

*Center for Renaissance
& Baroque Studies*



Annual Report 1999-2000

university of maryland, college park

Administration

CENTER STAFF

Founding director: S. Schoenbaum (1927–1996)

Director: Adele Seeff

Associate director: Karen Nelson

Director of CAST: Nancy Traubitz (appointed April 2000)

Computer/graphics specialist: Richard Chapman

Office manager: Edward Simpson (through September 2000)

Office assistant: Sarah Sheerin

Program assistants: Daniel Abraham (through August 2000), Allyson Fetterhoff, Jaime Osterman

Web master: Brian Bloomfield (through July 2000)

EXTERNAL ADVISORY BOARD

Susan D. Amussen, *Union Institute Graduate School*

John F. Andrews, *The Everyman Shakespeare*

Suzanne Cusick, *University of Virginia*

David C. Driskell, *University of Maryland*

James D. Farquhar, *University of Maryland*

Werner Gundersheimer, *Folger Shakespeare Library*

Jay L. Halio, *University of Delaware Press*

Jeanne Roberts, *The American University*

Ellen Rosand, *Yale University*

G. Thomas Tanselle, *John Simon Guggenheim Memorial Foundation*

Betty S. Travitsky, *Graduate Center, City University of New York*

FACULTY ADVISORY BOARD

Marvin Breslow, *Department of History (emeritus)*

Hervé Campagne, *Department of French and Italian*

Anthony Colantuono, *Department of Art History and Archaeology*

Hernán Sánchez M. de Pinillos, *Department of Spanish and Portuguese*

Jane Donawerth, *Department of English; Affiliate in Women's Studies and Comparative Literature*

Giuseppe Falvo, *Department of French and Italian*

Judith P. Hallett, *Department of Classics*

Susan Lanser, *Department of Comparative Literature*

Roberta Lavine, *Department of Spanish and Portuguese*

Yelena Luckert, *Arts and Humanities Team Manager, McKeldin Library*

Frank Hildy, *Department of Theatre*

Richard Wexler, *School of Music*



www.inform.umd.edu/crbs

Contents



<i>Mission</i>	1
<i>University of Maryland Campus Programs</i>	2
Annual Symposium	2
Works-in-Progress Series	3
Renaissance Studies Citation	3
Arts and Humanities Courses	4
Graduate Student Reading Group	4
<i>Outreach Programs</i>	5
Center Alliance for School Teachers (CAST)	5
Scholar to Teacher Programs	6
School-University Partnerships	6
Northwestern High School Partnership	6
College Orientation Program	7
DuVal High School Partnership	7
<i>From Page to Stage</i>	7
Blair High School Partnership	8
Summer Institutes	8
<i>Schools for a New Millennium</i> at Northwestern High School	8
<i>Crossing Borders/Breaking Boundaries: A Multidisciplinary Summer Institute</i> for Arts Educators	9
<i>Publication Series</i>	10
<i>Special Lectures</i>	11
<i>Cross-Campus Collaboration</i>	12
<i>Outside Funding</i>	14
<i>Future Programs</i>	14

Mission



The Center for Renaissance and Baroque Studies was established in the spring of 1981 with the mission to consolidate existing strengths in

Renaissance and Baroque studies at the University of Maryland. It has built on these strengths to create unique interdisciplinary programs of national and international reputation. In promoting teaching and research in the Renaissance and Baroque periods at the University of Maryland, the Center offers programs in all disciplines of the arts and humanities as well as in allied fields such as the history and philosophy of science.

The Center has built expertise in areas beyond the Renaissance and Baroque time frame implied by its title by offering professional development programs in the liberal arts to public school teachers. New curricular imperatives in the Maryland high schools have led the Center to develop programs focused around topics ranging from post-colonial, non-Western literature to contemporary politics. In addition, the Center, inspired by the rapid evolution of digital technology, has included a technology component in many recent programs and has concentrated increasingly on pedagogical

issues raised by the use of technology in the classroom. Although such programs may appear to be outside the scope of Renaissance and Baroque studies, they follow in the European Renaissance traditions of exploration and of attempts to relate older traditions of knowledge to new discoveries and research.

