (and also performance art), which have

also been taken up by critical theory (Barthes, Benjamin, Derrida). The seminar is intended for teachers of theater, dramatic literature and criticism, and for those in literary studies, the arts, or other disciplines who are concerned with issues of theatricality and the emergence of the performance principle in thought and behavior.

HOWARD STEIN  
Theater Division: School of the Arts  
c/o Summer Session Office  
419 Lewisohn Hall  
Columbia University  
New York, New York 10027

### **The American Playwright, 1920-80**

June 15 to August 7, 1987

This seminar will be devoted to an investigation of American playwrights' values and the concept of reality reflected in those values. O'Neill's preoccupation, for instance, was man's relationship to God, while the other playwrights (of his time) were concerned with man's relationship to man. About 1960, a new wave entered the theater that challenged America's past and examined its future. At the end of the decade and through the 1970s, a disenchanting Catholic sensibility seemed to be the predominant voice in American drama. This seminar then will be an exploration and a journey: from O'Neill, expressionism, and the beginning of social realism with the Jewish influence of Odets and the Group through Arthur Miller; to the New Wave of Gelber, Kopit, Richardson, and Albee; to the renegade Catholic sensibilities of Rabe, Guare, Durang, and Innaurato. The ultimate objective will be to reveal the complexity of the reality question and the various ways in which this has

burdened the American playwright. The seminar is intended for teachers of every aspect of the theater and is also open to others with a genuine interest in drama.

## ENGLISH LITERATURE

PAUL A. CANTOR  
Department of English  
Wilson Hall  
University of Virginia  
Charlottesville, Virginia 22903

### **Shakespeare and Politics**

June 15 to August 7, 1987

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 in fact open up a new and wider perspective on his art. This seminar will explore the political dimensions of Shakespeare's plays. Combining careful study of twelve plays with background readings, it will consider a number of questions: How important 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? The seminar will approach the plays in three units: the histories, the Roman plays, and the major tragedies. The background readings will be drawn from texts containing political ideas available to Shakespeare, including works of Plato, Aristotle, Livy, Plutarch, and Machiavelli. This seminar will be interdisciplinary, and applications are encouraged from teachers of English, history, philosophy, government, and political science.

EDWARD P. J. CORBETT  
Department of English  
Ohio State University  
Columbus, Ohio 43210

### **Rhetoric and Public Discourse**

June 22 to August 14, 1987

Rhetoric has had a long and glorious history of being the major discipline governing the composition of public discourse. It began in Athens as the practical art of persuasive oratory; broadened its purview in the Middle Ages to include letter-writing and the oratory of the pulpit; became, in the Renaissance, the discipline dealing with the composition of written discourse; and reached its peak as a formal school discipline in the eighteenth century. Rhetoric has since faded as a prominent discipline. Only recently, with the advent of the electronic age, may we have come full circle to the kind of audiovisual milieu in which rhetoric had its beginnings in Athens. This seminar will investigate some of the milestone developments in rhetorical theory and practice during the ebb and flow of its long history. The purpose will be to trace the causes and effects of those shifts: the "new rhetoric" that appeared at each of the major milestones was partly a *cause* of the changes taking place in the dynamics and technology of communication and partly an *effect* of changes taking place in contemporary culture. Participants in the seminar will read, among others, works of Aristotle, St. Augustine, Blair, Campbell, Whately, Ong, and Kennedy. The seminar would profit from an interdisciplinary group of teachers from such areas as English, speech and communication, philosophy, history, sociology, anthropology, and psychology.

JOSEPH HARRIS and  
THOMAS D. HILL  
Committee on Degrees in Folklore  
and Mythology  
69 Dunster Street  
Harvard University  
Cambridge, Massachusetts 02138

***Beowulf* and the Reception of Germanic Antiquity**

June 29 to August 21, 1987

J.R.R. Tolkien wrote of *Beowulf* that it was a "fusion that occurred at a given point of contact between old and new," a "flashpoint" at which "new Scripture and old tradition touched and ignited." This seminar—without denying the truth and importance of the "flashpoint" concept—will subject that concept to analysis and, armed with the slightly different idea of "reception," will attempt not only to achieve literary-critical results but also to develop a theoretical model for a comparative approach to the history of native literatures in Old English and Old Norse. The seminar will begin with an investigation of these literatures' reception of Germanic antiquity by considering such topics as the progression from the heroic lay to the epic; the move from secular to religious to encomiastic verse; the "reusable" myth; and both pre-Viking and Viking art and archaeology (looking at such objects as the Sutton Hoo findings and the Gosforth Cross). The concentration of the rest of the seminar will be on *Beowulf*, and participants will explore topics in literary history, folklore, narrative analysis, and the text's social and religious meanings. The directors ask for a working knowledge of *either* Old English *or* Old Norse. Latin and German would also be useful but are not required.

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

**English Romantic Literature and the Visual Arts**

June 22 to August 14, 1987

By investigating major Romantic poets and painters, this seminar will test the widespread assumption that words and graphic images are essentially different, that words represent time by conventional signs while the visual arts represent space by "natural" semblances of it. In the first third of the seminar, participants will see how various concepts of spatiality, temporality, signification, and resemblance can either buttress or undermine this assumption, and they will scrutinize it in the light of key formulations by Plato, DaVinci, 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 *Songs of Innocence and Experience*, Wordsworth's *Prelude*, the landscape paintings of Turner and Constable, and Byron's *Childe Harold's Pilgrimage*. The seminar is designed for college teachers interested in Romanticism, in the relation between literature and the visual arts, and particularly in the theoretical problems entailed by that relation. Because the seminar has been planned as an interdisciplinary enterprise, applications are encouraged from teachers of English and comparative literature, art historians, and from philosophy teachers interested in such topics as aesthetics and signification.

BERNTH O. LINDFORS  
Department of English  
University of Texas  
Austin, Texas 78713

**African Literature and Criticism**

June 15 to August 7, 1987

Some of Africa's leading novelists, playwrights, and poets have written important works of literary criticism. The purpose of this seminar will be to scrutinize their critical theories and creative practices, noting how other critics in Africa and elsewhere have responded to both. The seminar will begin by focusing on the preoccupations of the earliest important writers and critics, proceed by comparing their works with those produced later by authors with other priorities, and end by concentrating on the concerns of the most significant contemporary literary figures. Discussion will focus on the impact of social and political exigencies—for example, colonialism, nationalism, and independence in West and East Africa; racism, repression, and censorship in South Africa—on the content, form, and style of literary texts, as well as on the formation of indigenous literary theories. Readings will include works by Ngugi wa Thiong'o, Mofolo, Tutuola, p'Bitek, Okigbo, Senghor, Laye, Beti, Sembene, Achebe, Armah, Soyinka, La Guma, Gordimer, and Chinweizu. The seminar is intended for teachers who both have and have not had some exposure to African literature but who plan to develop courses on African literature or incorporate it into other courses.

