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    Summary
None of these characterizations are alto-
gether false (although I would call the Ama-
zon hunting pure research), but many of the
reasons why philosophers are interested or
would answer somewhat differently, be-
cause they believe that there is an essential
to philosophy and its his-
torical time and that to understand
that historical aspect of philosophy in our
own time, we need to say something about
how that relation manifested itself in the
prior epochs out of which ours developed.
The idea is that although there are any number
of what seem like straightforward philo-
osophical issues in our contemporary world,
we can be led astray if we simply charge
ahead and start trying to “solve” the
problems. Moreover, as opposed to many
of the standard problems that have pretty
much died out—like proofs for the existence
of God or the immortality of the soul—
these questions problems continue “to have a
historical life,” we might say, because of
complex and often hidden links with
nonphilosophical issues, links that become
visible only by locating the philosophy
of a time in the right historical narrative,
something that is not possible by attention
to academic philosophical issues alone.
Or so the kind of claim I am inter-
ested in today. There are scores of contro-
versies about everything I have just said,
and there are philosophers who “develop out” of the past and what distin-
guishing a “living” notion or practice from
a dead or dying one amounts to. But for the
sake of context, we should also note that
there are numerous possible positions here
about what it is for philosophy to have a
history, and it is easy to get lost quickly.
There is straight progressivism, especially
for philosophers who link modern philoso-
phy to the discoveries of modern natural
sciences, like the notion of objective
realism. They claim that the way we stand
on what it is to lead one’s own life is
in a changing, historical social organiza-
tion. It is quite likely that all of these answers
would it be to lead a free life?”—are obviously pretty
vague, it already does not look as if a
strictly philosophical answer to those ques-
tions—“What
it is for me, to understand
is its importance?”—are obviously pretty
straightforward, that it was even worth the risk of life in its
time? Or is it that philosophy also needs to under-
stand that philosophy is intended as part of the assessment
during egalitarianism, he attempted no meta-
quasi-religious—basically, it is a kind of
normative commitments as unattainable
apart from the place of such commitments
in the treatment of the bourgeois du roi.
In French literature, in
its great success at the time, the
marketing strategy—of the Great Books
program, so associated with Mortimer
Adler and the Hunchers was at the
University of Chicago.)

And there are the various kinds of rela-
tionship to see philosophical problems as
so bound up with their age that they should
be thought of as games and puzzles or
anxieties or obsessions that arise for a
natural person or for a natural society, like
painting or musical styles, and then change
and fade away as times change. Perhaps
Wittgenstein’s phrase is apt here: philoso-
phy was intended as part of the assessment
of human agency; only relation manifested itself in the prior
due to academic philosophical issues alone.

Moreover, if it is plausible to consider
the disciplinary narrowness of a depart-
moral obligations under a law, would have greatly puzzled Aquinas.

I have given in my title a general and
philosophical one (and, I hope it is clear,
what I mean by a law) to these conditions, our
historical condition—“bourgeois philoso-
phy,” suggesting there is a sort of
philosophy appropriate to a historical
and a kind of society. The term itself
has an interesting history, though, and I
will permit myself this brief digression. Its
original meaning derives from feudalism.
Certainly by the eleventh century and long
thereafter the term simply designated an
class of “people” within the aura, a free
surrounding a princely household. They were
the people who lived inside the fortified
walls, and while they were not noble (and
so did not have the rights of free
holding arms in service to the king), they were
entitled to privileges as bourgeois du roi
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Corinne, Boileau, Poisson, and most famously in Moléire, a bourgeoisie was already a person without dignity or merit, a craven social climber, vulgar, a philistine, possessed of the means to enjoy the finer things in life but with no clue how to do so: and it would be the first to notice that such ignorance would be discovered: the man snoring through Wagner or asking how much that Vermeer would cost, and bizarrely obsessed with respectability and the appearances of conventional morality (only the appearances because the bourgeoisie was also false, a hypocrite, a poseur; the local portrait bourgeois is the one sure to have a huge stash of the stuff in his basement). Now what is interesting about this history is that such expressions of disgust with the bourgeoisie and the whole way of life that emerges when they become the “ruling class” is that it is almost always tied to aristocratic nostalgia and a kind of aristocratic self-congratulation. To épater the bourgeoisie is to demonstrate that one is not a member, and if that cannot any longer place one in the nobility, it can place one closer to the hierarchy of cultural rank established by romanticism and still so influential a demonstration of the creative, aesthetic, artistically sensitive appreciators of the finer things. This style of critique in other words is not political (unequal wealth and unfair advantage are not usually intended in the epiter) but cultural.