The Center aspires to fulfill the following goals: (1) to provide new research and teaching opportunities and increased professional exposure for faculty within the University's College of Arts and Humanities; (2) to enhance programs in the College by fostering cross-departmental collaboration; (3) to be a formative presence in national and international Renaissance and Baroque studies through symposia and published proceedings volumes; (4) to encourage creative applications of new technologies for research, teaching, and publishing projects in the humanities; (5) to increase visibility for the College and the campus by promoting ties with other Maryland and Washington, D.C., area research and cultural institutions; and (6) to create and maintain partnerships with secondary and middle school faculty in the Maryland schools, thereby fulfilling the campus's public service commitment to the state.

University of Maryland Campus Programs



The Center for Renaissance and Baroque Studies offers a wide variety of interdisciplinary programs designed to serve the needs of many different constituencies, both on campus and in the surrounding community. Campus programs, such as symposia, colloquia, and interdisciplinary courses, serve the University's faculty, graduate students, and undergraduates, as well as a national and international scholarly audience. All Center programs are subject to careful review by program participants and by Center staff and advisory boards. Program evaluations are used to shape future programs and allow for mid-course adjustments to ongoing programs.

Karen Nelson joined the Center staff in August 1999. As Associate Director, she quickly began putting her stamp on Center programs, introducing the Graduate Student Reading Group, exploring relationships with Elderhostel and Senior University and, most importantly, harnessing the collective energies of the planning committee to steer the *Attending to Women* symposium toward its November 2000 culmination.

ANNUAL SYMPOSIUM

University of Maryland, College Park
October 14, 1999

New Directions: Exploring Identity in the Early Modern Period

The Center organized this event to mark David Norbrook's joining the Department of English.

On Thursday, October 14, 1999, three preeminent scholars of early modern literature and history described the new directions they have followed in their research on identity formation in the early modern period. These scholars examined assumptions about identity—race, gender, nationality, political affiliation—that emerged in the early modern period for English settlers in Barbados and Jamaica, for a Spaniard writing about the native Americans of New Spain, and for women who enthusiastically supported the English republic responsible for overthrowing an enslaving monarchy and for embracing the English slave trade. A lively discussion followed the presentations. Abstracts for each presentation are archived on the Center's website, www.inform.umd.edu/crbs.

Presentations

Becoming a White Man: Slavery and Identity in the Seventeenth-Century English Caribbean

Susan D. Amussen

Union Institute Graduate School

1542: Empire, Shipwreck, and the "Culture of the Baroque" in Alvar Nuñez Cabeza de Vaca's Naufragios

Ralph Bauer

Department of English

Lucy Hutchinson: Republicanism, Gender, and Politics

David Norbrook

Department of English

WORKS-IN-PROGRESS SERIES

The Works-in-Progress series, inaugurated in the spring of 1999, enables scholars to share their latest research in the early modern period and to benefit from an informal roundtable discussion of their current projects. The presentation can come from any work currently underway, such as research for a conference paper, an article, or part of a book. Sessions for doctoral candidates to present working drafts of sections of their dissertations are also scheduled regularly. In its first full academic year, the Works-in-Progress

series has become an occasion for scholarly conversations across disciplines and across departments in the College. The series is publicized electronically by a campus mail reflector list, a forum for communication among faculty and graduate students whose work focuses on the early modern period. The list is also used to promote local and on-campus events relevant to early modern studies.

The Rhetoric of Feminine Priority in Paradise Lost

September 28, 1999

Marshall Grossman

The Reconstructing of Shakespeare's Globe in London

October 26, 1999

Frank Hildy

"Even I will sing": Biblical Women's Voices in Early Modern Texts

November 30, 1999

Michele Osherow

Pedro de Valencia: Royal Iconographer to Philip III of Spain

November 30, 1999

Andrea Van Houtven

Making a Spectacle of Oneself: French Revolutionary Opera by Women

March 28, 2000

Jacqueline Letzter

Amazing and Tragic Stories: Two Popular Literary Genres and their Influence on Early Modern French Culture

April 25, 2000

Hervé Campangne

RENAISSANCE STUDIES CITATION

Three years ago, in response to student interest, the Center developed a citation in Renaissance studies with the support of chairs and faculty members from several departments in the College of Arts and Humanities. Student enrollment for the program began in fall 1997. Because the Center is a non-instructional unit within the College, the citation is housed in the Department of English with Kent Cartwright as advisor. The citation is designed to provide students with a solid grounding for continuing in Renaissance studies in any humanities graduate program or for seeking a career that requires a strong, well-rounded humanities education. Building on the experience gained during the program's first two years, the Center is considering ways to facilitate the process by which students pursuing the citation can fulfill the course requirements. The Center is collaborating with other departments to expand the list of course

offerings from which students can select. In the meantime, the Center continues to promote the citation by enlisting the help of undergraduate advisors and arts and humanities faculty.

