

SIMON FRASER UNIVERSITY

FOR INFORMATION

MEMORANDUM

S.79-21

Mr. H.M. Evans, Secretary

Senate

Subject SPECIAL TOPICS COURSES

From Sheila Roberts, Administrative

Assistant to Dean of Arts

Date February 16, 1979

In compliance with the Senate regulation, I am forwarding the outlines for Special Topics courses offered in the 79-1 semester.



S. Roberts

SR/sc

Encl.

FACC

TO: State **RECEIVED** FROM: Union
DEPT: JEC
DATE: 14/1/78
JAN 2 1979
Economics & Commerce
RE: En 483
MESSAGE: The Dean's Office has requested Course outlines for all Special Studies courses. I have been unable to locate one for your course. You please give me a copy of your En 483 at your earliest convenience.
Mary Jane
hnd.
OFFICE OF THE DEAN

REPLY: JAN 2 1979 DATE: Dec 29/78
FACULTY OF ARTS
Dear Wilfred
I dropped into to the office today & noted your note - Econ 483 is still much in the experimental stage. I have not developed a definitive outline because much depends on the makeup, attitude, interests and background of the students. However attached is an outline of what might be delved into - not all but most will be touched upon - Thank - Marie
FORM 201

PROPOSED SYLLABUS

Economics 4XX

Legal Principles for Economists

- I. History of Common Law and other Systems
 - (a) Courts of Law and Courts of Equity
 - (b) Doctrine of Stare Decisis (precedents)
 - (c) Statutes
 - (d) Codified law (Roman and Code Napoléon)
 - (e) Custom
- II. Legal Reasoning
 - (a) Role of courts in interpreting law
 - (b) Conflicts of statutes and common law
 - (c) Precedential (common law) vs. deductive (code) methods
 - (d) Statutory interpretation
- III. Legal Research Methods and Sources
 - (a) Library materials
 - (b) Selected cases to brief
- IV. Modern Common Law in Canada and other Countries
 - (a) Unity of property, contracts and torts
 - (b) Development of the corporation law in Canada, Britain and U.S.
 - (c) Selected issues: compensation and takings, nuisance, inheritance, fraud, trespass, breach, criminal acts
 - (d) Critique of Posner's "efficient courts" hypothesis
 - (e) Judicial procedures
- V. Public Purpose and Law
 - (a) Balance of Convenience doctrine
 - (b) Restraints of trade
 - (c) The "Brandeis brief", statutes, common law and Heydon's case: the search for legislative "meaning"
- VI. Administrative Law and Regulation
 - (a) "Natural justice" doctrine
 - (b) Health, welfare and safety: informational externalities and paternalism
 - (c) Selected examples of market regulations: natural monopoly, securities, AIB, agricultural marketing, food and drugs, safety, environmental law.

- (d) The capture theory of regulation and its critics
- (e) The choice between regulation and common law

VII. Constitutional Law

- (a) British North American Act
- (b) "Unwritten" constitutional law, tradition and custom
- (c) Some U.S. and British constitutional issues

VIII. Jurisprudential Issues

- (a) The judge and the legislator roles
- (b) Public opinion and the law
- (c) The jury and the finding of fact
- (d) Stare Decisis revisited
- (e) Philosophical issues in law

IX. The Bench and Bar

- (a) History of the Bar in Canada, U.S. and Britain
- (b) Legal ethics and restraints on practice
- (c) How are judges constrained?
- (d) Economics of the legal profession
- (e) Lawyers and social change

X. Selected topics in Application of Economics to Law

- (a) Coase's theorem and the rule of liability
- (b) Entitlements and amenity rights
- (c) Caveat emptor and caveat venditor
- (d) Civil procedure as a costly process
- (e) Punishment and crime: two hypotheses
- (f) Mergers and the market for corporate control
- (g) Optimal rules and "fairness"

Partial Bibliography

(Suggested and Required Readings)

Selections from following books

Bernard L. Clermont, General Introduction to Canadian Law, (1968).

L.M. Friedman, American Law and Opinion, (1971).

T.W. Friedman, Legal Theory, (1967).

A.P. Herbert, Uncommon Law, (1935).