It is important to note this aristocratic flavor in the use of the term as an epithet because it marks a kind of anxiety deeply connected with an important dimension of the problem of freedom. The bourgeoisie is held in contempt because he cannot act as the nobleman paradigmatically acts—indepen- dently, in majestie indifference to what unworthy others think of what he does. Indeed for Rousseau the world of modern society itself—is a world of such complex, perva- sive, and fragile dependences that for the bourgeois, whatever he might be, prestige would be economic and social suicide. His range of independent action is limited not merely by his bad, craven character, but by the form of society that requires and re- quires a kind of morality of prudence and responsibility which it also must under- mine by promoting ever more creatively self-indulgence and hedonism, all in order to create the conditions of the expanding consumption on which capitalism depends. We could be here all night listing such theories and objectives.) Let us just say that, in general, the epithet is meant to convey the charge of a self-deceived or hypocritical, disguised egoism and selfish- ness (often parading as entitlement claims), or a complacent satisfaction with low- minded, unispiring, vulgar ends or goals, or, usually, both. In historical actuality, the great ideal of “a free life” is just well- organized selfishness, producing a lowest- common-denominator level of cultural estrangement. This dissatisfaction is so extreme that although much of European modernism was inspired by a revolutionary conscious- ness and a hope for a rapid acceleration of the modern trajectory, it is also not an exaggeration to say that such aspirations were increasingly overshadowed by some- thing darker, something like a high culture “bourgeois self-hated.” Indeed it has been suggested that the two most successful and catastrophic mass movements of the twen- tieth century, fascism and communism, seem largely nourished by this well, the former rejecting the ends of peace, security; and the latter for a philosophical reason that simply says: They were wrong, it is enough; Or We just need more of that or its more extensive realization! This dissatisfaction is so extreme that although much of European modernism was inspired by a revolutionary conscious- ness and a hope for a rapid acceleration of the modern trajectory, it is also not an exaggeration to say that such aspirations were increasingly overshadowed by some-thing darker, something like a high culture “bourgeois self-hated.” Indeed it has been suggested that the two most successful and catastrophic mass movements of the twen- tieth century, fascism and communism, seem largely nourished by this well, the former rejecting the ends of peace, security; and the latter for a philosophical reason that simply says: They were wrong, it is enough; Or We just need more of that or its more extensive realization! This dissatisfaction is so extreme that although much of European modernism was inspired by a revolutionary conscious- ness and a hope for a rapid acceleration of the modern trajectory, it is also not an exaggeration to say that such aspirations were increasingly overshadowed by some-thing darker, something like a high culture “bourgeois self-hated.” Indeed it has been suggested that the two most successful and catastrophic mass movements of the twen- tieth century, fascism and communism, seem largely nourished by this
ward attempted by so many artists and intellectuals (especially after the interna-
tional collapse of the capitalist system in 1929).14

III

Now, right at the center of all this Euro-
pean pessimism is a profound suspicion in
particular about the basic philosophical
core of modern, “bourgeois” political philos-
ophy, the notion central to the self-understanding and legitimation of bourgois life—the free, self-determining responsible individual. Nowadays, one has to get in the back of a rather long queue of
complainants to register an objection about
any faith in such a conception or ideal.
Again though, the question remains: Is any
of this narrative of the historical fate of
certain ideals, especially the ideal of free-
dom, important for philosophy? To a large
extent, an answer to that question will
certainly depend on what sort of story one
tells and just what one claims to learn about
what Hegel called the “actuality” of an
idea, and just how whatever it is one
Invokes to make a philosophical point
about adequacy or legitimacy. Confront-
ing that problem will require trying some-
thing obviously quite foolish in this context—at least a brief attempt to say something about the historical fate of such an
idea and what, if anything, such a fate
distinctly reveals about the limitations and tensions inherent in the self-understanding.
The claims that this sort of historical and literary evidence is essential for philosophy and that this sort of appreciation of historical content is not available to one simply qua philosopher requires a much longer discussion than we can provide here. But this sort of approach is important not just with respect to methodological issues in philosophy. The modest suggestion is that the sort of sweeping claims discussed here about the fate of the core bourgeois ideal, the claims about dead-ends, false consciousness, historical exhaustion, and so forth are quite premature. Surely we need to know first, in a great deal more detail and not just in the traditional thought of as purely philosophical, what a kind of life organized around such a commitment actually amounts to, what conflicts and even social pathologies it is heir to, for the real, historically situated participants in such a normative community. Secondly, I would suggest one conclusion from this brief discussion. In order for the sort of independence as a component of freedom, it would appear, is that it can only be achieved by means of a network of ever more complex interdependencies. Such dependencies would not then count, as would not be much bothered by how unhappy Franz Kafka was, or why the doctor when they are sick, is not going to be necessary to answer this question, but one can only be understood as having found itself that philosophy consists of everything else up at colloquia of other departments—to wit, that philosophical logic are often cited.