ARTS AND HUMANITIES COURSES

In keeping with its interest in cross-departmental collaboration, the Center oversees a series of interdisciplinary courses offered by the College of Arts and Humanities. Focusing on arts, humanities, and literatures of different periods, these courses are taught by teams of faculty from various departments in the College. Coordinating these faculty teams is a designated host faculty member who attends every class and is responsible for grading examinations and assignments.

This year, the College offered a course entitled “The Anglophone Black Atlantic During the Long Eighteenth Century (1680–1832),” coordinated by Vincent Carretta. The course investigated the ways in which the transatlantic crossing of millions of slaves affected those few

able to find a voice through literacy. Factual and fictional texts produced in North America, Britain, and Africa were introduced to discuss the ways historical figures and imaginary characters assert, reclaim, or accept economic, ethnic, gendered, political, religious, and/or social identities, either by choice or imposition. This course was team taught by Vincent Carretta (English); Ira Berlin (History); Stephan Palmie (History); and William Pressly (Art History and Archaeology).

GRADUATE STUDENT READING GROUP

The Graduate Student Reading Group is an interdisciplinary group open to any interested graduate student in the College of Arts and Humanities. Readings are determined by members of the group. The readings selected for the 1999–2000 academic year were Elizabeth Cary’s *Tragedie of Mariam*, Elizabeth Brackley and Jane Cavendish’s *The Concealed Fancies*, Lodovico Ariosto’s *Orlando Furioso*, and Heinrich Institoris and Jacob Sprenger’s *Malleus Maleficarum*.



Outreach Programs



In addition to serving its academic constituency on campus, the Center maintains an ongoing commitment to making a variety of educational and cultural resources available to citizens across the state of Maryland through the Center Alliance for School Teachers (CAST). For an eight-year period, the National Endowment for the Humanities (NEH) was an extremely generous patron to CAST, enabling the program to establish a reputation among Maryland's secondary school English teachers for designing outstanding text-based professional development programs offered free of charge.

With the termination of the Endowment's support in 1996, CAST modified its mission and began forging economic and academic alliances with individual counties in Maryland and with the Maryland State Department of Education. Because of this new strategy, CAST now offers enrichment programs for teachers of English, social studies, and the fine arts on a cost-sharing basis. Participating counties cover at least half of the program costs for both planning and implementation. One beneficial result of this arrangement has been the expansion of CAST programs, not only in terms of their content (originally limited to the study of canonical literature), but

also in the range of academic disciplines for which they are designed.

CENTER ALLIANCE FOR SECONDARY SCHOOL TEACHERS (CAST)

CAST organizes a wide range of professional development seminars, led by University of Maryland scholars. Updating scholarship for teachers is a major focus of these programs, many of which support the development of multicultural and interdisciplinary humanities courses. However, since state-mandated requirements in the Humanities demand that teachers take responsibility for student achievement in such disparate areas as basic reading skills, basic composition skills, visual literacy, interpretation of film, and mastery of non-Western texts, CAST programs also assist teachers in meeting these statewide goals. In addition, CAST programs provide the training required to integrate electronic resources into classroom teaching, thereby increasing the percentage of teachers statewide who teach comfortably in an electronic teaching environment. The call for training in the effective use of digitally mediated materials continues to

increase as more equipment is installed in schools, often without teacher training.

In April 2000, Nancy Traubitz joined the Center as Program Director for CAST and she has continued the work of convening teams of University of Maryland faculty and staff who can deliver programs to address teachers' needs. CAST's new initiatives include explorations into the place of science and mathematics in the humanities, the impact of technology—especially on the visual and performing arts—and issues surrounding interdisciplinary pedagogy at all levels of instruction.

SCHOLAR TO TEACHER PROGRAMS, 1999–2000

Howard County Public Schools

Reading workshops for
english teachers in middle
schools

September 3, 1999

The Sword and the Stone
Verlyn Flieger

Romeo and Juliet
Maynard Mack, Jr.