SIMON FRASER UNIVERSITY

Department of Economics and Commerce

COURSE OUTLINE

COURSE: Economics 484-3

SEMESTER: Spring, 1979

TITLE: The Economics of Bureaucracy

INSTRUCTOR: Zane Spindler

Office: 6170 AQ

Telephone: 291-4167

Office Hours: M, W 2:30-3:30
5:00-6:00

Course Prospectus:

Perhaps this course could be better described by the title "Towards an Economics of Bureaucracy" since a detailed and accepted economic theory of bureaucracy does not yet exist. There are, however, some very interesting attempts at constructing such a theory. These attempts for the most part, are based on the concepts of "constrained maximization by individual decision units" (i.e. individual people!) that are borrowed from microeconomics and decision theory. These past attempts will be studied (primarily those dealing with government and other non-profit bureaucracies) and further attempts will be made at applying the economic behavioralistic model to other bureaucratic problems. Major attention will be given to the policy implication of such theories (e.g. whether institutional changes could be made in order to make bureaucracies work "better" or at all!). The course will definitely be exploratory in nature. It should be particularly useful to those economics majors who are interested in the economics of government and government policy and to those commerce majors who are interested in organization theory. A thorough knowledge of intermediate microeconomics will be useful but not required.

Course Format:

The style of presentation of the course will depend, in part, on the number and nature of the participants. If class size is fairly small, the course will entail more seminars than lectures and students will be expected to be fully prepared for each seminar.

Grading:

Course grades will depend equally on class participation, a formal seminar paper/presentation and a final examination.

Texts:

William Niskanen, Bureaucracy and Representative Government.

D. G. Hartle, A Theory of the Expenditure Budgetary Process (paperback).

Readings:

W. D. K. Kernaghan, Bureaucracy in Canadian Government (paperback).

A reading list will be available during the first week of class.

SIMON FRASER UNIVERSITY

Department of Economics and Commerce

COURSE OUTLINE

COURSE: Commerce 492-3

SEMESTER: Spring, 1979

TITLE: Political Marketing

INSTRUCTOR: G. Mauser

Course Description:

This course will examine the use of marketing in electoral politics. We shall cover such topics as public opinion, communications/persuasion models, voter and consumer behaviour, electoral campaigning methods in Europe, the U.S. and in Canada. Political Science as well as Commerce students are encouraged to enroll in this course.

Prerequisites:

Permission of the Instructor.

Organization:

One three hour seminar per week. There will be an optional midterm examination. Students may select to do either a final examination or a term paper.

Readings:

Lane & Sears, Public Opinion

Nimmo, Political Persuaders

DeLozier, Marketing Communications Process

English 374

Spring 1979

R. Blaser

Special Studies A

THE PROPHETIC POEM: BLAKE, YEATS AND GINSBERG

The purpose of this course is to study the special language and structure of the prophetic poem in the work of Blake, Yeats and Ginsberg. Initial lectures will trace the tradition of the prophetic poem in terms of Blake's response to Milton and especially to Paradise Regained. The course will then map this tradition as it becomes a 'dialogue with history' in the poetry of Yeats and Ginsberg. Considered attention will be given to Yeats' relation to Blake and Shelley and to Ginsberg's relation to Blake and Whitman. The course will conclude with reflections on the prophetic voice in contemporary poetry.

Required Texts:William Blake
(ed. David Erdamn)The Poetry and Prose of
William Blake

Doubleday

Allen Ginsberg

The Fall of America

City Lights

W. B. Yeats
(ed. M.L. Rosenthal)Selected Poems and Two Plays

Collier Books

Course Requirements:

Final exam.

Seminars will concentrate on detailed textual study. Seminar presentations and a final paper.

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

SIMON FRASER UNIVERSITY

MEMORANDUM

Noury

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

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

Subject..... Selected Topics courses - course
..... outlines for 79-1:.....

Date..... November 23, 1978.....

Herewith course outlines for the following Selected Topics courses being taught in 79-1:-

POL.419-3: Selected Topics in Political Thought II - Technology: Roots
and Consequences

POL.429-3: Selected Topics in Canadian Govt. &
Politics II - Quebec Government & Politics

POL.449-3: Selected Topics in International
Relations - Issues in Canadian Foreign Policy

POL.458-3: Selected Topics in Public Law and
Public Administration - Urban Planning: A Political
Process.

/mg
Enc.

M. G.
M. G.

POL. 419-3 SELECTED TOPICS IN POLITICAL THOUGHT II

TECHNOLOGY: ROOTS AND CONSEQUENCES

COURSE OUTLINE

Dr. P. Norton
Spring, 1979

Course Description

This course examines, in Francis Bacon's writings, the original argument that science, including political science, is to be judged according to its "fruits". This is the source of the modern concept of technology. Rousseau's and Locke's thoughts on science and its contribution to human happiness provide a way of examining the early realization of the ambiguous value of technology. Ellul's and Grant's books develop this ambiguity more comprehensively and consciously, because of the advantage of the contemporary experience with advanced, or advancing, technological societies. How the state, or more broadly, political life, can and ought to control the will to technology and its modern consequences is the underlying theme of this course.