The ambition ideas of utter contingency. The ambitious ideas of a continuous or even self-constituting normative project and so a kind of holism, and of a kind of philosophical defense of some norm that appeals to the historical and not to the legal moral and social, and so on the idea that philosophy consists of everything else—leaving philosophical and historical questions distinct—or as just indicated a naïve one, that the normative worth that ought to be exposed by this demonstration of contingency, is something that goes haywire if that claim is totalized, and an inquiry into normative as such is either re-discovering where the line is, or to what extent in an unremarkingly itself exposed as some historical moment already contained there, not manifest, and not otherwise testable.

ggested that the only contemporary purpose of the term “deconstruction” was to provide the bourgeoisie to say they were not.


Another current or concession. A contempo-
rary mother working to try to arrange day care for her children and get them to the doctor when they are sick, is not going to be much bothered by how unhappy Franz Kafka was, and would understandably be thrilled to become better with the spiritual freedom. But we should not also concede too much to such a claim-oriented or so-called “watercolor” counter.

That an ideal could be said to be failing need not be something directly manifest in the individual be-
liefs of particular actors, we need to consider the various extensive social and individual patholo-
gies to be formed by the very same social conditions. It is then to do with (similar and not necessarily identical) manifestations in the products of highculture. It all depends on one’s distance from the subject as well as the question of the kind of work are claims being made.

But that does not mean that any question here is what differ-
ence it makes that these examples are fictional, from a work of art. What would change if they were real-life examples? A very long answer would be necessary to answer this question, but one essential reason for having to rely on fiction is the possibility opened up of knowing quite a bit more about the state of and changes in the inner experi-
ence of a human being, and this fact makes it possible to say “in reality.” It is false that we could ever know what James claims to be able to know, but it is possible that false or “mind-reading” assumption there is also a reason for the question of which distinguishes good from mediocre fiction, all in a way that cannot be formalized or thematized: the “ring of truth.”

II. Citation of Rousseau’s memoirs of bourgeois mar-
riage in Minima Moralia: Reflections from Dam-


About the Lecturer
Robert B. Pippin is the Raymond W. and Martha Hiepner Gruen Distinguished Ser-
vice Professor in the Committee on Social Thought, Department of Philosophy, and the College.
He earned his B.A. at Trinity College in 1970 and received his graduate degrees from Pennsylvania State University, com-
pleting his Ph.D. in 1974. He served on the faculty of the New College and the University of California, San Diego, before coming to the University of Chicago in 1992.

His work on modern German philosophy has resulted in several books, including Kant’s Theory of Form: An Essay on the Critique of Pure Reason (1982) and Modernism as a Philosophical Problem: On the Dissatisfactions of European High Culture (second edition 1999). This Ryerson Lecture series was founded by the late John Lyon. The Achievement Award that Pippin received in 2001 from the Andrew W. Mellon Founda-
tion. Other current projects related to the award are “The Erotic Nietzsche: Philoso-
phies without Philosophy” and “Modernity after the Enlightenment.”

He is currently the Undergraduate’s Faculty Award for Excellence in Graduate Teaching. He served as Chair of the Commit-
tee on Social Thought from 1994 to 1997 and from 1997 to 2003.

The Nora and Edward Ryerson Lectures
The Nora and Edward Ryerson Lectures were established by the Trustees of the University in December 1972. They are intended to give a member of the faculty the opportunity each year to lecture to an audience from the entire University on a significant aspect of his or her research or study. The President of the University ap-
points the lecturer on the recommendation of a faculty committee, which solicits individual nominations from each member of the faculty during the Winter Quar-
ter preceding the academic year for which the appointment is made.

