


**S.95-65**

**SIMON FRASER UNIVERSITY**

**MEMORANDUM**

**To:** Senate

**From:**   
D. Gagan, Chair  
Senate Committee on  
Academic Planning

**Subject:** Curriculum Revisions  
Faculty of Arts

**Date:** November 10, 1995

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Action undertaken by the Senate Committee on Undergraduate Studies and the Senate Committee on Academic Planning gives rise to the following motion:

**Motion:**

"that Senate approve and recommend approval to the Board of Governors the curriculum revisions for the Faculty of Arts as set forth in S.95-65 as follows:

S.95 - 65 a	Department of Archaeology
S.95 - 65 b	School for the Contemporary Arts
S.95 - 65 c	School of Criminology
S.95 - 65 d	Department of Economics
S.95 - 65 e	Department of French
S.95 - 65 f	Department of Geography
S.95 - 65 g	Department of History
S.95 - 65 h	Humanities Program
S.95 - 65 i	Division of Interdisciplinary Studies
S.95 - 65 j	Department of Linguistics
S.95 - 65 k	Department of Political Science
S.95 - 65 l	Department of Psychology
S.95 - 65 m	SCES/SFU Program
S.95 - 65 n	Department of Sociology/Anthropology
S.95 - 65 o	Department of Spanish and Latin American Studies
S.95 - 65 p	University College of the Fraser Valley/Simon Fraser University

**In all cases agreement has been reached between the Faculty and the Library in the assessment of library costs associated with new courses**

**Department of Archaeology**

SCUS Reference: SCUS 95 - 15 a  
SCAP Reference: SCAP 95 - 57 a

New courses:

ARCH 100-3	Ancient Peoples and Places
ARCH 349-5	Management of Archaeological Collections
ARCH 479-3	Directed Readings

Deletion of:

ARCH 436-3	Readings in Archaeology
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Changes to requirements for majors, minor and honours

**For Information:**

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 a:

ARCH 101-3	Change of level to ARCH 201-3
ARCH 200-3	Change of title
ARCH 223-3	Change of vector
ARCH 272-3	Change of description and prerequisite
ARCH 273-3	Change of prerequisite
ARCH 301-3	Change of title and group
ARCH 330-3	Change of prerequisite and vector
ARCH 332-3	Change of prerequisite
ARCH 333-3	Change of prerequisite
ARCH 334-3	Change of prerequisite
ARCH 335-5	Change of title, description, prerequisite, vector and group
ARCH 336-3	Change of title, prerequisite and group
ARCH 340-5	Change of title, prerequisite and vector
ARCH 344-3	Change of vector and group
ARCH 350-0	Change of prerequisite
ARCH 351-0	Change of prerequisite
ARCH 360-5	Change of prerequisite
ARCH 365-3	Change of prerequisite, vector and group

ARCH 370-3 Change of prerequisite  
ARCH 372-5 Change of title, description and prerequisite  
ARCH 373-5 Change of vector and group  
ARCH 374-3 Change of prerequisite  
ARCH 376-5 Change of prerequisite, vector and group  
ARCH 377-5 Change of prerequisite  
ARCH 385-5 Change of prerequisite  
ARCH 386-3 Change of prerequisite and group  
ARCH 390-5 Change of title and prerequisite  
ARCH 410-5 Change of prerequisite, vector and group  
ARCH 411-5 Change of level, prerequisite, vector and group  
ARCH 432-5 Change of prerequisite  
ARCH 433-5 Change of title, credit hours, prerequisite  
ARCH 434-5 Change of title, credit hours, prerequisite  
ARCH 435-2 Change of title, credit hours, prerequisite  
ARCH 438-5 Change of prerequisite, vector and group  
ARCH 442-5 Change of prerequisite  
ARCH 450-0 Change of prerequisite  
ARCH 451-0 Change of prerequisite  
ARCH 471-5 Change of prerequisite and vector  
ARCH 474-3 Change of number, title and vector  
ARCH 476-5 Change of title, level, number, credit hours and vector  
ARCH 480-5 Change of title and description  
ARCH 485-5 Change of prerequisite  
ARCH 493-5 Change of title and number  
ARCH 499-5 Change of title

## RATIONALE FOR NEW COURSE PROPOSAL

### DEPARTMENT OF ARCHAEOLOGY

ARCH 100-3 (Ancient Peoples and Places)

#### RATIONALE:

This course replaces the current Arch 101 as the first year introductory course in archaeology. (Arch 101 will be upgraded to Arch 201). The present Arch 101 is a course in archaeological method and theory, and the department, in consultation with undergraduate students, feels that a course in human prehistory would be more appropriate. Informal surveys of students reveal that many would prefer to learn about human culture history. The vast majority of these students do not major in archaeology, and for most, this will be the only archaeology course they will take. In this regard, it may be more useful for these students to learn something of past human cultures rather than how archaeologists proceed with their work. Finally, most faculty feel that method and theory is a topic more appropriate to a second-level course.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Archaeology

Abbreviation Code: Arch

Course #: 100

Credit Hrs: 3

Vector: 2/1/0

Title of Course: Ancient Peoples and Places

Calendar Description of Course:

A broad survey of human cultural development from the Late Palaeolithic/PalaeoIndian periods (ca. 40,000 B.P.) to the rise of civilisation and empires, in both the Old and New Worlds.

Nature of Course: Lecture and Tutorial

Prerequisites (or special instructions): None

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? Every semester

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible?

Burley, D'Andrea, Driver, Hayden

3. Objectives of the Course: To provide students with an overview of the broad patterns of human cultural development from the end of the Stone Age to the rise of civilisations and empires.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty: None

Staff: None

Library\*: Minimal (materials will overlap with present courses Arch 272 and Arch 273)

Audio Visual: None

Space: None

Equipment: None

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5. Approval

Date:

16 May '95  
[Signature]  
(Department Chair)

1 July 95  
[Signature]  
(Dean)

[Signature]  
Nov. 9/95  
(Chair, SCUS)

COURSE OUTLINE/READING LIST

Department of Archaeology  
Course Outline

**Archaeology 100-3  
Ancient Peoples and Places**

Autumn, 1996  
Burnaby Campus  
Day/Time: TBA  
Location: TBA

Dr. Catherine D'Andrea  
MPX 9613, Local 5790  
Office Hours: TBA  
Tutorials: TBA

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*Prerequisites:* None.

*Course Description:* The course provides an overview of the general development of human cultures from the end of the Palaeolithic/PalaeoIndian periods (40,000 B.P.) to the rise of civilisation and empires in both the Old and New World. Lectures and tutorials will be supplemented by slides, films, and case study examples.

*Required Text:* Wenke, R.J. 1990. *Patterns in Prehistory*. Third Edition. New York: Oxford University Press.

*Recommended Reading:* Gowlett, J.A.J. 1993. *Ascent to Civilisation*. Second Edition. New York: McGraw-Hill, Inc.

<i>Grade Distribution:</i>	Mid-term Examination.....	25%
	Tutorial.....	10%
	Essay.....	35%
	Final Examination.....	30%

**DEFERRED GRADES WILL BE GIVEN ONLY ON THE BASIS OF  
AUTHENTICATED MEDICAL DISABILITY**

**Tutorials *will* be held the first week of classes**

## *Syllabus*

The following readings are from Wenke, R.J. 1990 *Patterns in Prehistory*.

- |                |   |
|----------------|---|
| <b>Week 1</b>  | Introduction: History and Archaeology. Pp. 3-38                     |
| <b>Week 2</b>  | Fundamentals of Archaeology. Pp. 39-74.                             |
| <b>Week 3</b>  | Origins of Culture and Old World Palaeolithic Cultures. Pp. 75-195. |
| <b>Week 4</b>  | The Peopling of the Americas. Pp. 196-224.                          |
| <b>Week 5</b>  | Origins of Agriculture / Mid-Term Exam. Pp. 225-276.                |
| <b>Week 6</b>  | Evolution of Complex Societies. Pp. 277-317.                        |
| <b>Week 7</b>  | Complex Societies of Southwest Asia and Egypt. Pp. 318-406.         |
| <b>Week 8</b>  | Indus Valley Civilisation. Pp. 407-427.                             |
| <b>Week 9</b>  | Far Eastern Civilisations. Pp. 428-451.                             |
| <b>Week 10</b> | Secondary Old World States. Pp. 452-475.                            |
| <b>Week 11</b> | Mesoamerican Civilisation. Pp. 476-528.                             |
| <b>Week 12</b> | Andean Civilisation. Pp. 529-556.                                   |
| <b>Week 13</b> | Prehistory in Perspective. Pp. 594-605.                             |

## *Tutorials*

Tutorials are designed to supplement lecture and reading materials. They will include seminar discussions, laboratory demonstrations and films. The tutorial constitutes 10% of the total grade, and students will be evaluated based on a number of assignments. Students are responsible for all materials covered in the tutorials, including films.

## *Essay*

A list of essay topics and details of essay requirements will be made available in the first week of classes. The maximum length is strictly limited to 10 type-written, doubled-spaced pages (approx. 2,500 words). *Late submission of the Essay (due 15 March) will result in a penalty of one letter grade per day.*

READING LISTS/JOURNALS - AVAILABLE UPON REQUEST

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF ARCHAEOLOGY

Archaeological Collections Management; Arch 349-5

RATIONALE:

*This course has been taught for four years under a special topics number, with full enrollment. It is taught by the Museum Curator, providing a means for students to become familiar with museum aspects of archaeology. It has been well received by students. Several graduates who have taken this course are now employed in the field of museum curation.*



SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department

Abbreviation Code: ARCH Course #: 349 Credit Hrs: 5 Vector: 2/0/3

Title of Course: Management of Archaeological Collections

Calendar Description of Course: The philosophy, policies and practices of the care of archaeological collections. This lecture and laboratory course treats the practical problems of designing museum programmes within a framework of legal responsibilities for collections. Contemporary issues such as repatriation will be discussed.

Nature of Course: lecture/laboratory

Prerequisites (or special instructions): three 200 division Archaeology courses

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 per year

Semester in which the course will first be offered? 96/1

Which of your present faculty would be available to make the proposed offering possible? Barbara Winter

3. Objectives of the Course: This course examines the principles, policies and procedures of managing an archaeological collection, from the field situation to museum curation. It will cover principles which apply to many types of collections, with a specific focus on archaeological and scientific reference collections.

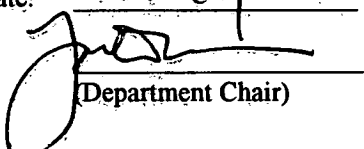
4. Budgetary and Space Requirements

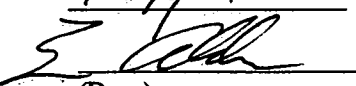
What additional resources will be required in the following areas:


Faculty	none
Staff	none
Library*	none
Audio Visual	none
Space	none
Equipment	none

5. Approval

Date:

16 May '95  
  
\_\_\_\_\_  
(Department Chair)

17 May 95  
  
\_\_\_\_\_  
(Dean)

  
\_\_\_\_\_  
Nov. 9/95  
(Chair, SCUS)

Department of Archaeology  
Course Outline  
Archaeology 349-5  
Management of Archaeological Collections

Spring, 1996  
Evening, Burnaby Campus

Barbara J Winter  
MPX 8603, local 3325

Prerequisites: three 200 division Archaeology courses

**Course Description**

This course examines the legislation, principles, policies and procedures of managing an archaeological collection, from the field situation to museum reposition. It covers principles which apply to many types of collections, with a specific focus on archaeological and scientific reference collections. Topics include the development and use of computerized databases and the use of the Internet to disseminate information on archaeological collections. The effects of a broader decision making base in archaeological collections management, specifically the inclusion of representatives of originating peoples as decision makers will be discussed and debated.

**Required text:**

Pearce, Susan. 1990. *Archaeological Curatorship*. Smithsonian Institution Press.

**Evaluation:**

Midterm exam	25%
Final Exam	25%
Debate(s)	10%
Internet participation	10%
Project(s)	30%

## Syllabus ARCH 349

### Week 1

Introduction, science and reference collections and the development of museums.

### Week 2

Legal responsibilities of archaeological repositories

### Week 3

Information Systems Theory

### Week 4

Archaeological registration systems

### Week 5

History and development of the Canadian Heritage Information Network

### Week 6

Post excavation/post analysis collections management

### Week 7

Midterm exam

### Week 8

Current issues in archaeological collections management - collection repatriation

### Week 9

Current issues in archaeological collections management - the reburial of human remains

### Week 10

Demonstration of CHIN/ GEN-CAT in a museum

### Week 11

Archaeological collection management and the Internet

### Week 12

Archaeological collection management and the World Wide Web

### Week 13

Role of a collections manager - job opportunities

Laboratories are designed to supplement the lecture and reading materials. They will include laboratory demonstrations, artifact registration, seminar discussions and debates. Students will receive assistance with their assigned major project in archaeological collections management during this time. Students are responsible for material covered in laboratory time.

*REFERENCE LIST - AVAILABLE UPON REQUEST*

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF ARCHAEOLOGY

ARCH 479-3 Directed Readings

RATIONALE:

The course replaces Arch 480-5 Directed Readings (which is being re-organised into a course entitled: Directed Laboratory/Library/Field Research). A course of three-credit hours more accurately reflects the amount of work that is involved in directed readings offered by this department.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Archaeology

Abbreviation Code: Arch

Course #: 479

Credit Hrs: 3

Vector: 0/0/0

Title of Course: Directed Readings

Calendar Description of Course:

Directed readings for upper level students who desire to study selected topics in depth.

Nature of Course: Directed readings

Prerequisites (or special instructions): Permission of department

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? Every semester

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible?

all faculty

3. Objectives of the Course: To allow students to study specific topics in detail with guidance from an instructor.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty: None

Staff: None

Library\*: None

Audio Visual: None

Space: None

Equipment: None

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5. Approval

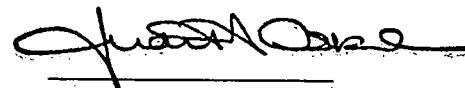
Date:

16 May '95

(Department Chair)

16 May 95

(Dean)



Nov 9/95

(Chair, SCUS)

COURSE DELETION AND RATIONALE

DEPARTMENT OF ARCHAEOLOGY

Course Deletions:

ARCH 436-3 Readings in Archaeology

***Rationale:*** Arch 436-3 was part of the field school programme offered in this department. The re-organisation of the field school courses (see below) obviates the need for Arch 436-3.

## COURSE ALTERATION AND RATIONALE

### DEPARTMENT OF ARCHAEOLOGY

#### **FROM:**

The department offers courses leading to a Bachelor of Arts degree. Students planning to major or take honors in Archaeology are expected to obtain a multidisciplinary background by taking courses in a number of complementary disciplines and are urged to seek advice from the department early in their university careers with regard to the structuring of their individual programs. PHYS 181-3 is specifically recommended for majors.

Upper division Archaeology courses are divided into the following groups.

#### **Group I**

- ARCH      471-5 Archaeological Theory  
             372-5 Archaeology Laboratory Techniques (or 433)  
             376-5 Quantitative Methods in Archaeology

#### **Group II**

- ARCH      340-5 Introductory Zooarchaeology  
             365-3 Ecological Archaeology  
             373-5 Human Osteology  
             377-5 Historical Archaeology  
             385-5 Palaeoanthropology  
             410-5 Advanced Archaeometry  
             411-5 Archaeological Dating  
             432-5 Advanced Physical Anthropology  
             438-5 Geoarchaeology  
             442-5 Forensic Anthropology  
             485-5 Lithic Technology

#### **Group III**

- ARCH      301-3 Prehistoric and Primitive Art  
             330-3 Prehistory of Latin America  
             336-3 Special Topics in Prehistoric and Primitive Art  
             344-3 Primate Behaviour  
             360-5 Native Cultures of North America  
             370-3 Western Pacific Prehistory  
             374-3 Prehistory of South and East Asia  
             386-6 Archaeological Resource Management  
             474-3 Regional Studies in Archaeology: North America-Southwest  
             476-5 Regional Studies in Archaeology: North America-Northwest  
                 Pacific

Special topics and/or directed reading courses may be substituted for group II or III courses, provided that the content of the special topics and/or directed studies course suggests a suitable substitution, and that written consent of the department is obtained prior to registration.

## Major Program

Students who will major in Archaeology must fulfill the following requirements.

### Lower Division Requirements as Prerequisites

ARCH	101-3 Introduction to Archaeology
	131-3 Human Origins
	272-3 Archaeology of the Old World
	273-3 Archaeology of the New World

It is recommended that students take these courses in consecutive order.

### Upper Division Requirements

Students must complete at least 30 semester hours of upper division Archaeology which must include the following.

- all group I courses
- at least two courses from group II
- at least two courses from group III

## Honors Program

Archaeology majors who wish admission to the honors program must have a minimum CGPA of 3.0 and obtain permission of the department. To remain in the program, students must maintain that average and also successfully complete 132 hours which must include ARCH 493 and 499. Also, please refer to the *Faculty of Arts, Bachelor of Arts Honors Program* section.

## Minor Program

Students who will minor in Archaeology must fulfill the following requirements.

### Lower Division Requirements as Prerequisites

ARCH	101-3 Introduction to Archaeology
	131-3 Human Origins

### Upper Division Requirements

Students must complete at least 15 hours of upper division Archaeology including at least one course from each of groups I, II, and III listed above.

## Extended Minor Program

This program consists of the lower division requirements for a major and the upper division requirements for a minor. Certain other criteria may be set by individual departments and programs. Students must have their program approved by the advisor for the extended minor program.



## Languages Other Than English

Students who contemplate graduate work are advised to acquire a reading knowledge of at least one language other than English.

## Joint Major in Archaeology and Latin American Studies

See the *Spanish and Latin American Studies* section.

## Co-operative Education Program

This program is for students who wish to acquire work experience in archaeology and physical anthropology. The program entails planned semesters of study and employment (termed practicums) in an area of the student's choice.

### Requirements

To be admitted, students must have declared a major and have completed at least 30 semester hours, with a minimum cumulative grade point average of 3.0, including the following courses (or equivalent as approved by the department Co-operative Education Co-ordinator).

both

ARCH 101-3 Introduction to Archaeology  
131-3 Human Origins

one of

ARCH 272-3 Archaeology of the Old World  
273-3 Archaeology of the New World

three of

ARCH 372-5 Archaeology Laboratory Techniques  
373-5 Human Osteology  
376-5 Quantitative Methods in Archaeology  
377-5 Historical Archaeology  
386-3 Archaeological Resource Management  
442-5 Forensic Anthropology

To participate in Co-op Education, contact the Co-op Education Co-ordinator, Undergraduate Chair, and/or Departmental Assistant at least one semester before the first work semester (see the *Co-operative Education* section which describes job competition, responsibilities of the student and employer, student fees, pay rates and evaluation). During work semesters, Co-op students are formally registered in a job practicum course and assessed a fee.

