

SIMON FRASER UNIVERSITY

S.78-121

MEMORANDUM

To Mr. H.M. Evans, Secretary

From Sheila Roberts, Administrative

Senate

Assistant to Dean of Arts

Subject SPECIAL TOPICS COURSES

Date October 3, 1978

- For Information

In compliance with the Senate regulation, I am forwarding the outlines for Special Topics Courses offered in the 78-2 and 78-3.

Sheila Roberts

S. Roberts

RECEIVED
OCT 5 1978
RECORDS & S. OFFICE
MAIL DESK

TO THE
COMMISSION

1978

SIMON FRASER UNIVERSITY

Department of Economics and Commerce

COURSE OUTLINE

COURSE: Economics 484-3/888

SEMESTER: Summer, 1978

TITLE: Selected Topics in Economics

INSTRUCTOR: T. Borcharding

The course will be concerned with the role that the development of attenuation of rights to use, sell or transform resources plays in the allocation of resources. Stress will be on positive ("what is") aspects of the theory, though normative ("what ought") issues will be touched upon from time to time.

The class will meet for three hours with one short break. The instructor will lecture approximately one-half to two-thirds of each class and students will present prepared analysis of certain key articles and chapters from the required books. Original research will be offered towards the end of the term. Problems will be assigned from time to time.

There will be no final exam, but one mid-term, which will count one-fifth of the final grade. A paper will be required and will contribute approximately half of the final grade. Class contribution, presentations, and written problems will make up around thirty percent of the final mark.

Undergraduate students taking this course will be at no disadvantage to graduates as appropriate adjustment in instructor expectations will be made. Economics 301 or its equivalent is sufficient background for the course. Undergraduates will find a familiarity with the chapters on externalities and Pareto optimality in most intermediate texts as well as a firm grasp of the competitive and monopolistic models will get them a long way in this course. Those taking Economics 301 simultaneously will have their presentations delayed until near the end of the term if at all possible.

Required texts:

Henry Manne, The Economics of Legal Relationships

Richard A. Posner, Economic Analysis of Law

Bruce Ackerman, Economic Foundation of Property Law

Optional text:

Armen A. Alchian and William R. Allen, Exchange and Production: Competition, Co-ordination and Control.

Tentative Syllabus

- I Property Rights and Legal Institution
- II Coase's Theorem: Externality and Common Property
- III The Nature of the Firm and the Modern Corporation
- IV Monopoly and Regulation
- V Negligence, Torts and Safety
- VI Price Controls and "Free" But Scarce Goods
- VII Non-Profit Constraints on Firms
- VIII The Legal Process
- IX Crime and Punishment
- X From Anarchy to the Creation of Property, States and Constitutions
- XI The Economics of Takings: Legal Expropriations

THE VICTORIAN AGE AND THE INDUSTRIAL REVOLUTION

Most students were taught in school to capitalise the words, Industrial Revolution, and to believe they refer chiefly to a spate of inventions in the field of machine technology, which transformed Britain overnight from a rural into an industrial society. Taught this way, there is a strong implication of discontinuity with the past, and a suggestion that it was almost a matter of luck that the Industrial Revolution began in this country rather than that. The Industrial Revolution "happened" in Britain between 1760 and 1820.

Just what this Industrial Revolution was has been debated vigorously since Arnold Toynbee gave the term popularity in a book, published in 1884, entitled Lectures on the Industrial Revolution of the Eighteenth Century. There is debate about the causes: was it caused by inventions, population growth, the great promise of Britain's foreign trade, available capital? Might the causes be non-economic - changes in social structure, science, philosophy, religious outlook? Next, what was the "revolution"? Do we mean a reorganisation of the means of production, or simply productivity raised above a certain level, or the permanent change in a society's prospects as implied in Ostow's ideal of "take-off into sustained growth"? Can we put this "Industrial Revolution" within dates, thus proposing a recognisable beginning and a clear end? The consequences of an industrial way of life are perhaps easier to perceive, and they are certainly very diverse, affecting fine art, language, education, religion, national attitudes, politics, the status of women, class attitudes, taste.

The course examines British society round about 1770 when it was in many ways "traditional" in character (2 weeks), proceeds to consider the causes most often invoked to explain the intensification of productivity (3 weeks), and deals at length (7 weeks) with the ways in which an encroaching urban industrialism impinged on the lives of Queen Victoria's subjects of all classes.