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

**Modern American Poetry: New Perspectives**

June 22 to August 14, 1987

The international modernism of Pound and Eliot, as compared with the native American modernism of Stevens and Williams, 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 relations between them, such as the early "collaboration" of Pound and Eliot that led to the revisions of *The Waste Land*; the impact of Joyce's *Ulysses* on the works of all four poets (taking into account the radical changes in the reading of *Ulysses* that have resulted from the criticism of the last decade). A number of other issues will also be considered, such as the varying uses of the "local" in Stevens and Williams, the status of Pound and Eliot as "American" poets, and the uses and abuses of the terms "modernism" and "post-modernism." The primary works, which will be read not as separate units but 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, Stevens' "The Comedian as the Letter C" and "The Man with the Blue Guitar," and Williams' *Spring and All*, *The Descent of Winter*, and *Paterson*.

\*MICHAEL SEIDEL  
Department of English  
c/o Summer Session Office  
419 Lewisohn Hall  
Columbia University  
New York, New York 10027

**Joyce: Perspectives on a Narrative Career**

June 29 to August 7, 1987

\*This is a six-week seminar.

Joyce's major narratives reveal the creative imagination operating at a power only rarely sustained in the history of Western literature. The attention Joyce generates among his readers is partly the result of the attention that he himself pays to the matter that constitutes the basic units of narrative representation: the syllable, the word, the phrase, the sentence, the paragraph, etc. To work upon a passage even from the early *Dubliners* is to see Joyce's literary intelligence confront narrative at its most concentrated and replete moments. Beginning with *Dubliners* and *Portrait of the Artist*, and continuing with *Ulysses*, participants will discuss the work of Joyce in terms of the issues now at the forefront of narrative theory: levels of style and discourse, narrative and temporality, and narrative politics and ideology from the fin-de-siecle to the present. Participants will study such critics as Lukacs, Bakhtin, Ricoeur, and Girard. The seminar will be of value to teachers of English and comparative literature who are interested in modernism and all aspects of narrative.

J.L. STYAN  
Department of English  
Northwestern University  
Evanston, Illinois 60201

**Shakespeare and the Elizabethan Stage**

June 29 to August 21, 1987

There is today a strong body of opinion that for Shakespeare to be understood better he must be regarded as a man of the theater. Implicit in this belief is the mildly revolutionary notion that an audience appreciates drama as a process—that is, a theatrical experience—before arriving at a meaning. This seminar, by studying the way Shakespeare worked his text and stage in order to manipulate his audience's responses, will aim to come to a closer understanding of the original experience of the plays in performance in the Elizabethan theater. The first part of the work will constitute a fresh investigation of the Elizabethan playhouse with its devices and conventions. The latter part will focus on Shakespeare's control of style and tone and will move into the grey areas of metadrama and non-illusion, so reflecting recent developments in "performance criticism" and in contemporary production in Europe and America. Participants will work closely with scenes from, among other plays, *Romeo and Juliet*, *King Lear*, *Hamlet*, *Macbeth*, *Twelfth Night*, *Othello*, and *A Midsummer Night's Dream*. The seminar is intended for teachers of English and drama, and especially for those who wish to bring a stage-centered emphasis to their classroom practice.

RICHARD H. WENDORF  
Department of English  
Northwestern University  
Evanston, Illinois 60201

**Portraiture: Biography, Portrait Painting, and the Representation of Historical Character**

June 29 to August 21, 1987

When William Hazlitt stated that "portrait-painting is the biography of the pencil" (the brush), he was in fact drawing a parallel between two forms of portraiture that had been intimately connected in England throughout the preceding two centuries. Biographers and portrait painters habitually looked to each other when they attempted to establish the legitimacy or authenticity of their work, or when they wished to achieve greater vividness or clarity of meaning. This interdisciplinary seminar will explore the history and theory of portraiture by analyzing the representation of historical figures in biography and portrait painting. The seminar will ask why portraiture has retained its immense popularity, how much—and what—it should reveal, and what its relation is to "imaginative" and "factual" discourse. By studying major works by Johnson, Boswell, Walton, Van Dyck, Hogarth, and Reynolds, the seminar will examine parallel transformations in the forms and subjects of portraiture; by reading Lessing and more modern theorists—and by comparing specific texts and images—the seminar will also consider larger issues concerning the comparative methodology that makes the study of the sister arts possible. This seminar will be interdisciplinary, and applications are encouraged from teachers of English literature (especially

of the sixteenth, seventeenth, and eighteenth centuries) and of art history (especially English painting and portrait painting), as well as those interested in the relations between the arts.

## FOREIGN AND COMPARATIVE LITERATURE

ERNST BEHLER

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

**Origins of the Romantic Literary Theory**

June 22 to August 14, 1987

This seminar will examine a decisive turning point in the history of criticism and literary theory by focusing on the most prominent early critics of this movement in Germany (the Schlegel brothers, Novalis, and Schleiermacher), in England (Wordsworth, Coleridge, and Shelley), and in France (Madame de Stael, Chateaubriand, and Constant). The seminar will stress the interrelatedness of thought among the main representatives of early romantic literary theory and criticism. One special feature will be the emphasis on the proximity of literary theory to philosophical thought in the works of Kant, Schiller, Fichte, and Schelling. Other themes of the seminar will be the basic concepts of Romantic aesthetics such as imitation, creative imagination, poetic unity, and the autonomy of art. Topics will range from modes of artistic expression like wit, humor, and irony to the impact of the French Revolution and the idea of infinite perfectibility on the Romantic mentality. The central topic, however, will be the new literary theory in its

various national nuances. The seminar is intended for teachers from a variety of disciplines, including literature, intellectual history, art history, and modern philosophy. Knowledge of a foreign language is not necessary, but those who can read the texts in the original language will be encouraged to do so.

LARRY EVERS  
Department of English  
University of Arizona  
Tucson, Arizona 85721

**American Indian Verbal Art and Literature**

June 15 to August 7, 1987

"Probably never before has a people risen to need a history of its national literature with so little conscious relation to its own aboriginal literature. Yet if we extend the term America to include the geographical and racial continuity of the continent, unbroken at its discovery, we have here the richest field of unexploited aboriginal literature it is possible to discover anywhere in the world." This seminar will address what Mary Hunter Austin thought was the least-understood area of American literature by focusing on two large questions: What are the American Indian verbal arts, and what is their influence on the writing of American Indians? The seminar will focus first on the nature, forms, thematic types, and functions of the verbal arts as they are practiced in American Indian communities, using such texts as Finnegans' *Oral Poetry* and Bauman's *Verbal Art as Performance*. Next it will turn to the incorporation of both content and processes from the verbal arts in the written work of such American Indian writers as LaFlesche, Mourning Dove, McNickle, Momaday, and others. Participants will

look not only at how American Indian writers incorporate elements of the verbal arts into their work but also at how they draw on other literary traditions. The seminar welcomes teachers with some experience in American Indian communities or knowledge of American Indian languages, but it is designed primarily for teachers of American literature without such a background who would like to expand their understanding of American literature.

