

SIMON FRASER UNIVERSITY

S.78-42

MEMORANDUM

To Mr. H.M. Evans, Secretary

Senate

Subject SPECIAL TOPICS COURSES
- For Information

From Sheila Roberts, Administrative

Assistant to Dean of Arts

Date February 28, 1978

In compliance with the Senate regulation, I am forwarding the outlines for Special Topics courses offered in the 77-2, 77-3 and 78-1 semesters.

Sheila Roberts.

S. Roberts

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Encl:

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REGISTRAR'S OFFICE
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Spring 78-1

ARCHAEOLOGY 393-3

SPECIAL TOPICS IN ARCHAEOLOGY I: ANCIENT GREECE

Spring Semester, 1978

M. McGregor

(Monday Evening)

Prerequisites: None

Texts: The World of Ancient Times, by Carl Roebuck,
Charles Scribner's Sons.

Recommended Penguins:

The Greeks, H. D. F. Kitto
Thucydides, Translated by Rex Warner
Herodotus, translated by A. de Selincourt
Plutarch, translated by I. Scott-Kilvert
The Age of Alexander, translated by I. Scott-Kilvert
The Rise and Fall of Athens, translated by I. Scott-Kilvert

Description:

This course examines the experience of the Hellenes from the earliest times to the death of Alexander (323 B.C.).

1. **Introductory**
The nature of history. The sources and their uses
Chronology
Geography
The Stone Age
2. **The Ancient Near East**
Babylonia, Egypt, Hittites, Assyrians, Medes
3. **The Bronze Age in Hellas**
Archaeology and Archaeologists
The Minoans and Krete
The Arrival of the Hellenes: Mykenai, Tiryns, Pylos
Homer and Troy
The Dark Age
4. **Archaic Hellas**
The polis
Colonisation
Sparta
Tyranny
Early Athens: Drakon, Solon, Tyranny, Kleisthenes
Archaic Culture: economics, art and architecture, literature
5. **The Persian Wars**
The Persian Empire
The Ionian Revolt
The Invasions of 480 and 479

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6. Hellas in the Fifth Century

The Confederacy of Delos and the Athenian Empire
Athenian Democracy
Sparta
The Peloponnesian Wars

7. The Fourth Century

Spartan and Theban Hegemony
Philip of Macedon
Demosthenes and Athens
Alexander

8. The Culture of Classical Hellas

Literature
Art and Architecture
Democracy: Analysis

SIMON FRASER UNIVERSITY

Department of Economics and Commerce

COURSE OUTLINE

COURSE: Economics 483-3/896-4

SEMESTER: Spring, 1978

TITLE: Special Topics: Urban Economics

INSTRUCTOR: F. Cesario

Lectures: Tues, 4:30-6:00Tutorials/Seminar: Thurs, 4:30-6:00Content:

A study of the urban economy and the interrelationships amongst different subsystems of the overall city system. We will study reasons for and the nature of urban growth and development in North America. Some simple models of urban growth will be entertained. Substantive economic investigations will be made in the areas of urban housing, transportation, pollution, crime, urban renewal, and the financing of public services such as solid waste collection, fire protection and police protection. The course will consist of an admixture of theoretical and empirical findings.

Materials:

No text appears to be satisfactory on all counts. Therefore we will probably use several books as springboards for bigger and better things. Some books of relevance are: (you will be asked to buy only one of these... the decision about which one is optimal has not yet been made)

Urban Economics by Edwin S. MillsUrban Economics and Policy Analysis by Bish and NourseUrban Economics by Harry W. Richardson

The materials in these books will be supplemented by outside readings in recent literature.

Requirements:

- | | |
|----------------------------|-------|
| (a) homework problem sets | (25%) |
| (b) midterm exam | (25%) |
| (c) final exam | (25%) |
| (d) project or short essay | (25%) |

Prerequisites:

Econ 200 and 205 or permission of instructor

neography

DEPARTMENT OF GEOGRAPHY
SIMON FRASER UNIVERSITY
SPRING SEMESTER 1978

Geography 429-5
Michael E. Eliot Hurst

SELECTED TOPICS IN ECONOMIC GEOGRAPHY:

- towards a Marxist perspective

This seminar course begins where earlier courses of mine have left off; it will be assumed that we are going to work towards Marxist geography. The preliminary discussions of the "I'm a liberal!" or "I'm a socialist!" sort are behind us. The intent is to develop a Marxist Geography which is that part of a Marxist science concerned with environment, space, and their interrelationship with social economic processes (see Peet article below). What is in fact a dialectical relationship between socioeconomy, space, and environment, is then applied to help us understand and change the socioeconomic relations of production. Topics varying from, a geographic grasp of space as manifestation of socioeconomic process; to extensions of Marx's model of accumulation, rent and land value theory, cultural evolution, spatial inequality, and a review of how to structure (or not to structure) a 100 level Marxist economic geography, will be covered.

REQUIRED TEXT: R. Peet Radical Geography
Maaroufa Press, 1977

REQUIRED ARTICLE (to be read before the course begins):

R. Peet "The development of radical geography in the United States (sic)." Progress in Human Geography, Vol. 1
No. 2 1977, pp. 240-263 (also reprinted in the text).

COURSE ORGANISATION:

Seminar presentations by all, guest seminars, continual group evaluation.

Topics: a suggested order and coverage

- (i) Marxist social science
- (ii) Marxist geography
- (iii) Spatial dialectics
- (iv) Imperialism and unequal development
- (v) Patterns of inequality
- (vi) Land and rent theory: urbanism, housing and barbarous cities
- (vii) The role of the State; planning
- (viii) Transportation
- (ix) To be or not to be: tertiary activities
- (x) Introductory Marxist Economic geography

With luck we will be able to persuade Bernard Curtin, Nathan Edelson, and Bob Galois to come along and discuss their respective theses and current work, and we'll examine the work of Allan Mabin, Allen Wallace, and Colin Regan amongst others, to see if we can detect distinctive approaches to Marxist geography.

Simon Fraser University
Department of Geography
Spring Semester 1978

Geography 449
J.W. Wilson

RURAL PLANNING AND DEVELOPMENT

Description

This course will examine planning and development problems and solutions relating to rural regions in British Columbia; as seen from a Regional District point of view.

Organization

The course will probably fall into three main headings 1) Overviews of the resource base activities which underlie rural development (forestry, agriculture, mining, etc.) by special speakers 2) study of the governmental structures and programs which control rural development, both those in Victoria and those at the regional level 3) recent case studies of policies and plans which address rural development problems. Formal lectures and seminar discussions will be used as appropriate.

Assignments

Assignments will probably consist of a) short, highly organized resumes of the presentations under 1) above b) an appreciation of the whole series of presentations under 1) above c) an appreciation of 2) above.

Texts and References

All study materials will consist of special reports, pamphlets, and studies on reserve for the course.

Grades

Grades will be based on the written work described above and on class presentations.