Continuation in this program requires that the student maintain a minimum CGPA of 3.0 in all course work. College transfer students must have completed at least 15 semester hours at Simon Fraser University before becoming eligible for admission to the Co-operative Education program. Transfer students who have participated in co-operative education programs elsewhere may be credited with the semester(s) already taken pending evaluation and approval of the Simon Fraser University Co-operative Education Program.

**TO:**

The department offers various programs (described below) leading to the BA degree. Students must meet requirements for the BA degree as described in the *Faculty of Arts* section, should take courses in a number of complementary disciplines, and are urged to seek advice from the department early in their university careers with regard to the structuring of their individual programs. PHYS 181(a prerequisite for ARCH 311 and 410) and STAT 103 (a prerequisite for ARCH 376 which is recommended for majors and required for honors) are specifically recommended.

Upper division Archaeology courses are divided into the following groups.

**Group I (Core Program)**

ARCH 372-5 Material Culture Analysis  
373-5 Human Osteology  
376-5 Quantitative Methods in Archaeology  
471-5 Archaeological Theory

**Group II (Laboratory Courses)**

ARCH 335-5 Special Laboratory Topics in Archaeology  
340-5 Zooarchaeology  
349-5 Management of Archaeological Collections  
377-5 Historical Archaeology  
385-5 Palaeoanthropology  
390-5 Archaeobotany  
432-5 Advanced Physical Anthropology  
442-5 Forensic Anthropology  
485-5 Lithic Technology

**Group III (Regional Courses)**

ARCH 330-3 Prehistory of Latin America  
360-5 Native Cultures of North America  
370-3 Western Pacific Prehistory  
374-3 Prehistory of South and East Asia  
378-3 Pacific Northwest North America  
379-3 American Southwest

**Group IV (Topical Courses)**

ARCH 301-3 Prehistoric and Indigenous Art  
311-5 Archaeological Dating  
336-3 Special Topics in Prehistoric and Indigenous Art  
344-3 Primate Behaviour  
365-3 Ecological Archaeology  
386-3 Archaeological Resource Management  
410-5 Advanced Archaeometry  
438-5 Geoarchaeology

Special topics and/or directed studies courses may be substituted for group II, III, or IV courses, provided that the content of the special topics and/or directed studies course suggests a suitable substitution, and that written consent of the department is obtained prior to registration.

## Major Program

Students who major in Archaeology must fulfill the following requirements:

### Lower Division Requirements

ARCH	131-3 Human Origins
	201-3 Introduction to Archaeology
	272-3 Archaeology of the Old World
	273-3 Archaeology of the New World

### Upper Division Requirements

Students must complete at least 30 hours of upper division Archaeology which must include the following:

- at least three group I courses (ARCH 372, 471, and either 373 or 376). It is strongly recommended that majors, students interested in physical anthropology, and those contemplating graduate studies complete all four group I courses.
- at least one group II course
- at least one group III course
- at least two group IV courses

Should students take both ARCH 373 and 376, they may use both as group I requirements or use 373 as a group II requirement or 376 as a group IV requirement.

## Honors Program

Archaeology majors who wish admission to the honors program must have a minimum CGPA of 3.0 and obtain permission of the department. To remain in the program, students must maintain that average and successfully complete 132 semester hours with 50 of those in upper division Archaeology. In addition to meeting the group II, III, and IV requirements as set out for the major program, honors students must complete all four group I courses, ARCH 498, and 499. Please refer to the *Faculty of Arts, Bachelor of Arts Honors Program* section for further requirements.

## Minor Program

Students who minor in Archaeology must fulfill the following requirements:

### Lower Division Requirements

ARCH	131-3 Human Origins
	201-3 Introduction to Archaeology

### Upper Division Requirements

Students must complete at least 16 hours of upper division Archaeology including at least one course from each of groups I, II, III, and IV listed above.

## Extended Minor Program

This program consists of the lower division requirements for a major and the upper division requirements for a minor in Archaeology. Students must have their program approved by the advisor for the Department of Archaeology.

## Languages Other Than English

Students who contemplate graduate work are advised to acquire a reading knowledge of at least one language other than English.

## Joint Major in Archaeology and Latin American Studies

See the *Spanish and Latin American Studies* section.

## Co-operative Education Program

This program is for students who wish to acquire work experience in archaeology and physical anthropology. The program entails planned semesters of study and employment (termed practicums) in an area of the student's choice.

## Requirements

To be admitted, students must have declared a major and have completed at least 45 semester hours, with a minimum cumulative grade point average of 3.0. The following courses (or equivalent as approved by the department Co-operative Education Co-ordinator) are recommended:

both	ARCH	131-3 Human Origins 201-3 Introduction to Archaeology
one of	ARCH	272-3 Archaeology of the Old World 273-3 Archaeology of the New World
three of	ARCH	372-5 Material Culture Analysis 373-5 Human Osteology 376-5 Quantitative Methods in Archaeology 377-5 Historical Archaeology 386-3 Archaeological Resource Management 442-5 Forensic Anthropology

To participate in Co-op Education, contact the Co-op Education Co-ordinator, Undergraduate Chair, and/or Departmental Assistant at least one semester before the first work semester (see the *Co-operative Education* section which describes job competition, responsibilities of the student and employer, student fees, pay rates and evaluation). During work semesters, Co-op students are formally registered in a job practicum course and assessed a fee.

Continuation in this program requires that the student maintain a minimum CGPA of 3.0 in all course work. College transfer students must have completed at least 15 semester hours at Simon Fraser University before becoming eligible for admission to the Co-operative Education program. Transfer students who have participated in co-operative education programs elsewhere may be credited with the semester(s) already taken pending evaluation and approval of the Simon Fraser University Co-operative Education Program.

## **RATIONALE:**

***Course Groupings Re-organisation:*** The arrangement of courses into four groups tightens up the structure of the programme by offering these natural clusters of specialised courses which reflect the research specialties of the faculty. Group I is designated as a core programme, group II is made up of courses with a laboratory component, group III courses deal with the archaeology of a specific region while group IV is made up of various topical courses.

***Programme Requirements:*** A choice was introduced into Group I requirements in order to introduce more flexibility into the major programme, and to alleviate crowding that we have been experiencing in some upper division courses. In the past, having Arch 376 (Quantitative Methods in Archaeology) as the sole other requirement placed undue pressure on the one faculty member who teaches it. Also, basic statistics are covered in a number of other courses in the programme. Finally, having Arch 376 (Quantitative Methods in Archaeology) as a requirement for majors, considerably slows down the progress of students through the programme (STAT 103 is a prerequisite for Arch 376). Therefore, Arch 376 (Quantitative Methods in Archaeology) is now strongly recommended for majors, and is a requirement only for Honours students. Arch 373-5 (Human Osteology) is added to the core programme because of the importance of human remains in archaeological sites.

The choice between Arch 372-5 (Material Culture Analysis) and Arch 433 (Background to Fieldwork) is dropped to alleviate enrollment pressure on the field school.

**School for the Contemporary Arts**

SCUS Reference: SCUS 95 - 15 c  
SCAP Reference; SCAP 95 - 57 b

- i) Visual Arts:
  - Deletion of: FPA 164-2 Visual Art Techniques: Photography, Video
  - FPA 165-2 Visual Art Techniques: Painting, Sculpture
  - Change in program requirements: Visual Art Major and Extended Minor
  
- ii) Theatre:
  - Deletion of: FPA 358-2 Speech and Oral Interpretation I
  - FPA 454-2 Speech and Oral Interpretation II
  - New courses: FPA 257-3 Foundations of Theatre I
  - FPA 258-3 Foundations of Theatre II
  - Change in requirements for Theatre Major Program

**For Information:**

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 c:

- FPA 160-3 Change of prerequisite
- FPA 163-3 Change of prerequisite
- FPA 269-3 Change of prerequisite
- FPA 366-3 Change of prerequisite
- FPA 367-3 Change of description and prerequisite
- FPA 369-3 Change of prerequisite
- FPA 254-3 Change of description and vector
- FPA 255-3 Change of description and vector
- FPA 354-3 Change of description and vector
- FPA 355-3 Change of description and vector
- FPA 224-3 Change of prerequisite
- FPA 324-3 Change of prerequisite
- FPA 279-3 Change of prerequisite
- FPA 489-5 Change of prerequisite
- FPA 310-5 Change of prerequisite
- FPA 311-5 Change of prerequisite
- FPA 312-5 Change of prerequisite
- FPA 313-5 Change of prerequisite
- FPA 314-5 Change of prerequisite
- FPA 315-5 Change of prerequisite

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**SCHOOL FOR THE CONTEMPORARY ARTS  
VISUAL ART**

**COURSE DELETION AND RATIONALE**

**Course Deletions:**

FPA 164-2: Visual Art Techniques: Photography, Video  
FPA 165-2: Visual Art Techniques: Painting, Sculpture

**Rationale:**

Over the last two years the Visual Art area has worked to integrate the curriculum of FPA 164-2 and 165-2 into a range of lower level courses. This integration has had significant curricular and fiscal advantages which the area would like to make permanent.

The change was initiated because demands on the temporary instruction budget made it difficult or impossible to offer FPA 164-2 and FPA 165-2. Accordingly, the faculty began to incorporate the curriculum of 164-2 and 165-2 into a range of lower level skills and studio courses. FPA 160, 161, and 163 have integrated the introductory aspects of painting and sculpture. The lower level skills courses have absorbed the remainder of the curriculum of FPA 164-2 and FPA 165-2. Specifically FPA 263 has assimilated the painting component; FPA 264, the sculpture; FPA 265, the photographic; and FPA 290, the video.

Deletion of FPA 164-2 and 165-2 from the Visual Art program has two significant curricular advantages to students. First and most importantly, it will enhance the interdisciplinary emphasis of their BFA, as they correspondingly increase course work from outside Visual Art. Second, it will smooth the transfer of students from other institutions since the unusual, modular combination of these courses have made the admission of transfer students unnecessarily complicated.

**CHANGE IN PROGRAM REQUIREMENTS:**  
**VISUAL ART MAJOR AND EXTENDED MINOR PROGRAMS**

**Rationale:**

The following changes are proposed in order to increase the course options available to, and reduce the credit hours required within, the major and extended minor programs in Visual Art.

The revised curriculum increases the range of course options for Visual Art major and extended minor students by including courses from the film and technical theatre areas which are complementary to the core courses of the Visual Art program. The extended minor and major programs have always included FPA 390 Video Production II as an upper level option; the revised programs will include its prerequisite, FPA 290 Video Production I, in the list of lower level credit options. Similarly, FPA 370 Introduction to Stage Design will be joined by FPA 170 Introduction to Technical Theatre in the major program; both FPA 170 and 370 will be added to the extended minor program.

The overall credit requirement for the major program will be reduced from 83 to 79 credits, and the extended minor requirements will be reduced from 48 to 44 credit hours.

Within the Calendar listing of the requirements for the major program, the studio course FPA 390 will be moved from a group of primarily theoretical courses to a list of studio skills courses.

**PROPOSED CHANGES IN PROGRAM REQUIREMENTS:**  
**THE VISUAL ART EXTENDED MINOR PROGRAM**

**FROM:**

Lower Division Requirements  
 Minimum of 31 credit hours

- All of :
- |     |       |   |
|-----|-------|---|
| FPA | 111-3 | Issues in the Fine and Performing Arts          |
|     | 160-3 | Introductory Studio in Visual Art I             |
|     | 161-3 | Introductory Studio in Visual Art II            |
|     | 164-2 | Visual Art Techniques: Photography, Video       |
|     | 165-2 | Visual Art Techniques: Painting Sculpture       |
|     | 211-3 | Introduction to Contemporary Theory in the Arts |
|     | 260-3 | Studio in Visual Art I                          |
- One of:
- |     |       |  |
|-----|-------|--|
| FPA | 166-3 | History of Art: Ancient to Renaissance |
|     | 167-3 | History of Art: Renaissance to Modern  |
|     | 168-3 | History of Art: 20th century           |
- Two of:
- |     |       |               |
|-----|-------|---------------|
| FPA | 262-3 | Drawing I     |
|     | 263-3 | Painting I    |
|     | 264-3 | Sculpture I   |
|     | 265-3 | Photography I |

Plus one additional course in VSAR



Upper Division Requirements  
Minimum of 17 credit hours

- Three of:
- |     |       |                               |
|-----|-------|-------------------------------|
| FPA | 362-3 | Drawing II                    |
|     | 363-3 | Painting II                   |
|     | 364-3 | Sculpture II                  |
|     | 365-3 | Photography II                |
|     | 369-3 | Selected Topics in Visual Art |
|     | 390-3 | Video Production II           |
- Plus one of:
- |     |       |  |
|-----|-------|--|
| FPA | 310-5 | The Arts in Context: The Renaissance           |
|     | 311-5 | The Arts in Context: Selected Topics           |
|     | 312-5 | The Arts in Context: Baroque and Enlightenment |
|     | 313-5 | The Arts in Context: Romanticism               |
|     | 314-5 | The Arts in Context: Modernism                 |
|     | 315-5 | The Arts in Context: The Contemporary Period   |

Plus: one additional upper division FPA course. An additional Visual Art course may be used to fulfill this requirement.

TO:

Lower Division Requirements  
Minimum of 27 credit hours

- All of :
- |     |       |   |
|-----|-------|---|
| FPA | 111-3 | Issues in the Fine and Performing Arts          |
|     | 160-3 | Introductory Studio in Visual Art I             |
|     | 161-3 | Introductory Studio in Visual Art II            |
|     | 211-3 | Introduction to Contemporary Theory in the Arts |
|     | 260-3 | Studio in Visual Art I                          |
- One of:
- |     |       |  |
|-----|-------|--|
| FPA | 166-3 | History of Art: Ancient to Renaissance |
|     | 167-3 | History of Art: Renaissance to Modern  |
|     | 168-3 | History of Art: 20th century           |
- Three of:
- |     |              |  |
|-----|--------------|--|
| FPA | 262-3        | Drawing I                                |
|     | 263-3        | Painting I                               |
|     | 264-3        | Sculpture I                              |
|     | 265-3        | Photography I                            |
|     | <b>170-3</b> | <b>Introduction to Technical Theatre</b> |
|     | <b>290-3</b> | <b>Video Production I</b>                |

Upper Division Requirements  
Minimum of 17 credit hours

- Three of:
- |     |              |                                     |
|-----|--------------|-------------------------------------|
| FPA | 362-3        | Drawing II                          |
|     | 363-3        | Painting II                         |
|     | 364-3        | Sculpture II                        |
|     | 365-3        | Photography II                      |
|     | 369-3        | Selected Topics in Visual Art       |
|     | <b>370-3</b> | <b>Introduction to Stage Design</b> |
|     | 390-3        | Video Production II                 |

Plus one of:

- FPA 310-5 The Arts in Context: The Renaissance
- 311-5 The Arts in Context: Selected Topics
- 312-5 The Arts in Context: Baroque and Enlightenment
- 313-5 The Arts in Context: Romanticism
- 314-5 The Arts in Context: Modernism
- 315-5 The Arts in Context: The Contemporary Period

Plus one additional upper division FPA course. An additional Visual Art course may be used to fulfill this requirement.

**PROPOSED CHANGES IN PROGRAM REQUIREMENTS:**  
**THE VISUAL ART MAJOR PROGRAM**

**FROM:**

Lower Division Requirements  
 Minimum of 43 credit hours

- All of :
- |     |       |   |
|-----|-------|---|
| FPA | 111-3 | Issues in the Fine and Performing Arts          |
|     | 160-3 | Introductory Studio in Visual Art I             |
|     | 161-3 | Introductory Studio in Visual Art II            |
|     | 164-2 | Visual Art Techniques: Photography, Video       |
|     | 165-2 | Visual Art Techniques: Painting Sculpture       |
|     | 168-3 | History of Art: 20th century                    |
|     | 211-3 | Introduction to Contemporary Theory in the Arts |
|     | 260-3 | Studio in Visual Art I                          |
|     | 261-3 | Studio in Visual Art II                         |
- One of:
- |     |       |  |
|-----|-------|--|
| FPA | 166-3 | History of Art: Ancient to Renaissance |
|     | 167-3 | History of Art: Renaissance to Modern  |
- Two of:
- |     |       |                                |
|-----|-------|--------------------------------|
| FPA | 163-3 | Issues in Spatial Presentation |
|     | 262-3 | Drawing I                      |
|     | 263-3 | Painting I                     |
|     | 264-3 | Sculpture I                    |
|     | 265-3 | Photography I                  |
|     | 269-3 | Selected Topics in Visual Art  |
- One of:
- |     |       |  |
|-----|-------|--|
| FPA | 127-3 | History of Dance: Origins to 20th Century        |
|     | 136-3 | History and Aesthetics of Cinema I               |
|     | 137-3 | History and Aesthetics of Cinema II              |
|     | 140-3 | Music in the 20th Century                        |
|     | 150-3 | Basics of Theatre                                |
|     | 227-3 | History of Dance: 20th Century                   |
|     | 242-3 | Western Music in the 17th through 19th Centuries |

Plus two additional FPA courses other than Visual Art, one of which must be a studio.

Upper Division Requirements  
 Minimum of 40 credit hours

- All of:
- |     |       |                          |
|-----|-------|--------------------------|
| FPA | 360-3 | Studio in Visual Art III |
|     | 361-3 | Studio in Visual Art IV  |
|     | 366-3 | Seminar in Visual Art I  |
|     | 367-3 | Seminar in Visual Art II |
|     | 460-3 | Studio in Visual Art V   |
|     | 461-3 | Studio in Visual Art VI  |
- Two of:
- |     |       |                               |
|-----|-------|-------------------------------|
| FPA | 362-3 | Drawing II                    |
|     | 363-3 | Painting II                   |
|     | 364-3 | Sculpture II                  |
|     | 365-3 | Photography II                |
|     | 369-3 | Selected Topics in Visual Art |

- Two of:
- FPA 335-3 Introduction to Film Theory
  - 370-3 Introduction to Stage Design
  - 379-3 Selected Topics in Fine and Performing Arts
  - 382-3 Aesthetics of Performance
  - 384-3 Criticism of Performance
  - 388-3 Directed Studies in Fine and Performing Arts
  - 390-3 Video Production II**
  - 411-5 Selected Topics in Contemporary Theory
  - 412-5 Senior Seminar in Critical Studies
  - 426-3 Dance/Movement Analysis
  - 469-3 Directed Project in Visual Art

Note: With permission other upper level courses germane to the student's Visual Art program may count toward this requirement. Students should be aware that some of these courses have prerequisite requirements beyond those that can be applied to the major requirement.