JOHN MILES FOLEY  
Department of English  
University of Missouri  
Columbia, Missouri 65211

**The Oral Tradition in Literature**

June 15 to August 7, 1987

Over the last several decades, scholars have begun to appreciate the enormous significance of the oral tradition that lies behind some of this culture's most 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 on their own terms. This seminar will have as its primary goal the formulation of a poetics that will facilitate the understanding of oral traditional works *sui generis*. By considering both primary oral texts (Yugoslav, native American, and African epics and other genres) and works with roots in oral tradition (the Bible, the Homeric epics, *Beowulf*, *The Song of Roland*, and *The Poem of the Cid*), participants in this seminar 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 first on its own terms and then as one example of the general phenomenon of oral literature. The methodologies employed will have no special allegiance to a single school of thought but will reflect the inherent pluralism of this field. Consequently, the seminar is designed to appeal to teachers from many disciplines: modern, medieval, and ancient languages and literatures; linguistics; anthropology; and folklore.

LILIAN R. FURST  
Comparative Literature  
Building 30, Room 34A  
Stanford University  
Stanford, California 94305

**Reading Ironies**

June 22 to August 14, 1987

If irony, to cite Dr. Johnson's definition, is "a manner of speech in which the contrary is said to what is meant," reading irony demands that the reader engage in a simultaneous construction, deconstruction, and reconstruction in order to identify the meanings within the countermeanings. The central concern of this seminar will be to examine the problems inherent in reading an ironic text. The seminar will address several key questions: How does the reader come to recognize the presence of irony? How does the reader construct the implicit ironies? What are the processes and limitations of interpretive reading? Why do some readings seem more appropriate than others? To grapple with these issues, participants will consider various contemporary theoretical models of reading fiction and then test them

through a discussion of texts by major ironists—Swift, Byron, Kleist, Flaubert, Diderot. Although these are all writers from the mid-eighteenth to the mid-nineteenth centuries, the seminar will primarily be concerned with the fundamental issue of reading ironies and not with any historical concept. College teachers of introductory and advanced courses in literature and the arts of any period are encouraged to apply. Knowledge of a foreign language is not required but would be advantageous.

WILLIAM W. HALLO  
Babylonian Collection  
c/o Yale Summer and Special Programs  
Box 2145, Yale Station  
New Haven, Connecticut 06520

**The Bible in the Light of Cuneiform Literature**

June 15 to August 7, 1987

Cuneiform represents the world's oldest system of writing, and it preserves the world's oldest coherent and significant body of creative literature in the form of Sumerian. Later, cuneiform was adopted also for such Semitic languages as Akkadian and Ugaritic, and for such Indo-European languages as Hittite. The literary classics created in all these languages were widely transmitted across the ancient Near East and in some cases may have provided models for corresponding genres in the biblical corpus. This seminar will examine outstanding examples from representative genres of cuneiform writing, compare them with corresponding biblical genres, and illuminate them with the help of recent critical discussion. Beginning with an introduction devoted to methodology, the seminar will then deal in comparative and contrastive perspective with



such genres as myth and epic, proverbs and other forms of wisdom literature, sacred marriage texts, and historiography. Other genres that will be explored are individual prayer, prophecy and omens, apocalypse, literary letters, novellae, lamentations and hymns. Participants will look at the secondary literature of, among others, Kramer, Cooper, Wilcke, Alster, and Gordon. The seminar is designed for teachers of literature, history, and religious studies.

DENIS HOLLIER

Department of French  
University of California  
Berkeley, California 94720

**The Intellectual Crisis of the Thirties**

June 22 to August 14, 1987

Literary criticism and consequently the teaching of literature have become the battleground of two opposing radicalisms, both of them related to a crisis of reference. One of these positions stakes its radicality in the denial of any representational link between the literary work and historical or social "reality"; the other, asserting that literature's denial of exteriority is nothing but an episode in the very condition it denies, claims that pretensions to non-referentiality are sham and that literature ought to be about something other than itself. The first purpose of this seminar will be to root this methodological and theoretical debate in a historical context. In the 1930s, after decades of modernist indifference to external reality and hostility to its representation, a new generation of authors and theoreticians, perceiving Proust and the surrealists as the symbol of objectless art, returned to ground

artistic invention in the object. The seminar will read Proust and his first commentators, the first surrealists, Malraux, Sartre, Aragon, Leiris. It will also link the crisis to which these latter give voice to the theme of anxiety that both Freud and Heidegger describe at the same time, as a reaction to objectlessness. A reading knowledge of French is required. Applications are invited from teachers not only of French literature and culture but also of history, philosophy, comparative literature, and anthropology.

JOHN W. KRONIK

Department of Romance Studies  
Cornell University  
Ithaca, New York 14853

**The Self-Conscious Narrative in the Hispanic World**

June 15 to August 7, 1987

Participants in this seminar will examine the Spanish and Spanish American novel and short story in the light of self-conscious strategies that the narrative has deployed across the centuries. With *Don Quijote* and Sterne's *Tristram Shandy* as points of departure, the seminar will consider texts by Galdos, Unamuno, Cela, Goytisolo, Borges, Cortazar, Garcia Marquez, and others. Current critical concerns—narratology, deconstruction, the role of the reader, intertextual relations, the ludic nature of art, the function of interpretation—will be brought to bear on the discussion. The intrinsic analysis of the texts' self-reflexive or metafictional components will lead to a consideration of questions such as the limits of self-consciousness; the creative and circumstantial tensions that produce its various features; and the esthetic, social, and mythic reverbera-

tions of self-consciousness. Readings in critical theory will complement the primary texts. The seminar is designed for teachers of Hispanic language and literature, but comparatists and teachers of other literatures who know Spanish are also invited to apply.

