

S. 86-60

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate

From: Senate Committee on
Undergraduate Studies

Subject: Humanities: New Course
Proposals

Date: October 6, 1986

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of September 30, 1986 gives rise to the following motion:

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.86-60, the proposed new courses

HUM. 201-3 Great Texts in the Humanities I
HUM. 202-3 Great Texts in the Humanities II
HUM. 380-3 Special Topics in the Humanities"

SIMON FRASER UNIVERSITY

MEMORANDUM

SCUS 86-15

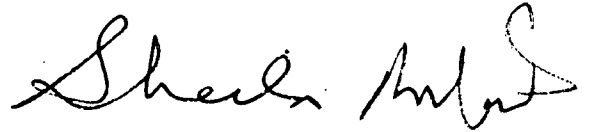
To: Ron Heath, Secretary
Senate Committee on
Undergraduate Studies
Subject: Humanities: New Course Proposals

From: Sheila Roberts, Secretary
Faculty of Arts Curriculum Committee
Date: July 18, 1986

The Faculty of Arts Curriculum Committee, at its meeting of July 17, 1986, approved the following courses for permanent inclusion in the calendar:

HUM. 201-3 GREAT TEXTS IN THE HUMANITIES I
HUM. 202-3 GREAT TEXTS IN THE HUMANITIES II
HUM. 380-3 SPECIAL TOPICS IN THE HUMANITIES

Would you please place these items on the agenda of the next meeting of the Senate Committee on Undergraduate Studies.



Sheila Roberts

SR/sjc.
encl.

cc: P. Dutton



NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment HUMANITIESAbbreviation Code: HUM. Course Number: 201 Credit Hours: 3 Vector: 1-2-0Title of Course: GREAT TEXTS IN THE HUMANITIES I

Calendar Description of Course: This course is an intensive study of some of the major works which have had a formative influence on the structure and development of western thought. Reading and discussion of primary texts and the major themes which emerge from them will introduce students to essential philosophical, literary, social, and religious themes of western civilization. Texts for this course will be drawn from the Ancient World, Middle Ages, and the Renaissance.

Nature of Course Lecture and TutorialPrerequisites (or special instructions): HIST 105 or PHIL 150 (or may be taken concurrently).

What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. SchedulingHow frequently will the course be offered? once a yearSemester in which the course will first be offered? 87-3

Which of your present faculty would be available to make the proposed offering possible? P. Dutton, J. Hutchinson, J. Tietz

3. Objectives of the Course

see attached

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty - Faculty secondment or sessional stipend occasionally may be required.

Staff

Library

Audio Visual

Space

Equipment

5. ApprovalDate: April 3, 1986July 21/86

[Signature]
 Department Chairman
 Coordinator, Humanities

[Signature]
 Dean

[Signature]
 Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1 Calendar Information

Department HUMANITIES

Abbreviation Code: HUM. Course Number: 202 Credit Hours: 3 Vector: 1-2-0

Title of Course: GREAT TEXTS IN THE HUMANITIES II

Calendar Description of Course: This course is an intensive study of some of the major works which have had a formative influence on the structure and development of western thought. Reading and discussion of primary texts and the major themes which emerge from them will introduce students to essential philosophical, literary, social, and religious themes of western civilization. Texts for this course will be drawn from the 17th Century through the Modern period.

Nature of Course Lecture and Tutorial

Prerequisites (or special instructions): HIST 106 or PHIL 151 (or may be taken concurrently)

What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 88-1

Which of your present faculty would be available to make the proposed offering possible? J. Tietz, J. Hutchinson, B. Koepke, J. Zaslove

3 Objectives of the Course

see attached

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty - Faculty secondment or sessional stipend occasionally may be required.

Staff

Library

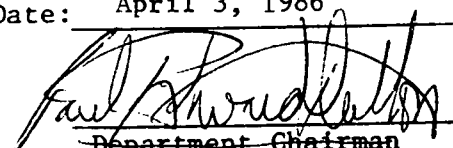
Audio Visual

Space

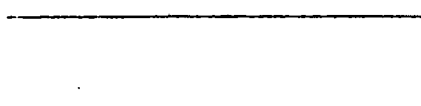
Equipment

5. Approval

Date: April 3, 1986


Department Chairman
Coordinator, Humanities Minor Program


Dean


Chairman, SCUS

S 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. attach course outline).