- One of:
- FPA 310-5 The Arts in Context: The Renaissance
  - 311-5 The Arts in Context: Selected Topics
  - 312-5 The Arts in Context: Baroque and Enlightenment
  - 313-5 The Arts in Context: Romanticism
  - 314-5 The Arts in Context: Modernism
  - 315-5 The Arts in Context: The Contemporary Period
- One of which must be FPA 314 or 315

Plus one additional upper division FPA course. An additional Visual Art course may be used to fulfill this requirement.

#### TO:

Lower Division Requirements  
Minimum of **39** credit hours

- All of :
- FPA 111-3 Issues in the Fine and Performing Arts
  - 160-3 Introductory Studio in Visual Art I
  - 161-3 Introductory Studio in Visual Art II
  - 168-3 History of Art: 20th century
  - 211-3 Introduction to Contemporary Theory in the Arts
  - 260-3 Studio in Visual Art I
  - 261-3 Studio in Visual Art II
- One of:
- FPA 166-3 History of Art: Ancient to Renaissance
  - 167-3 History of Art: Renaissance to Modern
- Two of:
- FPA 163-3 Issues in Spatial Presentation
  - 262-3 Drawing I
  - 263-3 Painting I
  - 264-3 Sculpture I
  - 265-3 Photography I
  - 269-3 Selected Topics in Visual Art
  - 290-3 Video Production I**

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- One of:
- FPA 127-3 History of Dance: Origins to 20th Century
  - 136-3 History and Aesthetics of Cinema I
  - 137-3 History and Aesthetics of Cinema II
  - 140-3 Music in the 20th Century
  - 150-3 Basics of Theatre
  - 170-3 Introduction to Technical Theatre
  - 227-3 History of Dance: 20th Century
  - 242-3 Western Music in the 17th through 19th Centuries

FACULTY OF ARTS

Plus two additional FPA courses other than Visual Art, one of which must be a studio.

Upper Division Requirements  
Minimum of 40 credit hours

- All of:
- FPA 360-3 Studio in Visual Art III
  - 361-3 Studio in Visual Art IV
  - 366-3 Seminar in Visual Art I
  - 367-3 Seminar in Visual Art II
  - 460-3 Studio in Visual Art V
  - 461-3 Studio in Visual Art VI

- At least two of:
- FPA 362-3 Drawing II
  - 363-3 Painting II
  - 364-3 Sculpture II
  - 365-3 Photography II
  - 369-3 Selected Topics in Visual Art
  - 390-3 Video Production II

- At least two of:
- FPA 335-3 Introduction to film theory
  - 370-3 Introduction to Stage Design
  - 379-3 Selected Topics in Fine and Performing Arts
  - 382-3 Aesthetics of Performance
  - 384-3 Criticism of Performance
  - 388-3 Directed Studies in Fine and Performing Arts
  - 411-5 Selected Topics in Contemporary Theory
  - 412-5 Senior Seminar in Critical Studies
  - 426-3 Dance/Movement Analysis
  - 469-3 Directed Project in Visual Art

Note: With permission other upper level courses germane to the student's Visual Art program may count toward this requirement. Students should be aware that some of these courses have prerequisite requirements beyond those that can be applied to the major requirement.

- At least one of:
- FPA 310-5 The Arts in Context: The Renaissance
  - 311-5 The Arts in Context: Selected Topics
  - 312-5 The Arts in Context: Baroque and Enlightenment
  - 313-5 The Arts in Context: Romanticism
  - 314-5 The Arts in Context: Modernism
  - 315-5 The Arts in Context: The Contemporary Period

One of which must be FPA 314 or 315

Plus one additional upper division FPA course. An additional Visual Art course may be used to fulfill this requirement.

Note: Students must ensure that their choice of courses yields at least 40 credits.

## COURSE DELETION AND RATIONALE

### Course Deletions:

We are proposing to delete two courses which are required for the BFA Theatre major:

#### FPA 358-2 Speech and Oral Interpretation I

This course provides an introduction to the elements of English speech and its use in the dramatic setting. Students will be introduced to basic practices leading to the creation of a theatrical standard of speech. *Prerequisites: FPA 251 and 255.*

#### FPA 454-2 Speech and Oral Interpretation II

Advanced work in the elements of spoken English with attention given to relationship between oral use of the language and elements of oratory and story telling. Elements of story and story telling will be considered through active interpretation of myths, fairy tales, biblical psalms, carnival pitches, patter songs, anecdotes and choral work from the classical Greek canon. (Studio) *Prerequisite: FPA 358.*

### Rationale:

Over the last several years we have come to the conclusion that the material contained within these highly specialized courses could be more efficiently and more effectively covered in the voice and speech component of the Theatre Laboratory courses and in the acting courses. In addition, the faculty member who was responsible for teaching these courses has left the University.

## NEW COURSE PROPOSAL AND RATIONALE

### Proposed New Courses:

FPA 257-3    Foundations of Theatre I  
FPA 258-3    Foundations of Theatre II

### Rationale:

Theatre history and theory have been under-represented in the School for the Contemporary Arts. There has been a modest theatre history component in the Theatre Laboratory Courses (FPA 254, 255, 354, 355) but it is not at a standard commensurate with the School's recently instituted BFA. In addition, the positioning of academic work in the Theatre Laboratories is anomalous and does not mesh well with the voice and movement components of the Laboratory courses.

We are now in the fortunate position of being able to offer academic theatre foundation courses due to the appointment of a new faculty member, Dr. Peter Froehlich who has expertise in theatre history. The two foundation courses will provide a comprehensive approach to history and theory and will include the play reading content removed from FPA 254, 255, 354, 355. The new courses, FPA 257-3 and FPA 258-3 will be core requirements for the BFA in Theatre but they will also be available to any student interested in the history of the theatre.

New course proposal forms are attached, as are course outlines and reading lists.

**SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM**

1. Calendar Information

Dep't: School for the Contemporary Arts

Abbrev. Code: FPA Course #: 257 Credit Hrs: 3 Vector: 3-0-0

Title of Course: Foundations of Theatre I

Calendar Description of Course: This course is a survey of the theatre from its origins to the Renaissance. It involves the study of dramatic texts and dramaturgy, theatre architecture and technology, staging, theatrical convention, and the social and historical context of theatre production. Particular emphasis will be placed on the changing relationship between theatre and its audience.

Nature of course: Lecture

Prerequisites (or special instructions): None

What course(s) if any, is being dropped from the calendar if this course is approved:  
FPA 358-2

2. Scheduling

How frequently will this course be offered? Once each year.

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible? Peter Froehlich

3. Objectives of the Course: To provide a historical and theoretical component for Theatre majors and for University students at large.

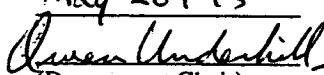
4. Budgetary and Space requirements

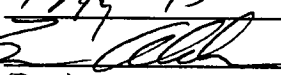
What additional resources will be required in the following areas:


Faculty	None
Staff	None
Library	See library report
A/V	None
Space	None (standard classroom required)
Equipment	None (standard A/V equipment required)

5. Approval

Date:

May 26 / 95  
  
 (Department Chair)

1 July 95  
  
 (Dean)

  
 Nov 19 / 95  
 (Chair, SCUS)



**FPA 257-3  
Foundations of Theatre I**

Instructor: Peter Froehlich

Course Description

This course is a survey of theatre from its origins to the Renaissance. It involves the study of dramatic texts and dramaturgy, theatre architecture and technology, staging, theatrical convention, and the social and historical context of theatre production. Particular emphasis will be placed on the intimate and changing relationship between theatre and its audience.

Please note that there is a weekly reading assignment. It will consist of one full length play or several short plays, plus associated readings.

Textbooks

'FPA 257 Readings', available from the University Bookstore (Custom Courseware).

Course Requirements

Mid-term	20%
Short Papers	50%
Final Examination	30%

## FPA 257 Foundations of the Theatre I -- Weekly Course Outline

- Week 1: **Roots and Ritual:** Imitative Magic and Katharsis; Community and Audience  
(Souix War Dance, Catholic Mass, Balinese Ketjak, Babenzele Story-Drama etc.)
- Week 2: **Aeschylus, *Agamemnon*:** Action & the Dramatic; The Unseen & the Moment Before  
(*The Persians, The Libation Bearers, The Eumenides*)
- Week 3: **Sophocles, *Oedipus: Anagnorisis* and *Dikê***  
(*Antigone*)
- Week 4: **Euripides, *The Trojan Women*:** Chorus and Character; The Idea of the Tragic  
(*The Bacchae*)
- Week 5: **Aristophanes, *Lysistrata*:** Obscenity and Polemic; The license of Fools  
(*The Frogs*)
- Week 6: **Herodas, *The Whorehouse Manager*\***: Professional Theatre; Street Theatre;  
Situation Comedy (Menander, *Diskolos*)
- Week 7: **Plautus, *The Manaechmi*:** High and Low Comedy; Exposition in Comic Genres  
(Terence, *The Adelphi*; Abbott & Costello, *Who's on First*)
- Week 8: **Seneca, *Thyestes*:** Empire and Cultural Appropriation; Rhetoric and  
Non-Dramatic Theatre; Entertainment as Opiate; Circus and Spectacle
- Week 9: **Anonymous, *Sermon of the Holy Grape*\***; Hans Sachs, *The Pregnant Farmer*\*;  
*The Melon Thief* (Kyogen)\* : Folk Drama, Carnival and the Subversion of Order
- Week 10: **Anonymous, *Abraham*\***. *The Second Shepherds Play*\*: Liturgy and Theatre;  
The Invisible made Visible; Amateur Theatre
- Week 11: **Anonymous, *Everyman*\***, *The St George Mumming Play*\*: Plays and Games;  
Piety and Paganism (Newfoundland Mumming Play)
- Week 12: **Zeami, *Haku Rakuten* (Noh)\***; Mahendra-Varman, *Mata Vilasa* (Indian)\*  
*Mudra*, Codes and Convention; Alternative Aesthetics
- Week 13: **Chikamatsu, *The Courier for Hell* (Kabuki): *Afie*:** Gesture as Spectacle;  
Total Theatre (*Kathakali*)

**SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM**

1. Calendar Information

Dep't: School for the Contemporary Arts

Abbrev. Code: FPA Course #: 258 Credit Hrs: 3 Vector: 3-0-0

Title of Course: Foundations of Theatre II

Calendar Description of Course: This course is a survey of the theatre from the Renaissance to the end of the 19th Century. It involves the study of dramatic texts and dramaturgy, theatre architecture and technology, staging, theatrical convention, and the social and historical context of theatre production. Particular emphasis will be placed on the changing relationship between theatre and its audience.

Nature of course: Lecture

Prerequisites (or special instructions): FPA 257-3.

What course(s) if any, is being dropped from the calendar if this course is approved:  
FPA 454-2

2. Scheduling

How frequently will this course be offered? Once each year.

Semester in which the course will first be offered? 97-1

Which of your present faculty would be available to make the proposed offering possible? Peter Froehlich

3. Objectives of the Course: To provide a historical and theoretical component for the Theatre Majors and University students at large.

4. Budgetary and Space requirements

What additional resources will be required in the following areas:

Faculty	None
Staff	None
Library	See library report
A/V	None
Space	None (standard classroom required)
Equipment	None (standard A/V equipment required)

5. Approval

Date: May 26/95 1 Aug 95 June 1995  
Queen Underhill [Signature] [Signature]  
 (Department Chair) (Dean) (Chair, SCUS)

**FPA 258-3  
Foundations of Theatre II**

Instructor: Peter Froehlich

This course is a survey of the theatre from the Renaissance to the end of the 19th Century. It involves the study of dramatic texts and dramaturgy, theatre architecture and technology, staging, theatrical convention, and the social and historical context of theatre production. Particular emphasis will be placed on the intimate and changing relationship between theatre and its audience.

Please note that there is a weekly reading assignment. It will consist of one full length play, or several short plays, plus associated readings.

Textbooks

'FPA 258 Readings', available from the University Bookstore (Custom Courseware).

Course Requirements

Mid-term	20%
Short Papers	50%
Final examination	30%

## FPA 258 Foundations of the Theatre II -- Weekly Course Outline

- Week 1: Anonymous, *The Scenario of the Three Cuckolds\**: Clowns & Stock Characters; Oral Tradition; Improvisation, Shtick
- Week 2: Machiavelli, *Mandragola*: Humanism; The Idea of the Classical; Patronage, Academic Theatre (Monteverdi, *Popeia*; Hroswitha, *Dulcetius\**)
- Week 3: Lope de Rueda, *The Olives\**, Lope de Vega, *Fuente Ovejuna*: National Theatre; The Dramaturgy of Rambo; Action and Poetry (Calderón, *Life is a Dream*)
- Week 4: Christopher Marlowe, *Doctor Faustus*: The Elizabethan World Order; The Elizabethan Stage, Iambic Pentameter (Norton & Sackville, *Gorboduc*)
- Week 5: William Shakespeare, *Othello*: Character, Emotion and Poetry, The Manipulation of Time and Space, Romantic Comedy (*Twelfth Night*)
- Week 6: Ben Jonson, *Volpone*: Elizabethan Psychology; Comedy of Humours; Elitist Theatre (*The Masque of Augurs\**; Kirkman, *Diphilo and Granida\**)
- Week 7: Jean Racine, *Phedre*: Classicism; Cultural Engineering; Alexandrine Verse (Comeille, *The Cid*)
- Week 8: Moliere, *Tartuffe*: The Marriage of High and Low Comedy (*The Flying Doctor\**; Geuелlette, *The Blind, One-Armed Deaf-Mute\**)
- Week 9: William Wycherly, *The Country Wife*: Comedy as a Mirror of Audience; Wit; Sex and The Cult of the Actor (Aphra Behn, *The Rover*)
- Week 10: Johann von Goethe, *Faust*, part 2: Straining at the Limits of Theatre (*Faust, part 1*; Schiller, *Intrigue and Love*; Ibsen, *Peer Gynt*)
- Week 11: Henrik Ibsen, *The Doll's House*: Naturalism, The Actor inside the Setting; Social Drama (Hauptman, *The Weavers*)
- Week 12: August Strindberg, *The Ghost Sonata\**: Realism of the Interior: The invisible made Visible (Maeterlinck, *The Intruder*)
- Week 13: Anton Chekhov, *The Seagull*: Realism as Theatricality; Atmosphere; Stanislavski, Action and the Dramatic.

**CHANGE IN REQUIREMENTS FOR THEATRE MAJOR PROGRAM**

**FROM: Lower Division Requirements**

A minimum of 42 credit hours must be completed including all of

FPA 111-3 Issues in Fine and Performing Arts  
 151-3 Introduction to Acting I  
 152-3 Introduction to Acting II  
 170-3 Introduction to Technical Theatre  
 250-3 Acting I  
 251-3 Acting II  
 252-3 Playmaking I  
 253-3 Playmaking II  
 254-3 Theatre Laboratory I  
 255-3 Theatre Laboratory II

plus one of

FPA 171-3 Stage and Production Management  
 270-3 Technical Theatre

plus one of

FPA 127-3 History of Dance: Origins to the 20th Century (or FPA 227)  
 136-3 The History and Aesthetics of Cinema I  
 137-3 The History and Aesthetics of Cinema II  
 150-3 Basics of Theatre  
 166-3 History of Art: Ancient to Renaissance  
 167-3 History of Art: Renaissance to Modern  
 168-3 History of Art: 20th Century  
 211-3 Introduction to Contemporary Theory in the Arts  
 216-3 Introduction to the Fine and Performing Arts in Canada  
 242-3 Western Music in the 17th Through 19th Centuries

plus two FPA studio courses other than Theatre.

**Upper Division Requirements**

A minimum of 41 credit hours must be completed including all of

FPA 350-3 Acting III  
 351-3 Acting IV  
 354-3 Theatre Laboratory III  
 355-3 Theatre Laboratory IV  
 358-2 Speech and Oral Interpretation I  
 454-2 Speech and Oral Interpretation II

plus five of

FPA 339-3 Directing and Acting for Film and Video  
 338-3 Screenwriting II  
 352-3 Playmaking III  
 353-3 Playmaking IV  
 359-3 Selected Topics in Theatre II  
 370-3 Introduction to Stage Design  
 372-3 Technical Production I  
 373-3 Technical Production II  
 379-3 Selected Topics in the Fine and Performing Arts II

- 382-3 Aesthetics of Performance
- 384-3 Criticism of Performance
- 388-3 Directed Studies in Fine and Performing Arts I
- 390-3 Video Production II
- 426-3 Dance/Movement Analysis
- 450-3 Advanced Studio Skills I
- 453-3 Theory and Practice of Directing
- 456-3 Conceptual Approaches to Drama
- 458-3 Directed Studies in Theatre I

\*plus two of

- FPA 310-5 The Arts in Context: The Renaissance
- 311-5 The Arts in Context: Selected Topics
- 312-5 The Arts in Context: Baroque and Enlightenment
- 313-5 The Arts in Context: Romanticism
- 314-5 The Arts in Context: Modernism
- 315-5 The Arts in Context: The Contemporary Period

\*of which one must be FPA 314 or 315.

**TO: Lower Division Requirements**

A minimum of **48** credit hours must be completed including all of

- FPA 111-3 Issues in Fine and Performing Arts
- 151-3 Introduction to Acting I
- 152-3 Introduction to Acting II
- 170-3 Introduction to Technical Theatre
- 250-3 Acting I
- 251-3 Acting II
- 252-3 Playmaking I
- 253-3 Playmaking II
- 254-3 Theatre Laboratory I
- 255-3 Theatre Laboratory II
- 257-3 Foundations of Theatre I**
- 258-3 Foundations of Theatre II**

plus one of

- FPA 171-3 Stage and Production Management
- 270-3 Technical Theatre

plus one of

- FPA 127-3 History of Dance: Origins to the 20th Century (or FPA 227)
- 136-3 The History and Aesthetics of Cinema I
- 137-3 The History and Aesthetics of Cinema II
- 150-3 Basics of Theatre
- 166-3 History of Art: Ancient to Renaissance
- 167-3 History of Art: Renaissance to Modern
- 168-3 History of Art: 20th Century
- 211-3 Introduction to Contemporary Theory in the Arts
- 216-3 Introduction to the Fine and Performing Arts in Canada
- 242-3 Western Music in the 17th Through 19th Centuries

plus two FPA studio courses other than Theatre.