The House on Mango Street
Sangeeta Ray

Baltimore City Public Schools

Writing workshops for
english teachers

February 26, 2000

Language: Levels of Style and Vocabulary
Elizabeth Driver and Eleanor Shevlin

March 6, 2000

Sentences: Grammar, Usage, and Punctuation
Gene Hammond and George Oliver

April 8, 2000

Structure and Forms
Leigh Anna Eicke and Erin Kelly

April 26, 2000

Technology in the Humanities Classroom
Pat Eckel, Catherine Hays, Chris Higgins, and
Karen Nelson

May 6, 2000

Reader Response and Audience Awareness
Leigh Ryan and Eleanor Shevlin

July 31–August 4, 2000

Reading Strategies for Secondary School Teachers of English
Susan Leonardi, Scot Reese, Diane Rowland,
Leigh Ryan, Eleanor Shevlin, and Greg Staley

August 29, 2000

Contemporary Grammar
George Oliver

SCHOOL-UNIVERSITY PARTNERSHIPS Northwestern High School Partnership

This collaboration was inaugurated in fall 1997 when James F. Harris, Dean of the College of Arts and Humanities, asked Adele Seeff to convene University and Northwestern High School administrators and teachers to establish closer intellectual ties between the two institutions and their teachers and students. The partnership has continued to be both fruitful and congenial. Now a steering committee meets regularly to organize campus visits for honors students, administer a mentoring program with the Department of Spanish and Portuguese, and implement a college preparatory mini-course for heritage language students.

The success of the partnership is due to generous contributions of time from Carie Jones-Barrow, Trudi Bellardo Hahn, Pat Herron, Judith Lichtenberg, Carmen Roman, Ana Patricia Rodriguez, Gabriele Strauch, Gerry B. Strumpf, and several members of the Center staff. At Northwestern High School, Rosa Amo, Ron Anderson, Donna Bettcher, John Bois, Linda Cunningham, Joanna Gantt, Yvette Wright, Dianne Yohe, and others are committed to creating experiences for their students that render the University a more familiar and less daunting environment.

College orientation program

On October 6, 1999, twelve Northwestern High School students came to the University of Maryland for an academic preview. They spent the morning researching Jose Antonio Villareal's *Pocho* and its cultural context with the assistance of Trudi Bellardo Hahn, Pat Herron, and other McKeldin librarians. Evelyn Canabal-Torres addressed them concerning differences in Spanish dialects. During lunch, Carmen Roman offered an introduction to college life, and university students joined the high school students for conversation. The group then participated in one of Ana Patricia Rodriguez's college-level classes. High school students shared their morning's research and discussed *Pocho* with the college students.

On February 16, 2000, the twelve students returned to the University to shadow twelve university students through their day. With their university hosts, the high school students attended classes, ate lunch at campus dining halls, and sampled dormitory living. The day ended with a discussion of the college admissions process provided by Carie Jones-Barrow.

During the spring semester, Gerry Strumpf visited Northwestern High School weekly to teach a version of a university orientation course to selected juniors and seniors. Judith Lichtenberg offered tutoring to prepare students for the SAT examinations.

DuVal High School Partnership

On November 11, 1999, Center staff collaborated with Gloria Shelton of DuVal High School and with Ellen Borkowski (Office of Information Technology) and Catherine Hays (Electronic Media Center) to offer a Technology Training Day for fourteen DuVal High School humanities teachers. The session included workshops on basic computer skills, web searching and site evaluation, and an introduction to Netscape Composer, computer graphics, and PowerPoint. Teachers spent considerable time discussing

methods for incorporating humanities applications into the classroom.

From page to stage

In spring 2000, students from DuVal High School participated in the program *From Page to Stage*. This after-school program was made possible by grants from the Travelers Foundation and The Henry & Ruth Blaustein Rosenberg Foundation, Inc. Scot Reese, Department of Theatre, met with a group of 12–15 students for an hour and a half every week. Students played theater games to develop and hone listening and speaking skills; they also took turns reading stories and poems they chose (and sometimes pieces they themselves wrote!) to the rest of the group. Together the students also engaged in collaborative storytelling, singing, and dancing as they learned to recognize the special relationship that exists between a performer and his or her audience. The students attended two performances at the Tawes Theatre on the University of Maryland, College Park campus, *The Fable of Macbeth* and *A Few Good Men*. Some of the after-school sessions focused on the upcoming performance in order to prepare students to appreciate each show. Their semester in the program concluded with a performance of their own.