The course lectures will be copiously illustrated with colour-slides.

Required Books

W.H. Court, Concise Economic History of Britain

K. Chesney, The Victorian Underworld

Course Format

For each student there will be two lectures and one tutorial meeting per week. Attendance at lectures is recommended; attendance at tutorials is an obligation. You will be told a week in advance what chapters or sections of the required books will help you to understand the lectures. You will also be provided, a week in advance, with documents (usually 5 or 6 pp.) which will be the basis of tutorial discussions. On one tutorial occasion you

you will lead the discussion by doing some supplementary background reading, with the selection of which I will be pleased to help you.

Course Requirements

Regular attendance in tutorials, one tutorial presentation, and one long essay.

Answers to questions you always ask: No, the lectures will not be taped. Yes, tutorial attendance really is as important as all that, since you learn more through discussions with your colleagues than listening to me. No, the length of the essay is not fixed, but very few of you have the powers of compression to write a good, short essay, so play safe by writing over 15 pp. Yes, I will take hand written essays provided they are legible. No, there is not a mid-term exam, but I might want to have a mid-term interview with you if you have become invisible in tutorials. Yes, you can write every word for your tutorial presentation, and simply read it out, or you can speak from a page of notes. No, the readings are not unreasonable, and even slow readers should manage a week's assignments in 5 hours.

History 480
Intersession 1978

Instructor: H. Chisick

CLASSICAL GREECE

Prerequisite: None

This course will provide a survey of ancient Greek history from the Mycenaeans and Minoans to Alexander the Great. Two main themes will receive emphasis. The first is the gradual abandonment of mythical for philosophical and scientific thought. This shift, which is identified with a disparate group of thinkers and sages known as the Presocratics, may well be regarded as a major source of the Western intellectual tradition. The second and principal theme to be studied will be the rise and development of the city-state or polis, the most distinctive and important institution of the classical world, as exemplified in the cases of Sparta and Athens. The evolution of the Athenian state from oligarchy to aristocratic democracy to popular democracy, and the work of Solon, Cleisthenes and Pericles will be examined in detail, as will the meaning of 'democracy' in its original acceptation.

The class will meet twice weekly. One session will normally be an informal lecture, the other a seminar.

A term paper will be required.

The following works, or parts thereof, are required reading:

Burn, A.R., The Pelican History of Greece

Kitto, H.D.F., The Greeks

Guthrie, W.K.C., The Greek Philosophers from Thales to Aristotle

Sophocles (trans. by Gilbert Murray), Antigone

Plato (trans. & ed. H. Tredennick), The Last Days of Socrates

Herodotus & Thucydides in M.I. Finley (ed.), The Portable Greek Historians

History 482: Themes in Social and Economic History
Course Outline
Summer 1978

Mary Lynn McDougall

Theme: The City in Western Europe, 18th to 20th Centuries

This seminar will focus on cities, especially the great cities of London and Paris, before and during the rapid urbanization of the late 18th and 19th centuries. We will compare and contrast towns and cities in pre-industrial to industrial Europe, considering the impact of rapid expansion on completely unprepared cities, the critiques of the resulting cities and urban blight, and the more positive responses of town planning and urban renewal in the late 19th and early 20th centuries. Some attention will be paid to the new industrial cities, notably Manchester, and to the relationship between industrialization and urbanization.

Students will be expected to participate knowledgeably in the discussions of assigned readings, to present two or three brief oral reports on topics related to the assigned readings or to their term paper topics, and to submit a term paper of approximately 5,000 words embodying the results of their research. The final grade will be determined as follows:

Seminar participation:	40%
Term paper:	40%
Final take-home exam:	20%

Required Readings:

Willis, F.R., Western Civilization: An Urban Perspective, Vol. II--From the 17th Century to the Contemporary Age

Rudé, G., Paris and London in the Eighteenth Century

Lees, A. and L., The Urbanization of European Society in the Nineteenth Century

Tobias, J.J., Urban Crime in Victorian England

Engels, F., The Condition of the Working Class in England

Saalman, H., Haussmann: Paris Transformed

Choay, F., The Modern City: Planning in the Nineteenth Century

Plus xeroxed excerpts from contemporary novels, reports, etc.