Previous Ryerson Lecturers
John Hope Franklin (1973–74)
Theodore W. Wilson (Senior Public Policy) (1974–75)
Subrahmanyan Chandrasekhar (1975–76)
Rebecca West, Nino B. Del ato and Herbert Marcuse (1976–77)
Darien Hoos (1977–78)
Bell Hooks (1978–79)
Farid Khwaja (1979–80)
Jules Feiffer (1980–81)
Robert tearing (1981–82)
Kazuo Ishiguro (1982–83)
Women’s History Month
Byron Farwell (1983–84)
Teddy Wilson (1984–85)
Harold Gibbons (1985–86)
Theodore White (1986–87)
Jules Feiffer (1987–88)
Neil Postman (1988–89)
Gore Vidal (1989–90)
Polly Toynbee (1990–91)
Susan Sontag (1991–92)
David Hume (1992–93)
Kathleen Sullivan (1993–94)
Maurice Sendak (1994–95)
Rick Atkinson (1996–97)
James Flanigan (1997–98)
Laurence Yep (1998–99)
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<tr>
<td>1976–77</td>
<td>Robert E. Streeter</td>
<td>&quot;WASPs and Other Endangered Species&quot;</td>
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<td>1977–78</td>
<td>Albert Dorfman, M.D.</td>
<td>&quot;Answers without Questions and Questions without Answers&quot;</td>
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<td>1978–79</td>
<td>Stephen Toulmin</td>
<td>&quot;The Inwardness of Mental Life&quot;</td>
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<td>1979–80</td>
<td>Erica Reiner</td>
<td>&quot;Thirty Pieces of Silver&quot;</td>
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<td>1980–81</td>
<td>James M. Gustafson</td>
<td>&quot;Say Something Theological!&quot;</td>
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<td>1981–82</td>
<td>Saunders Mac Lane</td>
<td>&quot;Proof, Truth, and Confusion&quot;</td>
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<td>1982–83</td>
<td>George J. Stigler</td>
<td>&quot;Laissez faire l'état&quot;</td>
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<td>1983–84</td>
<td>Karl J. Wintraub</td>
<td>&quot;...with a long sense of time...&quot;</td>
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<td>1984–85</td>
<td>James S. Coleman</td>
<td>&quot;Schools, Families, and Children&quot;</td>
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<td>John A. Simpson</td>
<td>&quot;To Explore and Discover&quot;</td>
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<td>1986–87</td>
<td>Wayne C. Booth</td>
<td>&quot;The Idea of a University as Seen by a Rhetorician&quot;</td>
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<td>1987–88</td>
<td>Janet D. Rowley</td>
<td>&quot;Finding Order in Chaos&quot;</td>
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<td>1988–89</td>
<td>Gary S. Becker</td>
<td>&quot;Human Capital Revisited&quot;</td>
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<td>1990–91</td>
<td>Stuart M. Tave</td>
<td>&quot;Words, Universities, and Other Odd Mixtures&quot;</td>
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<td>1992–93</td>
<td>Philip Gossett</td>
<td>&quot;Knowing the Score: Italian Opera as Work and Play&quot;</td>
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<td>1994–95</td>
<td>Wendy Doniger</td>
<td>&quot;Myths and Methods in the Dark&quot;</td>
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<td>1996–97</td>
<td>Eugene N. Parker</td>
<td>&quot;Probing Space through Measurements and Meditations on Your Porch&quot;</td>
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<td>Bernard Rozman</td>
<td>&quot;Herpes Simplex Viruses: Our Lifetime Unwanted Guests and a String of Pearls&quot;</td>
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<td>David Bevington</td>
<td>&quot;Shakespeare Faces Retirement&quot;</td>
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<td>Martha K. McClintock</td>
<td>&quot;Scents and Sensibility: Pheromones, Social Dynamics, and the Control of Fertility and Disease&quot;</td>
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<td>2001–02</td>
<td>Susanne Hober Rudolph and Lloyd I. Rudolph</td>
<td>&quot;Engaging Subjective Knowledge: Narratives of and by the Self in the Amar Singh Diary&quot;</td>
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<td>2002–03</td>
<td>Stephen M. Stigler</td>
<td>&quot;Casanova's Lottery&quot;</td>
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Faculty Appointments and Promotions

Appointments
January 2, 2003, through January 1, 2004

Professor
Lance Fortnow, Computer Science and the College
Mark S. Ghorbani, Geophysical Sciences and the College
Arthur Haney, Obstetrics & Gynecology
Amy M. Hollywood, Divinity School
Eric D. Isaacs, Physics, James Franck Institute, and the College
Alexei Khokhlov, Astronomy & Astrophysics and the College
Michael D. Msall, Pediatrics
Paul Seidel, Mathematics and the College
Robert Shimer, Economics and the College
Savitri E. Fedson, Medicine
Aaron Dinner, Chemistry, James Franck Institute, and the College
Ravi Salgia, Medicine
Harold Pollack, School of Social Service Administration
Stephen Smale, Mathematics, Computer Science, and Toyota Technological Institute at Chicago
Bernard M. J. Wasserstein, History and the College
Robert Buch, Germanic Studies and the College
Charles Kevin Boyce, Geophysical Assistant Professor

Assistant Professor
Lam Hui, Astronomy & Astrophysics
Travis Jackson, Music and the College
Agnes Lugo-Orriz, Romance Languages & Literatures and the College
John P. McCormick, Political Science and the College
Harold Pollack, School of Social Service Administration
Ravi Salgia, Medicine

Associate Professor
Ioannis Afaantis, Medicine
Andrew Beattie, Committee on the Visual Arts and the College
Charles Kevin Boyce, Geophysical Sciences and the College
Robert Buch, Germanic Studies and the College
Hua Cai, Medicine
Daniel J. Curry, Surgery
William Dale, Medicine
Daisy Delogu, Romance Languages & Literatures and the College
Kyu-Hwan Kim, Molecular Physics, Institute for Molecular Physics, and the College
Bernie Petroni, Medicine