Blair High School Partnership

This nascent partnership is built around a self-selected group of Blair High School students who, under the direction of their English teacher and a University of Maryland graduate assistant, explore the content and methodology of university-level American literature, history, and art courses. This program is a collaborative endeavor between Blair High School, the Department of American Studies at the University of Maryland, and CAST.

SUMMER INSTITUTES

Schools for a New Millennium

Made possible by a grant from the National Endowment for the Humanities

The *Schools for a New Millennium* project, funded by a grant from the National Endowment for the Humanities, grew out of the pre-existing and enormously successful partnership with Northwestern High School. In June 2000, Northwestern moved into a new facility with state-of-the-art technological capabilities. This development—together with the teachers'

expressed desire to reinvigorate their teaching and to engage their students more actively—provided the impetus for a two-year grant awarded in April 2000. This grant supports a school-wide professional enrichment program of summer institutes and academic year seminars which offer teachers current scholarship on Native American culture, African American culture, and the history of immigrants to the United States. Teachers will acquire sufficient technological expertise to master humanities applications of digital materials. They will, over time, develop electronic teaching modules related to the topics they study in the summers, adding to the electronic teaching materials they created in 1998 while on an earlier NEH grant. Most importantly, this ambitious program seeks to revitalize the entire school community and to involve teachers, students, parents, administrators, area businesses, and area cultural institutions in this school-wide reform effort.

In the summer of 2000 (July 24–28), twenty-seven Northwestern High School humanities teachers and several University of Maryland humanities faculty and staff members worked together to construct curriculum units for the traditional and the electronic classroom. During a series of stimulating lectures and discussion

sessions, James Brooks (Department of History) articulated historical and current issues for Native Americans in the United States. Bryan Burton, a musicologist at West Chester University in Pennsylvania, offered an overview of trends in Native American music. Edgar Silex, poet and professor at St. Mary's College, led an energizing seminar focused upon Indian poetry. Teachers spent most afternoons in teams, developing curriculum units; they used the software platform WebCT to construct and present their curriculum modules at the end of the week.

The project continues through the school year with Cyber Café sessions, scheduled once a month in the new Northwestern building, to allow teachers to amplify the materials they developed during the summer institute and to acquire new content. As they experiment with their electronic modules in the classroom, they will collaborate on constructing methods for coping with the technological riches and glitches inherent in their new surroundings. They are assisted by Annie Moyer, the program coordinator in the school. The National Endowment for the Humanities has identified the *Schools for a New Millennium* project at Northwestern High School as a model for the nation. Expectations for the Northwestern teachers are therefore very high.

Crossing Borders/Breaking Boundaries: A Multidisciplinary Summer Institute for Arts Educators

Made possible by grants from the Maryland State Department of Education and the Clarice Smith Performing Arts Center

University of Maryland, College Park
July 10–21, 2000

As part of the University's overall commitment to educational outreach, the Clarice Smith Performing Arts Center and the Center for Renaissance and Baroque Studies, in collaboration with the Maryland State Department of Education, developed the first in a series of summer institutes for secondary school arts educators. *Crossing Borders/Breaking Boundaries* was an integrated program supporting performance, scholarship, and education in dance, music, theater, and the visual arts. Designed to help Maryland middle and high school teachers fuse content based arts education with performance and studio work, the program included lectures from university scholars, performance master

classes with distinguished artists, and opportunities to create interdisciplinary lesson plans in an environment of collegial support and intellectual rigor. Study of three topic areas—Africa and Its Influence, Jazz and America, and Considering the Postmodern—helped create a sense of unity for a diverse group of educators as they endeavored to work across the boundaries and methodologies that typically divide the arts disciplines. In their efforts to write new interdisciplinary curriculum units from this material, the participants were further assisted by Sydney Walker, professor of Art Education at The Ohio State University, and Paul Traver (emeritus), School of Music at the University of Maryland, College Park.

WebCT, a virtual classroom space, allows participants to share documents and save their research for future, “real world” applications. Follow-up to the two-week summer program includes several return visits to the University of Maryland for continued work on an electronic archive of interdisciplinary lesson plans created by the participants. These visits and the WebCT environment provide participants with an ongoing forum for discussion of their adventures in interdisciplinary curriculum development and implementation.