## Upper Division Requirements

A minimum of 37 credit hours must be completed including all of

FPA 350-3 Acting III  
 351-3 Acting IV  
 354-3 Theatre Laboratory III  
 355-3 Theatre Laboratory IV

plus five of

FPA 339-3 Directing and Acting for Film and Video  
 338-3 Screenwriting II  
 352-3 Playmaking III  
 353-3 Playmaking IV  
 359-3 Selected Topics in Theatre II  
 370-3 Introduction to Stage Design  
 372-3 Technical Production I  
 373-3 Technical Production II  
 379-3 Selected Topics in the Fine and Performing Arts II  
 382-3 Aesthetics of Performance  
 384-3 Criticism of Performance  
 388-3 Directed Studies in Fine and Performing Arts I  
 390-3 Video Production II  
 426-3 Dance/Movement Analysis  
 450-3 Advanced Studio Skills I  
 453-3 Theory and Practice of Directing  
 456-3 Conceptual Approaches to Drama  
 458-3 Directed Studies in Theatre I

\*plus two of

FPA 310-5 The Arts in Context: The Renaissance  
 311-5 The Arts in Context: Selected Topics  
 312-5 The Arts in Context: Baroque and Enlightenment  
 313-5 The Arts in Context: Romanticism  
 314-5 The Arts in Context: Modernism  
 315-5 The Arts in Context: The Contemporary Period

\*of which one must be FPA 314 or 315.



## **School of Criminology**

SCUS Reference: SCUS 95 - 15 d

SCAP Reference: SCAP 95 - 57 c

Change in Lower Division requirements for a Minor in Criminology

Change in wording to requirements for continuation as a Major, Honors or Minor in Criminology

New entry for Honors Program in Criminology

New courses: CRIM 432-3 Gender in the Courts and Legal Profession

CRIM 491-5 Current Theory and Research in Criminology:  
Advanced Topics

Deletion of: CRIM 418-3 Current Issues in Criminology and Criminal Justice

### **For Information:**

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 a:

CRIM 213-3 Change of title and description

CRIM 314-3 Change of title

CRIM 416/7/8-3 Change of prerequisite

CRIM 203-3 Change of prerequisite

CRIM 450-3 Change of description, credit and vector

CRIM 490-5 Change of title and description

CRIM 499-8 Change of title, description and credit

## COURSE ALTERATION AND RATIONALE

Add a course to lower division requirements for a Minor in Criminology. (Changes underscored.)

### DEPARTMENT OF CRIMINOLOGY

FROM: Minor Program: Students wishing to Minor in Criminology must obtain credit from CRIM 101, 131 and at least 18 other semester hours in Criminology courses numbered 300 and above.

Students who minor in Criminology must obtain a minimum grade of C- in CRIM 101 and CRIM 131.

TO: Minor Program: Students wishing to Minor in Criminology must obtain credit from CRIM 101, 131 and 135 and at least 18 other semester hours in Criminology courses numbered 300 and above.

Students who minor in Criminology must obtain a minimum grade of C- in CRIM 101, CRIM 131 and CRIM 135.

RATIONALE: To add CRIM 135-3 (Introduction to Canadian Law) to the lower division requirements for a Minor in Criminology, together with the requirement of a minimum C- final grade.

CRIM 135-3 has become a prerequisite for a large number of upper division Criminology courses, and it is felt that our students should have at least an introductory law course prior to undertaking such courses. The addition of CRIM 135 to the requirements for the Minor would make it consistent with the requirements for the Advanced Certificate in Criminology, which is our Distance Education equivalent of a Minor in Criminology, and with the lower division prerequisites for admission to the Post Baccalaureate Diploma (CRIM) program.

*(Please note: this form should be used for each of the curriculum changes mentioned above)*

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department: School of Criminology  
Abbreviated Code: Crim Course #: 432 Credit Hrs: 3 Vector: 0-3-0  
Title of Course: Gender in the Courts and the Legal Profession

Calendar Description of the Course: The gendered nature of law will be addressed through an examination of its underlying factual assumptions, and the use of social science research as evidence in equality litigation. The use of the Charter, human rights legislation, and other legal means to achieve gender equality through the legal system in the areas of work, employment and pay equity, and compensatory schemes for personal injuries will also be examined. This course will also examine women's struggles to gain admittance to the legal profession, and the barriers which may still prevent them from participating equally in the profession today.

Nature of the Course: Criminology

Prerequisites: Crim 330

Course being dropped from the calendar? None (this course will replace Distance Education CRIM 418-3 ST: Gender in the Courts and the Legal Profession, and 2. Scheduling as it is largely the same course, students who completed 418-3 Distance Education may not complete 432 for further credit).

How frequently will this course be offered? Twice a year  
(including Distance Education offering)

Semester in which the course will first be offered? 1996-3

Which of your present faculty would be available to make the proposed offering possible? J. Brockman, D. Chunn, J. Osborne

3. Objectives of the Course: To introduce undergraduates students to a more detailed analysis of the nature of law and judicial reasoning with a view to developing a critical/feminist analysis of law in the present Canadian context. The importance of historical analysis is emphasized. Issues to be explored include: women and work, pay and employment equity and compensatory schemes for personal injuries.

4. What additional resources will be required in the following areas:

Faculty: None Staff: None Library: None Audio Visual: None  
Space: None Equipment: None

5. Approval:

Date: MARCH 31<sup>st</sup> 1995 1 27 95 [Signature]  
[Signature] [Signature] Nov. 9/95  
(Department Chair) (Dean) (Chair, SCUS)

RATIONALE FOR NEW COURSE PROPOSAL: CRIM 432-3 Gender in the Courts and  
the Legal Profession

DEPARTMENT OF CRIMINOLOGY

RATIONALE:

The course "Gender in the Courts and the Legal Profession" was originally offered as one of our Current Issues/Special Topics courses, under the course number CRIM 418-3 ST: Gender in the Courts and the Legal Profession. When the course was developed for Distance Education that same course number was used, and the course has been offered since 93-1 as CRIM 418-3 without difficulty. However, during the course scheduling process for semester 95-1 it became clear that we could not continue to offer the course using a Special Topics course number and offer a Special Topics course at Burnaby or Harbour Centre using that same course number -- even though two different sections and topics were involved. The Registrar's Office advised that the Teleregistration System would not permit two essentially different courses using the same course number. It was made clear that we would have to re-number the Distance Education course, or undertake to avoid using the CRIM 418-3 for any other Special Topics course in either of the two semesters a year that the Distance Education course is offered.

At the same time, we are taking the opportunity to revise the course description to better reflect the course content as it has evolved since 1993.

As the changes to the course involve not only the course number and the Calendar description, but the addition of a prerequisite not currently required of students registering for CRIM 418-3, it was determined that a New Course Proposal should be submitted rather than a Course Alteration.

GENDER IN THE COURTS AND THE LEGAL PROFESSION

**INSTRUCTION:** Joan Brockman

**CALENDAR DESCRIPTION**

The gendered nature of law will be addressed through an examination of its underlying factual assumptions, and the use of social science research as evidence in equality litigation. The use of the Charter, human rights legislation, and other legal means to achieve gender equality through the legal system in the areas of work, employment and pay equity, and compensatory schemes for personal injuries will also be examined. This course will also examine women's struggles to gain admittance to the legal profession, and the barriers which may still prevent them from participating equally in the profession today.

**PREREQUISITES:**

Crim 330

**OUTLINE OF THE COURSE:**

- I. Thinking About Gender Bias and Equality
- II. The Bias of Language and the Role of Stereotypes
- III. Studying Gender Bias
- IV. Women in Law Schools and Legal Education
- V. Women in the Legal Profession Today
- VI. Women Judges/Judicial Education
- VII. Litigating Equality
- VIII. Social Science Research as Evidence in Equality Litigation: Social Authority
- IX. Social Science Research as Evidence in Equality Litigation: Social Framework
- X. Discrimination in Civil Damage Awards and Other Compensatory Schemes
- XI. Women and Work
- XII. Employment and Pay Equity

**REQUIRED TEXT:**

Brockman, Joan and Dorothy E. Chunn, *Investigation Gender Bias in Law: Socio-Legal Perspectives* (Toronto: Thompson Educational Publishing Inc., 1993).

Case Book available through the University Bookstore.

**COURSE EVALUATION**

Assignment	20%
Seminar Participation	20%
Seminar Presentation	10%
Term Paper	50%

CRIM 432-3

By Joan Brockman

TABLE OF CONTENTS--PART I

**WEEK 1: THINKING ABOUT GENDER BIAS AND EQUALITY**

Women's Struggle for Equality  
Sex, Gender and the Role of Dominance  
Focusing on Effect  
Equality From Whose Perspective?

**WEEK 2: THE BIAS OF LANGUAGE AND THE ROLE OF STEREOTYPES**

The Bias of Language  
Stereotypes, Expectations and Evaluations  
What is in a Label?  
Credibility  
The Undervaluation of Women and Their Work

**WEEK 3: STUDYING GENDER BIAS**

Epistemological Issues and the Search For Knowledge  
Theoretical Perspectives  
Moving Beyond the Universal (White) Woman  
Research Methods  
Applying the Theory to the Research

PART II

**WEEK 4: WOMEN IN LAW SCHOOLS AND LEGAL EDUCATION**

Women Law Students  
Women Law Professors  
Gender Issues in Law Schools  
"Dispensing of Privilege"

**WEEK 5: WOMEN IN THE LEGAL PROFESSION**

Milestones for Women in Legal History  
Women Gaining Entrance into the Legal Profession

Women and Men Leaving the Practice of Law  
Number of Women in the Legal Profession  
Women of Colour in the Legal Profession  
Members With Persistent Disabilities  
Lesbian and Gay Lawyers  
Class Structure Within The Profession  
Committees and Task Forces on Gender Bias  
Are Women Lawyers Making a Difference?

**WEEK 6: WOMEN JUDGES/JUDICIAL EDUCATION**

The Appointment of Judges  
The Number of Women Judges  
Increasing Diversity on the Bench  
"Will Women Judges Really Make a Difference?"  
Judicial Regulation  
Judicial Evaluation  
Judicial Education

**PART III**

**WEEK 7: LITIGATING EQUALITY**

Equality Provisions in the Charter  
Can Women Achieve Equality Through Litigation Legal Rights?  
Feminist Legal Analysis  
The Nature of Law and Legal Reasoning

**WEEK 8: SOCIAL SCIENCE RESEARCH AS EVIDENCE IN EQUALITY  
LITIGATION: SOCIAL AUTHORITY**

Introducing Evidence in Court Proceedings  
The Use of Social Science Research as Evidence in Litigation  
Social Authority

**WEEK 9: SOCIAL SCIENCE RESEARCH AS EVIDENCE IN EQUALITY  
LITIGATION: SOCIAL FRAMEWORK**

Social Framework Evidence

PART IV

**WEEK 10: DISCRIMINATION IN CIVIL DAMAGE AWARDS AND OTHER  
COMPENSATORY SCHEMES**

The Nature of the Law of Damages and Other Compensatory  
Schemes

Sexual Assault: Civil Suits

Other Problems Faced by Women Seeking Compensation

**WEEK 11: DISCRIMINATION IN EMPLOYMENT**

Women at Work

Domestic Workers

Sexual Harassment

**WEEK 12: EMPLOYMENT AND PAY EQUITY**

Theories of Equality in Employment

Employment Equity

Pay Equity

**WEEK 13: SUMMARY AND IMPLICATIONS FOR GENDER, LAW AND EQUALITY**

*READING LIST AVAILABLE UPON REQUEST*



### Honors Program

The School of Criminology has a structured honors program for its outstanding undergraduate students. The program dovetails with the major in criminology and consists of two semesters of advanced coursework and supervised research. Honors students are required to write and defend a short thesis. Students are admitted to the program as a group in September of each year, and must complete and defend their theses by the following April.

Students normally enter the program with a minimum of 110 semester hours (see course requirements below) but students may enter with less and take one additional course during the first semester of the program with the permission of the Director of Undergraduate Programmes. Students are required to complete a minimum of 132 semester hours with grade point averages in accordance with General and Faculty of Arts Graduation requirements (please see pages 21 and 79 of the 95/96 Calendar), including the requirement of a minimum Cumulative Grade Point Average of not less than 3.00 (3.50 for "First Class Honors").

### Lower Division

The lower division requirements are the same as those for the major in Criminology.

### Upper Division

Student must complete a minimum of 72 semester hours, of which at least 60 must be from courses numbered 300 and above including Crim. 320 and Crim. 330. Of these 60 semester hours, 50 must be selected from Criminology courses.

As part of their 72 semester hours students will be required to take Crim. 490-5 (Honors Thesis I), Crim. 491-5 (Current Theory and Research in Criminology: Advanced Topics), and Crim. 499-12 (Honors Thesis II).

To continue in the program, students must maintain a cumulative grade point average of 3.0. Those students whose cumulative grade point average falls below a 3.0 will not be allowed to register in Crim. 499-12 and, therefore, will not be allowed to complete the program.

### Admission Procedure

Eligible students are normally identified by the School and invited to apply for admission to the program. The selection process normally takes place each April for admission the following September. Students who feel they are eligible for admission may also apply to the Director of Undergraduate Programs.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

Calendar Information

Department CRIMINOLOGY

Abbreviation Code: CRIM

Course #: 491

Credit Hrs: 5

Vector: 0-3-0

Title of Course: Current Theory and Research in Criminology: Advanced Topics

**Calendar Description of Course:** A detailed and comprehensive examination of the dominant theoretical research programs currently found in criminology. The subject matter of the seminars may change from year to year according to topicality and may include the following: biological theory and research; social psychological research programs (e.g., social learning theory); environmental criminology; state theory; new social movements theory; left realism; feminism; post structuralism and post modernism. Students are also required to attend a weekly proseminar.

**Nature of Course:** Three-hour seminar once per week, as well as a weekly proseminar.

**Prerequisites (or special instructions):** Normally open only to students who have been admitted to the Criminology Honors Program. Other students may be admitted under exceptional circumstances with the written permission of the Director of Undergraduate Programs.

**What course (courses), if any, is being dropped from the calendar if this course is approved:**

None.

Scheduling

How frequently will the course be offered? Every Fall Semester.

Semester in which the course will first be offered? Fall 1996.

Which of your present faculty would be available to make the proposed offering possible?

Dr. R.M. Gordon, Dr. B. Burtch, Dr. D. Lacombe, Dr. D. Chunn, Dr. K. Faith.

Objectives of the Course:

To provide Honors students with an advanced knowledge and understanding of contemporary criminological theory and the inseparable links between theory and research.

Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty	None.
Staff	None.
Library*	None.
Audio Visual	None.
Space	None.
Equipment	None.

Approval

Date:

July 1995  
[Signature]  
(Department Chair)

1 Aug 95  
[Signature]  
(Dean)

Nov. 9/95  
[Signature]  
(Chair, SCUS)

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF CRIMINOLOGY

CRIM 491-5

RATIONALE:

This course will be an integral part of the new honors program. Faculty and students agree that an advanced theory/research seminar is of critical importance to an effective honors program and that the course here proposed will meet the need. The form and content of the course is the product of two years of experimentation and revision.

SCHOOL OF CRIMINOLOGY

CRIM.491-5: HONOURS SEMINAR

CURRENT THEORY AND RESEARCH IN CRIMINOLOGY: ADVANCED TOPICS

MODEL COURSE OUTLINE (USED 94-3)

N.B. COURSE OUTLINES AND READINGS MAY VARY SLIGHTLY ACCORDING TO  
THE INSTRUCTOR AND THE CURRENCY OF THEORIES

- Week 1: Introduction and administration.
- Week 2: Theory and theorizing in criminology: a review. Identifying current theory and associated research programmes. Theory, research and ideology. The competing epistemologies in criminology.
- Readings: Akers, Chapt. 1.  
Wagner, The Growth of Sociological Theories
- Week 3: Biological research programmes: genetics and crime, the endocrine system and crime.
- Readings: Akers, Chapt. 4 & 5.  
Mednick, et al, The Causes of Crime: Biological Perspectives
- Week 4: Social psychological research programmes: social learning theory.
- Readings: Akers, Chapt. 6.  
Individual library research assignments.
- Week 5: Social psychological research programmes: control and bonding theories.
- Readings: Akers, Chapt. 7.  
Individual library research assignments.
- Week 6: Social structural research programmes: state theory and post structuralist state theory (social movements theory).
- Readings: Akers, Chapt. 2 & 3.  
Individual library research assignments.

- Week 7: Left Realism.  
Readings: Lowman and MacLean, Realist Criminology  
MacLean & Milovanovic, "Left Realism".
- Week 8: Post-Structuralism: Foucault  
Readings: Foucault, Discipline and Punish
- Week 9: Post-Structuralism: The Foucaultians.  
Readings: Individual readings of the work of one  
Foucaultian (e.g., Cohen, Garland, Chunn, Lacombe).
- Week 10: Gender and crime.  
Readings: Akers, Chaps. 3 & 10.  
MacLean & Milovanovic, "Feminism".  
Messerschmidt, Masculinities and Crime  
Faith, Unruly Women
- Week 11: Post-Modernism.  
Readings: MacLean & Milovanovic, "Post-Modernism".  
Handout of recent articles on post-modern  
approaches to crime and justice.
- Week 12: Sociobiology and Crime.  
(Dr. Charles Crawford, Department of Psychology)  
Readings: Handout of articles on sociobiology.
- Week 13: Review and discussion.  
The possibility and desirability of theoretical  
integration in criminology.

## Required Readings

Akers, R. (1994). Criminological Theories. Roxbury: Los Angeles.

Faith, K. (1993). Unruly Women: The Politics of Confinement and Resistance. Vancouver: Press Gang.

Foucault, M. (1979). Discipline and Punish. Vintage: New York.

Lowman J. & B. MacLean (eds.), (1993). Realist Criminology. Toronto: University of Toronto Press.

MacLean B. & D. Milovanovic (eds.), (1991). New Directions in Critical Criminology. Vancouver: Collective Press.

Mednick S., Moffit, T. & S. Stack (eds.), (1987). The Causes of Crime: New Biological Approaches. Cambridge: Cambridge University Press.