History 483
Summer 1978

R. K. Debo
Course Outline

RUSSIAN FOREIGN POLICY FROM
CATHERINE THE GREAT TO STALIN

Since the eighteenth century Russia has steadily increased its power and influence in Europe and the world. Whether decked out in its imperial or soviet garb, the "Bear that walks like a man" has left paw-prints in an ever widening circle beyond its original home in the Russian Mesopotamia. East to the Pacific, south to the Pamirs and the Hindu Kush, west to the plains of Germany -- Russia has been on the march. Sometimes in fear, sometimes in expectation, but always with fascination, the world has watched Russia's progress. Within the context of Russian social-economic development this course will examine the political evolution of Russia's foreign affairs as forged on the Neva and in the Kremlin during the past two hundred years.

The class will assemble once a week. Each student is responsible for the required reading (see attached list), one seminar report, the formal criticism of another report and a major term paper. Reports should be about 30-45 minutes in length and include bibliographic criticism as well as a discussion of the problems of the particular subject. Each report will be followed by a formal criticism prepared by another student. Students will be marked not only on the quality of their own reports and criticism but also on their participation in the discussion which will follow. Obviously this will require additional reading over and above the basic required works.

Each student will prepare a typed twenty page term paper (or its equivalent if written in longhand). It must be a well-organized balanced examination of a specific problem, written in a good style and, where possible, based on original documents. It must conform in every way to the highest scholarly standards. Essays failing to meet accepted standards of grammar and spelling will be penalized. Students unfamiliar with proper footnote and bibliographical procedure should consult Dorothy Blakey and A. C. Cooke, *THE PREPARATION OF TERM ESSAYS*; Wood Gray, *THE HISTORIANS HANDBOOK* or the M. L. A. style sheet. Students are urged to consult the instructor at an early date regarding the topic of their paper. All term papers are due one week before the last meeting of the class.

Students frequently ask how many footnotes they should use in writing their essays. This, of course, is an impossible question to answer. You should use footnotes when

- 1) quoting another writer's exact words,
- 2) paraphrasing the idea of someone else,
- 3) attempting to substantiate a fact used in a chain of argument.

Most students use too many or too few footnotes. Attempt to avoid extremes. PLEASE NOTE: Footnotes must be placed at the bottom of the page on which they are used. They should not appear anywhere else.

Students will be graded on the following basis:

Seminar report.....	30%
Seminar critique.....	10%
Seminar participation.....	20%
Essay.....	40%

ASSIGNED READING

JELAVICH, Barbara	<u>St. Petersburg and Moscow</u>
KENNAN, G. F.	<u>Russia and the West Under Lenin and Stalin</u>

SEMINAR TOPICS

Introduction to the problems of foreign policy.
Russian Imperialism in the Era of Catherine the Great.
Russia, the French Revolution and Napoleon.
The Holy Alliance and the Concert of Europe.
Origins of the Crimean War.
Russia and the Eastern Question, 1856-1881.
Anglo-Russian Rivalry in Asia.
The Russo-Japanese War.
Russia and the Origins of World War I.
World War and Revolution.
Soviet Diplomacy in the Interwar Period: Chicherin and Litvinov.
Russia and World War II.
The Cold War.
The Sino-Soviet Split.

APPROVED ESSAY TOPICS

1. The Anglo-Russian Rapprochement, 1903-1907.
2. Anglo-Russian Relations on the Eve of World War I.
3. German-Russian Relations on the Eve of World War I.
4. Germany and a Separate Peace with Russia, 1914-1917.
5. Foreign Policy of the Provisional Government, March-November, 1917.
6. The Treaty of Brest-Litovsk.
7. Leon Trotsky and the Formation of Soviet Foreign Policy, 1917-1919.
8. Great Britain and Denikin's Russia, 1919-1920.
9. Soviet Russia, Great Britain and the Caucasus 1919-1920.
10. De-Facto British Recognition of Soviet Russia, 1920-1921.

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....	Ms. N. Lalji, Dean of Arts Office.	From.....	M. Gort, Dept. Assistant, Dept. of Political Science
Subject.....	Selected Topics courses in 78-2:	Date.....	August 23, 1978

Herewith the only Selected Topics course given in Summer 1978, viz.

POL.428: Political Biography. Outline is attached.

Enc.
/mg



M.G.

