

**Tutorial, Carnegie 310  
Fall, 2002**

**Daniel H. Kaiser  
Carnegie 308/x3088  
[kaiser@grinnell.edu](mailto:kaiser@grinnell.edu)  
<http://web.grinnell.edu/individuals/kaiser>**

## **First-Year Tutorial: Freedom**

Is freedom the "natural" condition of humankind, as some theorists maintain, or are our identities subject to forces over which we exercise little control? Indeed, do humans covet freedom at all, or do they, as Dostoevsky has the Grand Inquisitor say, prefer to abandon their freedom in favor of happiness? From numerous perspectives, both classical and modern, this tutorial will examine freedom and its limitations. We will consider how dystopian fiction, Nazi culture, neuroscience, and molecular biology, among others, contribute to our understandings of freedom and its boundaries, and what these understandings mean for a liberally educated person.

### **Required Texts Available for Purchase in College Bookstore**

Custom Course Packet [CCP], Tutorial "Freedom." XanEdu, 2002.  
Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. NY, 1995.  
Fulwiler, et al. *The College Writer's Reference* [CWR]. 3d ed. Englewood Cliffs, NJ, 2002.  
Gazzaniga, Michael S. *The Mind's Past*. Berkeley, 1998.  
Hamer, Dean, & Peter Copeland. *Living with Our Genes*. NY, 1999.  
Zamyatin, Yevgeny. *We*. Trans. Clarence Brown. NY, 1993.

### **Aims and Organization of the Tutorial**

The First-Year Tutorial is the only course required for graduation from Grinnell College, and therefore occupies a correspondingly important place in the curriculum. *Many aims drive the tutorial, but most importantly the tutorial aims to teach students to become acute analysts of information, skillful and persuasive writers, and better public speakers*—in classroom discussion as well as in more formal contexts. All these skills will serve the student well, no matter what major or area of study the student may subsequently concentrate upon. Therefore, although the exact texts or subject matter of the tutorial may never recur in any other Grinnell course the student takes, conscientious participation in the tutorial will inevitably contribute to the student's later success at Grinnell (and after Grinnell).

For much of the time, the tutorial will operate like any other course, although with fewer students than many courses, and often in a consciously less formal atmosphere than many other courses. However, to fulfill the promise of its name, *the tutorial also will employ some small-group and even individual sessions that resemble the "tutorials" made famous by instruction at Cambridge and Oxford*; these tutorial sessions are specially noted in the course schedule below. At these

occasions, students will be expected to bring to their tutorial a piece of their own writing about which they're prepared to speak; they will also receive copies of writing from other students who may join them for the tutorial session. Each student will be expected to have read and thought about the other students' writings, and be prepared to discuss them as well.

For the tutorial to work, everyone must be prepared to participate, every day. Therefore, it is vital that everyone keep up to date with the assigned reading (and viewing, in the case of videos), and come to class already having thought about the assignment. To help stimulate useful discussion as well as encourage regular writing, *each student will be asked to maintain a journal in which the student records both what the piece under discussion aspires to say, as well as what the reader thinks about that work*. A handout will suggest a format to observe. It may prove easiest to open a file in your word processing program in which you simply add a page for each day's writing; that way, by semester's end, you will have available an entire folder of your thoughts and writing to consider. From time to time, each member of the tutorial will be asked to submit portions of the journal.

*Students in the tutorial will be expected to organize much of the learning themselves*. Among other things, this means the execution of several writing assignments, indicated in the schedule below. It will also mean regular participation in class discussions, and occasional participation in debates or other alternative forms of class organization.

The *final essay* will require students to consider the two basic questions around which the tutorial is organized: Is freedom the "natural" condition of humankind? Or, "Do humans covet freedom at all?" All essays should adopt a clear point of view, and must depend upon and make specific reference to our semester's study. All the final essays will be printed and distributed to everyone in the tutorial as a way of sharing our learning experience. All students must submit a first version no later than November 26; final, revised essays are due no later than December 12.

### Assignments, Grading

<b>Academic Honesty Assignment</b>	<b>required, not graded</b>
<b>Writing Assignments</b>	
Journal	25%
First Essay/Tutorial	15%
Second Essay/Tutorial	20%
Final Essay	25%
<b>Oral Assignments</b>	
<u>Discussion/Participation</u>	<u>20%</u>

The total, 105%, serves as a bonus, making possible a slight upward adjustment in grades.