Course Description
History 480

Dr. H. Chisick
Interession 1978

Classical Greece

This course will survey the history of ancient Greece from the Minoans and Mycenaeans down to the Peloponnesian War and Alexander the Great. Two central issues in classical history will be given special attention. The first, which has been called the problem of the 'discovery of the mind,' will treat the origins of the western philosophical outlook. The second, which will be the more extensively studied, is the question of the origin and development of the most characteristic and important institution of classical antiquity --the polis, or city-state. Classical literary texts will be used to elucidate problems in the history of the polis, particularly in the case of Athens.

PHILOSOPHY 231

SELECTED TOPICS I: REASON IN ETHICS

SPRING SEMESTER 1978

D. COPP

REQUIRED TEXTS:

GILBERT HARMAN

THE NATURE OF MORALITY

PAUL W. TAYLOR

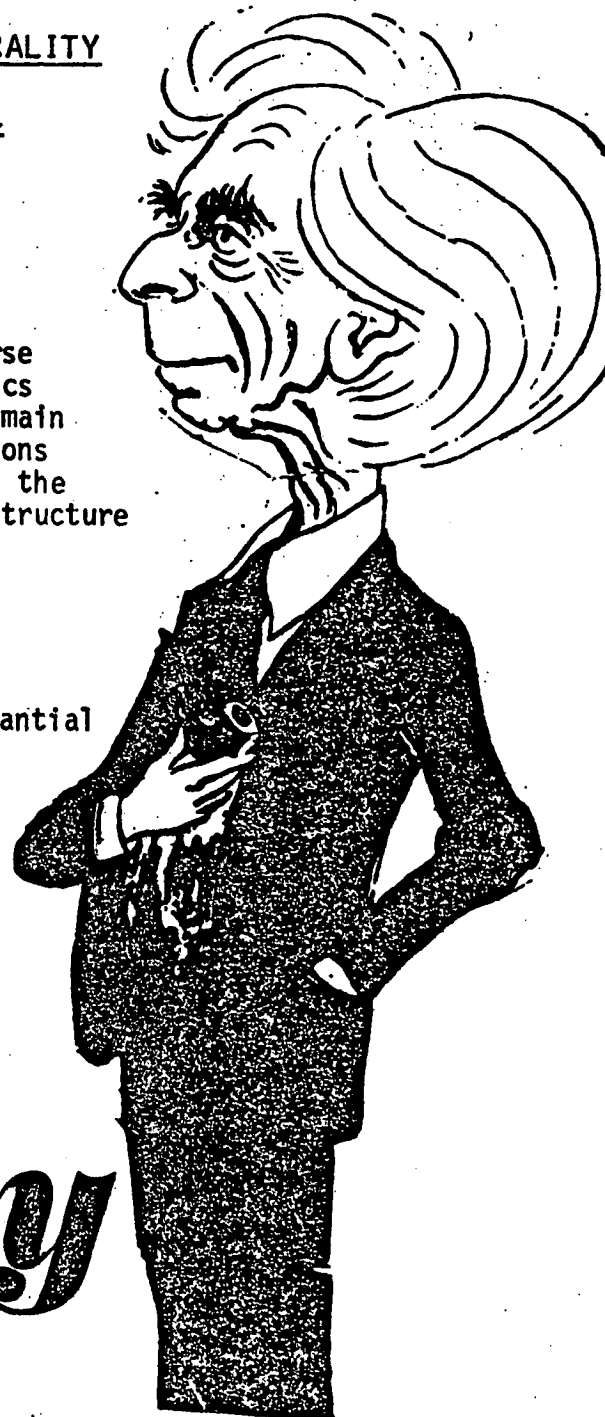
PROBLEMS OF MORAL
PHILOSOPHY
(SECOND EDITION)

COURSE DESCRIPTION:

This is an intermediate level ethics course designed as a sequel to Introductory Ethics 120. We will concentrate on some of the main problems of meta-ethics, including questions about the rational foundations of ethics, the possibility of moral knowledge, and the structure and function of moral language.

COURSE REQUIREMENTS:

A number of short papers and a more substantial paper near the end of the term.



philosophy

POL. 459-3 SELECTED TOPICS IN PUBLIC LAW & PUBLIC ADMINISTRATION

Problems of the Machinery of Government in Canada

COURSE OUTLINE

Dr. A.D. Doerr
Spring, 1978

The focus of this seminar will be an examination of the impact of the structure and organization of the public service on public policy at the federal and provincial levels of government. The federal Government Organizations Acts of 1966, 1969, and 1970 will be explored in detail with a view to assessing how those reorganization efforts and senior personnel appointments have affected public policy in the last decade. The apparent structural duplication in the organization of provincial public services will be considered in the context of federal-provincial administrative relations. The problem of creativity and innovation in government organization will be one of the current organizational dilemmas to be discussed.

Selected Readings

(There is no required textbook)

J.E. Hodgetts, The Canadian Public Service, 1867-1970.

Canada. Statutes. Government Organization Acts, 1966, 1969, 1970.

O. Mary Hill, Canada's Salesman to the World, The Department of Trade and Commerce.

J.E. Hodgetts and O. Dwivedi, Provincial Governments as Employers.

John W. Langford, Transport in Transition: The Reorganization of the Federal Transport Portfolio.

P.M. Pitfield, "The Shape of Government in the 1980's: Techniques and Instruments for Policy Formulation at the Federal Level".

P. Aucoin and R. French, "Knowledge as Power: The Ministry of State Concept", prepared for the Science Council of Canada.

A. Careless, Initiative and Response, The Adaptation of Canadian Federalism and Regional Economic Development.

Course Requirements

There will be two assignments for this course. The first will consist of a paper to be prepared and presented by the student in class to be worth 60% of the final mark. The second will consist of an assignment to be submitted the final day of class and to be worth 40% of the final mark. Selection of essay topics are to be made in consultation with the instructor; the assignment will be set by the instructor.

SA 401-4 (Cont'd)REQUIRED READING

N. Glazer & D.P. Moynihan (eds.), *Ethnicity: Theory & Experience*

ORGANIZATION

Two 2-hour seminars weekly.

Grading will be based upon a 2-hour mid-term examination (30%), a 3-hour final examination (40%), and seminar participation (30%).

An extensive bibliography will be available from the instructor at the middle of November, 1977.

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SA 460-4 SPECIAL TOPICS IIR. WYLLIE

Prerequisite: Two upper division S/A courses

COURSE CONTENT

"*The Sociology of Missions*" Despite the widely-assumed significance of the mission as an agent of social and political change - particularly in colonial societies - very little sociological or anthropological research has been conducted on this type of religious organization. The aim of the course is to examine the available social-scientific literature on missions, together with a sample of the literature produced by historians and others, in an effort to map out a programme for a systematic sociology of missions.

READING

There is no basic text for the course. A list of relevant books and articles will be provided at the beginning of the semester.

ORGANIZATION

Two 2-hour seminars per week.

Grades will be based on a term paper (50%) and seminar reports (50%).