REC-5
AUG 25 1978
DEPT OF ARTS

(Selected Topics in Canadian Government & Politics I)

POL. 428-3 POLITICAL BIOGRAPHY

COURSE OUTLINE

Dr. Martin Robin
SUMMER SEMESTER, 1978
(May 8 - Aug. 19)

Course Description

A survey of the careers of select Canadian politicians - their personal and social background, rise to power, practice in office, and political philosophy. Premiers and Prime Ministers, representing major parties, regions, and political traditions will be examined, among them Maurice Duplessis, Rene Levesque, W.L. Mackenzie King, Joseph Smallwood, W.A.C. Bennett, William Aberhart, John Diefenbaker, and T.C. Douglas.

Recommended Reading

- Jean Provencher, Rene Levesque, Portrait of a Quebecois, Gage, 1975.
H. Ferns and B. Ostry, The Age of Mackenzie King, James Lorimer, 1976.
Conrad Black, Duplessis, McClelland & Stewart Ltd., 1977.
Doris Shackleton, Tommy Douglas, McClelland & Stewart, Ltd., 1975.
J.A. Irving, The Social Credit Movement in Alberta, University of Toronto Press, 1959.
M. Robin, Pillars of Profit, McClelland & Stewart, Ltd., 1972.
Peter Newman, Renegade in Power, McClelland & Stewart, Ltd., 1963.
Richard Gwyn, Smallwood, The Unlikely Revolutionary, McClelland & Stewart, 1968.

Organisation

One three-hour seminar.

SUMMER SESSION, 1978

PSYCHOLOGY 491-3 SPECIAL TOPICS BY:

Dr. Thomas Lickona

Social & Moral Development of Children

An enquiry into recent research on the development of social and moral understanding in 4 - 10 year old children. Explores the child's thinking about fairness, friendship, rules, and authority, and the relation between reasoning and behavior. Includes practical field experiences in observing and interviewing children, and considerations of applications to teaching and parenting.

Required Text: DAMON, William. The Social World of the Child
Hossey-Bass, 1977.

Location: AQ 3102

Schedule:	Lectures	--	Tuesdays,	12.30	-	14.20
			Thursday,	13.30	-	14.20
	Labs	-	Tuesdays,	9.30	-	11.20
			Thursday,	9.30	-	11.20

Pre-requisites: Same as for Psychology 452-5 (e.g. Psych 351 and 90 credit hours or permission of department.)

OFFICE OF THE DEAN

AUG 28 1978

UNIVERSITY OF ARIZONA

SIMON FRASER UNIVERSITY

Department of Economics and Commerce

COURSE OUTLINE

COURSE: Commerce 493-3

SEMESTER: Fall, 1978

TITLE: Selected Topics in Commerce
History of Accounting Thought

INSTRUCTOR: T. Var

Required Text Book:

Michael Chatfield, A History of Accounting Thought, Revised Edition,
Robert E. Krieger Publishing Company, Huntington, New York, 1977.
(paperback)

Reading List: An extensive reading list will be distributed.

Prerequisite:

Although there is no prerequisite for this course it is natural that those students who had Comm 421-3 will be at an advantage.

Course Objective:

The course is designed to draw the basic elements of accounting history together in a seminar, to show their relevance to current accounting issues, and to convey a general perspective on the development of accounting thought.

Teaching:

There will not be tutorials. It will be conducted in a seminar. You are expected to make a class presentation.

Evaluation:

Short reports and assignments....	20%
Class presentation.....	20%
Paper (topic will be given).....	30%
Final Examination (open book)....	30%

Topics to be Covered:

A. Development of Accounting Methods

1. Accounting in the Ancient World Accounting and Social Development
2. Development of the Double-Entry Bookkeeping
3. Evolution of Account Books and Financial Statements
4. Advent of the Coporaion .

(over)

B. Accounting Analysis in the Industrial Development

5. Accounting Problems of the Industrial Corporation
6. British Accounting Regulation and its Role in Canadian and American Audit Systems.
7. Professional Development-Different Patterns
8. Genesis and Development of Modern Managerial Accounting
9. Government and Accounting

C. A History of Accounting Theory

10. View of the Firm
11. Changing Concept of Asset Valuation
12. Income Measurement and Disclosure
13. Postulate and Principles

D. Projection for Future

SIMON FRASER UNIVERSITY

Department of Economics and Commerce

COURSE OUTLINE

COURSE: Commerce 494-3

SEMESTER: Fall, 1978

TITLE: Selected Topics in Commerce
Organizations and Their Environments

INSTRUCTOR: L. T. Pinfield

Text: The External Control of Organizations by Jeffrey Pfeffer and
Gerald Salancik, Harper & Row, New York, 1978.