OBJECTIVES OF
GREAT TEXTS IN THE HUMANITIES I AND II

A two semester course, roughly paralleling the chronological outlines of HIST 105/106 and PHIL 150/151, to supply what those courses cannot: intensive contact with primary texts. Thus, one of the chief objectives of HUM. 201 and 202 would be to supplement the work done in those courses, which we emphasize as integral to our Humanities lower level requirements. We would hope to enrich the basic knowledge students possess about western civilization before they move to upper level courses. At a rudimentary level we would be introducing lower level students to a wide range of important texts which would serve as a basis for further reading and enrichment as they move through other courses in the Faculty of Arts. We would also be introducing them to the art of reading. Not only do recent high school graduates lack exposure to a wide range of books, but they have not attained the skills for dealing with difficult and challenging texts. We would in HUM. 201 and 202 emphasize, through regular reading and writing assignments, a critical approach to texts. The texts chosen for the course need only be 'representative', relatively short, and available at reasonable cost. The samples on the following pages for HUM. 201 and HUM. 202 contain a mixture of genres, perspectives, and themes.

Sample

HUM. 201

READINGS

- WEEK I a selection of Greek plays: Sophocles, Oedipus Rex; Euripides, Medea etc.
- II Socrates' last days: Plato, The Apology, Crito, Phaedo etc.
- III a sampling of Roman historiography: Sallust, Jugurthine War and Catiline
- IV Latin humanism: Seneca, The Letters
- V early Christian hagiography: Lives of the Desert Fathers
or
ancient Stoicism: Marcus Aurelius, The Meditations
- VI Augustine, a philosophical work like the De magistro or a selection of Sermons
- VII Roman law: Justinian's Corpus Iuris Civilis (Penguin has a short vol. on this)
- VIII a medieval romance: The Song of Roland
- IX the 12th century renaissance: The Letters of Abelard and Heloise
with the Historia
- X medieval political theory: Thomas Aquinas, On Kingship
- XI Renaissance of the 14th century: Petrarch, Love Sonnets
- XII Renaissance Political theory: Machiavelli, The Prince

SAMPLE

HUM. 202

<u>WEEK</u>	<u>TEXT</u>
1-3	Shakespeare: one or two from <u>Hamlet</u> , <u>Othello</u> , <u>Lear</u> , Hobbes: <u>Leviathan</u> (selections), Milton: <u>Paradise Lost</u> (selections)
4-5	Descartes: <u>Discourse on Method</u> , <u>Meditations I & II</u> , Montaigne: <u>Apology for Raimond Sebond</u> , <u>Montesquieu</u> , The Spirit of the Laws, Bayle: <u>Dictionary</u> (selections), Vico: <u>Principles of a New Science</u>
6	Molière: <u>Tartuffe</u> , Montesquieu: <u>Persian Letters</u> Locke: <u>Second Treatise on Civil Government</u>
7-8	Pope: <u>An Essay on Man</u> , Swift: <u>Gulliver's Travels</u> Dafoe: <u>Robinson Crusoe</u>
9	Hume: <u>Dialogues Concerning Natural Religion</u> , a summary of Kant's response
10	Carlyle: <u>Heroes and Hero-Worship</u> , Proudhon: <u>What is Property?</u> , de Tocqueville: <u>Democracy in America</u> , Rousseau: <u>Social Contract</u> (selections)
11-12	Shelley: <u>A Defence of Poetry</u> , and selections from English romantic poets, Dostoevsky: <u>The Grand Inquisitor</u> , selections from William Godwin: <u>Political Justice</u> , and Mary Wollstonecraft: <u>A Vindication of the Rights of Women</u>
13	Goethe: <u>The Sorrows of Young Werther</u> , Freud: <u>Civilization and its Discontents</u>

Four short essays (80% of final grade) and a take-home final (20% of final grade). The essays will be critical and analytical in nature, emphasizing central concepts and arguments in the readings, and are intended to strengthen the student's dialectical skills as well as his or her grasp of the text. The final exam will be devoted to one or two questions inviting the student to characterize an historical period and to defend their view by selecting representative passages from the readings.