Messerschmidt, J. (1993). Masculinities and Crime. Lanham: Rowman & Littlefield.

Wagner, D. (1984). The Growth of Sociological Theories. Sage: Beverley Hills.

Other readings will be prescribed or distributed as the course proceeds.

## Evaluation

Seminar participation: 10%

Library research assignments: 30%

Final paper: 60%

*at which a faculty member  
will discuss his/her research*

Attendance at the weekly proseminar and the submission of a weekly proseminar report are mandatory. A pass/fail grade is given for the proseminar component. Students must obtain a pass grade to complete Crim. 491 (see the proseminar hand-out).

*ADDITIONAL RECOMMENDED READINGS - AVAILABLE UPON REQUEST*

FOR INFORMATION

**S.95-65 d**

## Department of Economics

SCUS Reference: SCUS 95 - 15 e  
SCAP Reference; SCAP 95 - 57 d

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 e:

Change of vector: ECON 100-3, 355-4, BUEC 397-5

**S.95-65 e**

## **Department of French**

SCUS Reference: SCUS 95 - 15 f  
SCAP Reference: SCAP 95 - 57 e

New course FREN 099-3                  French for Beginners  
Proposed Post-Baccalaureate Diploma in French and Education  
Changes to French Language Proficiency Certificate Requirements



RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF FRENCH

FREN 099-3

RATIONALE:

The question of complete beginners in French has been a difficulty for a long time. They are few in numbers, which is why we do not have a special course to accommodate them. However we have had criticisms from 1) students and 2) colleges who seek transfer credits for their beginners courses. We are now probably the only post-secondary institution in B.C. to offer two courses only prior to the course equivalent to Fr. 12. This new course is an effort to remedy the situation.

We do not anticipate a large demand. The course will probably have one section only.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department FRENCH  
Abbreviation Code: FREN Course #: 099 Credit Hrs: 3 Vector: 0-4-2  
Title of Course: FRENCH FOR BEGINNERS

Calendar Description of Course:

This course is for complete beginners. Admission after an interview with the Department.  
The emphasis is on oral communication and the basics of French grammar.

Nature of Course: Tutorials and labs

Prerequisites (or special instructions):

Absolute beginners.

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? 96-1

Which of your present faculty would be available to make the proposed offering possible?

Juliette Luu-Nguyen, Monique McDonald, Claire Trépanier.

3. Objectives of the Course:

To fill a gap in our course system. At the moment we accept beginners in our FR 100 course, which is designed for students with some knowledge of French (2 years at school). It is discouraging for the beginners. Because the large majority of our students are from B.C., they can fit in our present system. But it is unfair to those few students from outside Canada.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty	None
Staff	None
Library*	None
Audio Visual	None
Space	None
Equipment	None

5. Approval

Date: June 15, 1985 1 Aug 85 Nov 9/85

[Signature]  
(Dean)

[Signature]  
(Dean)

[Signature]  
(Chair, SCUS)

SCUS 73-34b: (When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (\*  
note a separate library report is now required)

## DEPARTMENT OF FRENCH

### FRENCH 099-3 French for Beginners

Instructor: M.McDonald

Office: CC 8116

Phone: 291-4713

Objectives: To give a fair start to beginners; to establish basic vocabulary and structures; to give good pronunciation habits.

Textbook : C'est ça! Golding & Jeantet 1995 (ch. 1-5) and Workbook/Laboratory Manual.

#### Grading:

3 quizzes (sound discrimination, comprehension, grammar)	30%
2 dictées	10%
Mid-term	20%
Final : Oral (Interview)	20%
: Written	20%

#### Outline:

Week 1:	chapitre préliminaire
Week 2:	chapitre 1.
Week 3:	chapitre 1.
Week 4:	chapitre 2. Quizz #1
Week 5:	chapitre 2.
Week 6:	chapitre Entracte. Chapitre 3.
Week 7:	chapitre 3. Mid-term.
Week 8:	chapitre 3.
Week 9:	chapitre 4. Quizz #2.
Week 10:	chapitre 4.
Week 11:	chapitre 5. Quizz #3.
Week 12:	chapitre 5.
Week 13:	chapitre 5.

**W.A.C. BENNETT LIBRARY**  
**SIMON FRASER UNIVERSITY**

**To: Monique McDonald**  
**Department of French**

**From: Sharon Thomas, Head**  
**Collections Mgmt.**

**Re: Course Assessment: FREN 099**

**Date: June 14, 1995**

Since you intend to teach this course entirely from a textbook and since you do not wish to place a copy on reserve in the Library, there are no Library costs associated with FREN 099

*Sharon Thomas*

SIMON FRASER UNIVERSITY  
Department of French



MEMORANDUM

TO: Andrea Lebowitz, Chair  
Faculty of Arts  
Curriculum Committee

FROM: Jacqueline Viswanathan  
Chair

RE: Post-Baccalaureate Diploma  
in French and Education

DATE: March 30, 1995

At its meeting of March 23, 1995 the Department of French approved the enclosed proposal for the Post-Baccalaureate Diploma in French and Education.

This proposal was developed jointly with Diane Dagenais and André Obadia from the Faculty of Education who will submit it to their Curriculum Committee.

Would you please place this item on the agenda of the next meeting of the Faculty of Arts Curriculum Committee.

*Jacqueline Viswanathan*  
Jacqueline Viswanathan  
Chair

Enclosed:

- Description of the Post-Baccalaureate Diploma in French and Education.
- Course syllabus for Fren 310, 311, 312.

c.c.: B. Bartlett, FACC French Rep.  
D. Dagenais, A. Obadia, Faculty of Education

# PROPOSAL FOR A POST BACCALAUREATE DIPLOMA IN FRENCH AND EDUCATION

## DIPLOME POST-BACCALAURÉAT EN FRANÇAIS ET EN ÉDUCATION

### Rationale

The Post Baccalaureate Diploma in French and Education is designed for teachers or future teachers of French who wish to pursue a post-baccalaureate degree with a program of studies which corresponds to their specific professional needs.

This new program is different from the Post-Baccalaureate degree in Education because it will give teachers an opportunity to enhance their knowledge of French as well as to further their studies in pedagogy. It includes both courses offered in the Department of French and in the Faculty of Education as well as optional courses (selected according to professional needs, interest or prior studies), which will allow teachers to further their competence in the language as well as culture, literature, or linguistics.

The new Post Baccalaureate program does not require any new courses. Course outlines for the existing core courses are attached.

### Calendar Description

## POST BACCALAUREATE DIPLOMA IN FRENCH AND EDUCATION

The Department of French and the Faculty of Education jointly offer a Post Baccalaureate Diploma in French and Education, comprising a set of organized courses for practising or future teachers of French. This program includes courses directly related to the pedagogy of French as a second language as well as courses enhancing previous competence in the French language, or knowledge of French literature or linguistics.

### Program Admission Requirements:

Students must seek admission or re-admission to the University and, once admitted, they must separately apply to the Student Advisor of the Department of French for admission to the Diploma program. Qualifications for application to the program include the following:

- The completion of a recognized Bachelor's degree with a minimum graduation grade point average of 2.0 from institutions within British Columbia and 2.4 from institutions from outside the province. University coursework undertaken subsequent to the Bachelor's degree will also be considered for admissibility to this diploma program.
- A demonstrated knowledge of spoken and written French. e.g. competence equivalent to successful completion of French 206.

Application packages are available from the Department of French and the Faculty of Education. Before applying to this diploma program, students should consult with the Student Advisor in the Department of French:

Rita Gould  
Tel: 291-4505

## Program Requirements:

1. The successful completion of an approved program comprised of at least 30 upper division credit hours is required. Graduate courses may be taken with prior approval.
2. Normally 15 credit hours will be completed from each of the French and Education Departments as per list of courses.
3. A minimum cumulative grade point average of 2.5 is necessary on courses applied towards the diploma.
4. The completion of the diploma is required within five years of admission to the program. Note for teachers seeking a reclassification: Since integrated programs are looked upon as upgrading work, all courses included in such programs must be taken no more than 10 years before the date of reclassification through TQS.

Formal application for graduation is made through the Office of the Registrar. Deadlines for submission of applications are outlined in the course timetable and registration instructions.

## Transfer Credit:

Transfer credit for coursework in Education and/or in French may be considered toward the fulfilment of the diploma. A maximum of six transfer credits in each of French and Education may be awarded.

## Course Requirements:

### FRENCH

Students normally choose 15 credits from among the following French courses:

#### A MINIMUM OF TWO OF THE FOLLOWING COURSES ARE REQUIRED

- Fren. 310-3 Linguistics and French Language Learning
- Fren. 311-3 The Acquisition of Vocabulary
- Fren. 312-3 Corrective Phonetics

#### THE REMAINING CREDIT HOURS IN FRENCH MAY BE SELECTED FROM THE FOLLOWING COURSES:

- Fren 301-3 Advanced French Composition I
- Fren 302-3 Advanced French Composition II
- Fren 300-3 Advanced French Conversation
  
- Fren 370-3 Introduction to Linguistics II
- Fren 406-3 French Stylistics
- Fren 407-4 History of French: Phonology
- Fren 408-4 History of French: Morphology & Syntax
- Fren 411-4 Modern French: Morphology
- Fren 412-4 Modern French: Syntax

Fren 413-4	Modern French: Phonology
Fren 414-3	French Linguistic Theories
Fren 420-3	French Semantics & Lexicology
Fren 421-3	Varieties of French
Fren 422-3	Canadian French
Fren 360-3	Intermediate French Literature
Fren 430-3	The French-Canadian Novel & Theatre
Fren 431-3	French-Canadian Poetry
Fren 460-3	Introduction to Medieval & Renaissance Texts
Fren 463-4	Literature of the 17th Century
Fren 465-4	Literature of the 18th Century
Fren 467-3	Romanticism
Fren 470-4	Realism to Naturalism
Fren 472-3	The Contemporary Theatre
Fren 474-3	French Poetry
Fren 475-3	The Contemporary Novel
Fren 490-3	Linguistics & Literary Criticism

**N.B.** All course selections must be approved by the Student Advisor in the Department of French.

**Note:** Students whose undergraduate record includes credit hours from the above courses or their equivalents must select approved substitutes from among upper division French courses. Students with no previous undergraduate courses in French linguistics or French literature are required to take the Lower level prerequisites: French 270-Introduction to French Linguistics I and/or French 230/240-Introduction to French Literature.

## EDUCATION

Students normally choose 15 credits from among the following Education courses:

**A MINIMUM OF TWO OF THE FOLLOWING COURSES ARE REQUIRED**

Educ. 450-4	French Curriculum Studies
Educ. 361-3	Contemporary Issues in Education
Educ. 441-4	Multicultural Education

**THE REMAINING EDUCATION CREDITS MAY BE CHOSEN FROM THESE COURSES**

Educ. 325-3	Assessment of Classroom Teaching
Educ. 326-3	Classroom Management and Discipline
Educ. 451-4	Classroom French Curriculum Practices
Educ. 481-4	French Immersion and Programme-cadre de français. This course may be substituted with Educ.858-5 if Educ. 481-4 has already been taken (special permission required).



- Educ. 473-4 Designs for Learning: Reading. This course may be substituted with Educ. 826-4 if Educ. 473-4 has already been taken (special permission required).
- Educ. 472-4 Designs for Learning: Language Arts
- Educ. 480-4 Designs for Learning: French as a Second Language
- Educ. 384/385 Comet courses: These are offered in the French Language at the end of various week-long summer institutes.
- Educ. 474-4 Designs for Learning: Social Studies
- Educ. 475-4 Designs for Learning: Mathematics
- Educ. 476-4 Designs for Learning: Natural Sciences

DEPARTMENT OF FRENCH

LINGUISTICS & FRENCH  
LANGUAGE LEARNING

SPRING SEMESTER 1995

FRENCH 310-3

**COURSE CHAIR:** Marguerite Fauquenoy

**OFFICE:** CC 8117

**Tel:** 291-3552 (or 291-4740 for messages)

**PREREQUISITE:** FREN 301 and FREN 370 or FREN 306 (or permission of the course chair). This course is a required course for the French and Education joint minor.

**COURSE CONTENT:**

Ce cours s'adresse aux futurs professeurs de français langue seconde. Il présente un résumé et une synthèse des différentes approches dans l'enseignement du français langue seconde. Il traite des apports de la théorie linguistique à la didactique des langues secondes ainsi que de l'influence de la sociolinguistique sur les méthodes nouvelles (approche communicative) en les appliquant au cas du français.

Les travaux pratiques consistent dans des exercices tirés du manuel de classe qui visent à une participation orale des étudiants. Ils comprennent aussi la présentation de lectures et la discussion de dossiers pédagogiques préparés par les étudiants sur l'un ou l'autre des sujets de leur choix. Le cours sera donné intégralement en français.

**REQUIRED TEXTS:**

Alvarez, Gerardo: Concepts linguistiques en didactique des langues, Québec, Publication L-1, CIRB/ICRB, 1989 (ISBN: 2-89219-203-X).

**RECOMMENDED TEXTS:**

Germain, Claude: Evolution de l'enseignement des langues: 5000 ans d'histoire, PARIS, CLE International, 1993 (ISBN: 2.19.033353.9).

Le Petit Robert (dictionnaire)

**GRADING:**

a) Comptes-rendus de lectures	30%
b) Dossier pédagogique	30%
c) Examen (sur table)	40%
	<hr/>
	100%

**IT IS STRONGLY RECOMMENDED THAT YOU SEE THE DEPARTMENT CHAIR OR DEPARTMENTAL ASSISTANT REGARDING YOUR DEGREE REQUIREMENTS AT LEAST ONE SEMESTER BEFORE YOU PLAN TO GRADUATE. UNLESS YOU MEET BOTH FACULTY AND MAJOR/MINOR PROGRAM REQUIREMENTS, YOUR GRADUATION CANNOT BE APPROVED.**

# DEPARTMENT OF FRENCH

FRENCH 311-3

SUMMER SESSION 1993  
(June 27 - Aug. 3, 1994)

## ACQUISITION DU VOCABULAIRE EVENING

**COURSE CHAIR:** Juliette Luu-Nguyen  
**OFFICE:** CC 8118 **PHONE:** 291-3233

**PRÉALABLES:** Français 301 et 370 ou 306 (ou permission du responsable)

### DESCRIPTION DU COURS:

Le cours vise à familiariser les apprenants avec les vocabulaires général et spécialisé dont ils auront besoin pour enseigner le français Langue Seconde et diverses matières scolaires en français. On étudie aussi les techniques d'enrichissement du vocabulaire personnel.

### OUVRAGES REQUIS:

Jeannine Bochart-Fièrez/Jean Delahaut. Richesse du vocabulaire. Tome I. Editions Duculot, Paris. ISBN: 2-8011-0879-0

Robert Galisson. Les expressions imagées. Les mots mode d'emploi. CLE international, Paris. ISBN: 2-19-033271-0.

### OUVRAGE SUGGÉRÉ:

Robinson, S. et D. Smith. Dictionnaire du français canadien. Stoddart, Toronto.

### NOTATION:

Examen de mi-session	30%
Travail de session	20%
Présentation orale	10%
Participation	10%
Examen final	30%

IT IS STRONGLY RECOMMENDED THAT YOU SEE THE DEPARTMENTAL CHAIR OR DEPARTMENTAL ASSISTANT REGARDING YOUR DEGREE REQUIREMENTS AT LEAST ONE SEMESTER BEFORE YOU PLAN TO GRADUATE. UNLESS YOU MEET BOTH FACULTY AND MAJOR/MINOR PROGRAM REQUIREMENTS, YOUR GRADUATION CANNOT BE APPROVED.

DEPARTMENT OF FRENCH

CORRECTIVE PHONETICS (EVENING)

Intersession 1995

May 8 - June 23, 1995

**FRENCH 312-3**

(Evening @ Burnaby Campus)

Course Chair: Juliette Luu-Nguyen

Office: CC8118 Phone: 291-3233

**Cours pré-requis:** Français 206 et Français 306 ou Français 270 ( ou permission du professeur)

**Ouvrage requis:**

Dansereau, Diane (1990). Savoir Dire. Cours de phonétique et de prononciation. D.C. Heath and Company.

**Ouvrages suggérés:**

Léon, Pierre. Prononciation du Français Standard. Paris, Didier (1966).

**Description du Cours:**

L'objectif de ce cours est d'aider les étudiants (en particulier ceux qui se destinent à l'enseignement du français-L2 ou en immersion) à perfectionner leur prononciation du français et à se familiariser aux principales techniques de correction phonétique.

Le programme comprendra une étude pratique du système phonétique du français standard. \*Articulation des sons (vocalisme et consonantisme).

\*Prosodie du français ( accent, intonation, syllabation, rythme).

Les sessions théoriques et pratiques en classe seront suivies d'un travail au laboratoire sous la direction du professeur.

**Notation**

Travail en classe	20%
Travaux pratiques	20%
Examen I (mi-trimestre)	30%
Examen II (fin de trimestre)	30%

IT IS STRONGLY RECOMMENDED THAT YOU SEE THE DEPARTMENTAL CHAIR OR DEPARTMENTAL ASSISTANT REGARDING YOUR DEGREE REQUIREMENTS AT LEAST ONE SEMESTER BEFORE YOU PLAN TO GRADUATE. UNLESS YOU MEET BOTH FACULTY AND MAJOR/MINOR PROGRAM REQUIREMENTS, YOUR GRADUATION CANNOT BE APPROVED.

OFFICE OF THE DEAN

FEB 21 1995

FACULTY OF ARTS

SIMON FRASER UNIVERSITY  
DEPARTMENT OF FRENCH  
FACULTY OF ARTS  
MEMORANDUM

To: Andrea Lebowitz, Chair  
Faculty of Arts  
Curriculum Committee

From: Jacqueline Viswanathan,  
Chair  
Department of French

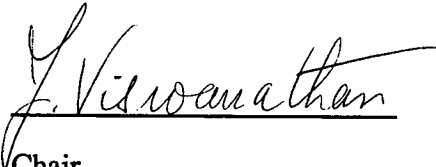
Subject: curriculum revision

Date: Feb. 17, 1995

At its meeting of January 19, 1995, the Department of French, approved the following:  
Re French Language Proficiency Certificate Requirements:

*French Language Proficiency Certificate, Program Requirements:  
that the Minimum Grade Point Average of 2.5 (currently 2.0) be calculated  
on all courses taken at SFU and applied to the Certificate. Duplicate courses are  
counted only once.*

Would you please place this on the agenda of the next meeting of the Faculty of Arts  
Curriculum Committee.