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SA 461-4 SPECIAL TOPICS IIS. SHARP

Prerequisite: Two upper division S/A courses

COURSE CONTENT

"Anthropology of the Wolf" A multifaceted approach to a single subject, the wolf. An examination of its evolution, behavior, and social structure from an anthropological perspective. Consideration of the wolf as a model for the behavior of the Australopithecines and the influence of hunting on the evolution of culture. The use of structural anthropology to examine the role of the wolf in myth in western civilization and in North American Indian culture.

REQUIRED READING

D. Mech, *The Wolf*

C. Levi-Strauss, *Structural Anthropology*

ORGANIZATION

Two 2-hour seminars weekly.

The course will involve the preparation of a term paper and an oral presentation. Students may contribute in any area of the analysis that suits their individual preference so long as it assists the class to gain a further understanding of the subject.

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SA 468-4 CULTURAL ECOLOGYB. GARTRELL

Prerequisite: SA 370

COURSE CONTENT

This course will survey the differing approaches used by anthropologists to study the relation between environment and culture. Basic ecological concepts drawn on by anthropologists will be discussed, but this is not a course in human ecology. Rather, the emphasis will be on the implications of physical environment for the understanding of social and cultural behavior in pre-industrial societies.

REQUIRED READING

Donald Hardesty, *Ecological Anthropology*

Andrew Vayda, (ed.) *Environment and Cultural Behavior*

Recommended Reading

Roy Rappaport, *Pigs for the Ancestors*

Journal articles and short readings to be made available later.

Cont'd/

Fall 77-3

ARCHAEOLOGY 335-5

SPECIAL TOPICS IN ARCHAEOLOGY II

Fall Semester, 1977

H. L. Alexander

Text: Ancient Man in the New World. H. M. Wormington

Requirements: Oral presentation of seminar topic and written paper.

Description:

The course will deal with the prehistory of the earliest occupation of the New World. It will look at the development of ideas on the broad subject and the influence of particular biases in interpreting the data. Collections from specific key sites will be examined.

NOTE: The topic will be more than normally pertinent in that students will be excavating an early site. It is expected that a number of the leading experts on the field topic will be visiting our work so that their data interpretation can be questioned first hand.

SIMON FRASER UNIVERSITY

Department of Economics and Commerce

COURSE OUTLINES

COURSE: Commerce 493-3

SEMESTER: Fall, 1977

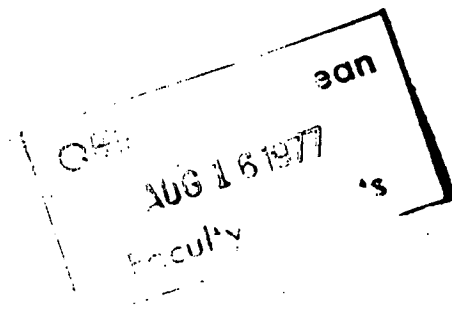
TITLE: Special Topics in Commerce

INSTRUCTOR: G. C. Hoyt

Texts: Minetown, Milltown, Railtown, by Rex A. Lucas, 1971, paperback.
Sibir, Farley Mowat, 1970, paperback.

The two texts should be read before (or during) the first two weeks of the semester. The course will be a series of workshops on the human problems of single enterprise resource towns in Canada (primarily B.C. and Yukon).

Student reports and visiting guests from industry and government will provide the focus for each week's meeting. Substantial attention will be given to current planning and development of the Northeast B.C. coal deposits.



SIMON FRASER UNIVERSITY

Department of Economics and Commerce

COURSE OUTLINE

COURSE: Economics 484-3

SEMESTER: Fall, 1977

TITLE: Selected Topics: Seminar in
Marxian Economics

INSTRUCTOR: Mike Lebowitz

The seminar this semester will focus on the examination of the state in advanced capitalism. We will consider both theoretical and empirical studies on questions such as the role of State in cyclical policy, education, policy in relation to monopoly capital, etc. ... including a consideration of social democracy. Course requirements will include a term paper.

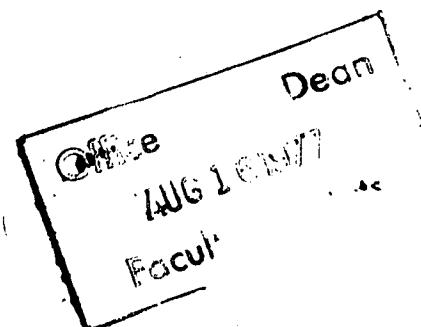
Prerequisite for the course is Economics 309-5.

Course Books *

Required - J. O'Connor, Fiscal Crisis of the State (St. Martins)
S. Holland, The Socialist Challenge (Quartet)
Kapitalistate, #4, #5

Optional - P. Mattick, Marx and Keynes (Merlin)

* There will be a number of papers and articles available in addition to the course book.



Fall 1977

English 374

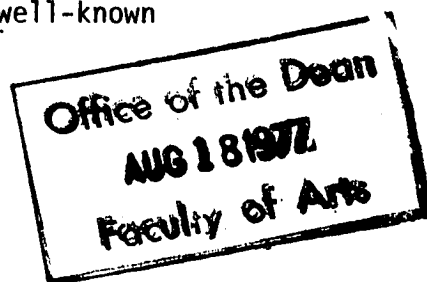
d.h. sullivan

Special Studies A

Contemporary Poetry or Whatever Became of Matthew Arnold?

In "The Study of Poetry" (1880) Matthew Arnold makes his well-known eloquent plea for "higher uses of poetry":

"More and more mankind will discover that we have to turn to poetry to interpret life for us, to console us, to sustain us. Without poetry, our science will appear incomplete; and most of what now passes with us for religion and philosophy will be replaced by poetry."



This course will have two primary objectives: first, to examine the extent to which the conception of poetry expressed by Arnold, aptly called HUMANISM, has been the principal view of Poetry for much of the last one hundred years; and second, to examine those critical forces which have arisen out of the modern experience to contend with Humanism, principally FORMALISM.

The pursuit of these objectives will require intensive reading of modern and contemporary poets and extensive background reading in the related disciplines of art, art history, philosophy, practical and theoretical criticism.

Required Texts: Each student will be required to purchase the following texts and up to three additional texts later in the course, depending on availability.

Ellman, R. & O'Clair, R., eds.	<u>The Norton Anthology of Modern Poetry</u>	Norton
Ortega y Gasset, José	<u>The Dehumanization of Art and Other Essays</u>	Princeton U. Press
Kumin, Maxine	<u>House, Bridge, Fountain, Gate</u>	Viking
Brautigan, Richard	<u>Loading Mercury With A Pitchfork</u>	Simon & Schuster
Bory, Jean-François	<u>Once Again (An Anthology of Concrete Poetry)</u>	New Directions

Course Requirements:

Each student will be required to present 3-5 short, written or oral, critiques in the seminar and will also be required to write one major paper. Prospective students unfamiliar with modern and contemporary poetry or criticism are asked to contact the instructor before registering. Students with background in modern and contemporary poetry and critical thought are forewarned that extensive, independent reading of complex materials will be expected of them. The course will meet twice a week for two hours in a seminar format with lecture and discussion combined. There will be midterm, a final, and brief examinations on reading assignments from time to time.

Note: Seminars will be held in the first week of classes.