Instructor
Calvin Alexander, Medicine
David Beiser, Medicine
Colleen Buggs, Pediatrics
Farr A. Culpin, Medicine
Khayran Dawood, Psychiatry
David Dos Santos Ferreira, Mathematics and the College
Ingrid E. Evans, Committee on Social Thought, and the College
Derek A. Neal, Economics and the College
Dianna Frid, Committee on the Visual Arts and the College

Promotions
January 2, 2003, through January 1, 2004

Associate Professor to Professor
Danielle Allen, Classical Languages & Literatures, Political Science, Committee on Social Thought, and the College
Fernando Alvarez, Economics and the College
Marina Bertrand, Graduate School of Business
Scott Dodelson, Astronomy & Astrophysics and the College
Mary Ellen Dolan, Medicine
Dennis Gartigory, Mathematics and the College
Tamar Herzog, History and the College
Kourosh Rezania, Neurology
Julie J. Mohr, Medicine
Piers D. Nash, Radiation & Cellular Oncology
Robert Novy-Marx, Graduate School of Business
Mark Payne, Classical Languages & Literatures and the College
James T. Robinson, Divinity School
James T. Sparrow, History and the College
Henry Justin Steinberg, Romance Languages & Literatures and the College
Xiao Jian Sun, Medicine
George C. Villarreal, Physical Education & Athletics and the College
Christian Konrad Wedemeyer, Divinity School
Andreu Wilson, Economics and the College
Andrew Wolfe, Pediatrics
Alan C. L. Yu, Linguistics and the College

Assistant Professor to Associate Professor
Roy Emanuel Weiss, Medicine
Clinton B. Seely, South Asian Languages & Civilizations, and the College
Kourosh Attaran Rezaei, Ophthalmology

Assistant Professor to Professor
Danielle Allen, Classical Languages & Literatures, Political Science, Committee on Social Thought, and the College
Daniel J. Spiegel, Pediatrics
Lina Steiner, Dave Language & Literature, Committees on Cinema & Media Studies, and the College
Roberta Loughlin Macdonald, Surgery

Assistant Professor to Collegiate Assistant Professor
Lauren S. Wakschlag, Psychiatry
Jerrold R. Turner, Pathology
Michael J. Thirman, Medicine

Professor
Michael Adorjan Allen, Classical Languages & Literatures, Committee on the Ancient Mediterranean World, and the College
Fedezio Band, Graduate School of Business
Daniel A. Bens, Graduate School of Business
Christopher Daugherty, Medicine and MacLean Center for Clinical Medical Ethics
Stanislav D. Dobrov, Graduate School of Business
David M. Frim, Surgery
Uri H. Greenberg, Graduate School of Business
Jean Greenberg, Molecular Genetics & Cell Biology and the College
Barbara Hendrickson, Pediatrics
Wayne Hu, Astronomy & Astrophysics and the College

Professor
Gabriel Richardson Lear, Philosophy and the College
Mark Kisin, Mathematics and the College
Jeremy Thorp Fox, Economics and the College
Savitri E. Fedson, Medicine
Aaron Dinner, Chemistry, James Franck Institute, and the College
Ravi Salgia, Medicine
Harold Pollack, School of Social Service Administration
Charles Kevin Boyce, Geophysical Assistant Professor

Assistant Professor
Lam Hui, Astronomy & Astrophysics
Travis Jackson, Music and the College
Agnes Lugo-Orriz, Romance Languages & Literatures and the College
John P. McCormick, Political Science and the College
Harold Pollack, School of Social Service Administration
Ravi Salgia, Medicine

Associate Professor
Ioannis Afaantis, Medicine
Andrew Beattie, Committee on the Visual Arts and the College
Charles Kevin Boyce, Geophysical Sciences and the College
Robert Buch, Germanic Studies and the College
Hua Cai, Medicine
Daniel J. Curry, Surgery
William Dale, Medicine
Daisy Delogu, Romance Languages & Literatures and the College
Kyu-Hwan Kim, Molecular Physics, Institute for Molecular Physics, and the College
Bernie Petroni, Medicine
Jesper Grodal, Mathematics and the College
Elbert Huang, Medicine
Helen H. Kim, Obstetrics & Gynecology
Ruth A. Kmak, Physical Education & Athletics and the College
Anthony E. Lujan, Radiation & Cellular Oncology
John F. McConville, Medicine
Gina E. Miranda, School of Social Service Administration
Imran Rasul, Graduate School of Business
Michael W. Roe, Medicine
Sonali Smith, Medicine
Helen S. Te, Medicine
Report of the Panel on Sexual Harassment for 2002–03

January 13, 2004

The Policy and Procedures concerning Sexual Harassment (adopted by the Council of the University Senate, May 8, 1990, and revised on February 12, 2002) require that an annual report be made to the council (1) describing the University’s program to prevent sexual harassment and (2) reviewing the incidents brought to the attention of the Sexual Harassment Complaint Advisors or the Panel on Sexual Harassment. This is the report for the 2002–03 academic year.