This special topics course is intended as an advanced seminar in Organization Theory. We will examine the impact of environmental pressures on the behavior of organizations - taking off from a critical analysis of Pfeffer-Salancik framework.

Students will be very active participants in seminar discussions. We will attempt to derive our own theoretical frameworks from which we can develop research proposals to test various theoretical propositions. Substantively, we will see to what extent organizational theory can "explain" phenomena such as merges, joint ventures, inter-locking directorships, cartels, trade associations and other various forms of inter-organizational linkages.

OFFICE OF THE DEAN

AUG 22 1978

SCHOOL OF ARTS

THE HISTORY OF WOMEN IN NORTH AMERICA 1830 TO THE PRESENT

This course covers four broad topics: Women's Health and Sexuality; Women's Work at Home; Women in the Labour Force; Women and Politics. These topics are further broken down into ten units or modules. Each module includes: a clearly stated set of objectives indicating to the student what he or she will be expected to know by the end of the module; reading assignments; introductions to the reading intended to help the student pick out the important points; practice questions (and an answer key) to enable the student to test himself or herself along the way; and one or two essay questions (usually under 800 words each) upon completion of the module, which will be graded. Possibly there will be a final exam; if so it will account for 25% of the final grade.

Every effort has been made to make the course as complete and precise as possible to compensate for the absence of regular face-to-face contact between student and instructor. Throughout the course, the student's essays will be graded by the same individual who will comment extensively on the essays and who will develop a sense of the student's strengths, difficulties, and interests as revealed in his or her work.

REQUIRED COURSE BOOKS

Nellie McClung, Clearing in the West (Acton, Goldsmith, Shepard, eds.)

Women at Work; Ontario 1850-1930.

Eleanor Flexner, Century of Struggle.

Judith Hole and Ellen Levine, The Rebirth of Feminism.

William H. Chafe, The American Woman, Her Changing Social, Economic and Political Roles, 1920-1970.

REQUIRED COURSE READINGS

A book of readings comprised of articles and book excerpts which is loaned to students for the duration of the semester.

THE HISTORY OF ART IN CANADA

The course will first survey the history of art in Canada and then, working in a seminar context, concentrate on the Group of Seven and their contemporaries.

The Group and its period is chosen for special concentration because there is both abundant material available upon them and because of the decisive shift in Canadian cultural history of which they were an important part. Some cognate writing and painting will also be examined.

The first six weeks will be lecture and discussion, surveying the history of the visual arts and their social and cultural context with some attention to native art. Weeks 7 through 13 will be seminars on select topics dealing with the Group and associates.

Required Readings

Barry Lord, Towards a Peoples Art
Emily Carr, Growing Pains
A. Y. Jackson, A Painter's Country
A. B. McLeish, September Gale

Requirements

One seminar presentation	20%
One research essay	40%
Final examination	20%
Seminar preparation and discussion	20%

Recommended Books

- * Peter Mellon, The Group of Seven
 - F. Maud Brown, Breaking Barriers
 - * Dennis Reid (National Gallery of Canada), The Group of Seven
 - Harry Hunkin, There is No Finality
 - Charles Hill (National Gallery of Canada), Canadian Painting
in the Thirties
 - * J. Russell Harper, Painting in Canada
 - Dennis Reid, A Concise History of Canadian Painting
 - * Harold Town and David Silcox, Tom Thomson
 - * Joan Murray (Art Gallery of Ontario), The Art of Tom Thomson
 - Paul Duval, Four Decades
 - F. B. Housser, A Canadian Art Movement
 - Maria Tippett and Douglas Cole, From Desolation to Splendour
- * on 24 hour reserve

Essay/Seminar Topics

1. A. Y. Jackson
2. Lauren Harris
3. Emily Carr
4. F. H. Varley
5. Arthur Lismer
6. Tom Thomson
7. J.E.H. McDonald
8. F. Carmichael and A. J. Casson
9. W. P. Weston
10. W. J. Phillips
11. David Milne
12. Contemporary Comment & Criticism
13. Cognate Canadian Writers
14. Cognate American Painters
15. Cognate Australian Painters