Publication Series



An active sponsor of interdisciplinary symposia in the arts and humanities, the Center extends its support of outstanding scholarly achievement by publishing its symposia proceedings as thematic volumes of collected essays. The success of the publication series stems from the Center's ongoing collaboration with the University of Delaware Press in conjunction with Associated University Presses.

VOLUMES IN PRINT

Attending to Early Modern Women: Crossing Boundaries

Edited by Jane Donawerth and Adele Seeff.
Newark: University of Delaware Press; London and Toronto: Associated University Presses (forthcoming 2000).

The Public and Private in Dutch Culture of the Golden Age

Edited by Arthur K. Wheelock Jr. and Adele Seeff. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 2000.

Attending to Early Modern Women

Edited by Susan D. Amussen and Adele Seeff.
Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1999.

In Iberia & Beyond: Hispanic Jews Between Cultures

Edited by Bernard Dov Cooperman. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1998.

Attending to Women in Early Modern England

Edited by Betty S. Travitsky and Adele Seeff.
Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1994.

The Picaresque: A Symposium on the Rogue's Tale

Edited by Carmen Benito-Vessels and Michael Zappala. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1994.

Action and Reaction: Proceedings of a Symposium to Commemorate the Tercentenary of Newton's Principia

Edited by Paul Theerman and Adele Seeff.
Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1993.

Settlements in the Americas: Cross-Cultural Perspectives

Edited by Ralph Bennett. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1993.

The French Academy: Classicism and Its Antagonists

Edited by June Hargrove. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1990.

Urban Life in the Renaissance

Edited by Susan Zimmerman and Ronald F. E. Weissman. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1989.

Print and Culture in the Renaissance

Edited by Gerald P. Tyson and Sylvia S. Wagonheim. Newark: University of Delaware Press; London and Toronto: Associated University Presses, 1986.

Special Lectures



Throughout each academic year, the Center invites visiting scholars and artists in the Baltimore/Washington, D.C., area to lecture and discuss their work or to perform at the

University of Maryland. Lectures and workshops are informal events held in conference or seminar rooms and are open to faculty and students from all departments on campus. In organizing its diverse series of lectures, colloquia, and other special events, the Center enjoys the support and co-sponsorship of departments within the College of Arts and Humanities.

Meet the Director: Michael Kahn's King Lear
November 4, 1999

Michael Kahn, director of the 1999 production of *King Lear* at the Shakespeare Theatre, Ted Leinwand, Department of English, and Frank Hildy, Department of Theatre

Richard II and the Production of French Culture
March 30, 2000

Co-sponsored with the Department of English
Lynn Staley, Colgate University

*Fictions of Privacy: The Accommodation of Religious
Dissent in Early Modern Europe*

May 10, 2000

Co-sponsored with the Arts and Humanities
Team, the University of Maryland Libraries, The
Center for Historical Studies, and the Center for
Renaissance and Baroque Studies

Benjamin J. Kaplan, Harvard University

Rethinking the popular in early modern england: a symposium

March 11, 2000

Co-sponsored with the College of Arts and
Humanities and the Department of English

David Norbrook, Department of English
(moderator)

*Understanding Shakespeare's Politics: Henry IV from the
Playhouse Yard*

David Scott Kastan, Columbia University

How Popular Was Elizabethan Morality Drama?

Kent Cartwright, Department of English

A Monster Called Münster

James Holstun, SUNY, Buffalo

*Revising the City: Stow, Munday, and the Survey
of London*

Donna Hamilton, Department of English

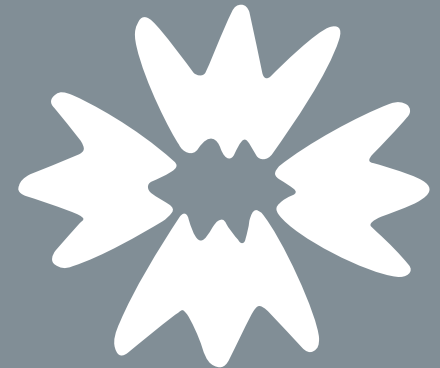
From Low to High: Leveller to Tory Feminisms

Sharon Achinstein, Department of English

*Street Smarts and Hapless High Theory: The Popularisms
of John Lilburne and Algernon Sidney*

