

"Every day, in every way, we're getting better and better"....MAYBE!

Progress! What is it? Is it always good? Sometimes good? Never good? Microcomputers, test tube babies, solar cells, wonder drugs, nuclear power, mechanical hearts, the "green revolution".....toxic wastes, genetic engineering, pesticides, nuclear holocaust....The paradox of progress. The concept of progress at the historical intersections of science, society and culture, with some of its manifestations, forms the central thesis of this core program.

Since the 17th century, the idea of progress has been a key element of the western world view and understanding of the motion of history. We have seen dramatic breakthroughs in the scientific, social and cultural realms of life. But progress and its idea of scientific mastery and social betterment have presented us with a paradox: at the same time that our life span has been lengthened, our quality of life improved, our concepts of justice, equity and humanity broadened, individuals and groups have felt the loss of autonomy, the inability to affect the course of their lives; advanced industrial nations have suffered recurrent cycles of boom and depression, and the world is perched on the edge of nuclear disaster.

By studying Newtonian mechanics and astronomy, thermodynamics and the steam engine, relativity theory and nuclear physics, Darwinian evolution, genetics, molecular biology, and sociobiology, the scientific bases for some of our current and future technological developments can be understood. By studying the development of liberalism, the industrial revolution, the rise of Social Darwinism, the romantic revolution and the social impact of modern technology, we will come to understand some of the historical roots of the idea of progress, some of its paradoxical effects and what some of its implications for the future might be.

This is a core program in which students interested in the natural sciences, social sciences and the humanities will be able to develop the competencies and skills required to do advanced work. It will offer regular instruction in critical reasoning, expository writing, analytical reading and the discussion of ideas. It will provide students the opportunity to advance their competencies in mathematics, biological and physical sciences, the humanities and the social sciences. Research projects and computer work will be included. This is a full-time, year-long coordinated study. Winter quarter entry will also be permitted.

Representative samples of the types of reading to be assigned are the following: Between Past and Present, Arendt; The Age of Revolution, Hobsbaum; The Copernican Revolution, Kuhn; Darwin, Norton Edition; On Human Nature, E.O. Wilson; Civilization and Its Discontents, Freud; The Theory of Relativity, Einstein; Brave New World, A. Huxley; The Tempest, Shakespeare; The Jungle, U. Sinclair; What is History, Carr; Death of a Salesman, Miller; Invisible Man, Ellison.

The faculty team members are: L. Eickstaedt, J. Hahn, S. R. Martin, B. Youtz.

Probable Course Equivalencies: History of Ideas, Literature, Political Science, Expository Writing, Physical Science, Biological Science, Mathematics, Computer Studies, Project Research.

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Since the 17th century, the idea of progress has been a key element of the western world view and understanding of the motion of history. By applying the triumphs and methods of the natural sciences to the study of society and human values, people assumed limitless possibilities for human kind. We have seen dramatic breakthroughs in the scientific, social and cultural realms of life. But progress and its idea of scientific mastery and social betterment have presented us with a paradox: at the same time that our life span has been lengthened, our quality of life improved, our concepts of justice, equity and humanity broadened, individuals and groups have felt the loss of autonomy, the inability to affect the course of their lives; advanced industrial nations have suffered recurrent cycles of boom and depression, and the world is perched on the edge of nuclear disaster.

We will examine closely the idea of progress in the natural sciences, the social sciences and the humanities. By studying Newtonian mechanics and astronomy, thermodynamics and the steam engine, relativity theory and nuclear physics, Darwinian evolution, ecology, genetics, molecular biology, and sociobiology, we can grasp the scientific bases for some of our current and future technological developments. By studying the rise of capitalism through the industrial revolution, the development of liberalism and its Marxist critique, the emergence of Social Darwinism, the romantic revolution and the social impact of modern technology, we will come to understand some of the historical roots of the idea of progress, some of its paradoxical effects and what some of its implications for the future might be.

This program will offer regular instruction in critical reasoning, expository writing, analytical reading and the discussion of ideas. Students can advance their competencies in mathematics, biological and physical sciences, the humanities and the social sciences in preparation for advanced work. In the Spring Quarter, research projects and computer studies will be included.