Prevention and Education
The pamphlet, Sexual Harassment: What We Can Do, was updated to indicate the names and telephone numbers of the new and continuing Complaint Advisors, and to include the Web addresses of the electronic versions of the pamphlet and the full University policy on sexual harassment. An announcement about the availability of the new brochures was distributed electronically to deans, chairs, and other University leaders urging them to post the brochure and distribute it to students, faculty, and staff in their areas. The pamphlet also is a part of new staff employee orientation packets and materials used in Human Resources Management training workshops on sexual harassment.

The electronic announcement prompted many requests for additional education on the subject of sexual harassment prevention for groups of faculty, students, and staff. Fall orientation programs continue to be the peak period for sexual harassment presentations to graduate students, tutors, and teaching assistants—the customary audiences. Many former Complaint Advisors gave presentations to students in their own units. Based on the types of questions asked, audiences seem reasonably well informed about the issues and their rights. Frequently asked questions concern the types of conduct that could constitute sexual harassment and what can be done about inappropriate behavior that does not rise to the level of sexual harassment. In general, audiences are reminded that Sexual Harassment Complaint Advisors frequently facilitate resolutions to issues that do not violate policy but are problematic nonetheless.

The Provost electronically distributed the recently revised sexual harassment policy to deans, officers, and directors this year, highlighting the primary changes, i.e., incorporation of “hostile environment” language into the definition of sexual harassment and the expanded discussion of academic freedom in the text. Officials were asked to distribute the new policy to chairs and non-academic offices under their leadership.

Former Complaint Advisors continued to serve a valuable function in their units by identifying potential problems at an early stage, raising awareness, and facilitating presentations on sexual harassment issues.

Complaint Advisors met monthly, discussing ways to serve the increasingly diverse University community. By sharing strategies that have helped resolve problematic situations, they benefit from each other’s experiences. Complaint Advisors devoted significant time to reviewing and evaluating materials designed specifically for the higher education environment, including a video and workshop entitled No Real Winners: Sexual Harassment in Academia. This program, with modifications, was considered to have the greatest potential for use as an educational tool in our academic environment.

Other Complaint Advisor meetings involved discussions with representatives of central student support and Human Resources offices sharing information on services provided as well as expertise in conflict resolution.

Formal and Informal Cases

Formal
This year five formal complaints were brought before the Sexual Harassment Panel. One complaint involved a student’s report of sexual abuse and harassment by another student. The student accessed disciplinary procedures, and the committee determined that there was insufficient evidence to support the claims. A second student–student complaint that went to the disciplinary committee resulted in the same determination.

The third formal complaint by a student against another student involved a report of inappropriate touching in an off-campus social setting. The unit investigated the allegation, and the offending student apologized for his conduct.

There were two formal complaints involving staff. In one case an employee complained that her supervisor had made sexually related comments to her and then retaliated when she responded unfavorably. She was referred to the Office of Employee/Labor Relations where an investigation is under way.

The final formal complaint was from two women in the same department who believed there was a hostile environment in which men, with the knowledge of departmental management, downloaded pornographic material from the Web and made repeated sexually related jokes and comments in the workplace and at off-campus social gatherings. The complaint was referred to Employee/Labor Relations where it is being investigated. One woman filed a complaint with a fair employment practice agency where the investigation is under way.

Informal
Five incidents involved administrative intervention.

A student complained that her faculty advisor inappropriately kissed and hugged her in an off-campus setting. The faculty member admitted the conduct and was warned that it violated the University’s policy on sexual harassment. Advising was rearranged for the woman, and a formal letter of reprimand was issued to the faculty member. No further problem has occurred.

A student complained that a part-time staff member made unwanted advances toward her. The staff member was informed that his advances were unwelcome, and no further problem has occurred.

A former employee reported at her leaving that she had experienced unwanted advances from her supervisor. The supervisor was notified of the complaint, reminded of the University’s policy, and warned that such conduct could constitute sexual harassment. He confirmed that such behavior would not be repeated, and there have been no further problems.

An undergraduate student complained that a graduate student who had offered to assist her with course work made unwanted advances after she accepted his offer to help. She was advised on how to communicate effectively that his attention was unwanted, which she did; and she has not complained further.

The final complaint was from a student who reported that the academic supervisor for whom she worked had refused to pay her salary after she rejected his advances. The woman was paid, and the academic supervisor’s employment was not renewed.