Required Texts

Francis Bacon, The New Organon (B 1168 E5 A5)
Francis Bacon, The New Atlantis (B 1191 S4 1964) (B 1190 1906)
Jean-Jacques Rousseau, The First and Second Discourses (PQ 2040 D63 E54)
Cropsey, "Political Life and the Natural Order" (Reprint)
George Grant, Technology and Empire (E40 G7 1969)
Jacques Ellul, The Technological Society (T14 E553 1964)

OFFICE OF THE DEAN

NOV 22 1978

SCHOOL OF ARTS

POL. 429-3 QUEBEC GOVERNMENT AND POLITICS

COURSE OUTLINE

*Dr. J. Benjamin
Spring, 1979*

The lectures will focus exclusively on Quebec. Students will be encouraged to write their final papers on any other province, on a comparative basis.

Political Culture and Institutions

1. The socio-economic support of the Liberal Party and of the Parti Quebecois.
2. The Distribution of Power under Premiers Lesage, Johnson, Bertrand, Bourassa and Levesque.
3. The Local Structures of Political Parties.
4. Image-Making vs. Image-Projection.

Socio-Economic Environment

5. The Planning Processes, 1960-1979.
6. Social Services: A New Model, 1972-1979.
7. Workers' Self-Management: Quebec Case Studies, 1974-1979.

REQUIRED READING

Henry Milner, Politics in the New Quebec.

Recommended Reading

Posgate & McRoberts, Quebec: Social Change and Political Crisis.
John Saywell, The Rise of the Parti Quebecois, 1967-1976.

Specific articles will also be recommended each week.

DAY & EVENING

POL. 449-3 SELECTED TOPICS IN INTERNATIONAL RELATIONS:

ISSUES IN CANADIAN FOREIGN POLICY

COURSE OUTLINE

*Dr. Theodore H. Cohn
Spring, 1979*

Course Description

In this course we will examine Canada's foreign relations with other industrialized states, primarily the United States, the European community, and Japan. Special emphasis will be placed on the issues of foreign investment, foreign trade, monetary relations, and defence.

Required Reading

A. Fox, A. Hero and J. Nye (eds.), Canada and the United States - Transnational and Transgovernmental Relations, Columbia University Press, 1976.

Canada-United States Relations - Volume II, The Standing Senate Committee on Foreign Affairs, Ottawa, 1978.

Articles will be assigned on Canada's relations with Japan and the European community.

Organization

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

Seminar: 25%
Paper: 75%

POL. 458-3 URBAN PLANNING: A POLITICAL PROCESS

COURSE OUTLINE

Dr. J. Benjamin
Spring, 1979

The lectures will focus, this session, on the urban planning processes. They will use case studies taken mostly from two Canadian cities, Vancouver and Montreal.

INTRODUCTION: An Overview of Urban Planning: Objectives, Means, Guidelines and Conceptions of Society

I. URBAN BUDGETARY PROCESSES

- A) Two Models: P.P.B.S. and Zero Base Budgeting
- B) Two Case Studies: The Vancouver and Montreal Budgetary Processes
- Read: A. Schick, "The Road to P.P.B.S.: The Stages of Budget Reforms",
Public Administration Review, December 1966.
- W.A. Kimmel, et al., Municipal Management and Budget Methods.

II. URBAN TRANSIT

- A) Planning Urban Transit: For Whom?
- B) 3 Case Studies: Spadina, 3rd crossing, East-West Autoroute
- Read: Krueger & Bryfogle, Urban Problems, chapters 7 & 9.

III. HOUSING

- A) The North American Spatial Strategies
- B) The Case Studies of Vancouver and Montreal
- Read: Michel Barcelo, "The Housing Choice of Urban Canada" in Krueger & Bryfogle, Urban Problems, chapter 10.

IV. ACCOUNTABILITY AND RESPONSIVENESS: HOW MANY LEVELS OF URBAN GOVERNMENT?

- A) A Recent Model: The Royal Commission Report on Metro Toronto (1977).
- B) Legitimacy of Supra-Municipal Government: A Regional Consciousness
- C) Accountability of Neighbourhood Institutions: To Whom?
- Read: Krueger & Bryfogle, Urban Problems, chapters 13-14.
- W.G. Hardwick & D. Hardwick in D. Ley, Community Participation...

REQUIRED READING

Krueger & Bryfogle, Urban Problems.