Annabel Patterson, Yale University

Cross-Campus Collaboration





he individuals listed below participated in one or more Center programs during the 1999–2000 academic year:

art history and archaeology: Martha Bari, Greg Metcalf, *Crossing Borders/Breaking Boundaries*; William Pressly, ARHU course; Andrea Van Houtven, *Works-in-Progress*

clarice smith performing arts center: Theresa Hruzd, *Crossing Borders/Breaking Boundaries*

classics: Greg Staley, CAST

college of arts and humanities: Carie Jones-Barrow, James F. Harris, Northwestern High School Partnership; Catherine Hays, *Crossing Borders/Breaking Boundaries*, Northwestern High School Partnership, CAST, *Schools for a New Millennium*; Gabriele Strauch, Northwestern High School Partnership

english: Sharon Achinstein, Special Lectures; Ralph Bauer, *New Directions*; Vincent Carretta,

ARHU course; Kent Cartwright, Renaissance Studies Citation; Jane Donawerth, *Attending to Early Modern Women: Crossing Boundaries*; Elizabeth Driver, Leigh Anna Eicke, Verlyn Flieger, CAST; Marshall Grossman, *Works-in-Progress*; Donna Hamilton, Special Lectures; Gene Hammond, CAST; Ted Leinwand, Special Lectures; Susan Leonardi, CAST; Erin Kelly, Maynard Mack, Jr., CAST; David Norbrook, *New Directions*, Special Lectures; George Oliver, CAST; Michele Osherow, *Works-in-Progress*; Sangeeta Ray, CAST

french and italian: Hervé Campagne, Jacqueline Letzter, *Works-in-Progress*

history: Ira Berlin, ARHU course; Marvin Breslow, Special Lectures; James Brooks, *Schools for a New Millennium*; Stephan Palmie, ARHU course

libraries: Trudi Bellardo Hahn, Pat Herron, Northwestern High School Partnership; Eric Lindquist, Special Lectures; Yelena Luckert, *Crossing Borders/Breaking Boundaries*

music: Robert Gibson, Djimo Kouyate, Carolina Robertson, Paul Traver (emeritus), Chris Vadala, Richard Wexler, *Crossing Borders/Breaking Boundaries*

office of information technology: Ellen Borkowski, DuVal High School Partnership; Christopher Higgins, CAST

philosophy: Judith Lichtenberg, Northwestern High School Partnership

spanish and portuguese: Ana Patricia Rodriguez, Carmen Roman, Evelyn Canabal-Torres, Northwestern High School Partnership

theatre: Frank Hildy, *Works-in-Progress*, Special Lectures; Scot Reese, *From Page to Stage*

the writing center: Leigh Ryan, Eleanor Shevlin, CAST

orientation office: Gerry B. Strumpf, Northwestern High School Partnership



Outside Funding



The Center has always relied on external funding for its public programs—whether for a scholarly academic audience or for the secondary school community of teachers and students. In recent years, such funding has become even more imperative but increasingly difficult to obtain, because of fierce competition among non-profit arts and humanities organizations seeking financial backing. Nevertheless, the Center has maintained its momentum by shaping exciting programs around available funds. Thanks in large part to the generous support of the following donors, the Center is gratified to have provided vital programs that have served hundreds of participants this year.

The Center for Renaissance and Baroque Studies received support from the following:

The Henry & Ruth Blaustein Rosenberg Foundation, Inc

The Gladys Kriebel Delmas Foundation

The Maryland State Department of Education

The National Endowment for the Humanities

*The Clarice Smith Performing Arts Center at Maryland
Travelers Foundation*

Future Programs





The fourth *Attending to Women* symposium is scheduled for November 9–11, 2000 and a few months after its conclusion, the planning committee will begin formulating ideas

for a fifth conference, tentatively scheduled for 2003. *Attending to Women: Gender, Culture, and Change* will dominate the fall of 2000 as the Center manages a successful and vibrant conference. *Attending to Women* will occupy the spring, too, as Center staff begins the publication process for the conference's proceedings.

The Center's work is collaborative. Faculty and graduate students in the College of Arts and Humanities contribute ideas and time to Center programs. A number of agencies—the NEH, the Maryland State Department of Education, school districts across the state, and other research and cultural institutions in the Baltimore-Washington area—enrich and support the Center's programs. These partnerships and exchanges are always fruitful, and the Center welcomes further scholarly collaborations.



*The Center
gratefully acknowledges
support from its many
patrons ~*