### "Schedule of Meetings"

#### 8/25 INTRODUCTORY MEETING

Introductions

What is the Tutorial?

What Will Be Expected? How Will This Course Work?

Registration; Advising Appointments; Placement Tests (today!);

Reading Test (Mon. and Tues. 2 PM. ARH 102)

What is Liberal Education?

## **8/26-27 ADVISING APPOINTMENTS, CARNEGIE 308 (see posted schedule)**

### **8/29 THE ABSENCE OF FREEDOM: A SLAVE'S ACCOUNT**

Douglass, *Narrative of the Life*, vii-xiii, 1-69

Writing Assignment: Bring to class a brief (1 paragraph) description or definition of "freedom."

About Writing: read CWR on diction:159-82; skim 437-54. Find two or three examples of powerful word choice in Douglass's *Narrative*, and bring them to class.

### **9/3 IS THERE "FREEDOM" WITHOUT SLAVERY?**

CCP 13-37

About Writing: read CWR on sentences:148-59. Find a particularly good sentence either in Douglass's *Narrative* or in the selections we read from Patterson's *Freedom*, and bring it to class.

### **9/4-10 SMALL-GROUP TUTORIALS: The Meaning of "Freedom"**

Writing Assignment (3-5 pp.): Use Frederick Douglass's *Narrative* either to support or contest Orlando Patterson's claim about the relationship between freedom and slavery. Begin reading Zamyatin's *We* (see assignment for 9/12)

### **9/12 FREEDOM OR HAPPINESS?**

Zamyatin, *We*, 3-225

About Writing: read CWR on paragraphs (135-41).

### **9/17 FREEDOM OR HAPPINESS?**

Zamyatin, *We*

About Writing: read CWR on openings/closings (142-47).

### **9/19 FREEDOM OR HAPPINESS? THE GRAND INQUISITOR**

CCP 1-11

The Grand Inquisitor is drawn from Fyodor Dostoevsky's famous novel, *Brothers Karamazov*, which you might wish to read in its entirety sometime, if you have not already done so. (You can consult an on-line plot summary of the novel at <http://cweb.middlebury.edu/s00/ru351a/novels/bk/genplot.shtml>.) For reading Ivan Karamazov's "poem," you might find it helpful to know about the temptations of Jesus as recounted in Christian scriptures. If you are not familiar with this story, please read the Gospel of Matthew 4:1-11. You will

find convenient access to a variety of translations at <http://www.biblegateway.com/>. In the "Passage Lookup" box type "Matthew 4:1-11," select version of your choice, and click on "go."

About Writing: read CWR on "explaining" and "interpreting" (34-50)

### **9/24 FREEDOM OR OBEDIENCE? Benedictine Monasticism**

"The Rule of St. Benedict," chapters 5-7, available on-line at:

<http://www.osb.org/rb/text/toc.html>

Click on "Obedience" and follow to end of frame ("Obedience," "Silence," "Humility").

"To Be a Monk," available on-line at:

<http://www.newmelleray.org/index.html>

Click on "Vocation" and then "To Be a Monk," and follow all the links through this page.

### **9/26 FREEDOM OR OBEDIENCE? Benedictine Monasticism**

Read several "Monastic biographies," available at:

<http://www.newmelleray.org/index.html>

Click on "History," and then on "Monastic biographies." Select at least 2 to read carefully, then compare them with the "awakening" of the Buddha:

<http://www.accesstoinight.org/ptf/buddha.html#awakening>

### **9/27-29 \*\*TRIP TO NEW MELLERAY ABBEY, PEOSTA, IA\*\***

**An optional weekend trip for up to 6 members of the tutorial to overnite at a motel near the Abbey, then spend all day Saturday at the Abbey, joining in the services and meals of the community. There will be opportunities to read and consider why individuals pursue the monastic vocation, and also a chance to visit with the abbot or another monk to discuss the relative appeal of "obedience" and "freedom." After a Sunday morning discussion of our experience, we will drive back to Grinnell, arriving on campus by mid-afternoon.**

### **10/1 FREEDOM OR OBEDIENCE? Buddha and Freedom**

Bhikkhu Bodhi, "The Taste of Freedom," available on-line at:

<http://www.accesstoinight.org/lib/bps/leaves/bl071.html>

"Right Resolve" (samma sankappo), available on-line at:

<http://www.accesstoinight.org/ptf/samma-sankappo.html>

About Writing: read CWR on evidence and arguments (64-73).