Probable readings include: Between Past and Present, Arendt; The Age of Revolution, Hobsbaum; The Copernican Revolution, Kuhn; Darwin, Norton Edition; On Human Nature, E.O. Wilson; Civilization and Its Discontents, Freud; The Theory of Relativity, Einstein; Brave New World, A. Huxley; The Tempest, Shakespeare; The Jungle, U. Sinclair; What is History, Carr; Death of a Salesman, Miller; Invisible Man, Ellison.

Probable Course Equivalencies: Humanities and Expository Writing-16 quarter hours, Natural Science and Mathematics-16 quarter hours, Social Science and History-16 quarter hours.

5/17/83

This is an interdisciplinary, full time study program concerned with the historical, cultural and scientific roots of twentieth century Western society. In the Fall Quarter the investigation began with the study of the ancient Greek world view as expressed through science, political thought, and literature in order to begin to understand the contrast as well as the continuity with our present world views. The final half of the quarter was concerned with the emergence of "modern" society in Europe during the 16th and 17th centuries through continued study of scientific, social, and literary perspectives.

In addition to the substantive themes of the program, all students worked to develop their skills in analytical reading, expository writing, critical reasoning, and careful discussion of ideas. Students also worked regularly on improvement of their mathematical competencies. This sixteen quarter hour program of study included lectures, seminar discussions, writing lab, math lab, and science workshop each week plus some additional time for astronomical and natural history observation, for which the students maintained a naturalist's field journal.

The reading list for the quarter was as follows:

Terkel: American Dreams: Lost and Found
Carr: What is History?
Kuhn: The Copernican Revolution
Sophocles: Antigone
Aristophanes: The Birds
Aristotle: Politics; Zoology and Poetics (selections)
Genesis, (selections)
Shakespeare: King Lear; The Tempest
Bacon: The New Atlantis
Koestler: The Watershed
Hobbes: Leviathan
Locke: Second Treatise on Government
Defoe: Robinson Crusoe

Bettinger et al: Algebra & Trigonometry or
Schneider: Calculus & Its Applications

Natural History References: Golden Birds of North America
Randall et al Manual of Oregon Trees and Shrubs,
Kozloff Plants & Animals of the Pacific Northwest

Program Faculty: Jeanne Hahn: Political Economy & Law; (Coordinator)
Larry Eickstaedt: Biology & Natural History;
Rudolph Martin: Literature & Humanities;
Byron Youtz: Physics, Astronomy & Mathematics.

This is an interdisciplinary, full time study program concerned with the historical, cultural and scientific roots of twentieth century Western society. The Winter Quarter was a continuation of the Fall Quarter study of world views as expressed through the literature, political thought, and science of the 17th, 18th and 19th centuries in Europe and America. The intent was to build as solid an understanding as possible of the historical and cultural background of 20th century America whose social, political and technical paradoxes, contradictions and dilemmas will become the theme of the Spring Quarter study.

In addition to the substantive themes of the program indicated by the reading list below, all students worked to develop their skills in analytical reading, expository writing, critical reasoning, and careful discussion of ideas. Students wrote weekly Abstracts (Precis and Critique) for each of the seminar books. A considerable effort was expended in teaching research methods and proper critical essay format so that each student could undertake and complete an individually selected research problem dealing with some significant issue from 17th, 18th or 19th century Europe or America.

Students also worked regularly to maintain a Natural History Journal of observations and species accounts, and established a base-line description of a personally selected Field Study Site. Students were also given the opportunity to continue the improvement of their mathematical competencies.

This sixteen quarter hour program of study included lectures, seminar discussions, writing lab, math lab, and science workshop each week plus some additional time for astronomical and natural history observations.

The reading list for the quarter was as follows:

- | | |
|------------------|--|
| Hawthorne: | <u>The Scarlet Letter</u> |
| Kingston: | <u>Woman Warrior</u> |
| Bradford: | <u>On Plymouth Plantation (selections)</u> |
| Anon: | <u>The Iroquois Constitution</u> |
| | <u>Declaration of Independence, Articles of Confederation,</u> |
| | <u>U.S. Constitution, Federalist Papers (selections)</u> |
| Foner: | <u>Tom Paine and Revolutionary America</u> |
| Hobsbawm: | <u>The Age of Revolution</u> |
| Mott-Smith: | <u>The Concepts of Energy, Simply Explained</u> |
| Marx & Engles: | <u>The German Ideology</u> |
| Melville: | <u>Benito Cereno</u> |
| Osofsky: | <u>Puttin' on Ole Massa</u> |
| Darwin: | <u>Origin of Species and Descent of Man</u> |
| Emerson: | <u>On Nature</u> |
| Thoreau: | <u>Walden</u> |
| Bettinger et al: | <u>Algebra & Trigonometry</u> or |
| Schneider et al: | <u>Calculus & Its Applications</u> |

Program Faculty: Jeanne Hahn: Political Economy & Law; (Coordinator)
 Larry Eickstaedt: Biology & Natural History;
 Rudolph Martin: Literature & Humanities;
 Byron Youtz: Physics, Astronomy & Mathematics.