NANCY K. MILLER

Women's Studies Program  
203 Barnard Hall  
Barnard College  
New York, New York 10027

**Issues in Feminist Literary Criticism: Women's Writing in Theory and Practice**

June 15 to August 7, 1987

Over the last fifteen years, the field of literary studies has been the scene of controversy and debate about the theory of literature and the practice of criticism. Although this controversy has effected a new vocabulary and new assumptions about the basic terms of the field itself, it is clear that the status of gender as a category of analysis remains in ferment. Arguably, the recent trend in feminist criticism toward a more self-conscious consideration of the specifically literary implications of text production, the new attention to the poetics of gender, and the politics of textuality may spawn a new perspective on the readers and writers of texts. The goal of this seminar is to examine and understand the current issues in recent feminist literary criticism as practiced in the United States. The work of the seminar will be organized under three headings: positions in feminist literary theory; problems in women's writing; and overviews and future directions. Beginning with *A Room of One's Own*, read along with the commentary of several contemporary feminist critics, participants will

scrutinize both the theoretical positions of leading scholars and critiques of these positions from dissenting viewpoints. The focus of the seminar will then shift to four fictional works—*Sula*, *The Princess of Cleves*, *The Mill on the Floss*, *Les Guerilleres*—which will be studied through essays presenting divergent critical perspectives. The seminar is intended for teachers of literature, literary theory, and women's studies. A reading knowledge of French is useful but not required.

GREGORY NAGY

Masters' Office *24*  
Currier House  
Harvard University  
64 Linnaean Street  
Cambridge, Massachusetts 02138

**The Ancient Greek Concept of Myth: Its Impact on Contemporary Theories Concerning Mythology and Literary Criticism**

June 29 to August 21, 1987

The point of departure of the seminar is that the ancient Greek concept of myth (or *muthos*) is not clearly understood. Its aim will be to re-examine the function of myth in Greek literature and to compare examples of Greek myths with corresponding examples of myths in the literatures of other societies. In the context of Greek society, it becomes clear that the factor of myth is bound to the factor of ritual, and that it is impossible to analyze the various permutations of myth in Greek literature and iconography without this insight. The actual relationship of Greek myth and ritual, however, can be understood only partially on the basis of attested Greek literature. A far more thorough

understanding can be achieved through comparison with what can be found in the literature of other societies. The seminar will begin with an examination of the variety of intellectual bases for the study of Greek myth and will then proceed with a redefinition of myth in the context of other societies. Participants will read selections from primary texts (works of Homer, Hesiod, Euripides, Sophocles, Pindar, Apollonius, Callimachus; *Gilgamesh*, *Nalopakhya*, *Proverbs of Solomon*, etc.) and a number of secondary and critical works by scholars such as Burkert, Detienne, Vidal-Naquet, Ben-Amos, Vermeule, and Lord. The seminar is designed for teachers from a spread of disciplines, especially those in classics, English, and foreign languages.

KARL D. UTTI  
Department of Romance Languages  
and Literatures  
Princeton University  
Princeton, New Jersey 08544

**Medieval French Literature and the Language of Truth**

June 22 to August 14, 1987

Sooner or later, most serious writers, from any country and all epochs, must ask: How might what I write express, or otherwise serve, truth? And concomitantly: How ought truth best be served or expressed? The issues involved transcend, although they include, what is often referred to as literary didacticism. Conversely, what is written lends itself to attack and criticism on the grounds of its (supposed) mendacity, ineffectuality, or insincerity. How selected French medieval writers endeavored to express and serve truth will be the focus of this seminar. Participants will begin by

discussing core twelfth-century narratives (for example, *Alexis*, *Narcissus*, *Conte du Graal*) as these texts explore chivalry, clerkiness, and love. Concepts such as the imitation of Christ, the ideal of the couple, the possible truthfulness of what does not always appear to be true, and the inherent truthfulness (or mendacity) of vernacular poetic discourse will be discussed. Participants will then turn their attention to studying the realities and problems of a developing literature devoted to the service of values; consideration will be given to certain forms and to matters of theory. The emphasis of the seminar will be on close reading and historical contexts. Applications are welcome from specialists in French and other literatures, and in philosophy, history, linguistics, and art. A reading knowledge of modern French is required.

## HISTORY

ROGER S. BAGNALL  
Department of Classics  
c/o Summer Session Office  
419 Lewisohn Hall  
Columbia University  
New York, New York 10027

**The Greek City:  
An Interdisciplinary Approach**

June 8 to July 31, 1987

That the city-state, what the Greeks called the *polis*, was the center of Greek life is common knowledge. What Greek cities were actually like, on the other hand, is rarely well understood—both because of the diversity of ancient cities and because of the surviving source materials. This seminar will try to use all types of surviving sources to illustrate something of that diversity. Participants will begin by examining the origins of

the city and its development in the classical period but will concentrate on the cities of the Hellenistic and Roman periods, because in the Hellenistic period the *polis* had its greatest period of growth as a model of organization and because there is more evidence for these later cities. Members of the seminar will work with inscriptions, coins, archaeological reports, topographic maps, and the reports of early modern travelers in order to develop a comprehensive view of the city, its political life, social structure, economy, cultural activity, religion, and agriculture. The seminar is designed for teachers of classics, ancient history, art history, archaeology, and ancient religion who have a knowledge of Greek adequate for reading epigraphic texts and sufficient competence in modern languages (German and French) for reading scholarly literature.

BRIGITTE M. BEDOS REZAK  
Department of History  
State University of New York  
Stony Brook, New York 11794

**Medieval Politics and Society: The Sigillographic Evidence**

June 22 to August 14, 1987

The medieval seal provides a remarkable window on European society between the fifth and the fifteenth centuries, illuminating the politics, power and familial relationships, social status, cultural and artistic interests, and the spiritual ideals of its users. This seminar will approach medieval society by means of its seals. It will analyze and interpret a comprehensive array of secular and religious European seals, using a variety of sociohistorical methodologies to address patterns of seal usage and graphic

content, and will formulate strategies by which the multilayered informational content of medieval seals may be related to the politics, social structure, and individuality of their specific owners, times, and places. Actual seals, facsimile casts, photographs, and slides will be used. Reading knowledge of Latin, French, or German, though not required, would be quite helpful. Applications are welcome from college teachers engaged in any discipline of medieval study—history, literature, art history, and religion—as well as from other teachers with more specialized interests, such as semiotics, social history, or women's studies.

ALBERT CRAIG and  
HAROLD BOLITHO  
East Asian Languages and Civilizations  
Harvard University  
Cambridge, Massachusetts 02138

**The Japanese Cultural Tradition**

June 29 to August 21, 1987

In the West, certain institutions—Mosaic monotheism, Greek science and philosophy, Roman law, etc.—have continuously shaped and reshaped the evolving tradition. These ideas have inspired certain cultural forms over widely disparate geographical regions and technological levels. It is the purpose of this seminar to identify similar elements in the Japanese cultural tradition. Participants will approach this tradition through the examination of four major transitional periods: Japan's entry into East Asian civilization in the eighth century, the rise of a warrior polity and powerful new Buddhist sects in the

twelfth and thirteenth centuries, the establishment of the "civil" bakufu in the seventeenth century, and the establishment of a Westernizing state in the late nineteenth century. Using contemporary Japanese sources, the seminar will attempt to see these transitions from the inside, as they were perceived by the Japanese of those eras. The seminar is aimed primarily at those who teach world history, East Asian history, or Japanese history but who are not Japan specialists; it is intended to deepen the understanding of the non-specialist. It will, however, also afford the specialist an opportunity to engage in a dialogue about the nature of the Japanese cultural tradition.