Chair,  
Department of French

Change in Requirements for Major/Minor/Honours)

DEPARTMENT OF FRENCH

*French Language Proficiency Certificate*  
**Program Requirements**

FROM:

*. Minimum grade point average of 2.0 calculated on all courses taken at SFU and applied to the certificate. Duplicate courses are counted only once.*

TO: *. Minimum grade point average of 2.5 be calculated on all courses taken at SFU and applied to the Certificate. Duplicate courses are counted only once.*

RATIONALE: *Please provide an explanation for these changes*

By raising the minimum grade point average to 2.5, the Department of French wishes to ensure that the value of the certificate is maintained. Only a very few students in the past few years have obtained the certificate with a GPA in French lower than 2.5. In their case, the Department felt that their proficiency in French did not correspond to the competence one should expect, for instance, from a teacher who may use the certificate to document his/her professional competence.

## **Department of Geography**

SCUS Reference: SCUS 95 - 15 g

SCAP Reference: SCAP 95 - 57 f

Change to Calendar entry for Co-op Program

**For Information:**

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 g:

GEOG 302-0	Change of description and prerequisite
GEOG 303-0	Change of description
GEOG 402-0	Change of description
GEOG 403-0	Change of description
GEOG 409-0	Change of description
GEOG 355-4	Change of prerequisite

SIMON FRASER UNIVERSITY  
DEPARTMENT OF GEOGRAPHY  
MEMORANDUM

CAMPUS OF THE U.S.  
MAY 26 1995  
FACULTY OF ARTS

**To:** Andrea Lebowitz, Chair  
**From:** R.B. Horsfall, Department of Geography  
**Date:** May 23, 1995  
**Subject:** Calendar revision/Science Coop Changes



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Geography students who are enrolled in the BSc program can take the Co-operative Education program through the Faculty of Science Co-op Office. A change in the Faculty of Science section of the Calendar, following the Geography Program requirements, is needed to outline the Co-operative Education Program through the Faculty of Science. The copy for this change is attached.

The Practicum courses for geography also need to be amended to reflect the fact that there are two programs. I understand the change must be approved by both faculties and we request this approval from the Faculty of Arts.

At a meeting of the Undergraduate Studies Committee, the Department of Geography Committee approved the attached calendar revisions. Would you please place this matter on the agenda of the next meeting of the Faculty of Arts Curriculum Committee.



## **Current Entry for Science, Geography Co-operative Education Program**

The Department of Geography offers a Co-operative Education Program for students who wish to acquire practical experience. Please refer to the Department of Geography in the Faculty of Arts section of this Calendar.

## **Proposed Entry for Science, Geography-Co-operative Education Program**

Co-operative Education augments academic studies with relevant work experience. The program includes four full-time paid work semesters which alternate with academic semesters. Arrangements for the work semesters are made through the Co-operative Education Program.

Major and Honors students in the Geography B.Sc. program may apply for admission into the Co-operative Education program through the Faculty of Science Co-op Office. Geography students in the B.A. program should apply to the Faculty of Arts Co-op Office. Students should seek advice from a co-op co-ordinator as early as possible in their university careers.

Students wishing to enrol in the Co-operative Education program must apply by the end of the third week of the preceding semester. Science students should obtain a minimum cumulative GPA of 2.5 to enrol and to continue in the Science Co-operative Education program (Note: honors students are required to achieve higher averages).

For further information, interested science students should contact:

the Science Co-op Office  
Academic Quadrangle 5003  
Tel: 291-4716

Students in the geography major, B.A. program should refer to the Department of Geography in the Faculty of Arts section of this calendar, page 112, and contact:

the Arts Co-op Office  
East Annex 2100  
Tel: 291-5839

**S.95-65 g**

## **Department of History**

SCUS Reference: SCUS 95 - 15 h

SCAP Reference: SCAP 95 - 57 g

**New courses:**

HIST 405-4 Early Modern English Society

HIST 412-4 Marxism and the Writing of History

HIST 339-4 The British Empire and Commonwealth

**For Information:**

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 h:

HIST 404-4 Change of title and description

**SIMON FRASER UNIVERSITY  
DEPARTMENT OF HISTORY**

**NEW COURSE PROPOSAL**

**HISTORY 405-4 Early Modern English Society**

**Calendar Caption:**

**This research seminar will examine select themes in the social history of early modern England. Foundational subjects will be the social order, agriculture, industry, demography, family formation, religion and poverty. Optional themes include: crime and the law, literacy and education, women, urban life, perceptions and uses of the past, parish communities, government regulation of economic and social life and London. (Seminar) Prerequisite: 9 hours of lower division History credit. History 315 recommended.**

**Rationale:**

**For the past thirty years there has been an enormous increase of scholarly interest in the social history of early modern England. Further, the Department is keen to offer a seminar in which students can focus on some of the research interests of Dr. John Craig, our newly-hired specialist in early modern England.**

**Note:**

**History 405-4 ('Early Modern English Society') is not a duplicate of History 405-3 ('Absolutism and Enlightenment in Europe'). The latter course was last listed in the 1992-3 calendar.**

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department

Abbreviation Code: Hist Course #: 405 Credit Hrs: 4 Vector: 0-4-0

Title of Course: Early Modern English Society

Calendar Description of Course: This research seminar will examine select themes in the social history of early modern England. Foundational subjects will be the social order, agriculture, industry, demography, family formation, religion and poverty. Optional themes include: crime and the law, literacy and education, women, urban life, perception and uses of the past, parish communities, government regulation of economic and social life and London.

Nature of Course: Seminar

Prerequisites (or special instructions): 9 hours of lower division history credit

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? At least once a year

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible?

Professor John Craig / Professor Ian Dyck

3. Objectives of the Course:

To provide students with an opportunity to study important themes in the social, cultural and religious history of early modern England.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty  
Staff  
Library\*  
Audio Visual  
Space  
Equipment

5. Approval

Date:

*Paul Brown*  
26/ June/95  
(Department Chair)

1 Aug 95  
*[Signature]*  
(Dean)

Nov. 9/95  
*[Signature]*  
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (\* note: a separate library report is now required)

## History 405-4: Early Modern English Society

Dr John Craig  
Academic Quad 6221  
291-5511  
e mail: johnc@sfu.ca

This is a fourth year reading and research seminar. That is to say that our weekly meetings will be both the occasion for discussion of assigned readings and the catalyst for the production of a research paper. Our subject is the social history of early modern England and the approach is thematic. We will begin with a certain number of foundational subjects: the social order, agriculture, industry, demography, family formation, religion and poverty. The remaining themes will be chosen by the seminar from the following options: crime and the law, literacy and education, perceptions and uses of the past, women, urban life, London, witchcraft, government regulation of economic and social life and the parish community. At a wider level, the seminar will address the arguments about the nature of social change identified by Keith Wrightson in his work on *English Society 1580-1680*.

### Grading:

Research Paper	50%
Gobbet Assignments	30%
Participation	20%

The research essay lies at the heart of this seminar. Length: 3,000 -3,500 words minimum, typed and footnoted. Essay topics must be discussed with me and chosen no later than a certain date. Essays must use some form of primary documentation and are due on a certain date.

The gobbet assignments are shorter pieces of written work which will be read out to the class and the starting point for a discussion. Two of these must be written in the course of the term. Length: **no more than 1,000 words**, typed. Use brief citations. You will be asked to write a critical analysis of a chapter and a document. Your analysis might focus on the following questions: With what specific argument(s)/issue or event is the chapter/document concerned? What information is provided on the matter? What are the broader issue(s) of historical significance pertinent to the text? There are other questions that can be asked but the thrust of the exercise is to allow you to look closely and critically at a piece of evidence or text and then step back to view the gobbet within a broader context.

### Texts:

Keith Wrightson, *English Society, 1580-1680*  
photocopied package of articles and documents

## Schedule of Seminars

Week 1	Introduction
Week 2	Discussion of sources; the social order
Week 3	Agriculture
Week 4	Industry
Week 5	Demography
Week 6	Marriage and family
Week 7	Religion
Week 8	Poverty and provisions for the poor
Week 9	Option
Week 10	Option
Week 11	Option
Week 12	Option
Week 13	Option

Optional topics for weeks 9-13 will be chosen by the seminar from the following:

crime and the law  
literacy and education  
women  
urban life  
London  
perceptions and uses of the past  
parish communities  
the county community  
government regulation of economic and social life

**SIMON FRASER UNIVERSITY  
DEPARTMENT OF HISTORY**

**NEW COURSE PROPOSAL**

**HISTORY 412-4 Marxism and the Writing of History**

**Calendar Caption:**

**This course aims to provide a basic understanding of Marx's theory of history and to introduce students to some of the important ideas used by Marxists in the writing of history. Readings for the course will include some of Marx's original work, the writings of historians who have been influenced by Marx as well as selected writings from some of Marx's critics.**

**Rationale:**

**Marxism has influenced the writing of history as has no other school of thought. It has offered interpretations of every period of history, as well as made vital contributions to historiography and methodology. Students of all streams and fields of history find their subjects informed by debates within Marxism, while even non-Marxists appreciate the need to understand the basic concepts of Marxist history.**

**This course will provide students with an opportunity to work with some of the research interests of Dr. Mark Leier, our recently-hired specialist in Canadian labour history. Further, the course has the advantage of spanning the Department's three streams in the manner called for by last year's external reviewers.**

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department

Abbreviation Code: Hist Course #: 412 Credit Hrs: 4 Vector: 0-4-0

Title of Course: Marxism and the Writing of History

Calendar Description of Course: This course aims to provide a basic understanding of Marx's theory of history and to introduce students to some of the important ideas used by Marxists in the writing of history. Readings for the course will include some of Marx's original work, the writings of historians who have been influenced by Marx as well as selected writings from some of Marx's critics.

Nature of Course: Seminar

Prerequisites (or special instructions): 9 hours of lower division history credit

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? At least once a year

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible?

Professor Mark Leier / Professor Allen Seager

3. Objectives of the Course:

To acquaint students with the importance, scope and nature of Karl Marx's influence upon the methods and ideas of historians.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty  
Staff  
Library\*  
Audio Visual  
Space  
Equipment

5. Approval

Date:

31.5.95

(Department Chair)

(Dean)

(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (\* note: a separate library report is now required)



## History 412, Marxism and the Writing of History

"Philosophers have until now only interpreted the world; the point, however, is to change it." So wrote Karl Marx in 1845 at the age of 27. His subsequent writings went on to influence the history of the nineteenth and twentieth centuries as no others have. Yet no body of work has been so little understood by its critics and, often, its supporters. This course will introduce students to some of the Marx's most significant works, including *Capital*. It will also examine the influence of Marxism on the writing of history in areas such as the transition to capitalism, economic history, political history, and labour history. The course will demonstrate what Marxist approaches bring to the discipline of history and will outline their strengths and weaknesses. We also consider the relevance of Marxism in the late twentieth century and analyse the challenge it has offered to the status quo.

### Format:

The seminar will meet weekly to discuss the assigned readings. Students will also present to the class papers on aspects of Marxism and history.

### Assignments:

Weekly participation in the seminars will be graded. Each student will make a presentation to the class based on the readings for a particular week and will help lead the discussion. These presentations will focus on one of the questions suggested for that week and will be revised and handed in as papers of 6-8 pages. A term paper of 12-15 pages will be handed in at the end of the semester.

### Grading:

Participation:	15%
Class presentation:	10%
Written assignment:	30%
Term paper:	45%

Texts: David McLellan, *Karl Marx*; Harvey Kaye, *The British Marxist Historians*; Karl Marx, *Capital* (student's edition, C.J. Arthur, ed.); Karl Marx, *The German Ideology* (student's edition, C.J. Arthur, ed.); S.H. Rigby, *Marxism and History: An Introduction*

**SIMON FRASER UNIVERSITY  
DEPARTMENT OF HISTORY**

**NEW COURSE PROPOSAL**

**HISTORY 339-4**

**The British Empire and Commonwealth**

**Calendar Caption:**

**This course provides an outline history of the British Empire, its rise and decline, and discusses the origin and significance of the Commonwealth. In addition there is a detailed account of the 'Westminster Model' of parliamentary democracy, on which the political institutions of many Commonwealth nations are based.**

**Rationale:**

**The Department offers a wide range of courses on British and Imperial history, concentrating on India, the Middle East and Africa, but does not have a course that examines the Empire and Commonwealth as a whole. The Department has several members capable of teaching and contributing to this course. For the time being it will be offered under Distance Education, where it is expected to attract large numbers of students both for its inherent interest and for its usefulness to students of History and Political Science.**

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department
- Abbreviation Code: Hist Course #: 339 Credit Hrs: 4 Vector: 3-1-0
- Title of Course: The British Empire and Commonwealth
- Calendar Description of Course: This course provides an outline history of the British Empire, its rise and decline, and discusses the origin and significance of the Commonwealth. In addition there is a detailed account of the 'Westminster Model' of parliamentary democracy, on which the political institutions of many Commonwealth nations are based.
- Nature of Course: Lecture/Tutorial
- Prerequisites (or special instructions): 9 hours of lower division history credit
- 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? At least once a year

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible?

Professor Martin Kitchen / Professor Edward Ingram

3. Objectives of the Course:

To provide the Department of History and its students with an upper-level course that explores the British Empire and Commonwealth as a whole, including enquiry into the application of the British style of government abroad as well as the evolution of the Commonwealth up to the present day.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty  
Staff  
Library\*  
Audio Visual  
Space  
Equipment

5. Approval

Date:

31.5.95

18 95

Nov. 9/95

  
(Department Chair)

  
(Dean)

  
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (\* note: a separate library report is now required)

## COURSE OUTLINE/READING LIST

Department of History

Hist 339-3

The British Empire and Commonwealth

Martin Kitchen  
Fall Semester

AQ 6035B  
291-4534

### **INTRODUCTION:**

In its heyday the British Empire covered more than one quarter of the earth's surface. The Empire has now vanished, Britain no longer a great power and only a few colonies remain under the Union Jack, but the legacy of Empire still has a profound effect throughout the globe. This course provides an outline history of the British Empire, its rise and its decline, and discusses the origins and significance of the Commonwealth. In addition there is a detailed account of the "Westminster Model" of parliamentary democracy, on which the political institutions of many Commonwealth nations are based.

### **COURSE OBJECTIVES:**

To give you a better idea of the course the following is a list of some of the objectives. By the time you have finished the course you should be able to:

1. Give an outline of British constitutional history.
2. Describe the British system of government in practice.
3. Describe the origins of the Empire.
4. Discuss the various motives behind the imperial expansion.
5. Distinguish between the "First" and "Second" Empires.
6. Outline the history of British rule in India.
7. Explain the fundamental principles of 19th century colonialism.
8. Give details of the Durham Report.
9. Explain the "imperialism of free trade."
10. Discuss the particular problems of the White settler colonies.
11. Describe the growth of nationalism and anti-colonialism.
12. Detail the effects of two world wars on the Empire and Commonwealth.
13. Describe the process of de-colonisation.
14. Describe the structure and institutions of the Commonwealth.

### **COURSE COMPONENTS:**

The course consists of:

- A Study Guide giving instruction on how to proceed with the course.
- A textbook: Martin Kitchen, *Empire and After: A Short History of the British Empire and Commonwealth*.
- A pamphlet: Martin Kitchen, *The British Parliamentary System*.
- A Course Reader, including speeches and writings by contemporaries on the aims, objectives and criticisms of the Empire.

Students taking the course for credit will also receive an assignment sheet, giving them precise details of assignments and the exact dates when their assignments are due. Their course package will include a Centre for Distance Education Student Handbook and all required procedural information.

### **COURSE REQUIREMENTS AND EVALUATION:**

Students taking the course for credit will write three essays of about 1,000 words, each worth 20% of the final grade. The first essay is due in week 4, the second in week 8 and the third in week 12.

There is also a final examination lasting three hours, consisting of three essay questions from a choice of at least seven questions. This final examination is worth 40% of your final grade.

### **CRITERIA FOR GRADING:**

Your essays will be well written and properly organised. They will be evaluated on your command of the relevant facts and your ability to combine these facts into a coherent argument.

They will be marked closely by your tutor-marker, who will be available by telephone to discuss problems and questions arising from the course.

### **FURTHER READING:**

Your Study Guide contains suggestions for further reading which will help you in writing the assignments and preparing for the final examination. Most of this material is available in the Simon Fraser University Library, and some in local public libraries. SFU's external librarian will help you find additional materials. See your Student Handbook for details.

## **Humanities Program**

SCUS Reference: SCUS 95 - 15 i  
SCAP Reference: SCAP 95 - 57 h

**New courses:**

HUM 203-3	Great Texts in the Humanities III
HUM 376-3	The Hellenic Studies Seminar
HUM 383-3	Selected Topics in the Humanities III

**For Information:**

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 i:

Change of prerequisite: HUM 201, 202, 302, 303, 305, 307, 311, 312, 325,  
340, 375, 381, 382, 320, 321, 327, 330

RATIONALE FOR NEW COURSE PROPOSAL

## Humanities Program

## a) HUM 203-3 Great Texts in the Humanities III

RATIONALE:

- 1) **Changes in the Cultural Context of Humanities Courses:**  
With the institution of the Asia Canada Program and continued support from such bodies as the Shastri Institute, the Faculty of Arts at SFU is meeting the needs of a changing student body and Simon Fraser's role as a Pacific Rim University. The Humanities Program wishes to support these changes by including in its offerings courses in the Asian traditions. In the past we have offered selected topics courses in such areas as Gandhi Studies and the Devotional Literature of Hinduism. The new proposal will allow courses in Asian traditions to be offered on a regular basis.
- 2) **New Faculty:**  
The Humanities Program has a new joint appointment in Chinese studies (Dr. Teresa Yu, who will be teaching two courses a year for the program commencing in 1996-1). At present we have no courses in the calendar to accommodate her area of expertise. The course we are proposing (designed in consultation with Dr. Yu) will provide the opportunity for her to teach her specialty on a regular basis.
- 3) **Program Expansion:**  
All current Humanities courses (except Selected Topics) centre upon the Western European tradition. We intend to expand our offerings slowly, as resources permit, to include Eastern traditions. The current courses HUM 201-3 and 202-3 cover the early and late periods in the Western tradition and are core courses in the program; we consider this the appropriate area to add a parallel course in the Eastern traditions. Further, in recognition of the fact that Eastern traditions are comprised of several major cultures, we propose a calendar description for the new course which will allow several important areas to be taught as faculty and resources are available.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department Humanities Program

Abbreviation Code: HUM Course #: 203 Credit Hrs: 3 Vector: 2/1/0

Title of Course: Great Texts in the Humanities III

Calendar Description of Course:

This course is an introduction to classic texts which have endured as monuments of Asian thought and literature. Readings and discussions of primary texts and their central ideas will introduce students to philosophical, literary and religious themes in a selected, major Asian tradition.

