Program in Structured Liberal Education

S. L. E.

Syllabus
Spring Quarter, 1978-79

Course Title: STRUCTURED LIBERAL EDUCATION

Department Code:

Course Number:

Units:
SLE, Spring, 1979: REQUIRED TEXTS

Ades, Dawn. Dada and Surrealism, Barrons Educational Series

Appleman, P. Darwin, W.W. Norton and Company

Balzac, H. Pere Goriot, NAL-Signet

Brecht, B. Mother Courage, Random House.

Dostoevsky, F. Notes from the Underground, E.P. Dutton.


Fischer, E. Necessity of Art, Penguin


Freud, S. The Sexual Enlightenment of Children, Collier.


Ibsen, H. Four Major Plays, Vol. 1, NAL-Signet.

Joyce, J. Portrait of the Artist as a Young Man (text, criticism, & notes), Anderson (ed.), Viking Press.

Kafka, F. The Trial, Signet

Nietzsche, F. Birth of Tragedy & Case of Wagner, Random House.

Nietzsche, F. Genealogy of Morals and Ecce Homo, Vintage.


Tucker, R. The Marx Engels Reader, Norton


Copied selections by various authors will be available at the beginning of the Quarter.

*Southam, B.C. Guide to the Selected Poems of T.S. Eliot, HarBraJav

This is a companion to the volume of Eliot poems and it is strongly recommended.
WEEK I: April 2 - 6

TOPIC: Capitalism and Liberalism

SCHEDULE:  
Tue 3:15  Plenary--"Modern Period: An Historical Overview" (Reider)
4:00  Plenary--"Industrial Revolution and Origins of Capitalism" (Reider)
7:00  Simulation--"Star Power" (Reider)
3:15  Plenary--"Liberalism: Theory and Ideology" (Lyman)
4:00  Discussion Sections
7:00  Lecture--"Adam Smith and Economic Liberalism" (Mitchell)
9:00  Lecture--"Balzac and the Bourgeois Novel" (Giraud) ESMB B67
3:15  Discussion Sections

READING
Polanyi, The Great Transformation, pp. 33-76, 130-191
Balzac, Pere Goriot
Locke, Second Treatise on Government (copied selections)
Smith, Wealth of Nations (copied selections)
Bentham, Utilitarianism (copied selections)

STUDY QUESTIONS
1. How does Locke develop and change Hobbes' idea of natural right? How does he differ in his theory of the state of nature? How does he connect this to the idea of liberty and eventually to property? Why does a man have a natural right to property? Are there any limits to this right?

2. How does Locke influence Smith and Bentham? How is the common theme of individualism carried through?

3. What were the conditions that made the emergence of a new society possible? What were the principal characteristics of the industrial age, compared with the previous one?

4. What were the characteristics of the bourgeoisie as a class? How did they differ from "middle classes" in the past (cf. Aristotle's Politics)?

5. How do Locke, Smith and Bentham reflect habits of mind inherited from Bacon? Why was their thought so attractive to the bourgeoisie? In what ways is it and is it not an apology for capitalism?

6. What basic elements of social life does Adam Smith think are important? What does he ignore?

7. How closely does modern capitalism resemble Smith's doctrines?

8. Are passions, for Balzac, human strengths or weaknesses?

9. How does the concern with money of the bourgeois world change the nature of social ties and obligations?

10. How does the city of Paris represent the new social order? How does Balzac's view of Paris differ from earlier cities, such as Athens or Florence?

11. Is hypocrisy essential to the bourgeois world? Do Balzac and Machiavelli depict the same sort of hypocrisy?

12. How does the relatively new form of literature known as the "novel" reflect the new age?
WEEK III: April 16 - 20

TOPIC: Theories of History: Marx and Weber

SCHEDULE:  
Tue  9:00 Lecture--"Laws in History"  (Goheen)  ESMB B67  
          3:15 Plenary--"Marx's Theory of History"  (Lyman)  
          4:00 Plenary--"Weber and the Critique of Marxism"  (Cohen)  
          7:00 Film--The Organizer  
Wed  3:15 Discussion Sections  
     7:00 Lecture--"Science as a Theme of the Modern Period"  (Cohen)  
     3:15 Discussion Sections  

READING  
Tucker, Marx-Engels Reader  
"Primitive Accumulation" pp. 431-438  
"Working Class Manchester" pp. 579-586  
"The Communist Manifesto" pp. 469-500  
"The Communist League" pp. 501-511  
"Non-Violent Revolution" pp. 522-524  
"Critique of Gotha Program" pp. 525-541  
"After the Revolution" pp. 542-548  
"Civil War in France" pp. 627-629; 635-636  

Weber, Protestant Ethic and the Spirit of Capitalism  

Hempel, Function of General Laws in History (copied selections)  

STUDY QUESTIONS  
1. What are the "laws" of capitalism that determine its development? Are these general laws of history, or specific to capitalism?  
2. Is it fair for Marx to generalize about capitalism from the British example of 1860? How much of his critique is still valid today? How would you be able to verify this? Does it matter if the revolution has not come about in the specific manner he seems to have predicted?  
3. What does Marx mean by "scientific socialism"? How does this compare with other ideas of science? How does Hempel's article implicitly criticize Marx's theory of history?  
4. How can Marxism be applied to a specific historical situation, such as the debate over the origins of capitalism? Does a Marxist simply ascribe everything to economic causes? How does a Marxist select evidence and make historical generalizations?  
5. In what ways is The Protestant Ethic a critique of Marx? How does Weber define capitalism? What specific ideas of Marx does he reject? Is he more optimistic about capitalism than Marx in the long run?  
6. What is Weber's philosophy of history? What is the importance of the metaphor of the 'iron cage'? Is Weber a liberal, i.e. a believer in the individual? How has he changed from Adam Smith?  
7. Does Weber think one must be Protestant to be capitalist? What exactly is the link between religion and economics for him?
TOPIC:  Darwin