STANLEY L. ENGERMAN  
Department of Economics  
University of Rochester  
Rochester, New York 14627

**Applications of Economic Analysis to Historical Problems**

June 15 to August 7, 1987

The debate that presently surrounds the use of economic theory in the study of historical problems is due, in some measure, to confusions as to exactly what the application of economic methods entails and whether their use necessitates a distinction between so-called "economic" and "non-economic" explanations. The seminar will examine the nature of economic tools and methods and their application to the study of historical problems. Attention will be given to both macroeconomics (national accounting) and microeconomics (price theory). Because prices reflect individual tastes and preferences,

the problems studied will not be limited exclusively to economic topics, but will be chosen to show the usefulness of economic tools in the study of issues in political, social, and intellectual history. Examples will be drawn primarily from nineteenth-century American history (including the social and economic effects of slave emancipation throughout the Americas, the impact of immigration, and the consequences of the growth of big business and unions), but will also include materials from European, Asian, and African history. Core readings will include selections from Samuelson and Nordhaus, Hawke, and Floud. The seminar is designed to appeal to historians and social scientists. Neither a background in economics nor training in statistics is required.

KENNETH T. JACKSON  
Department of History  
c/o Summer Session Office  
419 Lewisohn Hall  
Columbia University  
New York, New York 10027

**American Urban History:  
Cities and Neighborhoods**

June 22 to August 14, 1987

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

and city, such as real estate transfers, manuscript census records, city directories, 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. They will take walking tours of neighborhoods in both Manhattan and several smaller cities. The seminar encourages applications from teachers of history, sociology, and urban studies. No background in urban history or quantitative methodology is required.

M. JEANNE PETERSON  
Department of History  
Indiana University  
Bloomington, Indiana 47405

**The Professions and the Middle Class in Victorian England**

June 15 to August 7, 1987

"Some historians love the aristocracy; some love the working classes. Nobody cares about the middle classes, and hence their history remains to be written."

This partly true, partly hyperbolic observation of Joseph Altholz explains the need for this seminar whose subject will be the Victorian professions. Clergy, lawyers, doctors, and the newly emerging professions will be examined from the perspective of their social structure, status, power, ethics, and, where possible, their representation in literature and art (for example, Dickens' lawyers, Trollope's clergymen and financiers, *Punch* cartoons, and Fildes's *The Doctor*). The goal of the seminar will be, first, to explore the historical literature about the professions and its relationship to sociological definitions of

professions and professionalization; and, second, to make some attempt to evaluate the literature and its findings with a view to coming to some understanding of the professions, the culture of professionalism, and the place of professions in the new middle classes of industrialized England. Participants will read studies of Victorian professions and society by, among others, Rothblatt, Engel, Duman, Heeney, Abel-Smith, Perkin, and Peterson. The seminar is designed for teachers from a variety of disciplines—history, English, the history of science, art history, religious studies, and sociology—and is open to any teachers interested in the nineteenth century or the middle classes.

\*SARAH B. POMEROY  
Department of Classical Studies  
City University of New York  
Graduate Center  
New York, New York 10021

**The Family in Classical and Hellenistic Greece**

June 15 to July 24, 1987

\*This is a six-week seminar.

In the first chapter of Xenophon's *Oeconomicus*, Socrates attempts to define *oikos*, a word that is translated into English as "family." Socrates' 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—and, if so,

in what ways?—is far less easy to determine. Was the Greek family kin-oriented or nuclear? Were children brutalized mentally and physically? How did the Greek system of land tenure affect family structure? The seminar will have a double focus—both the history of the Greek family and interdisciplinary approaches to family history. Participants will first examine the ancient evidence: papyri; inscriptions; vase paintings; domestic architecture; and historical and literary texts (Homer, Hesiod, Xenophon, Herodotus, Plato, Aristotle). The seminar will then turn to an analysis of methodological approaches to the study of the family, including psychoanalytic, anthropological, and demographic interpretations. The seminar is designed to be interdisciplinary and to appeal both to teachers interested in ancient history and to those interested in family history. A reading knowledge of ancient Greek is not essential, although those able to do so may read original texts.

JEREMY POPKIN and  
DALE VAN KLEY

Research and Education  
The Newberry Library  
60 West Walton Street  
Chicago, Illinois 60610

**Ideology and Revolution in France,  
1770-95**

June 22 to August 14, 1987

In the past ten years, historians of the French Revolution have shifted from a concentration on its social and economic origins to a renewed interest in its intellectual and political roots. This seminar will be an examination of the nature of political ideologies in France during the last decades of the Bourbon

monarchy and the French Revolution. Participants will read and analyze a variety of primary texts from the political literature of the period, including both the classics of the Enlightenment and the ephemeral works—pamphlets, speeches, newspapers—in which so many of the period's political ideas were incorporated. Discussions will take on such issues as the role of civic humanism and its critique of absolute power in the French political tradition, ideologies, the degree to which revolutionary ideology reflected utopian impulses (as opposed to immediate political necessities), the development of revolutionary political rhetoric, and the ways that the revolutionaries adapted political language to meet the changing requirements of revolutionary politics. The seminar is designed for teachers of European history, French language and literature, and political thought, as well as for others interested in the Enlightenment and the Revolution. A reading knowledge of French is required.

WILLIAM H. SEWELL, JR.

Center for Research on Social  
Organization  
University of Michigan  
Ann Arbor, Michigan 48109

**Historical Sociology of American and  
European Labor**

June 15 to August 7, 1987

In the past twenty-five years, the historical study of labor has been radically transformed. Until about 1960, most labor history was written as the history of working-class political institutions, but since then it has been recast

as a branch of the newly developing field of social history, which resulted in a "new labor history." The new social history of labor not only has enlarged the range of knowledge of working-class experience but has challenged some of the central premises of the old labor history. This seminar will investigate current research and thinking, both in history and in sociology, about the history of labor since the Industrial Revolution. The central issue of the seminar will be the connections between capitalist industrial development and the character of working-class political and trade union movements. Participants will compare English, French, and American labor history and will examine such topics as the effects of technological and organizational changes on the labor process, the consequences of industrialization on women's work and family relations, the contrasting experiences of artisans and factory workers, changing relations between the working class and the state, and the history of working-class political cultures. New approaches to labor history will be explored, including "history from the bottom up," community studies, quantification, and Marxist structuralism. This seminar is intended for teachers of American and European history, sociology, and economics; others with an interest in social history or labor are encouraged to apply.