Questions and Related Matters
Eight inquiries were received. Former and current students, administrators, faculty, and staff contacted Complaint Advisors and the Assistant Provost about other matters. Typically, advice on next steps or approval of past efforts—rather than intervention—was sought and provided, and the individuals decided to proceed independently. Such conversations often help the individual examine the situation, weigh the alternatives, and decide on a course of action that brings the problem to a satisfactory resolution. Further assistance from the Complaint Advisors and the University is always available if a problem persists or resumes.

Of the eight contacts, one was an anonymous complaint of hostile environment in an academic unit. One person complained about being stalked. One faculty member inquired about possible inappropriate behavior by a student. Two involved complaints of inappropriate behavior off campus. There were three inquiries about University resources for sexual harassment prevention, consensual relations, and nepotism.

Members of the Panel on Sexual Harassment, 2002–03
Kathleen Conzen, Chair
Marsha Rouner
Michael Stein
Urmi Sengupta, Student Ombudsperson, ex officio
Assesah Ali, Assistant Provost, ex officio
I am addressing a most diverse audience today. About 16 percent of you are receiving bachelor's degrees from the College; about 44 percent are receiving master's degrees or Ph.D.'s from the various divisions of the University (Biological Sciences, Physical Sciences, Social Sciences); 35 percent are receiving degrees from the Graduate School of Business; and the remaining 5 percent are receiving degrees from the Irving K. Harris Graduate School of Public Policy Studies, the Divinity School, the Law School, the School of Social Service Administration, and the Graham School of General Studies. Wow. How does one tailor remarks to such an audience, an audience that incidentally does not include one student with the M.D. degree, the degree that I hold? I thought I would share with you some personal thoughts about the changes that my own profession has witnessed over the years. While your particular experiences in your particular fields will be different, I believe that the common thread among all our experiences will be to be an ability to witness change, to critically analyze its causes and effects, and to react appropri-ately when faced with unforeseen chal- lenges. It is this flexibility of thought and mind that the University of Chicago fosters in its graduates, and it is what we all have in common.

Let’s go back more than 450 convoca-tions ago, about 100 years, to what my own world, the world of medicine, would have been like at that time. Chances are that few, if any, of the medical students then were women. I wonder how many of you are familiar with the name Harriet Lane. She was the probably the earliest female medical practitioner in the United States, opening a medical office in 1835 in Boston after an apprenticeship. Her education came from the Harvard Medical School. Oliver Wendell Holmes, who was the dean at the time, agreed to accept her, as did the faculty, but the students rebelled. They drew up resolutions against the decision, and I would like to read a portion of one of them to you:

Resolved, that no woman of true delicacy would be willing in the presence of men to listen to the discussion of subjects that necessarily come under the consideration of the students of medicine.

Resolved, that we object to hav-ing the company of any female forced upon us, who is disposed to unsex the company of any female forced upon us, and to sacrifice her modesty by appearing with men in the lecture room.

Ultimately, Hunt got her M.D. in Syracuse in 1847, she applied to medical office in 1835 in Boston after an apprenticeship. In 1847, she applied to Rochester College. And of diseases of women and children at the students rebelled. They drew up resolutions against the decision, and I would like to read a portion of one of them to you:

Resolved, that no woman of true delicacy would be willing in the presence of men to listen to the discussion of subjects that necessarily come under the consideration of the students of medicine.

Resolved, that we object to hav-ing the company of any female forced upon us, who is disposed to unsex the company of any female forced upon us, and to sacrifice her modesty by appearing with men in the lecture room.

By Halina Bruker

December 13, 2003

The 475th Convocation
Address: “Wearing White: Reflections in a Changing Environment”
Summary
The 475th convocation was held on Friday, December 12, 2003, in Rockefeller Memorial Chapel. Don Michael Randel, President of the University, presided.

A total of 384 degrees were awarded: 46 Bachelor of Arts in the College, 3 Bachelor of Science in the College and the Division of the Physical Sciences, 5 Master of Science in the Division of the Biological Sciences and the Pritzker School of Medicine, 25 Master of Arts in the Division of the Humanities, 31 Master of Science in the Division of the Physical Sciences, 72 Master of Arts in the Division of the Social Sciences, 112 Master of Business Administration in the Graduate School of Business, 2 International Master of Business Administration in the Graduate School of Business, 3 Master of Arts in the Divinity School, 2 Master of Divinity in the Divinity School, 1 Master of Liberal Arts in the William B. and Catherine V. Graham School of General Studies, 2 Master of Arts in the School of Social Service Administration, 1 Master of Public Policy in the Irving B. Harris Graduate School of Public Policy Studies, 1 Master of Laws in the Law School, 13 Doctor of Philosophy in the Division of the Biological Sciences and the Pritzker School of Medicine, 19 Doctor of Philosophy in the Division of the Humanities, 17 Doctor of Philosophy in the Division of the Physical Sciences, 19 Doctor of Philosophy in the Division of the Social Sciences, 1 Doctor of Philosophy in the Graduate School of Business, 6 Doctor of Philosophy in the Divinity School, 1 Doctor of Jurisprudence in the Law School, and 2 Doctor of Philosophy in the School of Social Service Administration.

