

# HEYER NO. 1460 FIRSTLINE PURPLE MASTER UNIT

## DESCRIPTION AND SYLLABUS FOR WAR (SPRING QUARTER, 1986)

Full-time Coordinated Study (Advanced)

Faculty Team:

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### PROGRAM CONSIDERATIONS REVIEWED

Having spent two full quarters examining the phenomenon of war--in particular its nature and causes--we now turn our attention to its implications. Clearly, despite its all-too-frequent occurrence, war seems to have been of a relatively few kinds--conquest, political, ritual, and so on. Its causes, however, seem far more difficult to pinpoint than its nature. Perhaps humans are innately prone to armed conflict; maybe the very nature of modern economic production and socio-political organization disposes humans to wage war as a by-product of other processes; it could be, alas, that war, especially in its attenuated modern forms, is simply accidental.

### CENTRAL QUESTIONS

So what are the implications of war as we know it in the modern world? It is easy to observe some of its results. Loss of human life, grievous injury, despoliation of the natural environment, severe economic suffering and displacement for some and capital gain for others and increasing international interdependence are only some of its most obvious effects. But its implications are considerably more complex. Is armed conflict inevitable, given the nature and structure of contemporary human society? Must we, indeed, find some way in which to live with war? Are there any really viable alternatives to armed international struggle, considering the enormous differences in living standards and socio-political sophistication that exist in today's world? Does nuclear (or conventional) disarmament really make sense? Does peace really have a chance? Such are the spring quarter questions.

### PROGRAM WORK

We will continue to do important reading, seminars, film study and expository writing, but we will structure our work differently from how it was set up in preceding quarters. First, we will continue to do book-based weeks of work, but they will occur in alternate weeks, for example second, fourth, and so on. Second, we will do weekly studies on specific topics arrived at in our joint planning sessions held during winter term. Thus weeks one, three, and others, will be focused upon readings in sources selected by individual students, sources that they will analyze, write about and bring to seminar discussions. Those readings should illuminate the weekly theme and provide both the opportunity for individual students to demonstrate the quality of their research, as well as a chance for seminar groups to learn from a wider variety of inputs than are possible when a single text is assigned to everyone uniformly. In addition, we will expect each student to write a brief summary and critique (no more than 1-2 pages) of each source that he/she reads. Each paper should include a complete bibliographical listing, a one or two paragraph summary, and a two or three paragraph critique of the content, style, biases, etc. of the source. Students should submit all such summaries/critiques to their seminar leaders no later than the end of the ninth week of the quarter.

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In addition to the above, we will make two other significant modifications in our spring quarter work plan. We will not do oral presentations. Instead, we will do an off-campus, socio-political survey to be designed by the faculty and student body of the program during the third week and carried out during the fourth (the week of the Faculty Curriculum Planning Retreat, April 21-25). More information on this will follow. Second, we will expect those students who wrote sufficiently good fall/winter research papers to revise one or the other of those essays and to produce either a senior thesis type of essay or a third research paper dealing with the implications of the war that the individual has studied. Those students whose fall/winter essays revealed that the writers need additional help/instruction will be expected to work with their winter quarter seminar leaders to produce an acceptable revision of one or the other of the two papers and a shorter essay on the implications of the war being examined. You and your current seminar leader should discuss your plans for the quarter's writing as soon as possible. The fact that all of the faculty team will be available for large amounts of conference/tutorial time this quarter should make this work considerably easier than it would otherwise be. All of us will work with whomever comes to see us. Be sure to get moving quickly. Finally, we will continue our weekly film series, which we will try to improve by more, and more regular, discussion after each film showing, and we will attend the weekly meetings of the Cutting Edge Symposium.

## SPRING QUARTER READING LIST (in order)

Brotherhood of Arms, Goodwin

The Origins of Totalitarianism, Arendt

The Plague, Camus

No-No Boy, Okada

Daedalus (two complete issues on SDI--"star wars"--as part of the Cutting Edge Symposium)

Additional readings, some from short or reprinted materials, will probably also be assigned.