### **10/3 NO CLASS**

### **10/9-11 TUTORIALS**

Writing Assignment (5-6 pp.) Consider the materials we've examined on the relationship between freedom and obedience, and prepare a paper that defends a point of view on this relationship. Be sure to make specific reference to materials we have considered in class, including Benedictine monasticism, Buddhist asceticism, the Grand Inquisitor, and *We*.

### **10/15 FREEDOM IN POLITICAL OBEDIENCE? Nazi Germany**

View the classic film of Leni Riefenstahl, "Triumph of the Will" GRM VHS-VT-103 (41 mins; abridged), AV Center Reserves, or GRM VHS-VT-117 (109 mins.), AV Center Reserves, or T7342 (109 mins.), Burling Listening Room Reserves

### **10/17 FREEDOM IN CULTURAL CONFORMITY? Merchandising America**

View documentary video "The Merchants of Cool," on reserve in Burling Listening Room Reserves, under "PC-Kaiser."

\*\*\*\*\*FALL BREAK\*\*\*\*\*

### **10/29 BIOLOGY AND FREEDOM: ARE WE CAPTIVES OF OUR BRAINS?**

Read the on-line account of Phineas Gage: [http://science-education.nih.gov/nihHTML/ose/snapshots/multimedia/ritn/Gage/Broken\\_brain1.html](http://science-education.nih.gov/nihHTML/ose/snapshots/multimedia/ritn/Gage/Broken_brain1.html)

or

<http://www.epub.org.br/cm/n02/historia/phineas.htm>

You might also want to familiarize yourself with some of the brain's structure; see

<http://www.med.harvard.edu/AANLIB/cases/caseM/case.html>.

Begin reading Gazzaniga, *The Mind's Past*

### **10/31 THE BRAIN AND I: Brain Construction and the "Fictional Self"**

Gazzaniga, *The Mind's Past*, xi-xiii, 1-83

### **11/5 THE BRAIN and I: "Interpreters" and Human Agency**

Gazzaniga, *The Mind's Past*, 85-175

### **11/7 MY GENES MADE ME DO IT! Genetic Determinism**

Hamer and Copeland, *Living With Our Genes*, 1-127

There are enormous resources available to consider some of the issues we discuss here, and I recommend them to you (none of the following is required). On behavioral genetics, see <http://www.ornl.gov/hgmis/elsi/behavior.html>, and Sally Lehrman, "DNA and Behavior: Is Our Fate in Our Genes?" at <http://www.dnfiles.org/about/pgm2/topic.html>. Many more links can be found at the Human Genome Project information homepage: <http://www.ornl.gov/hgmis/>. The PBS show "Nova" has also visited this subject, and you can find some useful resources at <http://www.pbs.org/wgbh/nova/genome/resources.html> and <http://www.pbs.org/wgbh/nova/genome/teacherresources.html>. For a consideration of some of the particular

issues we have discussed, go to <http://www.pbs.org/wgbh/nova/genome/debate.html>. For the most recent scientific reports on the human genome, see the relevant issues of the journals *Science* (<http://www.sciencemag.org/content/vol291/issue5507/#newsfocus>) and *Nature* (<http://www.nature.com/nsu/010215/010215-2.html#start>).

**11/12 MY GENES MADE ME DO IT! Genetic Determinism and Behavior**

Hamer and Copeland, *Living with Our Genes*, 158-235, 270-316

**11/14 DID NOT! Genes and Environment: We are All Free!**

CCP 39-59

**11/19 FREEDOM AND HUMAN NATURE: "Negative & Positive Freedom"**

Isaiah Berlin, "Two Concepts," CCP 79-87

**11/21 NO CLASS**

**11/26 FREEDOM AND HUMAN NATURE: Self-abnegation, Self-realization**

Berlin, "Two Concepts," CCP 87-97

**DUE: Final Essay**

\*\*\*\*\*T H A N K S G I V I N G\*\*\*\*\*

**12/3 FREEDOM, TYRANNY AND THE SELF**

Berlin, "Two Concepts," CCP 101-106

**12/5 HUMAN FREEDOM AND LIBERAL EDUCATION**

Martha Nussbaum, *Cultivating Humanity*, CCP 61-75

**12/10 NO CLASS**

**12/12 DUE: FINAL VERSION OF FINAL ESSAY**

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