PHILOSOPHY 467

TOPIC: PHILOSOPHY OF MATHEMATICS

FALL SEMESTER 1977

P. P. HANSON

REQUIRED TEXT:

M. Steiner Mathematical Knowledge

(Other material will be distributed.)

GENERAL PREREQUISITES: Four 300-level philosophy courses

SPECIAL PREREQUISITES: Philosophy 210. Knowledge of first order quantification theory also advised.

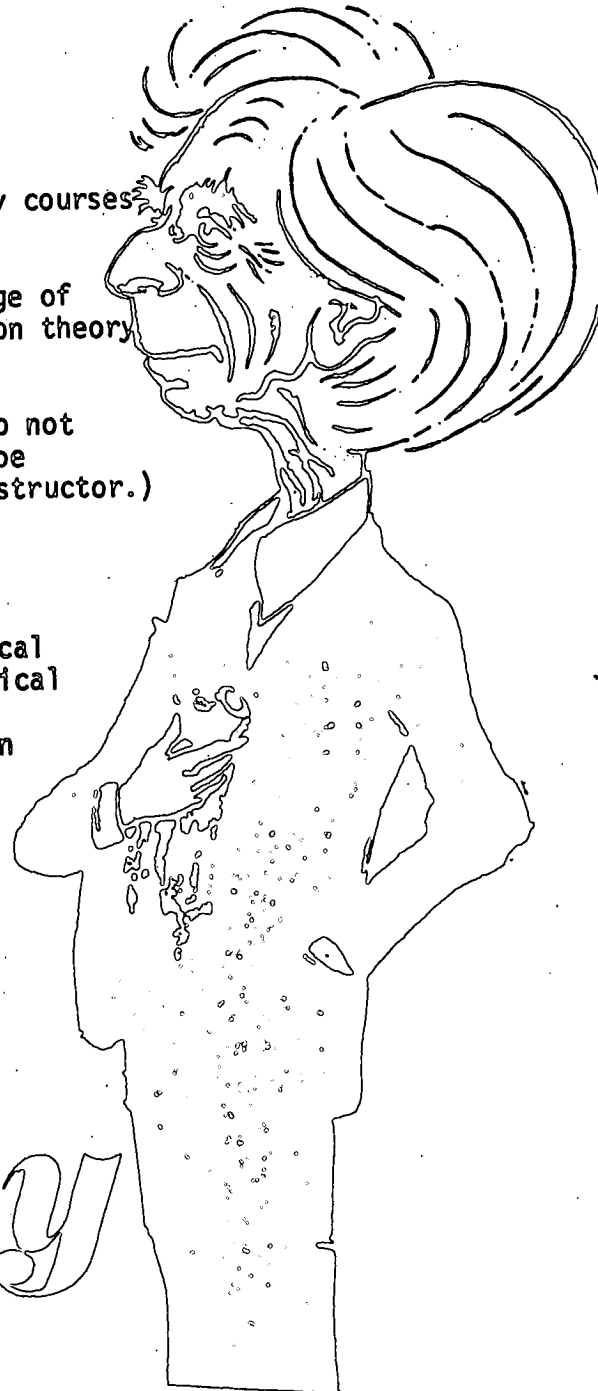
(Note: Those wishing to take this course who do not meet the above, but who think they may be qualified, may ask permission of the instructor.)

COURSE DESCRIPTION:

An introduction to epistemological and ontological issues arising from the presumption of mathematical knowledge, via a survey of major 20th century attempts to bring mathematical rigour to bear on their formulation and resolution. The attempts of logicians, formalists and intuitionists will be among those considered.

COURSE REQUIREMENTS:

Several short assignments and a term paper.



philosophy

PHILOSOPHY 455

CONTEMPORARY ISSUES IN EPISTEMOLOGY AND METAPHYSICS

FALL SEMESTER 1977

J. TIETZ

REQUIRED TEXTS:

I. Hacking	<u>What Does Language Matter to Philosophy?</u>
T. Kuhn	<u>The Structure of Scientific Revolutions</u>
P. Strawson	<u>Individuals</u>
J. Bennett	<u>Rationality</u>

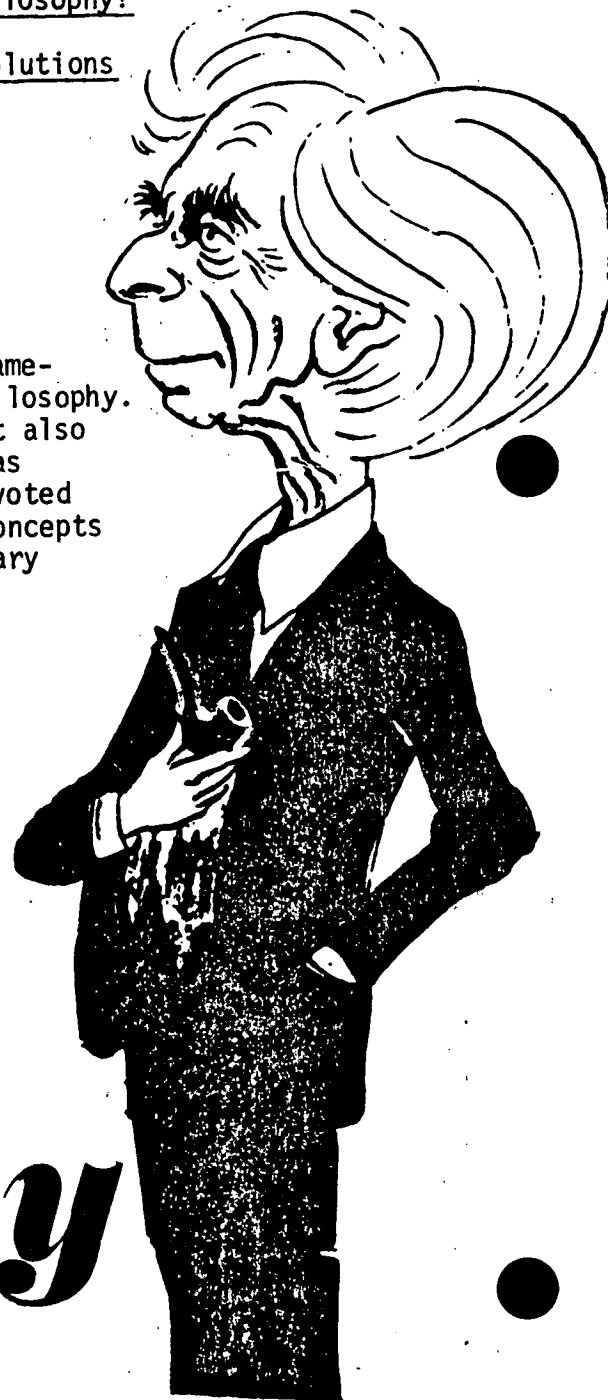
COURSE DESCRIPTION:

Talk about conceptual change and conceptual "frameworks" has become more and more prominent in Philosophy. This has been due to Quine and Wittgenstein, but also to renewed interest in historical figures such as Kant, Hegel, and Dewey. The seminar will be devoted in part to a survey of historical theories of concepts and in part to more detailed study of contemporary figures.