SIMON FRASER UNIVERSITY

MEMORANDUM

OK WPC ✓

To Ms. Sheila Roberts,
Secretary,
Faculty of Arts Curriculum Committee

Subject Selected Topics course offerings:
Fall, 1978

From M. Gort,
Dept. Assistant,
Dept. of Political Science

Date July 20, 1978

*Sheila Roberts
acting Dean*

Herewith the course outlines for the following Selected Topics courses being taught in 78-3:

- POL.418-3: Selected Topics in Political Theory I: Anarchism, Yesterday & Today.
- POL.438-3: " " in Comparative Govt. & Politics: Ethnic Politics in Comparative Perspective.
- POL.448-3: " " in International Relations: The Politics of Global Economic Relations.

Encs.
/mg

[Signature]
M.G.

OFFICE OF THE DEAN

JUL 24 1978

FACULTY OF ARTS

POL. 418-3 SELECTED TOPICS IN POLITICAL THEORY I:
ANARCHISM, YESTERDAY AND TODAY

COURSE OUTLINE

Professor A. Ciria
Fall, 1978

Course Content

A review and critical interpretation of Anarchism, both in theory and practice, from the nineteenth century to the present. Special attention will be paid to two founding fathers of Anarchism (Bakunin, Kropotkin), and to the understanding of the particular historical circumstances in which the movement grew and developed. This will include, for instance, parallels and contrasts with Marxism and Liberalism. More contemporary events such as the Spanish Civil War (1936-39), the French "May of '68", the North American "counterculture" of the sixties, etc., will hopefully illustrate the relevance, or eventually the lack of it, of the Anarchist tradition for our contemporary world and its transformation.

Required Reading

George Woodcock (ed.), The Anarchist Reader.

Sam Dolgoff (ed.), Bakunin on Anarchy.

Emile Capouya and Keita Tompkins (eds.), The Essential Kropotkin.

David E. Apter and James Joll (eds.), Anarchism Today.

Gerald Runkle, Anarchism: Old and New.

Organization

One three-hour seminar per week. Further information about the course (supplementary reading list, grading, etc.) will be available at the beginning of the Fall semester.

COURSE OUTLINE

Dr. Leonard J. Cohen
Fall, 1978

Course Content

Ethnicity is a major factor affecting the dynamics and organization of political systems. The course will examine the impact of ethnicity on political development including: (a) theoretical and ideological issues, (b) political strategies of group accommodation and integration in multi-ethnic states, (c) the formal and informal distribution of power among ethnic and regional groups (e.g. federalism, etc.) including the mechanisms for ethnic-regional group representation and the resolution of intergroup conflicts, (d) the impact of socio-economic change (modernization, social mobilization) on ethnic-cultural cleavages, and (e) the consequences of multi-ethnicity for regime-stability, patterns of opposition and dissent. Major emphasis will be placed on the examination of case studies within a framework of concepts, approaches and research findings derived from the subfields of comparative politics and comparative ethnic studies.

Core Readings (for purchase)

W.V.M. Mackenzie, Political Identity (1978)
Susan E. Clarke and Jeffrey L. Osler (eds.), Urban Ethnic Conflict: A Comparative Perspective (1976)
Cynthia H. Enloe, Ethnic Conflict and Political Development (1973)

Organization

One three-hour seminar per week. Students will be graded on the basis of class participation, a take-home examination and a research essay.

Supplementary Readings

(A selected assignment will be made from the following anthologies, depending on the individual focus of students - on reserve).

Milton V. Esman (ed.), Ethnic Conflict in the Western World (1977)
Nathan Glazer and Daniel Moynihan (eds.), Ethnicity: Theory & Experience (1975)
Kenneth D. McRae (ed.), Consociational Democracy: Political Accommodation in Segmented Societies (1974)
Astri Suhrke and Lela Garner Noble, Ethnic Conflict in International Relations (1977)
Wendel Bell and Walter E. Freeman (eds.), Ethnicity and Nation-Building: Comparative, International, and Historical Perspectives (1974)
Donald E. Gelland and Russell D. Lee (eds.), Ethnic Conflicts and Power: A Cross-National Perspective (1973)
George W. Simmonds (ed.), Nationalism in the USSR and Eastern Europe (1977)
Edward Allworth (ed.), Nationality Group Survival in Multi-ethnic States (1977)
Edward Allworth (ed.), Soviet Nationality Problems (1971)
Edward Allworth (ed.), The Nationality Question in Central Asia (1973)
George De Vos and Lola Romanucci-Ross, Ethnic Identity: Cultural Continuities and Change (1975)

The above list represents some recent studies pertinent to the general focus of the course from which reading assignments will be selectively drawn. A more extensive survey of the literature adapted to individual student preferences and research projects will be forthcoming in class and during office hours.