Paradox of Progress - Winter Quarter Reading List

1. Bradford, "Plymouth Plantation" and Essays on Colonial America
2. Hawthorne, Scarlet Letter
3. Declaration of Independence, Articles of Confederation,
U.S. Constitution, Federalist Papers (selected), Iriquois Constitution
4. Foner, Tom Paine and Revolutionary America
5. Hobsbawm, The Age of Revolution, 1789-1848
6. Marx and Engles, The German Ideology
7. Melville, Benito Cereno and Osofsky, Puttin' on Ole Massa'
8. Appleman (ed.), Darwin
9. Thoreau, Walden and Emerson, Essay on Nature
10. Twain, Huckleberry Finn
11. Mott-Smith, The Concept of Energy

SCHEDULE FOR WINTER QUARTER

| | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|-----------------|---------------|---|--|--|--|
| Work Day | | 8:00 a.m. Faculty Seminar 10:00 | 8:30 Math Lab Writing Lab L. 3223 L. 3232 10:00 | 8:30 Program Lecture L.H. 3 10:00 | 8:30 Math Lab Writing Lab L. 3223 L. 3232 10:00 |
| | | 10:15 Program Lecture L.H. 3 12:15 | 10:00 Faculty Business Meeting 10:30 | 10:30 Science Workshop L. 3232 12:00 | 10:30 Seminar |
| | | 1:00 Seminar 3:00 | | 1:30 Science Workshop L. 3232 3:00 | 1:00 |
| | | Office Hours | | | |

SYLLABUS FOR SPRING QUARTER 1985
PARADOX OF PROGRESS

THEME: CONTRADICTIONS AND PARADOXES IN TWENTIETH CENTURY AMERICA

| <u>WEEK</u> | <u>TUESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|--------------|---|---|--|
| I 4/1 | Rudy Lecture <u>HUCKELBERRY FINN</u> | "Happily Ever After" Reader's Theater | <u>HUCKELBERRY FINN</u> |
| II 4/8 | Film <u>DRYLONGSO</u> | Faculty Lectures on 20th Century Paradoxes | Rewrite of Papers Due <u>DRYLONGSO</u> |
| III 4/15 | 20th C. Paradoxes Research Groups | F A C U L T Y S T U D E N T | R E T R E A T R E S E A R C H |
| IV 4/22 | Jeanne Lecture Research Groups | | <u>LABOR & MONOPOLY CAPITAL</u> |
| V 4/29 | Film <u>LABOR & MONOPOLY CAPITAL</u> | | Research Groups |
| VI 5/6 | | C O M M U N I T Y | S T U D Y |
| VII 5/13 | Larry Lecture Research Groups | | <u>ON HUMAN NATURE</u> |
| VII 5/20 | Film <u>ON HUMAN NATURE</u> | | Research Papers Due All-Program Sports, Potluck & Auction |
| VIII 5/27 | Jeanne Lecture <u>FEMINISM & SEXUAL EQUALITY</u> | Computer Catch-up | <u>FEMINISM & SEXUAL EQUALITY</u> |
| IX 6/3 | | S Y M P O S I U M | W E E K |
| X 6/10 | A Twentieth Century Novel | E V A L U A T I O N | R E T R E A T |

**WEEKLY SCHEDULE FOR SPRING QUARTER 1985
PARADOX OF PROGRESS**

| <u>HOUR</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|-------------|---------------------------------------|--|---|--|
| 8:30 | Faculty Seminar | Writing Workshop#1 (1st 2 weeks only) | Writing Workshop#1 (remaining weeks) | 8:00 - 10:00 PASCAL Workshop or Writing Workshop#2 |
| 10:00 | CORE LECTURE or FILM GROUPS | | BASIC Computer Workshop | BOOK SEMINAR OR RESEARCH GROUPS |
| 12:00 | | | | |
| 1:00 | BOOK SEMINAR OR RESEARCH GROUPS | | Math Lab (Optional) | |
| 3:00 | | | | |
| 5:00 | | | | |
| | | | | SCIENCE LECTURE SERIES (Optional) Times to be arranged |