COURSE REQUIREMENTS:

Two short papers and one class presentation.

philosophy



PHILOSOPHY 331

SELECTED TOPICS IN NORMATIVE ETHICS: MORAL PROBLEMS RAISED BY PROGRESS IN THE HUMAN SCIENCES

FALL SEMESTER 1977

D. ZIMMERMAN

REQUIRED TEXTS:

GOROVITZ ET AL MORAL PROBLEMS IN MEDICINE

BLOCK & DWORKIN THE IQ CONTROVERSY

RICHARD DAWKINS THE SELFISH GENE

(Other material will be distributed)

COURSE DESCRIPTION:

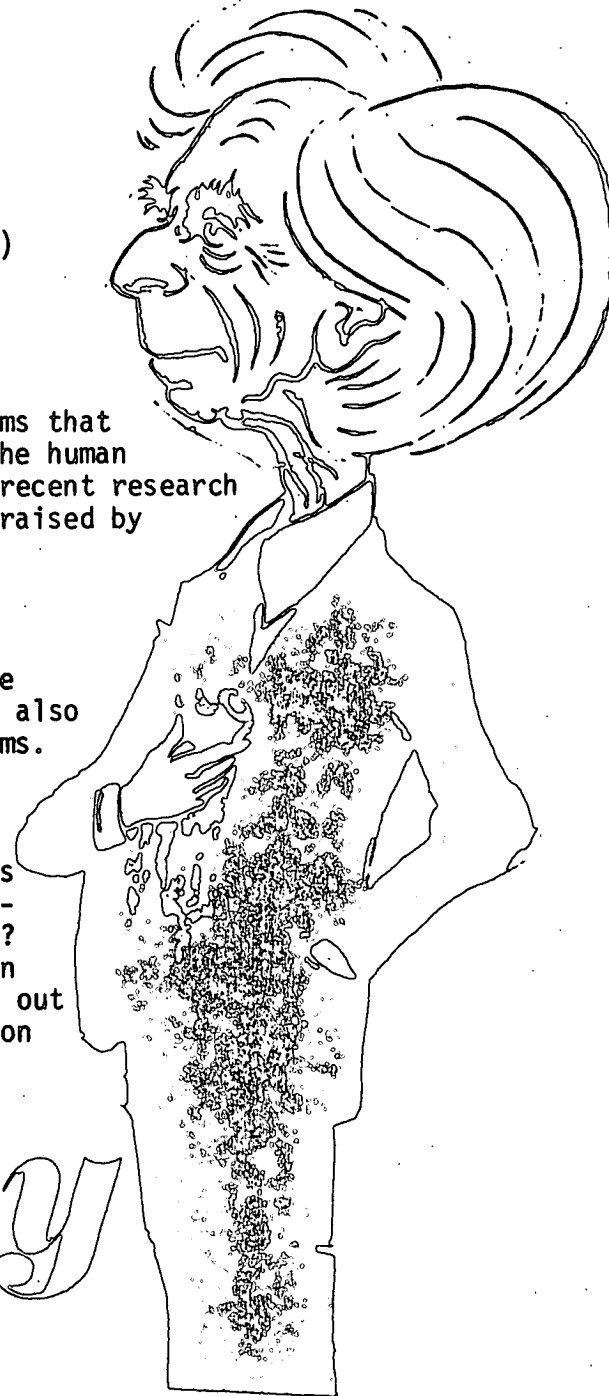
In this course we will consider a number of moral problems that arise as a result of progress (or alleged progress) in the human sciences: moral problems in medicine, issues raised by recent research in human intelligence and race, and problems and issues raised by recent biological research.

Medical Ethics

Advances in medical knowledge and medical technology have increased our control over life and death, but they have also raised a number of excruciatingly difficult moral problems. Should the life of an irreversibly comatose person be preserved by medical means? Is there any morally significant difference between so-called "active" and "passive" euthanasia? How should life-saving techniques (like organ transplants or hemodialysis) be distributed - what does justice demand when it comes to life and death? When (if ever) is abortion morally permissible? (We can now determine whether or not a foetus *in utero* will turn out to be retarded - if amniocentesis is positive, is abortion then justifiable?)

Contd ...

philosophy



CONTD...

PHILOSOPHY 331
FALL SEMESTER 1977, D. ZIMMERMAN

The IQ Controversy

Claims have recently been made that there is a correlation between race and IQ. Not surprisingly, these claims have aroused impassioned controversy over the validity of intelligence testing in general and the race-IQ studies in particular. To what extent are the studies of Jensen and others valid? To what extent is IQ a reasonable index of human intelligence? This research program may well be misused by opponents of racial equality - to what extent is it wise or morally justifiable to conduct such research? To interfere with those who do conduct it?

Sociobiology

Some biologists (so-called "sociobiologists") claim that many forms of human social behavior are in fact genetically determined: altruism, aggression and homosexuality to take just a few examples. They claim that the emergence of such patterns of behavior can be explained in terms of a Darwinian natural selection ("survival of the fittest") model. What is the plausibility of these sociobiological explanations? If they turned out to be plausible, what would be the moral implications? For example, some sociobiologists suggest that if natural selection is the key to human social behavior this "takes the altruism out of altruism". Is this so?

We will begin with medical ethics and spend at least half of the semester on problems in this area.

Students will be expected to write several papers (either one short and one long paper, or several short ones). There may be a final examination.

PHILOSOPHY 231

TOPIC: SEXUAL EQUALITY

FALL SEMESTER 1977

S. WENDELL

REQUIRED TEXT:

Jane English, editor

Sex Equality

COURSE DESCRIPTION:

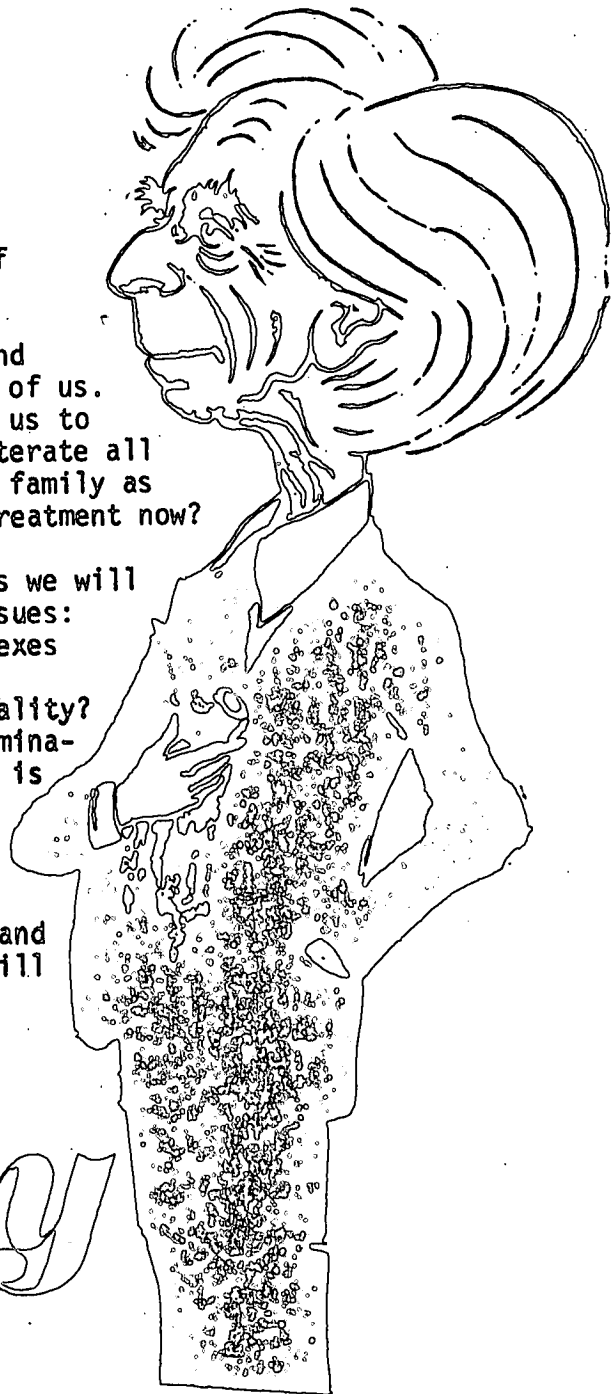
Are the sexes equal? Should they be?

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.



philosophy

COURSE REQUIREMENTS: There will be short essays totalling about 3000 words and a take-home

(SELECTED TOPICS IN CANADIAN GOVERNMENT & POLITICS

POL. 428-3 POLITICAL BIOGRAPHY

COURSE OUTLINE

Dr. Martin Robin
Fall, 1977

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, Pierre Trudeau, 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.
Anthony Westell, Paradox: Trudeau as Prime Minister, Prentice Hall, 1972.
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.
(Others to be announced)

Organization

One three-hour seminar.

POL. 448-3 SELECTED TOPICS IN INTERNATIONAL RELATIONS:

THE POLITICS OF GLOBAL ECONOMIC RELATIONS

COURSE OUTLINE

Dr. Ted Cohn
Fall, 1977

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, investment, and trade, multinational corporations, cartels, the global food and energy crises, and the New International Economic Order.

Required Reading

David Blake and Robert Walters, The Politics of Global Economic Relations
Joan E. Spero, The Politics of International Economic Relations
Lester Brown, By Bread Alone

Recommended Reading (not required)

C. Fred Bergsten and Lawrence B. Krause, eds., "World Politics and International Economics", International Organization, 29-1, Winter 1975.

Organization of Course

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

A LIST OF READINGS AND PAPER TOPICS WILL BE DISTRIBUTED IN CLASS

COURSE CONTENT

An exploratory survey of maritime and riverine fishing economies around the world in terms of social and economic organization, technology and methods of resource exploitation, political context, regional patterns and variations. Students will prepare reports on selected cases and contribute to an annotated bibliography.

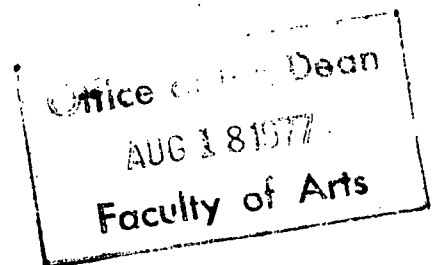
By way of introduction to the field, the class will read and discuss two case studies: of a Newfoundland outport and a South East Asian community. In addition, a research paper is required, preferably on some aspect of the B.C. fisheries, federal fisheries policies, or native or other local fishing communities.

REQUIRED READING

Raoul Anderson, C. Wadel, North Atlantic Fishermen: Anthropological Essays on Modern Fishing
James C. Faris, Cat Harbour, A Newfoundland Fishing Settlement
Fraser, Fishermen of South Thailand

ORGANIZATION

One 4-hour seminar weekly.
Grades will be based on assignments and reports (50%), research paper (40%), class participation (10%).



Summer 77-2

SIMON FRASER UNIVERSITY

Department of Economics and Commerce

COURSE OUTLINE

COURSE: Economics 496-3

SEMESTER: Summer, 1977

TITLE: Special Topics: The Economics of Property

INSTRUCTOR: T.E. Borcharding

The course will be concerned with the role that the development or 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, The Economics of Law.Bruce Ackerman, The Economic Foundations 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

History 482
Interession 1977

Prof. C. Hamilton

THEMES IN SOCIAL AND ECONOMIC HISTORY; TUDOR ENGLAND

This course will examine the principal social and economic development in England from the Reformation to the death of Elizabeth. Students will be asked to write one essay for class presentation, a term paper and a final examination.

TEXTBOOKS

G. Elton, England under the Tudors
Peter Ramsey, Tudor Economic Problems
A.G.R. Smith, The Government of Elizabethan England

HISTORY 482
SUMMER 1977
A. Q. 6020

C. R. DAY
COURSE OUTLINE

EDUCATION, TECHNOLOGY AND SOCIETY IN EUROPE SINCE 1815

The theme of this course is the interrelationship between education, economic and technological development in Europe in modern times. We will discuss the following problems:

1. A comparison of the educational systems of various European countries during the nineteenth and twentieth centuries.
2. The relationship between education and the social structure; education as a means of, and an obstacle to, social and professional advancement.
3. The role of technical education in stimulating economic growth and social change.
4. The role of literacy in the process of industrialization.
5. The role of the state and of other institutions in the development of education.
6. The goals of education and their relation to political and social movements - nationalism, popular democracy, socialism and communism.

Because of the analytical nature of the course, great emphasis will be placed on careful reading of the assigned readings on a week to week basis. You will be asked to write a research paper of 20-25 pages on a subject to be selected from a list of topics, due week 14. You will also be asked to give a one-half hour report on your subject during the course of the semester.

Grades will be based on the following: 60% on the written essay; 20% on the report; 20% on tutorial discussion.

No formal text will be assigned because none is suitable to the subject. Your reading will be based on selections from a variety of sources; hence, you will need to use the reserve book room in the library on a number of occasions.

Cipola, Carlo
Cosin, B. R.
Hardy, Thomas
Mosse, G. L. &
Laquer, Walter
Musgrave, P. W.
Nizan, Paul
Wylie, Lawrence

Literacy and Development in the West
Education: Structure and Society
Jude the Obscure
Education and Social Structure in
20th Century
Sociology, History and Education
Antoine Bloye
Village in the Vancluse

APR 22 1977
Faculty of Arts

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

St. Petersburg and Moscow

KENNAN, G. F.

Russia and the West Under Lenin
and Stalin

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.

History 454

Intercession 1977 - Evenings

Prof. Ingram Ellis

STUDIES IN HISTORY - THE DECLINE OF GREAT BRITAIN 1902 - 1956

In this course students will study the decline of Great Britain as Great Power from the Boer War through the Suez Crisis. Equal attention will be paid to domestic, foreign, and imperial politics, and to the social revolution.