HENRY A. TURNER

Department of History  
c/o Yale Summer and Special Programs  
P.O. Box 2145, Yale Station  
New Haven, Connecticut 06520

**Fascism as a Generic Phenomenon**

June 22 to August 14, 1987

Several questions will form the focus of this seminar: What grounds are there for positing the existence of a generic phenomenon designated as fascism? What have been its causes and characteristics? What has distinguished it from comparable phenomena? Which regimes and political movements, and which cultural tendencies, properly qualify as fascist? By means of which methodologies and which theories can these best be identified and comprehended? Was fascism limited to one period of the past and one area of the world, or is it a universal and continuing menace? The seminar will range beyond the paradigmatic European cases, enabling participants to examine manifestations of fascism throughout the world. The focus of the seminar will not be solely political; attention will also be accorded to intellectual, literary, and psychological expressions of fascism. Readings will include works by Mosse, Cassels, Nolte, Fromm, Arendt, Trevor-Roper, and Allen. In order to supplement readings, participants will also view such films as "Triumph of The Will," "The Sorrow and the Pity," "The Conformist," and "Clockwork Orange." The seminar is designed for teachers of history, other humanities fields (art history, literature), and humanities-oriented social sciences (political science, social psychology, sociology).

MARIS A. VINOVSIS  
Center for Political Studies  
Box 1248  
Institute for Social Research  
University of Michigan  
Ann Arbor, Michigan 48109

**American Institutions and the Development of the Family**

June 15 to August 7, 1987

This seminar will explore the changing relationships among American institutions—such as churches and schools—and the development of the family. Drawing upon readings from several disciplines, the seminar will trace the changes in American family life from the colonial period to the present. The uses of quantitative and qualitative evidence in analyzing American family life in the past will be considered, with emphasis on how changes in values and attitudes affected the life course of individuals within the context of their families. Participants will explore the following issues: How did changes in the role of each parent, and also changes in the relation between parents and schools, affect the socialization and education of children? What was the role of women in the nineteenth century, and what accounts for the decline in fertility then? What sorts of changes were there, from Puritan days up to the present, in sexual activity, courtship, and marriage? What has been the experience of the elderly, and how have notions about age and death been transformed? What has been the experience of the black family? The seminar, which aims to illustrate the importance of seeing the interactions of developments within the family with broader intellectual and social changes in American society, is intended for teachers from many different disciplines who are concerned about American

family life from a wide historical perspective.

## HISTORY OF SCIENCE

GEORGE SALIBA  
Department of Middle East Languages  
and Cultures  
c/o Summer Session Office  
419 Lewisohn Hall  
Columbia University  
New York, New York 10027

**Islam and the Scientific Tradition**

June 15 to August 7, 1987

Islamic civilization, through the translations of the Greek scientific sources into Arabic and the later translations of these same sources from Arabic into Latin during the Middle Ages, became the main repository of the classical heritage and thus played a crucial intermediary role between the Hellenistic civilization and that of medieval Europe. Although it is true that the study of Islamic science is essential to a better understanding of developments in medieval European science, it is not good historical reasoning to assume that Islamic civilization transmitted the sources of classical science for the benefit of medieval Europe and not for its own cultural purposes. The goal of this seminar will be to understand the role of science in Islamic civilization and the background against which science was allowed to develop in that culture. The emphasis will be on the interaction between religion and science, as well as on the inter-cultural transmission of science. The seminar will investigate the kind of Greek science that was passed on in Arabic; what happened to the scientific texts once they became part of the intellectual tradition of Islam; what kind of reaction Islam, as a religion, had to

the alien ideas contained in the Greek scientific texts; and, finally, what kind of Arabic science medieval Europe came to know. The seminar is designed for teachers of medieval science and technology, Islamic civilization, and Western civilization.

## PHILOSOPHY

ROBERT AUDI  
Department of Philosophy  
University of Nebraska  
Lincoln, Nebraska 68588

**Reasons, Justification, and Rationality**

June 8 to July 31, 1987

This seminar will explore the nature of reasons, the ways in which they justify, and their relation to rationality. These topics will be approached through both classical and contemporary readings. Discussion will begin with the regress problem generated by the skeptical demand for reasons, with readings from Descartes, Hume, and Russell. Foundationalist and coherentist responses to the regress problem will then be examined, through Aristotle, Descartes, Chisholm, Sellars, and others. The examination of reasons, justification, and rationality will be extended beyond the domain of beliefs, particularly to the justification of actions, values, and desires, with readings from Aristotle, Kant, Mill, Brandt, and others. The seminar will then turn to connections between justification and rationality and will develop alternative conceptions of a rational person. The seminar is designed to be of interest to teachers of epistemology, the history of philosophy, ethics, the philosophy of mind, and action theory. Teachers of philosophy in other fields, such as metaphysics or the philosophy of religion, are also encouraged to apply.

ARTHUR I. FINE  
Department of Philosophy  
Northwestern University  
Evanston, Illinois 60201

**The Legacy of Realism: New Approaches to Understanding Science**

June 22 to August 14, 1987

Metaphysical and epistemological aspects of some new approaches to understanding science will be the focus of this seminar, which will explore questions of philosophical method that such study raises. Each approach to be studied (internal realism, quasi-realism, constructive empiricism, and some sociological approaches) represents an interpretive stance towards science that differs from the interpretive program of classical realism. In particular, these approaches shift the traditional emphasis on the scientific role of the external world by focusing instead on aspects of the human and social character of science. These non-realist programs see science as a network of human institutions and practices, and they try to understand ongoing scientific activity by asking questions such as: What is the point of scientific institutions and activities? What sense can be made of scientific practices? What factors constrain the shape of the activity? What factors contribute to the formation of scientific consensus? Participants in this seminar will consider such topics as evidence, justification, rationality, objectivity, and truth. They will also examine the conceptions of interpretation at work here and how to discriminate between and evaluate such interpretive schools. The seminar is designed for teachers of philosophy but is also open to others concerned with systems of interpretation.

PETER A. FRENCH  
Department of Philosophy  
Trinity University  
San Antonio, Texas 78284

**Varieties of Responsibility**  
June 15 to August 7, 1987

What does it mean to say that an entity is morally responsible for doing something? This seminar is a thorough study of the concept of responsibility that plays so central a role in our law, morality, historical studies, and literature. Attention will be directed toward competing theories of responsibility. The seminar will be launched by the theories of responsibility of Aristotle and F. H. Bradley. This discussion will flow naturally into the study of more recent attempts to distill varieties of responsibility from ordinary discourse and social practices and institutions. Participants will then examine works of Baier and Hart. The investigation will turn next to a discussion of the conditions of moral being and recent theories that expand the population of the moral world to include collective and corporate entities as proper subjects of responsibility ascriptions. For this part of the seminar, participants will examine, among others, works of Plato, Rousseau, Kant, MacIntyre, Lewis, and Mackie. The seminar will conclude with a critical study of the implications of the concept of responsibility within criminal law, placing special emphasis on the insanity defense and on corporate criminal liability. The seminar is designed for teachers from a number of humanities and social sciences disciplines, including philosophy, religion, jurisprudence, and law.