Nature of Course: Lecture/Tutorial

Prerequisites (or special instructions): 30 credit hours

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? 1996-3

Which of your present faculty would be available to make the proposed offering possible? Dr. Teresa Yu, Dr. Anand Paranjpe

3. Objectives of the Course:

To familiarize students with selected primary texts in a major Asian tradition.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

- Faculty --
- Staff --
- Library\* see attached
- Audio Visual --
- Space --
- Equipment --

5. Approval

Date: 12 July 1995  
M. A. Howick  
(Department Chair)

1 Aug 95  
[Signature]  
(Dean)

Nov. 9/95  
[Signature]  
(Chair, SCUS)



**HUM 203-3 : Great Texts in the Humanities III:  
The Chinese Tradition**

HUMANITIES PROGRAM, AQ 6180

Phone: 291-4509

Semester: xxx-x

Instructor: Teresa Yu

Office:

Phone:

**PREREQUISITE:** 30 credit hours

**COURSE DESCRIPTION :**

The object of the course is to familiarize students with selected primary texts in the Chinese tradition of philosophy, religion and literature

Unlike the West where the history of ideas and social structures went through revolutionary changes, traditional Chinese society was by comparison more stable and homogeneous. Important concepts in Chinese philosophy, history, and literature were formulated rather early, by around the first century A.D. There were many contending schools of thought during the Spring and Autumn period, but after the ascendancy of Confucian orthodoxy in the Han Dynasty, the Chinese philosophical foundation remained relatively unchallenged. The introduction of Buddhism, its sinicization and the influence of Taoism led finally to the Neo-Confucianist Movement in the eleventh and twelfth centuries. Neo-Confucian scholars worked out a world view that paralleled the Buddhist cosmology, and a system of moral philosophy to explain the metaphysical basis of Confucian ethics. The three systems of thought co-existed, forming the basis of Chinese thought until the advent of Western ideas at the turn of this century.

In this course we shall examine some of the central ideas that have shaped the Chinese tradition through the study of its major classics. Our readings include three Confucian texts: *The Analects of Confucius*, *Mencius* and *Hsün Tzu*; two Taoist classics: *Lao Tzu* (also known as *Tao Te Ching*) and *Chuang Tzu*; *The Platform Sutra of the Sixth Patriarch*, a celebrated work in Ch'an (Zen) Buddhism; excerpts from the *Shih Chi*, a classic which has shaped the Chinese view of history; and *The Book of Songs* and *Songs of the South*, two fountainheads of Chinese poetry around which important ideas about literature were developed.

**REQUIRED AND RECOMMENDED TEXTS:**

Waley, Arthur, trans. *The Analects of Confucius*. London: Allen and Unwin, 1938. New York: Random House, 1966.

Lau, D.C., trns. *Mencius*. Harmondsworth: Penguin, 1970.

Lau, D.C., trans. *Lao Tzu Tao Te Ching*. Baltimore: Penguin Books, 1963.

Watson, Burton, trans. *The Complete Works of Chuang Tzu*. New York: Columbia University Press, 1968.

Watson, Burton, trans. *Hsün Tzu: Basic Writings*. New York: Columbia University Press, 1963.

Waley, Arthur, trans. *The Book of Songs*. New York: Grove, 1960.

Hawkes, David, trans. *The Songs of the South: An Anthology of Ancient Chinese Poems by Qu Yuan and Other Poets*. Harmondsworth: Penguin, 1985.

Yampolsky, Philip, trans. *The Platform Sutra of the Sixth Patriarch*. New York: Columbia University Press, 1978.

Watson, Burton, trns. *Records of the Historian: Chapters from the "Shih Chi" of Ssu-ma Ch'ien*. New York: Columbia University Press, 1970.

**GRADING STRUCTURE:**

Two analytical essays (5-8 pages)	50%
Eight reading responses	25%
Participation in class discussion	25%

## HUM 203-3 - Sample

## Weekly Topics and Readings

- Week 1      Introductory Lecture  
The Chinese Tradition: Patterns of Cultural, Historical and Social  
Development and the Role of the Classics.
- Week 2      Confucianism and Chinese Humanism (I)
- Week 3      Humanity and Self Cultivation  
*The Analects of Confucius*
- Week 4      Confucianism and Chinese Humanism (II)
- Week 5      The Debate Over Human Nature  
*Mencius*  
*Hsün Tzu*
- Week 6      Taoism and Chinese Mysticism (I)  
The Way According to Lao Tzu  
*Lao Tzu Tao Te Ching*
- Week 7      Taoism and Chinese Mysticism (II)
- Week 8      The Way According to Chuang Tzu  
*Chuang Tzu*
- Week 9      Ch'an (Zen) Buddhism and the Teaching of Buddhistic Enlightenment  
*The Platform Sutra of the Sixth Patriarch*
- Week 10     The Values of History and the Awakening of the Individual. *Records of the  
Historian: Chapters from the "Shih Chi" of Ssu-ma Ch'ien*
- Week 11     Poetry and the Function of Literature
- Week 12     *The Book of Songs*
- Week 13     Poetry, Shamanistic Culture and the Politics of Loyalty and Dissent  
*The Songs of the South*

RATIONALE FOR NEW COURSE PROPOSAL

Humanities Program

b) HUM 376 -3 The Hellenic Studies Seminar

RATIONALE:

- 1) New Faculty:  
Humanities has been authorized to make a new appointment in Hellenic Studies (the Hellenic Congress of BC Chair in Hellenic Studies) starting in either 96-1 or 96-3. The terms of the position indicate that the appointee will teach full time for the Humanities and may teach courses in either ancient or modern Greek literature, history and philosophy. While we have one course in ancient Greek civilization in the calendar, we have no courses in post-classical Greek civilization. A Hellenic Studies Seminar would accommodate a variety of selected topics courses in this area.
- 2) Type of course proposed:  
The Hellenic Studies Seminar is modelled after the existing Woodsworth Seminar (HUM 375-3), which is normally taught by the holder of the J.S. Woodsworth Chair in the Humanities. Essentially a limited selected topics course, the Hellenic Studies Seminar like the Woodsworth Seminar will accommodate a range of topics in ancient and modern Greek civilization.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department: Humanities Program

Abbreviation Code: HUM Course #: 376 Credit Hrs: 3 Vector: 0/3/0

Title of Course: The Hellenic Studies Seminar

Calendar Description of Course: A special topic in the Humanities normally to be offered by the holder of the Hellenic Congress of BC Chair in Hellenic Studies.

Nature of Course: Seminar

Prerequisites (or special instructions): 45 credit hours

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? Twice a year.

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible? The holder of the Hellenic Congress of BC Chair; Dr. Paul Dutton

3. Objectives of the Course:

To provide senior students with seminars on topics in ancient and modern Greek civilization appropriate to the Humanities and not covered by regular offerings.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library\* see attached

Audio Visual

Space

Equipment

5. Approval

Date:

12 July 1995

M. G. Hauck

(Department Chair),

1 Aug 95  
[Signature]

(Dean)

Nov. 9/95

[Signature]

(Chair, SCUS)

## SAMPLE

**HUM 376-3: THE HELLENIC SEMINAR**  
**PROCOPIUS AND THE WORLD OF JUSTINIANIC BYZANTIUM**

**HUMANITIES PROGRAM, AQ 6180**

Semester: 9X-X

Instructor: TBA

Office:

Phone:



**PREREQUISITES:** 45 credit hours.

**COURSE DESCRIPTION:**

Greek Byzantium had several golden ages, but the first and probably the most splendid occurred under the reign of Justinian (527-565) and Theodora (503-547/58). These two rulers reshaped not only the city of Constantinople, giving it a marvellous new basilica, the famed Hagia Sophia, new social institutions, and a Code of Roman civil law, but the whole of the Mediterranean world. Surveying this world was one of late antiquity's greatest historians, Procopius of Caesarea (500-565). He served as the secretary of the general Belisarius and went on campaigns to Persia, North Africa and Italy. He witnessed the outbreak of bubonic plague that hit Byzantium in 542. Justinian named him Prefect of the City of Constantinople, but Procopius also wrote the scathing *Anecdota* or *Secret History* in which he savagely criticised the emperor and empress and the world they had made.

This course represents an attempt to read Justinianic Byzantium through Procopius's sometimes admiring, sometimes critical eyes. We shall try to measure his divided loyalties, the quality of his judgements about Byzantine life and art, his understanding of Justinian and Theodora's larger designs, and the final pessimism of the *Secret History*.

**REQUIRED TEXTS:**

J.A.S. Evans, *Procopius* (Twayne), (though Prof. Evans is about to publish a new study of the historian that may be superior).

Procopius, *History of the Wars*, books 1-4, ed. H.B. Dewing (Loeb vols. 1-2 of the Procopius series).

Procopius, *The Buildings*, ed. H.B. Dewing (Loeb, vol. 7 of the Procopius series).

Procopius, *The Secret History*, trans. G.A. Williamson (Penguin).

**GRADING:**

Term Paper	50%
Final Examination (on a set question)	25%
Participation	25%

## Sample - HUM 376-3 Weekly Topics and Readings

## The Hellenic Seminar: Procopius and the World of Justinianic Byzantium

- Week I Introduction and Organization
- Week II Topic: Constantine and the history of fourth and fifth century Constantinople.  
Readings: P. Whitting, *Byzantium: An Introduction*, pp. 1-38; Harry J. Magoulis, *Byzantine Christianity: Emperor, Church, and the West*, pp. 1-53.
- Week III Topic: The Procopius Problem  
Readings: J.A.S. Evans, *Procopius* (Twayne)
- Week IV Topic: Justinian's Wars: The Eastern Frontier  
Readings: Procopius, *History of the Wars: Book 1*
- Week V Topic: The Protracted Persian Conflict  
Readings: Procopius, *History of the Wars: Book 2*
- Week VI Topic: Theodora and the Hippodrome Riots of 532  
Readings: Procopius, *History of the Wars: Book 3*
- Week VII Topic: North Africa and Justinianic Orthodoxy  
Readings: Procopius, *History of the Wars: Book 4*
- Week VIII Topic: Justinian's Code: *Corpus Iuris Civilis*  
Readings: passages from The Digest on reserve
- Week IX Topic: Hagia Sophia and the Buildings of Constantinople  
Readings: Procopius, *Buildings*, pp. 1-219 and slides on reserve in the Fine Art Room
- Week X Topic: Ravenna and Justinianic Art in Italy  
Readings: Procopius, *Buildings*, pp. 219-318 and slides on reserve in the Fine Arts Room
- Week XI Topic: What are the *Anecdota*?  
Readings: Procopius, *The Secret History*, pp. 1-113
- Week XII Topic: Why is Theodora the villain of the *Secret History*?  
Readings: Procopius, *The Secret History*, pp. 113-194
- Week XIII Topic: Final Evaluation of Procopius: his Role as a Historian and Critic of Justinianic Byzantium

Set Question for the Final Examination: Discuss the strengths and weaknesses of Procopius's interpretation of Byzantine history, particularly with regard to the roles played by Justinian, Theodora, and Belisarius.

RATIONALE FOR NEW COURSE PROPOSAL

## Humanities Program

## c) HUM 383 -3 Selected Topics in the Humanities III

RATIONALE:

## 1) Breadth of mandate:

The mandate of the Humanities Program is to offer courses over an exceptionally broad area that includes classical antiquity, religious studies, and history, literature and philosophy in the Western European tradition from their origins to the present. We have a particular need of Selected Topics courses to fulfil this mandate.

## 2) New Faculty:

The Program is in the process of acquiring two new faculty: Dr. Teresa Yu (96-1), in Chinese Studies, and a proposed incumbent of the Hellenic Chair (95-3 or 96-1) who will teach courses in ancient and modern Greek culture. While we intend eventually to introduce permanent courses to our curriculum in these areas, we think it best to involve the faculty primarily responsible for teaching the courses in their design. In the meantime we will need an additional Selected Topics course to accommodate their teaching.

## 3) Curriculum Development:

Humanities is in a moderate growth phase, expanding to include courses in eastern civilizations in particular, and uses its two present selected topics courses to try out ideas for the permanent curriculum. For example, in 1989 a course on environmental issues was offered as a "Selected Topics" seminar. This eventually became HUM 325-3: Humanity and the Natural World. In order to continue using selected topics courses in this way, as well as to accommodate new faculty, we require a third course.

## 4) Wide Demand:

Humanities selected topics courses are in demand for a number of uses: to accommodate the specialties of visiting scholars, for field school courses (e.g. the new field school in Prague, 95-2, is using HUM 381-3 as one of its courses), and to mount courses for Seniors at Harbour Centre. A third selected topics course will enable us to continue our offerings in these areas.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department Humanities Program

Abbreviation Code: HUM Course #: 383 Credit Hrs: 3 Vector: 0/3/0

Title of Course: Selected Topics in the Humanities III

Calendar Description of Course:

Nature of Course: Seminar

Prerequisites (or special instructions): Prerequisite: 45 credit hours

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 or twice a year

Semester in which the course will first be offered? 1996-3

Which of your present faculty would be available to make the proposed offering possible? Dr. Teresa Yu; holder of the Chair in Hellenic Studies; regular and visiting faculty.

3. Objectives of the Course:

To provide senior students with seminars on topics appropriate to the Humanities and not covered by regular offerings.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library\* see attached

Audio Visual

Space

Equipment

5. Approval

Date: 12 July 1995  
M. C. Atuck  
(Department Chair)

1 Aug 95  
[Signature]  
(Dean)

Nov. 9/95  
[Signature]  
(Chair, SCUS)



**HUM 381-3 ST: THE NERONIAN RENAISSANCE****HUMANITIES , EAA 2102****Semester:** 92-3, Wed 0930-1220, SFU**Office:** AQ6020**Instructor:** Dr. Paul Dutton**Recommended:** 18 hours of Humanities related Arts courses at the lower division.**COURSE DESCRIPTION:**

Nero has certainly had a bad press, most of it deserved. He may not have burned down Rome, but he did murder at least four members of his family including his mother, step-brother, and two wives. His singing tour of the East outraged the Roman world, in part because the doors to the concert halls were locked once the audience was inside.

But despite Nero's excesses and self-indulgent nature, he stood at the centre of one of the most extraordinary literary and artistic outpourings of western civilization. Standing behind the young Nero was the stoical Seneca, whose letters, plays, and great satire (*The Pumpkinification of Claudius the Clod*) we shall read. We shall also explore the epic poem, *On the Civil War*, by his nephew Lucan. As well we shall spend several weeks studying Petronius's masterpiece of radical invention, the *Satyricon*.



All of these writers also died as a result of the failed Pisonian conspiracy, so that it might be said that in the end Nero literally killed off his renaissance. What we shall examine, with the help of Suetonius and Tacitus, is the history of Nero's little world of poets and generals, dinner parties and intrigues, monumental art and looming disaster.

**Nota Bene! Students should read Suetonius's *Lives of Caesars* up to and including Nero) for the first class!**

**TEXTS:** Suetonius, *Lives of the Caesars*  
 Tacitus, *Annals of Imperial Rome*  
 Seneca, *Four Tragedies and Octavia*  
 Seneca, *Letters from a Stoic*  
 Petronius, *The Satyricon with the Apocolocyntosis*  
 Lucan, *Civil War*, trans. Widdows  
 J.P. Sullivan, *Literature and Politics in the Age of Nero*

**ASSIGNMENTS:**

Presentation (with background paper)	25
Commentary (on a selected reading)	25
Seminar Participation	15
Synthetic Essay on Set Topic	35

Sample: HUM 383-3

## Weekly Reading List

- Week 1      Topic: Suetonius, *The Twelve Caesars*, the first six (Caesar to Nero)
- Week 2      Topic: Tacitus, *The Annals of Imperial Rome*, pp. 231-397.
- Week 3      Topic: Visit by Prof. Keith Bradley. A closer analysis of Suetonius's biography of Nero and Tacitus's account of Nero's career. Please also read Sullivan, *Literature and Politics*, pp. 19-73.
- Week 4      Topic: Seneca, *The Apocolocyntosis of the Divine Claudius*; Petronius, *The Satyricon* and its fragments.
- Week 5      Topic: Petronius, *The Satyricon* and its fragments  
Seneca, *The Four Tragedies: The Trojan Women*  
Sullivan, *Literature and Politics*, pp. 153-179
- Week 6      Discussion of background papers on the Art of Nero's World; on the Theatre; on Agrippina; on Nero's wives; on the Senate under Nero; on Music; on Rome in Nero's time; on the Social Rounds (dinner parties etc.); on Social Classes; Persius; etc.
- Week 7      Topic: Seneca, *The Four Tragedies: Oedipus, Thyestes, Phaedra*  
Sullivan, *Literature and Politics*, pp. 74-114
- Week 8      Topic: Lucan, *The Civil War*, books 1-5
- Week 9      Topic: Lucan, *The Civil War*, books 6-10  
Sullivan, *Literature and Politics*, pp. 115-152
- Week 10     Topic: Anon., *Octavia*;  
Seneca, *Letters from a Stoic*
- Week 11     Discussion of background papers on Slaves: Freedman; Pliny the Elder and Nero; the Pisonian Conspiracy; on the Great Fire of Rome; on the Assassination of Nero; on Stoicism as a formal or informal philosophy of resistance; on Epictetus; on the Aftermath (the years 68-70 and, hence, Tacitus's *Histories*); etc.
- Week 12     Final thoughts on the Neronian Renaissance;  
Sullivan, *Literature and Politics*, pp. 180-196.
- Week 13     Preparation of the Synthetic Essay

## **Division of Interdisciplinary Studies**

SCUS Reference: SCUS 95 - 10, 95 - 15 j

SCAP Reference: SCAP 95 - 57 i

Calendar statement on admission to Chinese Language courses

New courses	JAPN 200-3	Japanese I
	JAPN 201-3	Japanese II

### **For Information:**

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 10:

- CHIN 100-4 Change of description, credit hours, prerequisite and vector
- CHIN 101-4 Change of credit hours and vector
- CHIN 151-3 Change of vector
- CHIN 201-3 Change of vector
- CHIN 202-3 Change of vector
- Waiver to permit the changes in 96-1

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 j:

- JAPN 100-3 Change of description and prerequisite

RATIONALE FOR NEW COURSE PROPOSAL

DIVISION OF INTERDISCIPLINARY STUDIES

JAPN 200-3 Advanced Beginners' Japanese I

RATIONALE: Expansion of Japanese course offerings to meet the demand for these courses and particularly to provide further courses for students working in fields related to Japan.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department Interdisciplinary Studies

Abbreviation Code: JAPN Course #: 200 Credit Hrs: 3 Vector: 0/4/0

Title of Course: Advanced Beginners' Japanese I

Calendar Description of Course: Continuation of JAPN 101.