Halina Brukner, Professor in the Department of Medicine, delivered the convocation address, “Wearing White: Reflections in a Changing Environment.”
Calvin digging madly in the dirt, discover-
colder than this room in one direction and
temperature that is a hundred billion times
minute old. They reach to a frontier of
imagine science as a body of knowledge
to be found?

growing knowledge is enough to give us
growing knowledge is more and more called
seemed as inevitable as the motto says.

and the growth of knowledge and progress
there with motherhood and apple pie. You

logo in your program. Literally, it says:

of knowledge is pithily expressed in the

here because you see value in knowledge

knowledge. Students like you spend time

and the pursuit of knowledge. Professors

attainments of graduates, attested by your

connected to why we are here today.

delusions. And I think this kernel of truth is

spoon by just seeing it differently. I must

unreal projection that we can learn to look

about the

The 476th Convocation

March 19, 2004

By Thomas A. Witten

M y son Mark is about the same age as you graduates. When he was a kid, Mark was passionate about Calvin and Hobbes comic strip. Calvin is a scrawny little boy and Hobbes is his stuffed tiger. One of Mark’s Calvin and

Hobbes collections features a picture of

Calvin digging madly in the dirt, discovering

and Hobbes gently pours a spoonful of oil on the surface of the pond

example takes place on an English pond in

Franklin’s observation indicates that the

wider and wider and grows thinner and

thinner. And then it stops spreading.

Franklin’s observation indicates that the

oil is made of discrete units that we now call

molecules. The spreading has to stop when the thickness has decreased to a single layer of

molecules. By comparing the amount of oil in his spoon with the size of

the oil spot, one can get a rough idea of how

big the molecules are. Physicists since

Franklin have observed that the number

whether matter was composed of discrete

units. This absurdly simple experiment

whether matter was composed of discrete

units. This absurdly simple experiment

and look at your left fingertip with your left

eye shut. Now move your right finger away.

Though you are still looking at the left

fingertip, you can easily see both of them.

But if you hold your eyes closed for about

six inches away, something funny happens.
The top of your right finger disap-

pears. And when you move your right

finger reappears. Clearly there is a

blind spot in your vision that was there all

along. This fact is before our eyes every
day, yet we can easily live our whole lives

without realizing it. Who knew?

The third example is a discovery made by

a University of Chicago colleague only a

few years ago. He noticed something puzz-
lng about the ring-shaped water stains on

his dishes and kitchen counter. The stains

areidual deposits of material originally
dissolved in the water. We have all seen them

a thousand times and not noticed anything puzzling about them. But on

reflection, it is puzzling: the dissolved mate-
r

tion of a drop forces the water to flow

outward, carrying the material with it. The

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The University of Chicago Record

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THE UNIVERSITY OF CHICAGO RECORD

ISSN 0362-4706

Department of Physics, James Franck Insti-

tute, and the College.

Summary

The 476th convocation was held on Friday,

March 19, 2004, in Rockefeller Memorial

Chapel. Don Michael Randel, President of

the University, presided.

A total of 508 degrees were awarded: 24

Bachelor of Arts in the College, 27 Master

of Arts in the Division of the Humanities,

30 Master of Science in the Division of the

Physical Sciences, 34 Master of Arts in the

Division of the Social Sciences, 1 Master of

Fine Arts in the Division of the Humanities,

343 Master of Business Administration in

the Graduate School of Business, 1 Interna-
tional Master of Business Administration

in the Graduate School of Business, 3 Mas-

er of Liberal Arts in the William B. and

Caroline V. Graham School of Social Studies,

3 Master of Arts in the School of Social

Service Administration, 1 Master of Arts in

the Irving B. Harris Graduate School of

Public Policy Studies, 2 Master of Public

Policy in the Irving B. Harris Graduate

School of Public Policy Studies, 9 Doctor of

Philosophy in the Division of the Biological

Sciences and the Pritzker School of Medi-
cine, 2 Doctor of Philosophy in the Divi-

sion of the Humanities, 9 Doctor of

Philosophy in the Division of the Physical

Sciences, 12 Doctor of Philosophy in the

Division of the Social Sciences, 2 Doctor of

Philosophy in the Graduate School of Busi-

ness, and 5 Doctor of Philosophy in the

Divinity School.

Thomas A. Witten, Professor in the De-

partment of Physics, James Franck Insti-

tute, and the College, delivered the convoc-

ation address, “There’s Treasure Everywhere.”

March 19, 2004

By Thomas A. Witten

The 476th Convocation

Address: ‘There’s Treasure Everywhere’