REQUIREMENTS:

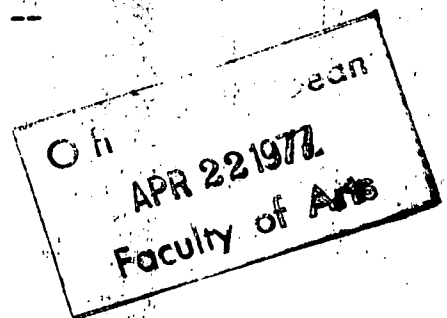
Two essays of 2,500 words (35% each) and intelligent conversation at tutorials about the required reading (30%).

REQUIRED READING

-- Other books will be recommended as necessary --

- * A. Marwick, The Explosion of British Society
- + L. C. B. Seaman, Post Victorian Britain
- + A. J. P. Taylor, The Original of the Second World War
- + Hugh Thomas, Suez
- * M. Sissons & P. French, The Age of Austerity

- * on sale at the bookstore
- + on reserve in the library



PHILOSOPHY 360

RECENT UTILITARIANISM

D. COPP

SUMMER SEMESTER 1977

REQUIRED TEXTS

J.J.C. SMART AND
BERNARD WILLIAMS

UTILITARIANISM:
FOR AND AGAINST

(THE DEPARTMENT WILL MAKE AVAILABLE COPIES
OF THE OTHER WORKS WHICH WILL BE DISCUSSED.)

COURSE DESCRIPTION

An examination of some recent works in utilitarian
theory.

COURSE REQUIREMENTS

Six short papers (1000-1500 words)



philosophy

POL. 418-3 SELECTED TOPICS IN POLITICAL THEORY I

Course Outline

Professor A. Ciria
Summer Semester
May 9 - Aug. 28

Course Content

Machiavelli Revisited

The seminar will attempt to familiarize the student with some key Machiavellian writings in their historical perspective, emphasizing the social, political and economic background of Renaissance Italy. In addition, a review of the controversial literature on Machiavelli produced in the last four centuries will be used to try to understand the reasons that have made the Florentine Secretary one of the most relevant authors in the development of Political Theory. Was he a "cynic, a patriot or a political scientist"? Did he always advocate the notion that "the end justifies the means"? What were his ~~ideas~~ on politics, religion and morals? Was Machiavelli a "mirror of his times" or an enlightened prophet?

A study of Machiavelli will hopefully help each student to come to terms with some basic questions that still affect man as a "political animal" in the twentieth century.

Required Reading

- N. Machiavelli, The Prince.
- N. Machiavelli, Discourses.
- N. Machiavelli, The Art of War.
- N. Machiavelli, Mandragola.
- A. Gilbert (ed.), The Letters of Machiavelli.
- DeLamar Jensen (ed.), Machiavelli: Cynic, Patriot or Political Scientist?

Organization and Grading

One three-hour seminar per week. Students will be graded on the basis of a term paper and participation in the seminar, each component counting approximately 50% of final grade. Organizational details will be discussed at the first meeting. A supplementary reading list will be provided.

COURSE OUTLINE

Dr. J. Benjamin
Summer Semester
May 9 - Aug. 26

FEDERALISM AND PLANNING IN QUEBEC AND BRITISH COLUMBIA

I. Federalism in Quebec and British Columbia

- (1) The Nature of the Parti Quebecois, 1969-1976.
Read: J. Saywell, The Rise of the Parti Quebecois.
D. Latouche in Dale C. Thomson, Canadian Society and Politics.
- (2) The Quebec-Ottawa Relations, 1960-1977.
Read: Richard Simeon, Federal-Provincial Diplomacy, chapters 3, 4, 5.
- (3) What Now? A Quiet Revolution, part II
Read: R. Simeon in R.M. Burns, One Country or Two?
Posgate & McRoberts, Quebec: Social Change, chapters 7-8.
- (4) The Nature of the B.C. Political Culture
Read: M. Robin in Queen's Quarterly, 1972.
Koenig & Proverbs in B.C. Studies, Spring, 1976.
- (5) What Now? Hinterland vs. Metropolis
Read: R.M. Burns, One Country or Two? pp. 253-274.
J.P. Meekison, Canadian Federalism: Myth or Reality? chapters 25, 27.

II. Economic Planning and Citizen Participation in Quebec and British Columbia

- (1) Trends in Planning and Participation in North America, 1960-1977.
Read: J. Soley in D. Ley, Community Planning, pp. 109-120.
F. Cox, et al., Strategies of Community Organization, pp. 20-37.
- (2) Consensus in Quebec during the Quiet Revolution, 1960-1968.
Read: Posgate & McRoberts, Quebec: Social Change, chapter 6.
Benjamin, Planification et politique, chapter 4.
- (3) The Conflictual Nature of the Quebec Society, 1968-1976.
Read: D. Smith, Bleeding Hearts, Bleeding Country.
M. Rioux, Quebec in Question, chapter 10.
- (4) Citizen Participation in British Columbia, 1972-1977.
Read: Hardwick in D. Ley, Community Planning.
D. Marzari in Urban Forum, Summer, 1975, pp. 40-41.
- (5) Two Case Studies: The Community Resource Boards of Vancouver and the Local Centres of Community Services of Montreal.

REQUIRED READING

Richard Simeon, Federal-Provincial Diplomacy.
David Ley (ed.), Community Planning and the Spatial Order of the City.

RECOMMENDED READING

D. Posgate & K. McRoberts, Quebec: Social Change and Political Crisis.
J. Saywell, The Rise of the Parti Quebecois.
J. Benjamin, Planification et politique au Quebec.
D. Gutstein, Vancouver Ltd.
Lorimer & Ross (ed.), The City Book.

POL. 438-3 SELECTED TOPICS IN COMPARATIVE GOVERNMENT & POLITICS I

Course Outline

Dr. David F. Roth
Summer Intersession
May 9 - June 30

This course will examine the processes of political change toward an understanding of current variations in political patterns. We will focus on cases reflecting these changes: Third World (Nigeria and Mexico); Communist (The People's Republic of China and the Soviet Union); and Competitive Liberal Democracies (Great Britain and France). We will examine such factors of change as socio-economic sources, leadership and event sources. We will review a set of propositions on political change, including thinkers representing Marxist "decay" and the democratic-inevitability schools of thought. Special emphasis will be given to understanding the differences between symmetric and non-symmetric patterns of political change. Within this framework students should develop an understanding of comparative variations in the roles of citizens, political parties, political leaders, interest groups, and the military.

Required Reading

Roth-Wilson, The Comparative Study of Politics.

Requirements

Students will be expected to be prepared with their readings, to participate in discussions and to prepare a paper, on a topic to be decided during the first weeks of class.

POL. 429 SELECTED TOPICS IN CANADIAN GOVERNMENT & POLITICS II

COURSE OUTLINE

Dr. A.M. Goddard
Summer Session
July 5 - August 16

This seminar will deal with the dynamics and contemporary problems of Canadian Federalism. The areas dealt with are the evolution of federalism, the process of federal-provincial decision-making, interest groups and the workings of federalism, the role of judicial review, political parties, and federalism, the view from the provinces. Hopefully the end result will be a better understanding of the current problems facing Canada and whether we should retain our present form of federalism or whether it must be redefined in a way which recognizes the "radically different political cultures" and what in essence it means to be a Canadian.