BERND MAGNUS  
Department of Philosophy  
University of California  
Riverside, California 92521

**The Post-Modern Turn: Nietzsche, Heidegger, Derrida, and Rorty**  
June 22 to August 15, 1987

It is difficult to understand what "deconstructors" of literary texts, who acknowledge their debt to Derrida, are proposing without first adequately understanding Derrida. It seems also a mere shadow of Derrida who survives without first understanding his emancipation and debt to Heidegger; and Heidegger, in turn, has devoted more pages to reflections on Nietzsche than to all other philosophers combined. This seminar is devoted to four philosophers (Nietzsche, Heidegger, Derrida, and Rorty) whose work is commonly regarded as putting in question in a radical way traditional categories of philosophical and literary-critical reflection. After locating the four in philosophic space, attention will focus on the appropriation of Nietzsche within continental philosophy; the meaning of "post-modern"; the meaning of "the metaphysics of presence"; deconstruction in philosophy and literary criticism; edifying philosophy and the new pragmatism; the claims that philosophy has ended and that it is a literary genre. In their investigation, participants will read from some of these thinkers' most important works, including *Thus Spoke Zarathustra*; *Twilight of the Idols*; *Being and Time*; *Margins of Philosophy*; *Philosophy and the Mirror of Nature*; and *Consequences of Pragmatism*. Applications are welcome from teachers of philosophy, literatures and languages, history of ideas, and related disciplines.

## POLITICS AND SOCIETY

\*STANLEY BRANDES  
Department of Anthropology  
University of California  
Berkeley, California 94720

**Humor in Cross-Cultural Perspective**

June 22 to July 31, 1987

\*This is a six-week seminar

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, and 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. The seminar will also examine specific themes, such as those present in political humor, ethnic humor, ritual humor, and the humor of sex roles. An overarching issue will be whether humorous narratives and performances can be understood as isolated entities, divorced from their wider social and cultural milieu. Applications are invited from all teachers in the humanities and social sciences who are interested in an interdisciplinary approach to the study of humor.

MURRAY J. EDELMAN  
Department of Political Science  
University of Wisconsin  
Madison, Wisconsin 53706

**Symbolism in Politics**

June 15 to August 7, 1987

Recent advances in literary theory, social psychology, language philosophy, sociolinguistics, and the philosophy of science call for some far-reaching reinterpretations of how people define political issues, causes, and leaders, and how they legitimize regimes. This seminar will explore the application to politics of some seminal ideas about language, meaning, and action that have invigorated the humanistic disciplines in this century. By considering the work of Mead, Wittgenstein, Piaget, Vygotsky, Langer, Chomsky, Habermas, Foucault, and Derrida, participants will explore a number of themes applicable to political analysis, including the decisive influence of social relationships and social context upon the meanings of language, the crucial sense in which language usage is itself a performance rather than a reference to an objective reality, the social construction of reality through language and physical actions, and the sense in which any text may systematically undermine its own assertions by encouraging ambivalence or selective perception. The second half of the seminar will examine the work on political symbolism of Gusfield, Shapiro, Bennett, and Edelman and will examine common political actions as creators of meaning, probing the range of diverse beliefs, ideologies, and expectations that flow from election activities, administrative and judicial procedures, legislative and executive actions, and the tactics of political oppositions. This interdisciplinary seminar is designed for a range of teachers, including those in English, political science, communication arts, sociology, and psychology.

JOEL B. GROSSMAN  
Department of Political Science  
University of Wisconsin  
Madison, Wisconsin 53706

**American Courts:  
A Bicentennial Perspective**

June 15 to August 7, 1987

As one of the core elements of our culture, law embodies our most fundamental values and aspirations and provides a forum for the development and application of those values. This seminar will explore the changing structure and function of American courts from 1787 to 1987 and will examine the role that courts and the law play in resolving disputes and achieving justice in an increasingly litigious, legalistic, and complex society. The bicentennial of the U. S. Constitution provides the opportunity for the seminar to emphasize the function of courts in the Federal period and to focus on how and why their modern role evolved. The seminar will give particular attention to the legitimacy of courts in our constitutional system, their dual function as a dispute-processing institution and as a key institution in the process of constitutional change, and their contribution to the development of democratic values. In addition, the reasons why people use the courts and alternatives to adjudication, such as arbitration and mediation, will be considered. Readings to be discussed include works by Auerbach, Friedman and Percival, Horowitz, Kairys, Lieberman, Nader, Shapiro, and Stern. The seminar welcomes applications from college teachers in history, philosophy, and the social sciences, or from those in related fields whose teaching interests are concerned with the legal system.

RAVINDRA S. KHARE  
Department of Anthropology  
University of Virginia  
Charlottesville, Virginia 22903

**Anthropological Perspectives on Food  
and Food Ways**

June 15 to August 7, 1987

The subject of food and its cultural dimensions (complementing the "materialist" argument where food is seen primarily as a commodity) has attracted much scholarly attention in recent years. This seminar will introduce the field of food studies, present for discussion the symbolic and moral properties of foods, and pursue specific issues and problems in the field. Members of the seminar will first examine a range and variety of approaches to the anthropology of food and food ways: the sociocultural and symbolic approach (Levi-Strauss, Dumont, Douglas, and Sahlins); the cultural-ecological approach (Harris); interpretive anthropology (Geertz) and the anthropology of experience (Turner and Bruner). The seminar will next examine the major lines of inquiry and their results within the sociocultural and symbolic study of foods and food ways, focusing particularly on three issues—the role of foods in self-identity, foods and social order, and moral issues and food insufficiency (including hunger and famine). The third section of the seminar will be devoted to the examination of a wide range of case studies related to the three main issues. With this scope and emphasis, the seminar will draw cases from India, China, and America, as well as other societies. Applications are welcome from college teachers of anthropology, sociology, history, and religious studies.