SCHEDULE:  Mon 10:00  TERM PAPER PRECIS DUE
3:15  Plenary--"Darwin I"  (Heller)
7:00  Lecture--"Darwin and Philosophical Anthropology"  (Jepperson)
3:15  Plenary--"Darwin II"  (Heller)
4:00  Discussion Sections
7:00  Lecture--"Philosophical Anthropology, con't."  (Jepperson)

Thu 3:15  Discussion Sections
7:00  Film--Inherit the Wind

READING

Appleman, Darwin, "Origin of Species" and "Descent of Man", pp. 98-276
"Scopes Trial", pp. 533-544
"Death of a Science in Russia", pp. 551-564.
Gillispie, Edge of Objectivity  (used last quarter) pp. 260-351.

STUDY QUESTIONS

1. What doctrines in Aristotle made the conception of the evolution of man inconceivable?
2. With what traditional views does the theory of evolution conflict? Can they be harmonized with the theory of evolution?
3. After the theory of the evolution of man, is it still possible to declare that man is "half ape, half angel?"
4. Does the doctrine of the "survival of the fittest" have ethical implications? economic implications?
5. What criticisms can be made of the attempt to explain social and cultural phenomena in terms of biological phenomena?
6. "The reason that the human brain makes the human way of life possible is that it is the result of that way of life." Why is this quotation not a mere truism? Why do evolving biological systems not lend themselves to simple (unidirectional) causal explanations?
7. "The brain is not an organ of thinking, but an organ of survival, like claws and fangs." How might Darwin try to explain the development of man's symbolizing capacity?
8. What characteristics does a theory of evolution have as a type of explanation? How is it the same as or different from other types of explanation we have seen (e.g. in its interpretation of fossil records, relation of theory and logical reconstruction to evidence, etc.)?
9. Why might the very notion of "human nature" be suspect?
10. Interpret: "The direction of man's organismic development is socially determined; to this extent it could be said that man is a self-producing being." What are some of the implications of this statement?
WEEK VII: May 14 - 18

TOPIC: Discovery of the Unconscious: Freud and Joyce

SCHEDULE:

Tue 3:15 Plenary--"Freud" (Reider)
7:00 Lecture--"Joyce" (Chace)
Wed 3:15 Discussion Sections
7:00 Film---Freud
Thu 3:15 Discussion Sections
Film--Cabinet of Dr. Caligari

READING

Freud, Outline of Psychoanalysis
Sexual Enlightenment of Children
Civilization and its Discontents

Joyce, Portrait of the Artist as a Young Man

STUDY QUESTIONS

1. Is man a rational animal after all? Are there underlying sources of human behavior that the conscious mind is unaware of? What kinds of evidence does Freud have for this? Does this constitute proof? Is it reasonable to call psychoanalysis a science?

2. If Freud is right about human behavior, does this contradict Marx? Weber? What does he have in common with Nietzsche?

3. What is Freud's method of explanation? How does he get from observed symptoms to theory?

4. Why should an artist deal so much with his unique concerns of being an artist? What is an "artistic temperament?" In what ways is the artist a hero in the modern world? What is his "quest"? What does he stand in opposition to?

5. How important is the plot of The Portrait? Is Joyce's work like poetry? What is Joyce's "theory of art?" Does the concept of epiphany find parallels in the work of Freud? In the work of Wordsworth? Why are art and religion related vocations? Why are they different?

6. Why should Freudian analysis find Joyce's way of thinking dangerous for weaker persons than he?

7. How can Freudian thought be applied to the analysis of society? Is there a significant difference between Freud's psychological theories and his social theories?

8. What kinds of institutions does Freud find have psychological principles underlying them?

9. How would you go about reconciling Marx and Freud?
TOPIC: Relativity and Reality

SCHEDULE: Wed 12:00 noon TERM PAPER DUE
3:15 Plenary: "Einstein" (Yearian and Pesic)
3:15 Plenary: "Heisenberg and Uncertainty" (Yearian and Pesic)
7:00 Lecture: "Social Construction of Reality" (Hastorf)
3:15 Discussion Sections
7:00 Film: Marat-Sade

READING
Einstein, Relativity (concentrate on the first half of the book)
Heisenberg, "History of Quantum Theory" and "The Copenhagen Interpretation of Quantum Theory" (copied selections)

STUDY QUESTIONS

1. When he was 16, Einstein considered the following question: You are running at the speed of light. What do you see? How would a beam of light look to you?

2. What are Newton's ideas of space and time? How does Einstein change them?

3. Does "relativity" mean that everything is relative? If not, what things are absolute or invariant?

4. Your roommate says, "A and B are moving past each other. According to Einstein, A says that B's ruler is contracted and B says that A's ruler is contracted. This is obviously contradictory." What is your response?

5. Describe the kind of reasoning used by Einstein in his "thought-experiments." Are they empirical? Merely theoretical?

6. Einstein remarked in later years that he was not influenced by the Michelson-Morley experiment in his development of special relativity; he refers to theories as "free creations of the human mind." Why, then, had no one put forward the relativity theory earlier?

7. Why does the speed of light have such a special place in the relativity theory? Why isn't some other speed so important? (sound, for instance)

8. Your roommate says, "It's absurd to describe an electron as both a wave and a particle. These are contradictory qualities, and it is senseless to apply them to the same object." Your response?

9. What does Einstein mean in saying, "God does not play dice?" How does he know?

10. What implications do relativity and quantum mechanics have for art, literature, politics and religion?

11. Since the Renaissance, there seems to be a widening gap between the world of common sense and that of physical theory. Which description is to be believed? How do you reconcile them?