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment HUMANITIESAbbreviation Code: HUM. Course Number: 380 Credit Hours: 3 Vector: 0-3-0Title of Course: SPECIAL TOPICS IN THE HUMANITIES

Calendar Description of Course: Topics and themes will vary, but will explore the relationship of the Humanities to other disciplines, or will focus on major problems in understanding the range and value of the Humanities.

Nature of Course Seminar

Prerequisites (or special instructions): 18 hours of Humanities related courses at the lower division or permission of the Program Coordinator.

What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. SchedulingHow frequently will the course be offered? once a yearSemester in which the course will first be offered? not yet set

Which of your present faculty would be available to make the proposed offering possible? P. Dutton, J. Zaslove, S. Duguid, J. Tietz etc.

3. Objectives of the Course

To provide more opportunities for interested faculty members to teach topics not currently listed in our offerings.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty -

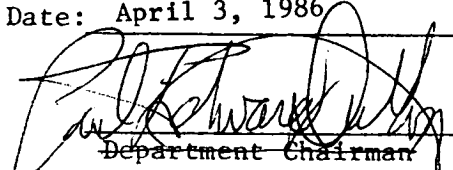
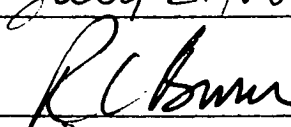
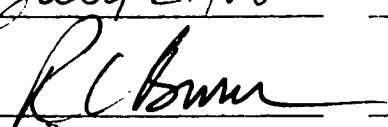
Staff

Library

Audio Visual

Space

Equipment

5. ApprovalDate: April 3, 1986July 21/86
Department Chairman
Dean
Chairman, SCUS

Coordinator, Humanities Minor Program

US 73-34b: (When completing this form, for instructions see Memorandum SCUS 73-34a. attach course outline).

Sample

FREUD AND PSYCHOANALYSIS: A PROBLEM IN THE HISTORY AND DEVELOPMENT OF THE HUMANITIES IN RELATIONSHIP TO THE INDIVIDUAL IN THE MODERN WORLD

In the 20th century Freud and his followers have provoked intense debates about the humanities. These debates concern such large issues as the general trajectory of history, the meaning and burden of culture, and the plight of modern individual. By uncovering the unconscious dynamic of history, Freudians and their followers have shifted terms of humanist inquiry. Through a close examination of their writings, this course will assess the significance of Freud and the psychoanalytical movement for the humanities.

Required Books

S. Fried, Civilization and its Discontents
S. Freud, The Questions of Lay Analysis
B. Bettelheim, The Informed Heart
N.O. Brown, Life against Death
R. Sennett, The Fall of Public Man
C. Lasch, The Culture of Narcissism

Course Requirements

Grades will be determined by:

General attendance and participation	10%
Short Mid-term Paper	30%
Final Paper	60%

HUMANITIES

THEME: SPECULATIONS ON THE HUMAN POSSIBILITY - A COMPARATIVE STUDY
OF APOLLONIAN VISIONS AND DIONYSIAN NIGHTMARES FROM ROUSSEAU
TO MODERN TIMES

Major figures which will be studied: Jean Jacques Rousseau
Thomas Paine
Pierre-Joseph Proudhon
Robert Owen
Karl Marx
Fyodor Dostoevsky
Sigmund Freud
Man, the 'Common Man', or the 'worker'

One of the "perennial questions" addressed in Franklin Baumer's Modern European Thought is simply the question of man - are we to be optimistic or pessimistic about our collective futures? Is our nature essentially good, albeit frequently corrupted, or are we 'bad', possessing bestial qualities that must be controlled? Are we spiritually as well as socially at one with each other, or are we fundamentally alone in the world, perhaps lost?