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Fall Quarter Reading List:

Trees + shrubs of Oregon
Algebrera + Trig
Star chart / sky wheel

- ✓ Terkel: American Dreams: Lost and Found
- ✓ Carr: What is History?
- ✓ Aristophanes: The Birds
- ✓ Sophocles: Antigone
- ✓ Shakespeare: King Lear
- ✓ Bacon: New Atlantis
- ✓ Shakespeare: The Tempest
- ✓ Hobbes: Leviathan
- ✓ Locke: The Second Treatise of Government Defoe: Robinson Crusoe
- The Bible: Genesis (selections)
- Aristotle: Zoology, Politics, Poetics (selections)
- Kuhn: The Copernican Revolution

? E.N. Kozloff, Plants + Animals of the Pacific Northwest
Birds of North America (Golden Field Guides)

Rudy's Copy Budget # 1406

Fall Quarter Weekly Schedule:

| <u>Time</u> | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|-------------|--------------------------|-----------------------|--|---|--|
| 8:30-10:00 | | | Math/Writing Labs L3407/Lab I 1059 Lab II 3232 | Lecture LH3 | Math/Writing Labs L3407/Lab I 1059 Lab II 3232 |
| 10:00-12:00 | | Lecture LH3 | Campus | Science Workshop L3407/Lab I 1059 Lab II 3232 | Seminar A+B L2218-21 20-24 Stud. |
| 1:30-3:00 | FAC. Sem. 10-12 studs | Seminar A L2218-21 | Governance | Science Workshop Lab II 3232 | |
| 3:15-4:45 | | Seminar B L2218-21 | Day | | |

Some additional evening and daytime hours will be utilized for Astronomical and Natural History Observing.

Faculty Team: Jeanne Hahn, Coordinator, Political Economy and Law, Lab II 2271
 Larry Eickstaedt, Biology and Natural History, Lab II 2267
 Rudy Martin, Literature & Humanities, Lab II 2253
 Byron Youtz, Physics and Astronomy, Lab II 2273

Weekly work load per student:
 1 - 1 1/2 books
 1 Essay/writing workshop
 Field Journal entries
 math work (in workshops)
 Science work (in workshops)

Reading

SYLLABUS FOR THE PARADOX OF PROGRESS
FALL QUARTER 1984

| <u>Week and Dates</u> | <u>Seminar Reading</u> | <u>Science Series</u> | <u>Notes</u> |
|-----------------------|--|--|-----------------------------------|
| 1. 9/24- 9/28 | TERKEL: <u>American Dream: Lost and Found.</u> | Observational Astronomy | Save one evening for star gazing. |
| 2. 10/1 -10/5 | CARR: <u>What is History?</u> | Greek Science; KUHN pp. 1-100 | Save one evening for star gazing. |
| 3. 10/8 -10/12 | ARISTOPHANES: <u>The Birds</u> SOPHOCLES: <u>Antigone</u> | <u>Genesis-Selections</u> ARISTOTLE: <u>Zoology</u> | Start Field Journal. |
| 4. 10/15-10/19 | ARISTOTLE: <u>Politics</u> | Medieval Science KUHN pp. 100-175 | Natural history observing |
| 5. 10/22-10/26 | SHAKESPEARE: <u>King Lear</u> | Copernican Astronomy KUHN pp. 175 to end. | First paper due. |
| 6. 10/29-11/2 | BACON: <u>The New Atlantis</u> | Kepler's Astronomy KOESTLER pp. 1-150 | |
| 7. 11/5 -11/9 | SHAKESPEARE: <u>The Tempest</u> | Galileo and the Telescope KOESTLER pp. 150 to end. | |
| 8. 11/12-11/16 | HOBBS: <u>Leviathan</u> | Descartes and Newton | |
| 9. 11/19-11/23 | T H A N K S G I V I N G V A C A T I O N W E E K | | |
| 10. 11/26-11/30 | LOCKE: <u>Second Treatise on Government</u> | Newton and Gravitation | |
| 11. 12/3 -12/7 | DEFOE: <u>Robinson Crusoe</u> | Harvey and Circulation of the Blood. | Second paper due. |