POL. 448-3 SELECTED TOPICS IN INTERNATIONAL RELATIONS:
THE POLITICS OF GLOBAL ECONOMIC RELATIONS

COURSE OUTLINE

Dr. T.H. Cohn
Fall, 1978

Course Description

The purpose of this course is to examine the political aspects of global economic relations. Specialists in international politics for about two decades after World War II tended to focus most of their efforts on studies of the cold war, and security and power relationships. As a result, the economic aspects of world politics have received insufficient attention.

In this course, we will examine such topics as the politics of international aid, trade and investment, multinational corporations, cartels, the global food and energy crises, and the New International Economic Order.

Required Books

David Blake and Robert Walters, The Politics of Global Economic Relations, Prentice-Hall, 1976.

Joan Spero, The Politics of International Economic Relations, St. Martin's Press, 1977.

Organization

One three-hour seminar. Final grade will be based on a research paper, a quiz, and a seminar discussion paper.

PHILOSOPHY 231

TOPIC: SEXUAL EQUALITY

FALL SEMESTER 1978

S. WENDELL

REQUIRED TEXT:

Jane English, editor Sex Equality

COURSE DESCRIPTION:

Are the sexes equal? Should they be?

How should I behave if I want to treat people of the opposite sex as my equals?

To answer these questions we must understand what equality is and what it would require of us. For example, would sexual equality require us to treat males and females the same? to obliterate all non-biological sex differences? to end the family as we know it? to give females preferential treatment now?

Along the road to answering these questions we will encounter a number of important related issues: What do existing differences between the sexes imply about natural differences? What do natural differences imply about sexual equality? What is the nature of prejudice and discrimination? What is equality of opportunity and is it preferable to equality? If happiness conflicts with equality, which is more important?

Our text is an anthology of philosophical and popular writings on these questions. It will be supplemented with a few reprints and with background material supplied by the instructor.

COURSE REQUIREMENTS:

There will be short essays totalling about 3000 words and a final examination on pre-announced questions.

philosophy



PHILOSOPHY 331

PHILOSOPHY OF THE ARTS: AN INTRODUCTION

FALL SEMESTER 1978

M. K. TANNER

REQUIRED TEXTS:

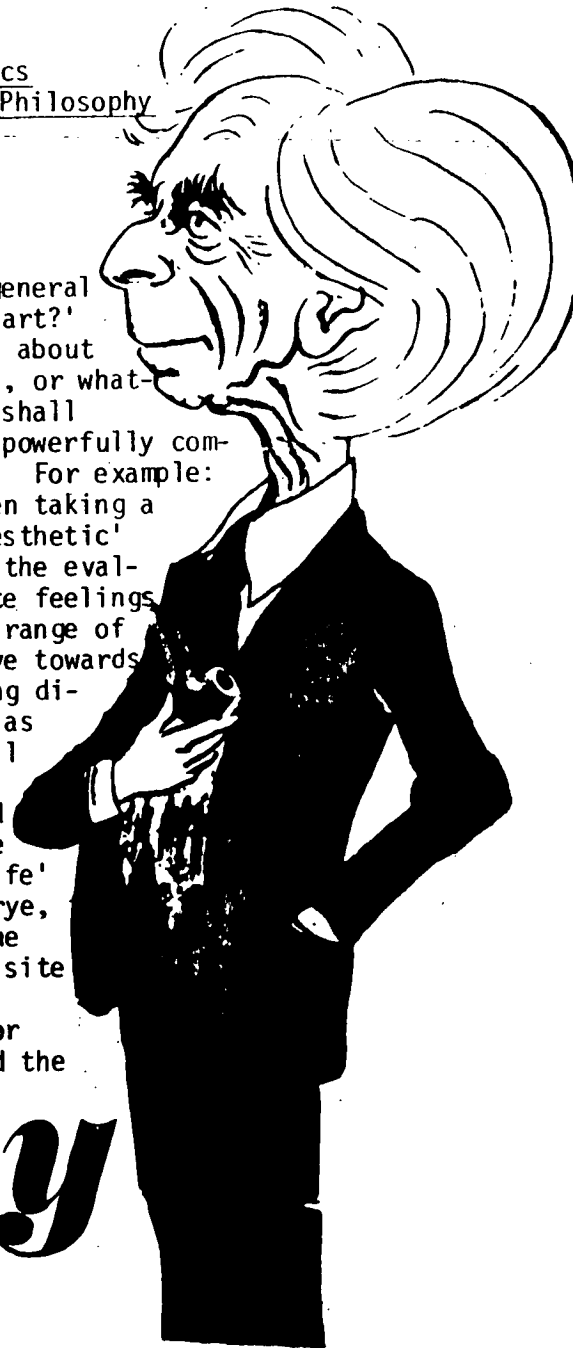
Collingwood The Principles of Art
S. Langer Feeling and Form
Tolstoy What is Art?
Morris Weitz Problems in Aesthetics
Richard Wollheim Art and its Objects