Required Text

D.V. Smiley, Canada in Question: Federalism in the Seventies, 2nd edition
(Toronto: McGraw-Hill Ryerson, 1976).

Course Requirements:

The course will be broken down into two parts. The first part will be devoted to reading and discussing some of the contemporary literature in the above areas. The second part will be devoted to the presentation of student research papers on some particular aspect of the course of study. Students will be graded on the basis of participation in the seminar and their papers. Details on grading and organization and supplementary readings will be presented at the first meeting.

POL. 448-3 SELECTED TOPICS IN INTERNATIONAL RELATIONS I:
PEACE AND WORLD ORDER STUDIES

Course Outline

Dr. Louis R. Beres
Summer Intersession
May 9 - June 30

Introduction and Rationale

We live on an endangered planet! Nuclear War, Overpopulation, Food and Energy Shortages, Environmental Spoilage - these major problems challenge students of world politics to think futuristically, imaginatively, and systematically about strategies for global reform. In short, these students must begin to think productively about reordering the planet and constructing alternative world futures.

With this in mind, our overarching course objective will be to come to grips with the prevailing crisis of world order and to understand how the existing pattern of world political processes might be transformed. To accomplish this objective, we will consider both the different dimensions of danger that now confront this planet and the different ways in which scholars are currently trying to build an improved world order. We will, therefore, pay particularly close attention to such challenges as the nuclear threat to global life and to such transnational projects as The Club of Rome's Project on the Predicament of Mankind and the Institute for World Order's World Order Models Project.

After considering a broad range of global alternatives, our efforts will culminate in the design of an improved system of world politics, a "preferred world" that is both desirable and feasible. Each student will prepare such a design over the course of the Summer session, and turn it in to Dr. Beres during the last week of class. This paper, which will be prepared under the continuing and close supervision of Dr. Beres, will account for 75% of the final mark. A brief discussion paper on one of the principal topics of the course will account for the remaining 25%. This paper will be written somewhere near the middle of the course period.

Required Textbooks

L.R. Beres & H.R. Targ (eds.), Planning Alternative World Futures: Values, Methods, and Models (paperback).

R.A. Falk, A Study of Future Worlds (paperback).

S.H. Mendlovitz (ed.), On the Creation of a Just World Order: Preferred Worlds for the 1990's (paperback).

M. Mesarovic & E. Pestel, Mankind at the Turning Point: The Second Report to the Club of Rome (paperback).

E. Laszlo, The World System: Models, Norms, Variations (paperback).

A number of additional books and articles will be used in the course which are also on library reserve and need not be purchased.

A SCHEDULE OF READINGS & CLASS SESSIONS is available in the General Office, AQ 5081.

POL. 439-3 SELECTED TOPICS IN COMPARATIVE GOVERNMENT & POLITICS II

Course Outline

Dr. David P. Roth
Summer Session
July 4 - Aug. 28

This course will focus attention on the problems associated with political change in "institutionalized and non-institutionalized" political systems. The processes of electorate, policy, structure, rule, and citizen role changes in "institutionalized" polities will be contrasted with these in "non-institutionalized" political systems. We will look closely, in the latter, at the factors associated with military intervention in different regions: single party institutionalization and mobilization; and leadership strategies and behavior as these affect political change. We will also look at cases representing single party mobilized and non-mobilized patterns (institutionalizing and non-institutionalizing military systems).

Required Reading

Philippe C. Schmitter, Corporatism & Public Policy in Authoritarian Portugal.
L.J. Cohen, Communist Systems in Comparative Perspective (paperback).

Requirements

Participation in the seminars and a research project (paper) will be the basis for grades.

SA 401-4 (Cont'd)REQUIRED READING

Braroe, N.W., *Indian and White*
 Palmer, Howard, *Immigration and the Rise of Multiculturalism*

A collection of papers. These will be available at cost from the Sociology/Anthropology General Office (est. 150-200 pp.)

ORGANIZATION

Two 4-hour seminars weekly.

There will be extensive readings, culminating in a term paper on a particular situation of ethnic relations in Canada, the context of which will be selected by the student in consultation with the instructor. There will also be a small examination based on the readings.

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SA 460-4 SPECIAL TOPICS I "MEDICAL SOCIOLOGY"S. BUDD

Prerequisite: A minimum of 2 upper division
 SA courses

COURSE CONTENT

A sociological discussion of the roles of patient and doctor, and the way in which medical institutions are structured by the nature of this central relationship. A consideration of the relationship between patterns of sickness and care systems in modern society. Particular attention will be paid to some of the issues of current social concern about the functioning of care systems.

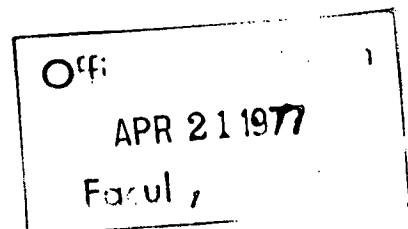
REQUIRED READING

D. Mechanic, *Medical Sociology*
 I. Goffman, *Stigma*
 M.W. Susser and W. Watson, *Sociology in Medicine*
 E. Friedson, *The Profession of Medicine*

Recommended Reading

E. Friedson, *Medical Men and their World*

In addition a considerable number of xeroxed articles will be distributed as a basis for class discussion.



Cont'd/

SA 460-4 (Cont'd)ORGANIZATION

Two 2-hour seminars per week.

Grading will be based on two components. 50% will be based on papers presented in seminars on topics selected in consultation with the instructor, and 50% will be based on a term paper. If feasible, it is hoped to arrange some observational visits for students, and in this case it is expected that papers will be based on a combination of observation and reading.

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THIS COURSE IS OFFERED DURING THE INTERSESSION AS PART OF THE PROGRAM OF CONTINUING STUDIES, BUT CARRIES REGULAR SA CREDITS

SA 461-4 SPECIAL TOPICS II "ANTHROPOLOGY OF THE WOLF"

H. SHARP

Prerequisite: A minimum of 2 upper division
SA courses

COURSE CONTENT

A multifaceted approach to a single subject, the wolf. An examination of its evolution, behavior, and social structure from an anthropological perspective. Consideration of the wolf as a model for the behavior of the Australopithecines and the influence of hunting on the evolution of culture. The use of structural anthropology to examine the role of the wolf in myth in western civilization and in North American Indian culture.

REQUIRED READING

Mech. L.D., *The Wolf*
Levi-Strauss, C., *Structural Anthropology*
Fox, Robin, *Kinship and Marriage*
Washburn, S.L., *The Social Life of Early Man*

ORGANIZATION

Two 4-hour seminars per week.

The course will involve the preparation of a term paper and an oral presentation. Students may contribute in any area of the analysis that suits their individual preference so long as it assists the class to gain a further understanding of the subject.

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