Answers to these questions have varied considerably over time. From the pessimism implicit in doctrines of original sin, an early attempt at optimism proposed that some were good, while most were doomed. This elitist tradition was challenged in the 18th century by a series of writers who managed to link a belief in the limitless potential of human progress through the exercise of reason with a newly discovered social conscience. Hence it was proposed that all men were good and could collectively achieve perfection. This Apollonian vision, so foreign to our pessimistic age, is the core of this course. We will examine the antecedents of this vision, its relation to its times, and its manifestations in social and political reality.

In examining the ideas of Rousseau, Paine, Proudhon, Owen and Marx we are dealing with spokesmen for the inarticulate, for the mass of humanity so often absent in the ruminations of intellectuals. It is the democratization of theory which makes this era truly modern. Because the central feature of this vision was its ruthless determination to include everyone in the model, we must stray from the realm of ideas and look as well at the people concerned, people who were living in an era of revolutionary disruption. Intense social change, and economic dislocation - people forced to choose between alienation or new solidarities. I take as a key to this course the point made by Raymond Williams that the twin cataclysms of the French and Industrial Revolutions which so dominated the era were not merely a backdrop to philosophic and creative endeavour, but were "...rather, the mould in which general experience was cast." To keep this reality more than a backdrop, we will use E.P. Thompson's classic study The Making of the English Working Class as a form of reality therapy throughout the course.

Finally, to avoid a false but luxurious optimism, we will return toward the end of the course to a more familiar vision, the Dionysian view of man alone, confused, lost or impelled. For this we turn to Dostoevsky, Freud, Kafka and in a somewhat controversial sense, to Lenin who brought elitism full circle. In the late 19th century when visionaries became social engineers and evils persisted, the intellectual mood shifted - angst and doubt replaced reason and perfectability and the human possibility was accordingly constrained.

Course Requirements:

The class will be divided into two components: a two hour lecture/general discussion and a one hour tutorial during which the emphasis will be on student questions, presentations and discussion.

Your informed and common sense as portrayed in class discussion will be an important part of the overall success of the course and hence will comprise 25% of the final mark. One major paper, a summary of which will be presented to the class, will be worth 50% of the final mark and an essay-style final examination completes the evaluation process.

The research papers should focus on an individual, group, or movement akin to but not including the major figures covered by the course. You will be encouraged to select topics in which the theme of the course is approached in an indirect manner, i.e., through literature, art or politics.

Texts:

While appearing to be legion in number, the texts are all eminently readable and (with one exception) mercifully concise. In some cases you may find it sufficient to read only portions of the book.

Jean Jacques Rousseau, The Social Contract

Tom Paine, The Rights of Man

E.P. Thompson, The Making of the English Working Class

Pierre-Joseph Proudhon, What Is Property?

Robert Owen, A New View of Society

Rius, Marx for Beginners

Karl Marx, The 18th Brumaire of Louis Bonaparte

*Fyodor Dostoevsky, Notes from the Underground

*Sigmund Freud, Civilization and Its Discontents

SCHEDULE OF READINGS:

- Week 1: Introduction
- Week 2: Rousseau, The Social Contract, Books 1 & 2
Thompson, Making of English Working Class, chapters 1-2
- Week 3: Rousseau, Books 3 & 4
Tom Paine, The Rights of Man
Thompson, chapters 3-4
- Week 4: Paine
Godwin, "The Characters of Men Originate in Their External Circumstances"
Proudhon, What Is Property?, chapter 1.
Thompson, chapter 5-6
- Week 5: Proudhon, chapter 3-4
Paine
Williams, "Contrasts"
Thompson, chapters 7-9
- Week 6: Owen, first essay - "The Formation of Character"
Proudhon, Chapter 5
Thompson, chapters 10-11
- Week 7: Owen, essays 2-4
Thompson, chapters 12-13
Rius, Marx for Beginners
- Week 8: Rius
Marx, The 18th Brumaire
Thompson, chapters 14-15
- Week 9: Marx, The 18th Brumaire
Thompson, chapter 16
- Week 10: Dostoevsky, Notes From the Underground
- Week 11: Dostoevsky
Freud, Civilization and Its Discontents
- Week 12: Freud
Lenin, What Is To Be Done?
- Week 13: Lukacs, "The Ideology of Modernism"