Recommended Reading

D. Ley (ed.), Community Participation and the Spatial Order of the City.
Donald Gutstein, Vancouver Ltd.

Spring 1979

PHILOSOPHY 231

Jon Wheatley

TRUTH: AN INVESTIGATION OF SOME CONTEMPORARY THEORIESRequired Text:George Pitcher, ed. Truth

There will also be selected hand-outs.

Course Description:

This course will investigate some contemporary and rival theories of truth in a systematic manner beginning with Tarski and moving through Austin, Strawson and Dummett. It will also discuss the idea of rational belief.

Course Requirements:

Reading. The whole of Truth edited by Pitcher plus a maximum of two other papers which will be given out in class. Some of the reading will be very detailed.

Examination. There will be a pass/fail mid-term test simply to demonstrate knowledge and understanding of the reading. A student who fails may take another examination on the same material twice more before he actually fails the course through this mechanism.

Papers. A 5 to 10 page paper will be required at midterm. This paper may be re-written once to improve the grade.

A 10 to 15 page paper (which may, with special permission, be a deepening and development of the first paper) will be required and will be due at approximately the end of classes.

Some paper topics will be given out in the first class and more will be given out subsequently. A student may write on a topic of his own choosing, subject to the permission of the instructor, within the general subject-matter of the course.

Presentations. Each student must be prepared to give an oral presentation based on one of his written papers.

Grading. Grading will be strict but there will be opportunity to improve a grade by early submission of a paper and subsequent re-writing. The grade for the course will be determined on the basis of 1/3 for the first paper and 2/3 for the second. Oral presentation is regarded entirely as a very valuable learning experience and does not form part of the grade.

Method of Instruction. Between the beginning and end of the semester the classes will go from being 80% lecture and 20% discussion to (hopefully) 40% lecture and 60% discussion. In general, discussion will be encouraged but it must be disciplined.

Spring 1979

PHILOSOPHY 314

P. Hanson

TOPICS IN LOGIC I: LOGICAL IMPLICATION, ENTAILMENT
AND DEDUCIBILITY

Prerequisites:

Philosophy 210 or permission of instructor.

Required Texts:

Reading material to be supplied by instructor.

Course Description:

Bertrand Russell, a father of modern logic, thought of formal logic as embodying "the theory of implication", where implication was a relation between propositions such that for propositions A and B, A implied B just in case B was validly inferable from A. Formal logic would not only catalogue the implications that there are, but explain what made them implications. Similarly, C.I. Lewis said, in 1914, "... a logical calculus is a system not only of implication but about implication", and in a later publication said that the goal of logic was to give a "... canon and critique ..." of valid inference. But Lewis' logic(s) diverge(s) sharply from the Russell/Whitehead system in Principia Mathematica. Is this because of a genuine divergence of intuitions about implication, or because of diverging theoretical goals confusingly assimilated under a single rubric "implication"? In particular, how, or to what extent, can a formal system embody both a canon and a critique of valid inference?

The story doesn't end with Russell and Lewis. More recent logicians, such as Gentzen, Heyting, Anderson and Belnap, Smiley and Scott have contributed their systems of "implication", "entailment", "deducibility" and the like. A goal of the course will be to differentiate and relate the varying concepts and goals underlying and motivating these systems. A more fundamental goal will be to get clearer about the nature of logic.

Course Requirements:

Exercises, short papers, perhaps a final paper.

LOGICAL ATOMISMRequired Texts:

D. Pears (introduction)	<u>Russells' Lectures on Logical Atomism</u>
Ludwig Wittgenstein	<u>Notebooks, 1914-1918</u>
Ludwig Wittgenstein	<u>Tractatus Logico-Philosophicus</u>
David Pears	<u>Wittgenstein</u>
Anthony Kenny	<u>Wittgenstein</u>
Robert Fogelin	<u>Wittgenstein</u>

Course Description:

The predominant temper of English speaking philosophers since the 1920s has been decidedly antimetaphysical. And so it has been also among all those - English speaking or otherwise - who took their philosophical cues from the Vienna Circle. Metaphysics, according to the Logical Positivists, is a fraud perpetrated on the weak-minded by those who cannot get their thinking straight. The pronouncements of the metaphysicians deserve to be taken no more seriously than those of someone who, under the influence of alcohol or drugs, claims that invisible, weightless and intangible elephants are dancing on his bedroom ceiling. Such a claim, it would be said, can neither be verified nor falsified; it is - the positivists conclude - literally senseless.

From whence does this put-down of metaphysics arise? In large measure it can be traced to some remarks of the early Wittgenstein and to the long-standing presumption that Wittgenstein's Tractatus Logico Philosophicus is to be read as an evangelical tract against metaphysics. Had not Wittgenstein insisted that only propositions of natural science are sayable? And had he not concluded his Tractatus with the memorable pronouncement: "That whereof one cannot speak, thereof one must be silent"?