\*WILSON CAREY McWILLIAMS  
Department of Political Science  
Hickman Hall  
Rutgers University  
New Brunswick, New Jersey 08903

**Federalists and Anti-Federalists**

June 22 to July 31, 1987

*\*This is a six-week seminar.*

This seminar will examine the framing of American political institutions in the drafting and ratification of the Constitution of the United States, including the adoption of the Bill of Rights. Participants will probe the theoretical debate between the Federalists and the Anti-Federalists, a debate that points to more fundamental questions: What is human nature? Are human beings political animals? What are the proper ends of government and of foreign policy? What is the origin of human rights, and how are they best protected? Texts employed to organize the seminar include both primary documents and the work of modern scholars; featured prominently are *The Federalist*, Storing's *What the Anti-Federalists Were For*, and Allen and Lloyd's *The Essential Anti-Federalist*. Focusing on the political philosophy of the proponents of the Constitution and their appeal to a "new science of politics" as contrasted with the theories and opinions of their opponents, the seminar will also relate the debates at the time of the founding of American institutions to the course of American political history and to contemporary public affairs. The seminar is designed to appeal to historians and political scientist wishing, in the bicentennial year of the U.S. Constitution, to further their understanding of the American political tradition.

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

**American Journalism in Historical  
Perspective**

June 22 to August 14, 1987

Newspapers influence and express the popular and political culture of their times. It is the aim of this seminar to 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. The seminar will focus on problems of interpreting newspapers as historical documents and understanding them as social institutions. Some of the major issues this seminar will consider are journalism as a cultural form and literary genre, the meaning of political speech, the newspaper in nineteenth-century popular culture and politics (1790-1850), the language of the daily press (1850-1920), the changing nature of the journalism profession, and contemporary press analysis and criticism. Readings will center on primary materials (newspapers), journalists' autobiographies (Franklin, Steffens, and Salisbury), and analytic studies (Watt, Levy, Gans, Gitlin, and others). The seminar is designed for teachers of American studies, literature, and history. Applications are also encouraged from teachers of communication, sociology, or political science who offer courses on politics, popular culture, or the media.



AARON WILDAVSKY  
Survey Research Center  
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University of California  
Berkeley, California 94720

#### Political Cultures

June 15 to August 7, 1987

Most political science is concerned with who gets what, when, and how. This seminar, by contrast, 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 and parcel of the process of constructing—building, modifying, rejecting—their institutions. Thus, the values people prefer and their beliefs about the world (the facts they stipulate) are woven together in their ways of life. Inquiry centers upon these ways of life. What are they? What are the distinctive features that sustain them? What are the necessary conditions for their viability? How do they impinge upon one another? How do they affect political life? The seminar will begin with material about hierarchical, market, and egalitarian cultures taken from different continents, time periods, and levels of technology. The second section will be devoted to a variety of applications of cultural analysis to show how the interplay of facts and values helps illuminate puzzling problems. Participants will discuss such subjects as technological danger (risk), media bias, the growth of government, and political change. This seminar is designed for political scientists and will presume a background in politics. Applications are also welcome from teachers of anthropology, history (especially political history), and economics (especially those interested in political economy).

## RELIGION

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

#### Classical and Christian Roots of Anti-Semitism

June 15 to August 7, 1987

Anti-Semitism has often been characterized as a universal phenomenon, but it can be shown to have been, in the Greek and Roman world, at least, much more limited in time and space. Studies of classical antiquity also shed light on the essential nature of anti-Semitism—is it ultimately economic or religious?—and help to clarify the role played by developments within Judaism itself during the Hellenistic and Roman period in shaping attitudes toward the Jews. Most compelling is the question of whether modern anti-Semitism is a unique phenomenon, having no connection with earlier forms in antiquity and in the Middle Ages, or the climax of a long and continuous history of anti-Semitism having its roots in antiquity. This seminar will examine critically significant texts—pagan (especially Tacitus), Jewish (Philo and Josephus), and Christian (the Gospels, Paul's Epistles, Justin Martyr, Tertullian, Origen, and John Chrysostom)—that shed light on the political, economic, social, religious, and cultural origins of anti-Semitism and philo-Semitism. It will consider how governments, the masses, and intellectuals viewed the Jews during the period from Alexander's death in 323 B.C.E. through the fourth century C.E., and, above all, the degree to which Christianity inherited these attitudes or added unique elements. It is designed for

teachers from the fields of the classics, history, Judaism, and Christianity, and especially those concerned with the factors that led to the Holocaust and with the problems inherent in Jewish-Christian dialogue. A reading knowledge of Greek or Latin is desirable but not a requirement.

JAMES TURNER JOHNSON  
Department of Religion, FAS  
Lorrie 140, DC  
Rutgers University  
New Brunswick, New Jersey 08903

#### The Quest for Peace and the Limitation of War: Three Moral Traditions in Western Cultural History

June 15 to August 7, 1987

The purpose of this seminar will be to explore the roots of contemporary ideas about morality and war by examining three major moral traditions in their historical development: the traditions of just war, sectarian (or world-rejecting) pacifism, and utopian (or world-transforming) pacifism. The method followed will be the identification, analysis, and criticism of expressions of these themes as they have appeared historically from the beginning of the Christian era to the age of modern war. A primary concern will be to explicate and seek to understand the interaction between religious and secular forces in the formation of moral ideas and their coalescence into traditions of moral analysis and judgment. The materials read and discussed in the seminar (including works of Helgeland, Contamine, Yoder, Best, and Brock) will be representative of both the religious and secular components in this interaction as it has taken place over history. The seminar will concentrate on two ques-

tions: How far have moral attitudes regarding war and peace in Western culture been shaped by specifically religious moral values? In what ways have secular influences modified religious attitudes toward war and peace as they have developed over history? The seminar is designed for teachers from a range of disciplines: religion, history, political science, and philosophy.

HUSTON SMITH  
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Pacific School of Religion  
1798 Scenic Avenue  
Berkeley, California 94709

#### The Great Chain of Being in World Perspective

June 15 to August 7, 1987

The larger part of civilized mankind has embraced as its philosophy through most of its history the notion of a hierarchical ontology, known as the Great Chain of Being. This seminar will examine that notion by exploring how this conception of the universe surfaced, not only in Jewish, Christian, and Islamic adaptations from Greek philosophy, but in Asian traditions (notably Buddhism, Taoism, and the Vedanta), and in representative oral traditions such as those of native Americans. The seminar will begin with a discussion of the reasons why hierarchical ontology is no longer in fashion, its success eclipsed by history, by factors relating to the sociology of knowledge, and by the rise of science. Emphasizing a metaphysical perspective, this seminar proposes to give the Great Chain of Being a fair hearing. The first half of the seminar will con-



sider the concept within the context of Plato, Plotinus, Aristotle, and Aquinas, the second half in the context of Eastern religious traditions. The approach to the material will be philosophical, although not in a technically analytic vein. The seminar is intended for teachers of Western philosophy or theology. Neither professional competence in Greek or medieval philosophy, nor familiarity with non-Western thought, is required.

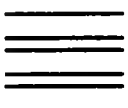
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