## SPRING QUARTER WEEKLY SCHEDULE

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
10:00- 12:00		Lecture L.H. 3 (None in "topic" weeks)	Campus  Governance  Day	Seminar (in "topic" and "book" weeks)  Martin- Lab I 2065 Sluss- Lab I 1065 Papworth- Lab I 3033	Lecture L.H. 5 (None in "topic" weeks)

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## SPRING QUARTER WEEKLY SCHEDULE (continued)

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
1:00- 3:00		Seminar (in "topic" and "book" weeks)		Faculty Seminar	Film Study L.H. 5
		Martin - Lab II 2207 Sluss- Lab I 2033 Papworth- Lab I 3033			
3:00- 5:00		Cutting Edge Symposium L.H. 1			

## SPRING QUARTER SYLLABUS

<u>Weeks and Dates</u>	<u>Tuesday</u>	<u>Thursday</u>	<u>Friday</u>
1. 4/1-4 Topic: Military- Industrial Complex	Start-up Martin  Military- Industrial Complex seminar  Cutting Edge Symposium, <u>Daedalus</u>	Topic Seminar	Conferences/Tutorials  "The Mouse That Roared"? "On The Beach"?
2. 4/8-11	Lecture Papworth  <u>Brotherhood of Arms, Goodwin</u>  Cutting Edge Symposium, <u>Daedalus</u>	<u>Brotherhood of Arms, Goodwin</u>  Conferences/ Tutorials	Lecture - Layton  "On The Beach"? "The Mouse That Roared"?
3. 4/15-18 Topic-Layton/ Central America	Conferences/ Tutorials  Topic Seminar  Cutting Edge Symposium, <u>Daedalus</u>	Topic Seminar  Conferences/ Tutorials	Conferences/Tutorials  "The Selling of the Pentagon" and "Rebuttal"
	Design/set up field project to be conducted next week		

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## SPRING QUARTER SYLLABUS (continued)

<u>Weeks and Dates</u>	<u>Tuesday</u>	<u>Thursday</u>	<u>Friday</u>
4. 4/22-25	Faculty Curriculum Planning Retreat/Student Field Project		
5. 4/29-5/2	Lecture Martin	<u>The Origins of Totalitarianism,</u> Arendt	Lecture Sluss and Papworth
	<u>The Origins of Totalitarianism,</u> Arendt		"The Man in the Glass Booth"
	Cutting Edge Symposium, <u>Daedalus</u>		
6. 5/6-9 Topic: Civitas and Polis--Issues of Mass Life	Conferences/ Tutorials	Topic Seminar	Conferences/ Tutorials
	Topic Seminar	Conferences/ Tutorials	Music/Poetry Charles Teske
	Cutting Edge Symposium, <u>Daedalus</u>		
7. 5/13-16	Lecture Layton?	<u>The Origins of Totalitarianism,</u> Arendt	Lecture Layton?
	<u>The Origins of Totalitarianism,</u> Arendt		"Sophie's Choice"
	Cutting Edge Symposium, <u>Daedalus</u>		
8. 5/20-23 Topic: Aliena- tion and Existen- tialism	Conferences/ Tutorials	Topic Seminar	Conferences/ Tutorials
	Topic Seminar	Conferences/ Tutorials	"A Clockwork Orange"
	Cutting Edge Symposium, <u>Daedalus</u>		

SPRING QUARTER SYLLABUS (continued)

<u>Weeks and Dates</u>	<u>Tuesday</u>	<u>Thursday</u>	<u>Friday</u>
9. 5/27-30	Lecture Sluss  <u>The Plague,</u> Camus  Cutting Edge Symposium, <u>Daedalus</u>	<u>The Plague,</u> Camus	Lecture/Panel  "The Sorrow and the Pity" <u>All Paper work Due!</u>
10. 6/3-6	Lecture Alexander  <u>No-No Boy,</u> Okada  Cutting Edge Symposium, <u>Daedalus</u>	<u>No-No Boy,</u> Okada	Faculty Panel  Film - TBA
11. 6/9-15	E V A L U A T I O N      W E E K		