



work
NEW YORK UNIVERSITY

Interdepartmental Communication

Politics Department

Nov. 30, 1973

Dean Russell Smith

Dear Russ:

Attached is a proposal I drew up for a special Institute. Dean Winder's latest response is also enclosed. Would you please examine it and see whether the SCE might be interested in sponsoring it.

I should add that the timing is flexible. It could be given in the early or late summer, or during the school year as well.

No intimation here in Winder's letter is given that other factors influenced the "consensus." But I wouldn't be surprised if a certain amount of suppressive ideology entered into the picture. For instance, no suggestion is made that we test the market for "credit students." I believe that I could round up a large number of them.

Sincerely,

Alfred de Grazia

Couldn't
it out
until 2 years?

New York University

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27 November 1973

TO: Professor Alfred de Grazia

FROM: R.B. Winder *RBW*

The Committee of Deans discussed on Thursday, 15 November the proposal for a summer institute on primeval catastrophes as outlined in your memorandum of 29 October addressed to Dean Konigsberg. The consensus was that although the proposal might very well produce a large enthusiastic audience of paying customers, it probably would not do so from degree candidates. The Committee felt SCE might be interested in sponsoring the program, and I suggest that you take it up with Dean Russell Smith forthwith.

I do appreciate the drive you are putting forth for funding of various sorts and am only sorry that we felt this one would not work in the context proposed.

RBW/rm

cc/Dean Konigsberg
Dean Mayerson
Professor Randall
Dean Stuart

October 29, 1973

Memo to: Dr. Sylvia Konigsberg

From: Professor Alfred de Grazia

Subject: A proposal for a summer, one-hour lecture and 30 one-hour
Institute on Primeval Catastrophes
and the Development of Human Nature

A large and increasing public is interested in the theory that ancient astrophysical and geophysical disasters caused profound changes in the human environment and human nature. Much of the interest centers around the work of Immanuel Velikovsky and his school of thought. Wherever Velikovsky appears to speak, his supporters and critics assemble by the hundreds and even thousands. His sole talk at NYU drew hundreds of students and professors several years ago.

I have worked for a decade on problems raised by Dr. Velikovsky since the publication of my book, "The Velikovsky Affair" in 1963, and am presently going to press with another book on the disasters of the Homeric Age. A heavy flow of materials written and archeological reports has begun and promises to be practically endless. There is a need for an academic center for presenting and discussing the problems they present to all fields. Excellent scholars are available to participate. I suggest that such an Institute might be held from July 1-20, 1974, at New York University. It would occupy three hours of classtime on fifteen days, would allow students not-for-credit, undergraduate students for four credits, and graduate students for the same (4-credits). The required readings would amount to 1200 pages and graduate students would prepare a research paper. It is expected that from 80 to 200 students could register for the Institute.

Personnel for the course would include:

1. Prof. Alfred de Grazia, Supervising Professor, Full-time;
2. Adjunct Prof. Annette Tobia, Ph.D., Einstein University in microbiology and presently lecturer at NYU, full-time;
3. Prof. William Mullen, Ph.D., Princeton University, classicist. Mullen, (one-third-time);
4. Prof. Livio Stecchini, Ph.D., JD, Paterson State College, leads one-historian of science (one-third-time);

(continued)

5. Mr. Ralph Juergens, Engineer and astro-physicist, Associate Editor of Pensee magazine, (one-third-time);
6. Visiting Lecturers and Discussants (one day each): Professors I. Velikovsky; (general theory); Lynn-Rose, SUNY, (philosophy); Frank d'Achille, Pennsylvania State Univ., (geology); Edward Schorr, Fellow, American School of Classical Studies (archaeology); and possibly an additional person or substitute;
7. Prof. Nina Mavridis, CUNY, Political Scientist, administrative coordinator, full-time.

There would be fifteen primary one-hour lectures and 30 one-hour discussion meetings which would break the lecture audience into small sections of 25 persons. Related lectures and discussions would meet on the same day.

The titles of the lectures follow:

Primeval Catastrophes and
the Development of Human Nature

I. Time, Nature, and Human Beings

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|---|-----------------------------|
| 1. The Theory of Catastrophes | De Grazia |
| 2. Origins of Human Nature | De Grazia |
| 3. The Geological Record | D'Achille or
Burgstahler |
| 4. Historiography of the Solar System | Stecchini |
| 5. Correlations of Geology and Astrophysics | Juergens |
| 6. The Synchronization of Prehistory | Mullen |

II. Case Studies in Disaster and Development

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|---------------------------------|------------|
| 7. Case I: Atlantis | Stecchini |
| 8. Case II: The Age of Pyramids | Stecchini |
| 9. Case III: Exodus | Velikovsky |
| 10. Case IV: The Homeric Age | De Grazia |

III. Origins of Behavior and Institutions

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| 11. Theology and Government | De Grazia |
| 12. Literature and the Arts | De Grazia |
| 13. Sexuality and Aggression | Tobia |
| 14. Technology | Stecchini |

IV. Final Problems

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| 15. Is Human Nature Governable? | De Grazia |
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Discussion leaders: Professors De Grazia, Tobia, Stecchini, Mullen, Juergens, D'Achille, Bergstahler, Mavridis. With 100 students, nine daily section meetings are required. If the number of students exceeds one-hundred, we should add to the faculty.

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Readings: In addition to several paperback books that will be required, the staff will prepare a collection of readings difficult of access, and xerox them. The basic readings will be Worlds in Collision by I. Velikovsky, the study of Homeric catastrophe and literature by A. de Grazia, and the collection of readings that will represent, among others, the rest of the faculty. A valuable and unique supplementary bibliography will also be provided, and, finally, a set of maps, drawings, and a special lexicon.

Costs of the teaching side of the Institute are estimated as follows:

Teaching and Administration

De Grazia	\$ 4700
Tobia	2500
Marridis	2500
Stecchini	1000
Mullen	1000
Juergens	1000
D'Achille	200
Velikovsky	500
Schorr	200
Rose	200

\$13,800

Expenses (teaching)

Reproduction of Materials
(reimbursed by purchase)

0

Travel

500

\$14,300

Continuation of Project: We would like to begin work on the project as soon as it appears probable that we would have 80 students, and to continue research in connection with, and to prepare for, successive Institutes. Therefore, it is suggested that 50% of the gross receipts from student fees (less additional faculty costs) for students in excess of 100 in number be placed in a special project fund in the University for continuing study and development of materials in the subject-area.

1. Prof. Alfred de Grazia, Supervising Professor, full-time;
2. Prof. John Marridis, Supervising Professor, full-time; in alternate years and presently lecturer at NYU, full-time;
3. Prof. William Stecchini, Ph.D., Princeton University classicist (part-time);
4. Prof. David Schorr, Ph.D., Paterson State College, Department of Science (part-time);