RECOMMENDED READING:

C. Barrett (ed.) Collected Papers in Aesthetics
M. C. Beardsley Aesthetics: Problems in the Philosophy
of Criticism
R. V. Scruton Art and Imagination

COURSE DESCRIPTION:

The course begins with consideration of some very general questions such as 'What kind of thing is a work of art?' — i.e. an attempt to dispose of troublesome issues about whether works of art are physical or mental objects, or whatever. After dealing briskly with those matters, I shall consider a series of strongly contrasting but also powerfully compelling attitudes that we tend to take towards art. For example: the distinction that we are inclined to draw between taking a 'practical' interest in something and taking an 'aesthetic' interest in it; the often-alleged contrast between the evaluation of works and our more personal and passionate feelings about them, together with a comparison between the range of attitudes that we have towards art and those we have towards other people; the historical shift and the resulting dichotomy between a stress on the generality of art, as conceived by Aristotle and maintained at least until Samuel Johnson and the more recent stress on the special kind of uniqueness that art in general, and each work in particular, is alleged to possess; the contrast between the demand that art be 'true to life' and the idea, pushed especially hard by Northrop Frye, that art is the creation of an autonomous world; the notion of some kind of distance as being a prerequisite of a proper attitude to art, and the ideal of total involvement; the stress between the need we feel for standards which are external to any given work, and the



philosophy

feeling that we have, sometimes very powerfully, that works of art create their own standards. I shall continue with a consideration of such incipient or actual conflicts until time runs out.

PHILOSOPHY 468

PESSIMISM, ROMANTICISM AND DECADENCE:
SCHOPENHAUER, WAGNER AND NIETZSCHE

FALL SEMESTER 1978

M. K. TANNER

REQUIRED TEXTS:

- Schopenhauer The World as Will and Representation, Books I and II
The Basis of Morality
The Freedom of the Will
Ernest Newman Wagner as Man and Artist
Nietzsche The Gay Science
The Birth of Tragedy and The Case of Wagner
Beyond Good and Evil

RECOMMENDED READING:

- Patrick Gardiner Schopenhauer
F. A. Lea The Tragic Philosopher
Karl Löwith From Hegel to Nietzsche
Morse Peckham Beyond the Tragic Vision

COURSE DESCRIPTION:

The course begins with an account of the intellectual and cultural background of Schopenhauer's pessimism, relating it to Kant's transcendental ethics and the unrestricted cosmic optimism of Hegel. Schopenhauer's unusual (for Western philosophers) stress on the primacy of the will is related to the crisis in the notion of the self which can be traced through Hume, Diderot and Kant.

The movement towards the simultaneous glorification and annihilation of the self is demonstrated in the development of Wagner's attitude towards what he misleadingly calls 'redemption'; while Schopenhauer's doctrine that music alone is the direct expression of the will, the other arts and human activities having a less straightforward relation to it, is shown in its effect on both the form and the substance of Wagner's mature dramas, the supreme, because ambivalent, expression of the Romantic attitude to life.

The paramount importance of Schopenhauer and still more Wagner to Nietzsche's development, and his classification of them both, after a period of dizzy discipleship, as arch decadents — unknowing left-overs from the ruins of Christianity — is the final theme of the course, together with the curative measures that

philosophy

