

Application Procedures:

Community college teachers interested in applying for a fellowship should submit the following:

(1) A curriculum vitae, which should include a listing of any sabbatical or other leaves of absence taken during the last six years.

(2) A statement of 800-1,000 words in which the applicant describes (a) his or her intellectual background and current interests, (b) the situation of the humanities at the applicant's college, and (c) what he or she wishes to accomplish in the area of "Making Prophecy: Waiting for Apocalypse" during the fellowship period. Among items to be discussed under (c) are: what project the applicant proposes to concentrate on during the fellowship term (e.g., a research project or a project relating to curricular or course development) and how participation in the fellowship program will contribute to his or her professional development, to the courses he or she teaches, or to the situation of the humanities at the community college.

(3) Two letters of recommendation, one from the applicant's department head or dean, supporting the application and agreeing to the proposed release of time and to the Intern exchange program, and the other from a person familiar with the applicant's academic record.

Completed applications should be received at the address below no later than April 9, 1990. Applicants may be invited to interviews at The Graduate School. All applicants will be informed by the end of May 1990.

The Community Colleges Project**The Graduate School and University Center****of The City University of New York****33 West 42nd Street****New York, New York 10036**

For additional information, call (212) 642-2080 or 642-2083.

Please note: Applicants should submit items 1, 2, and 3 described above. No other application form is required.

The Graduate School and University Center
of The City University of New York
The Community Colleges Project
33 West 42 Street
New York, New York 10036

FALL 1990 FELLOWSHIPS FOR COMMUNITY COLLEGE FACULTY

MAKING PROPHECY: WAITING FOR APOCALYPSE

The Graduate School
and University Center

The City University of New York

*Under a grant from the
Andrew W. Mellon Foundation*

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General Description:

The Graduate School and University Center of The City University of New York, under a grant from the Andrew W. Mellon Foundation to support education in the humanities at community colleges in the New York metropolitan area, announces Fellowships in "Making Prophecy: Waiting for Apocalypse" for teachers from two-year colleges in the area. The Fellows will be released from up to one-half of their normal teaching load during the term of the fellowship and will be able to devote themselves to their special interests in the various subjects subsumed under "Making Prophecy: Waiting for Apocalypse." They will participate in doctoral seminars and in a proseminar conducted by Professor Joseph Witreich, Distinguished Professor of English at The Graduate School.

Prophecy and apocalypse catch within their embrace literary texts both pagan and Christian, classical and modern. The reach of this proseminar is consequently large: select tragedies by Aeschylus, Sophocles, and Euripides, *The Aeneid* of Virgil, John of Patmos's *Book of Revelation*, Milton's *Paradise Lost* and *Samson Agonistes*, Blake's *Milton*, Shelley's *The Cenci* and *Prometheus Unbound*, Mary Shelley's *The Last Man*, Tennessee Williams' *Orpheus Descending* (originally *The Battle of Angels*) and Samuel Beckett's *Endgame*. Concerns of the proseminar are varied: the modulation of prophecy into apocalypse, their separate generic properties and aesthetic features, their respective world views and ideologies, their eventual affiliations with epic and tragedy, their mutual involvement in the poetry of history and the politics of poetry, their iconoclastic enterprises with reference to the cultures they scrutinize and sometimes indict—and with special reference to the critiques that, fronting one another, prophecy and apocalypse afford for each other. Transcultural in conception, this proseminar will be interdisciplinary, interrogative, and eventually theoretical in focus—with parting glances at D.H. Lawrence, David Roskies, and Jacques Derrida.

Requirements:

(1) The applicant must be currently teaching full-time at a two-year college in the metropolitan New York area.

(2) The applicant must have a minimum of five years of teaching experience in two-year colleges by September 1, 1990.

(3) The applicant need not have an academic background specifically in the humanities nor have taught courses in this area. The applicant may be teaching in any field in which the introduction or the expansion of humanistic values would be important. For example, faculty who teach in disciplines such as English, modern languages, anthropology, political science, history, sociology, psychology, philosophy, theatre, communications, film, art, art history, or in professional or related areas are encouraged to apply.

(4) As is made clear below (under "Application Procedures"), the applicant will be expected to describe how participation in the program will further the applicant's own academic development and/or improve the quality of humanistic teaching in his or her own courses or, more broadly, at the home college.

Activities:

The content of the proseminar developed especially for this program will depend to some extent on the interests and experience of those taking part. However, it is likely that it will concentrate on aspects of thought and theory that have implications for the teaching of humanities at two-year colleges. Fellows will, in addition, be able to take a doctoral course in any discipline offered by The Graduate School. The course selected need not be limited by the Fellow's formal academic background. A series of special events involving distinguished guests will be scheduled throughout the semester exclusively for the Fellows and Interns.

Participants in the proseminar may be asked to make a presentation and, it is hoped, to continue research work central to their interests. The Fellows will also act as mentors to doctoral students who, as teacher interns, will be covering the courses from which the Fellows will have been released. They will also participate in orientation sessions for the Interns on community college teaching.