This reading of Wittgenstein's Tractatus, however, generates paradox. In the first place, the Tractatus is full of pronouncements which, like that just quoted, do not belong to natural science and which therefore are indicted, along with the crasser claims of metaphysics, as literally senseless - as belonging, that is, to the realm about which we can say nothing (and, for that matter, as Ramsey pointed out, about which we cannot even whistle anything)! Secondly, this interpretation of the Tractatus generates paradox, or at least deep puzzlement, as soon as one starts reading the book itself. For from the very outset we find Wittgenstein developing a robust and powerful version of atomism: and not just a theory of physical atomism, such as that of Democritus, Leucippus and Lord Rutherford; but a theory of metaphysical atomism - an atomism which Wittgenstein believed must characterize not only the actual world but any other possible world as well.

This is the point of take-off for our studies in Phil 360, of Logical Atomism. What, we shall ask, is the solution to the above-mentioned paradoxes? Why is Wittgenstein's atomism standardly referred to as "logical" atomism? Is his metaphysics anything more than a metaphorical projection of his logical doctrines and his theory of language? How seriously can we today, with the benefit of philosophical hindsight and much Wittgenstein scholarship, take it all? What connection, if any, is there between Wittgenstein's metaphysics and the currently fashionable metaphysics of possible worlds? Can a possible worlds reconstruction of the Tractatus be given such that, in terms of it, light can be thrown on Wittgenstein's theories of language and logic? And how, if at all, does it link with the epistemological doctrines which Bertrand Russell propounded, in his Lectures on Logical Atomism?

As it happens, I'm writing a book on all this. I'd like to have - because I think I'd benefit from having - an enthusiastic class of students each of whom is prepared to read, think and discuss a lot about issues like the above. My own belief is that these issues are still live and important ones. So although I'll make some effort to discuss them within the confines of Wittgenstein's and Russell's writings, I'll also do my best to demonstrate their contemporary significance.

Course Requirements:

Each student will be called upon, at least once (and perhaps more than once) during the term, to give a brief in-class presentation (in lecture style) of his/her philosophical thoughts about an assigned topic. And each student, each week, will be required to write a brief paper (2-3 pages) pertaining to one of the topics discussed in the previous week's seminar. Grades will be determined on the basis of:

- (a) assessment of each student's 10 best weekly papers;
- (b) assessment of each student's in-class presentation(s);
- (c) assessment of each student's contribution to seminar discussion.

There will be no mid-term and no final.

Spring 1979

PHILOSOPHY 467

D. Copp

RIGHTS AND THE LAW

Required Texts:

Ronald Dworkin Taking Rights Seriously

H.L.A. Hart The concept of Law

Course Description:

"Legal positivism" is a very influential theory of law developed most pervasively by H.L.A. Hart. Ronald Dworkin has recently argued against this theory in a series of articles and in his book Taking Rights Seriously. Dworkin holds that a complete theory of law tells us both what law is and what it ought to be. The most widely accepted theory, he thinks, combines legal positivism and utilitarianism, but he rejects both. Most important, he contends that there are certain "principles" which are part of the law but are not accommodated within positivism, and that there are certain moral rights which ought to shape the law, but are not recognized by utilitarianism. We will study the theories of both Hart and Dworkin.

Course Requirements:

Four short papers and one longer paper due at the end of the term. Weekly evidence of study of the material.

CHILDREN AND FAMILIES: AN OVERVIEW

PSYCHOLOGY 491-3 (IV) Selected Topics

In celebration of International Children's Year this course is being offered as part of an interdisciplinary program of study on children and families. It is designed to integrate information from the disciplines of psychology, communication, and kinesiology in order to better understand the growth and development of children and families.

Instructors: Jean Koepke, Aida Davis, Anne Popma

Text: Skolnick, A. & Skolnick, J. Family in Transition 2nd ed.
Toronto: Little, Brown and Co., 1977.

Course Outline

Introduction: Ways of Studying the Family

Starting A Family

Coupling
Pregnancy and Preparation For Birth
The Birth Experience

The Family Is Three

Mother and Child: Nutrition and Growth
Early Development: Family Members As Educators
Role Models and Family Stresses

The Growing Family

Increasing Family Size: Motives, Stresses, Physical and
Psychological Factors
Family Interaction Patterns and Ways of Parenting

Lifestyles: Health, Nutrition, Fitness and Growth
Older Children: Friends, Family, Teachers and Media
As Educators
Families with Adolescents: Puberty, Identity and Parenting

Conclusion: The Future of the Family