Nature of Course: Lecture/Tutorial

Prerequisites (or special instructions): JAPN 101 or instructor's permission.

What course (courses), if any, is being dropped from the calendar if this course is approved: N/A

2. Scheduling

How frequently will the course be offered? 1 - 2 times per year

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible? N. Omae

3. Objectives of the Course:

This course provides students communicative skills in advanced beginner's level Japanese, through the study of vocabulary, grammar, and culture.

Students are expected to acquire abilities in:

1. Understanding conversations and speeches in various everyday situations and on a variety of everyday topics.
2. Speaking in various everyday situations and on a variety of everyday topics.
3. Reading of adapted texts written in Hiragana, Katakana, and one hundred to three hundred Kanji.
4. Writing on a variety of everyday topics with coherency and cohesion, using Hiragana, Katakana, and one hundred to two hundred Kanji.
5. Understanding cultural differences and applying it to actual language performances.
6. Employing communication strategies to actual language performances.

4. Budgetary and Space Requirements - None

What additional resources will be required in the following areas:

Faculty

Staff

Library\* - see attached

Audio Visual

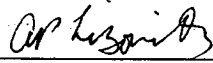
Space

Equipment


5. Approval

Date:

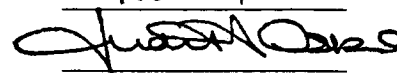
25 May 1995

  
(Department Chair)

17 May 95

  
(Dean)

Nov. 9/95

  
(Chair, SCUS)

- SAMPLE -

**JAPN 200-3: ADVANCED BEGINNERS' JAPANESE I****INTERDISCIPLINARY STUDIES, AQ 6180 Phone: 291-4509 (messages)****Semester: XX-3, Day, SFU, D1.00****Instructor: Noriko Omae****Office: AQ 6191****Phone: 291-5432****PREREQUISITE:**

JAPN 101 or instructor's permission.

**COURSE DESCRIPTION:**

This course provides students communicative skills in advanced beginner's level Japanese, through the study of vocabulary, grammar, and culture.

Students are expected to acquire abilities in:

1. Understanding conversations and speeches in various everyday situations and on a variety of everyday topics.
2. Speaking in various everyday situations and on a variety of everyday topics.
3. Reading of adapted texts written in Hiragana, Katakana, and one hundred to three hundred Kanji.
4. Writing on a variety of everyday topics with coherency and cohesion, using Hiragana, Katakana, and one hundred to two hundred Kanji.
5. Understanding cultural differences and applying it to actual language performances.
6. Employing communication strategies to actual language performances.

**Schedule:**

Week 1	Introduction and review
Week 2-6	Lessons in the text
Week 7	Review and Exam 1 (oral)
Week 8-11	Lessons in the text
Week 12	Review and Exam 2 (oral)
Week 13	Lessons in the text
Final Exam	Exam 3 (written)

**REQUIRED TEXTS:**

*Japanese for Today.* Osaka University of Foreign Studies. Tokyo: Gakken, 1973.

*An Introduction to Modern Japanese.* Mizutani, O. & Mizutani, N. Tokyo: The Japan Times, 1977.

*A Guide to Reading & Writing Japanese.* (Revised edition), Tuttle, 1959.

**REFERENCES:**

*Japanese Language Learners' Dictionary.* Tokyo: Shincho-sha, 1995.

**GRADING:**

Quizzes (written and aural-written)	25%
Exam #1 (oral)	25%
Exam #2 (oral)	25%
Exam #3 - Final (written)	25%

Assignments: No submission and lateness are subject to a penalty of up to 10%.

Attendance and participation: Lack of attendance and negligence of class participation are subject to a penalty of up to 10%.

**GRADING EQUIVALENTS:**

A+ = 100-95%	B+ = 84-80%	C+ = 69-65%	D = 54-50%
A = 94-90%	B = 79-75%	C = 64-60%	F = 49- 0%
A- = 89-85%	B- = 74-70%	C- = 59-55%	

SIMON FRASER UNIVERSITY

OFFICE OF THE DEAN  
FACULTY OF ARTS  
MEMORANDUM

To: Faculty of Arts  
Curriculum Committee

From: Andrea Lebowitz, Chair  
Department of  
Interdisciplinary Studies

Subject: Admission to Chinese  
Language Courses

Date: 2 May, 1995

---

CALENDAR ENTRY:

FROM: --

TO: **Native speakers of Chinese, or students who received their secondary education entirely within a Chinese-speaking community will not normally be admitted to a Chinese language course numbered 100 to 200.**

**RATIONALE:**

This calendar entry is to ensure that people enroll in language courses suited to their level of knowledge. This addition parallels a similar statement in the French Department's calendar entry.

*Andrea Lebowitz*  
Andrea Lebowitz  
Chair, Department of  
Interdisciplinary Studies

AL:dgg

CALENDAR ADDITION AND RATIONALE

*Addition to Calendar Course Description section under Japanese Course Heading*

DIVISION OF INTERDISCIPLINARY STUDIES

FROM: --

TO: Native speakers of Japanese or students who received their secondary education entirely within a Japanese-speaking community will not normally be admitted to Japanese language courses numbered 100 - 200 inclusive.

Students with some prior knowledge of Japanese should see the department to arrange for a placement interview with a Japanese language instructor.

RATIONALE: To ensure that students are enrolled at the appropriate level. A similar statement appears in the Chinese language entry.



RATIONALE FOR NEW COURSE PROPOSAL

DIVISION OF INTERDISCIPLINARY STUDIES

JAPN 201-3 Advanced Beginners' Japanese II

RATIONALE: Expansion of Japanese course offerings to meet the demand for these courses and particularly to provide further courses for students working in fields related to Japan.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department Interdisciplinary Studies  
 Abbreviation Code: JAPN Course #: 201 Credit Hrs: 3 Vector: 0/4/0  
 Title of Course: Advanced Beginners' Japanese II  
 Calendar Description of Course: Continuation of JAPN 200.  
 Nature of Course: Lecture/Tutorial  
 Prerequisites (or special instructions): JAPN 200 or permission of the instructor.  
 What course (courses), if any, is being dropped from the calendar if this course is approved: N/A

2. Scheduling

How frequently will the course be offered? 1 - 2 times per year

Semester in which the course will first be offered? 97-1

Which of your present faculty would be available to make the proposed offering possible? N. Omae

3. Objectives of the Course:

This course, which completes the beginners' level Japanese, provides students communicative skills in advanced beginners' level Japanese, through the study of vocabulary, grammar, and culture, and prepares them to deal with unadapted or nearly-unadapted Japanese in their continuation of study.

Students are expected to acquire abilities in:

1. Understanding situational and thematic conversations and speeches.
2. Speaking in various situations and on a variety of topics.
3. Reading of texts written in Hiragana, Katakana, and two hundred to five hundred Kanji.
4. Writing on a variety of topics with coherency and cohesion, using Hiragana, Katakana, and two hundred to three hundred Kanji.
5. Understanding cultural differences and applying it to actual language performances.
6. Employing communication strategies to actual language performances.

4. Budgetary and Space Requirements - None

What additional resources will be required in the following areas:

Faculty

Staff

Library\* - see attached

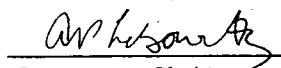
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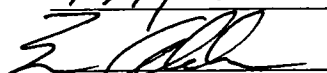
Space

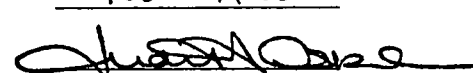
Equipment

5. Approval

Date: 25 May 1995

  
(Department Chair)

1 Aug 95  
  
(Dean)

Nov. 9/95  
  
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3  
 (\* note: a separate library report is now required)

- SAMPLE -

**JAPN 201-3: ADVANCED BEGINNERS' JAPANESE II****INTERDISCIPLINARY STUDIES, AQ 6180 Phone: 291-4509 (messages)****Semester: XX-3, Day, SFU, D1.00****Instructor: Noriko Omae****Office: AQ 6191****Phone: 291-5432****PREREQUISITE:**

JAPN 200 or instructor's permission.

**COURSE DESCRIPTION:**

This course, which completes the beginners' level Japanese, provides students communicative skills in advanced beginner's level Japanese, through the study of vocabulary, grammar, and culture, and prepares them to deal with unadapted or nearly-unadapted Japanese in their continuation of study.

Students are expected to acquire abilities in:

1. Understanding situational and thematic conversations and speeches.
2. Speaking in various situations and on a variety of topics.
3. Reading of texts written in Hiragana, Katakana, and two hundred to five hundred Kanji.
4. Writing on a variety of topics with coherency and cohesion, using Hiragana, Katakana, and two hundred to three hundred Kanji.
5. Understanding cultural differences and applying it to actual language performances.
6. Employing communication strategies to actual language performances.

**Schedule:**

Week 1	Introduction and review
Week 2-6	Lessons in the text
Week 7	Review and Exam 1 (oral)
Week 8-11	Lessons in the text
Week 12	Review and Exam 2 (oral)
Week 13	Lessons in the text
Final Exam	Exam 3 (written)

**REQUIRED TEXTS:**

*Japanese for Today.* Osaka University of Foreign Studies. Tokyo: Gakken, 1973.

*An Introduction to Modern Japanese.* Mizutani, O. & Mizutani, N. Tokyo: The Japan Times, 1977.

*A Guide to Reading & Writing Japanese.* (Revised edition), Tuttle, 1959.

**REFERENCES:**

*Japanese Language Learners' Dictionary.* Tokyo: Shincho-sha, 1995.

**GRADING:**

Quizzes (written and aural-written)	25%
Exam #1 (oral)	25%
Exam #2 (oral)	25%
Exam #3 - Final (written)	25%

Assignments: No submission and lateness are subject to a penalty of up to 10%.

Attendance and participation: Lack of attendance and negligence of class participation are subject to a penalty of up to 10%.

**GRADING EQUIVALENTS:**

A+ = 100-95%	B+ = 84-80%	C+ = 69-65%	D = 54-50%
A = 94-90%	B = 79-75%	C = 64-60%	F = 49-0%
A- = 89-85%	B- = 74-70%	C- = 59-55%	

**Department of Linguistics**

SCUS Reference: SCUS 95 - 15 k

SCAP Reference: SCAP 95 - 57 j

Change in requirements for Post-Baccalaureate Diploma in Teaching English  
as a Second Language

Change in requirements for Certificate in Teaching ESL Linguistics

**For Information:**

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 k:

LING 362-3

Change of prerequisite

## COURSE ALTERATION AND RATIONALE

**Change in program requirements:** Post-Baccalaureate Diploma in Teaching  
English as Second Language

### DEPARTMENT OF LINGUISTICS

**FROM:** *Individual and Social Development*

Theories of human development and language use, their implications for the classroom, and of the sociocultural context of learners and speakers represents a basic component in the preparation for language teaching.

Students are required to complete any one of the following courses that has not been completed previously.

- EDUC 320-3 Instructional Psychology
- 326-3 Classroom Management and Discipline
- 420-4 Cognitive Strategies in Learning
- 422-4 Learning Disabilities
- 425-4 School Counseling for the Classroom Teacher
- 441-4 Multicultural Education
- LING 409-3 Sociolinguistics
- SA 400-4 Canadian Ethnic Minorities

**TO:** *Individual and Social Development*

Theories of human development and language use, their implications for the classroom, and of the sociocultural context of learners and speakers represents a basic component in the preparation for language teaching.

Students are required to complete any one of the following courses that has not been completed previously.

- EDUC 320-3 Instructional Psychology
- 326-3 Classroom Management and Discipline
- 420-4 Cognitive Strategies in Learning
- 422-4 Learning Disabilities
- 425-4 School Counseling for the Classroom Teacher
- 441-4 Multicultural Education
- LING 350-3 Language Acquisition
- 409-3 Sociolinguistics
- SA 400-4 Canadian Ethnic Minorities

**RATIONALE:** Change in level of LING 250 to LING 350 in the 1995/96 Calendar enables LING 350 Language Acquisition to be included in the list of courses satisfying the *Individual and Social Development* requirement, to which it is clearly highly relevant.

COURSE ALTERATION AND RATIONALE

Change in program requirements: Certificate in Teaching ESL Linguistics

DEPARTMENT OF LINGUISTICS

FROM: **Lower Division**

*Required courses*

LING 110-3 The Wonder of Words  
130-3 Practical Phonetics  
220-3 Introduction to Linguistics  
222-3 Introduction to Syntax  
250-3 Language Acquisition

(15 semester hours)

*Recommended courses*

EDUC 220-3 Introduction to Education Psychology  
LING 221-3 Introduction to Phonology  
260-3 Language, Culture and, Society

**Upper Division**

*Required courses*

EDUC 467-4 Curriculum and Instruction in Teaching English as a  
Second Language  
LING 360-3 Linguistics and Language Teaching: Theory  
361-3 Linguistics and Language Teaching: Practice  
362-3 English as a Second Language: Theory  
363-3 English as a Second Language: Practice

(16 semester hours)

*Recommended courses*

EDUC 468-4 Recent Advances in the Teaching of English as a  
Second Language

TO: **Lower Division**

*Required courses*

LING 110-3 The Wonder of Words  
130-3 Practical Phonetics  
220-3 Introduction to Linguistics  
222-3 Introduction to Syntax

plus one of:

EDUC 220-3 Introduction to Education Psychology  
LING 221-3 Introduction to Phonology  
241-3 Languages of the World  
260-3 Language, Culture and, Society

(15 semester hours)

**Upper Division**

*Required courses*

- EDUC 467-4 Curriculum and Instruction in Teaching English as a Second Language
  - LING 360-3 Linguistics and Language Teaching: Theory
  - 361-3 Linguistics and Language Teaching: Practice
  - 362-3 English as a Second Language: Theory
  - 363-3 English as a Second Language: Practice
- (16 semester hours)

*Recommended courses*

- EDUC 468-4 Recent Advances in the Teaching of English as a Second Language
- LING 350-3 Language Acquisition

**RATIONALE:**

Requirements need to be changed to reflect 1995/1996 Calendar change in level of LING 250 to LING 350, while retaining the overall number of required semester hours in lower division and upper division courses. LING 241, new in the 1995/1996 calendar, is highly relevant to teaching ESL, as are EDUC 220 and LING 221 and 260. LING 350 is relevant but not essential.

**Department of Political Science**

SCUS Reference: SCUS 95 - 15 l  
SCAP Reference: SCAP 95 - 57 k

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 l:

- POL 330-3 Change of title, description, prerequisite and vector
- POL 347-3 Change of vector
- POL 348-3 Change of prerequisite and vector
- POL 411-3 Change of prerequisite
- POL 412-3 Change of description and prerequisite
- POL 415-3 Change of prerequisite
- POL 435-3 Change of prerequisite
- POL 443-3 Change of prerequisite and vector
- POL 451-3 Change of prerequisite
- POL 455-3 Change of title and prerequisite
- POL 457-3 Change of prerequisite



## Department of Psychology

SCUS Reference: SCUS 95 - 15 m

SCAP Reference: SCAP 95 - 57 1

Change to Minor Program requirements

Change to Major Program requirements

New courses:

PSYC 364-3 Psychology of Gender

PSYC 384-3 Developmental Psychobiology

PSYC 387-3 Biological Bases of Abnormal Behavior

### For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 m:

PSYC 100-3 Change of title

PSYC 201-3 Change of credit hours

PSYC 210-3 Change of credit hours

PSYC 221-3 Change of vector

PSYC 241-3 Change of vector

PSYC 260-3 Change of title and vector

PSYC 270-3 Change of vector

PSYC 280-3 Change of vector

PSYC 300-3 Change of title, level, credit hours and vector

PSYC 301-3 Change of credit hours

PSYC 302-3 Change of prerequisites and vector

PSYC 303-3 Change of credit hours

PSYC 304-3 Change of vector

PSYC 306-3 Change of prerequisites and vector

PSYC 308-3 Change of vector

PSYC 311-3 Change of credit hours

PSYC 321-3 Change of prerequisites and vector

PSYC 325-3 Change of credit hours

PSYC 326-3 Change of prerequisites and vector

PSYC 330-3 Change of credit hours  
PSYC 335-3 Change of prerequisites and vector  
PSYC 345-3 Change of vector  
PSYC 355-3 Change of vector  
PSYC 357-3 Change of vector  
PSYC 366-3 Change of prerequisites  
PSYC 367-3 Change of prerequisites and vector  
PSYC 369-3 Change of vector  
PSYC 370-3 Change of vector  
PSYC 373-3 Change of vector  
PSYC 375-3 Change of vector  
PSYC 381-3 Change of title and vector  
PSYC 382-3 Change of title, prerequisites and credit hours  
PSYC 383-3 Change of title, prerequisites, credit hours and vector  
PSYC 385-3 Change of vector  
PSYC 388-3 Change of title, prerequisites, credit hours and vector  
PSYC 410-5 Change of prerequisites  
PSYC 411-5 Change of prerequisites  
PSYC 430-5 Change of title and prerequisites  
PSYC 450-5 Change of title  
PSYC 451-5 Change of title  
PSYC 452-5 Change of title  
PSYC 456-5 Change of title and prerequisites  
PSYC 459-5 Change of title and prerequisites  
PSYC 461-5 Change of title  
PSYC 462-5 Change of title  
PSYC 465-5 Change of title  
PSYC 469-5 Change of title  
PSYC 470-5 Change of title  
PSYC 480-5 Change of prerequisites  
PSYC 481-3 Change of prerequisites  
PSYC 483-3 Change of prerequisites  
PSYC 485-5 Change of title  
PSYC 488-3 Change of prerequisites

## PROGRAM REVISION AND RATIONALE - PSYCHOLOGY DEPARTMENT

### 1) CHANGE OF PROGRAM REGULATION: Psychology **Minor**

FROM: Current Calendar Entry (p. 124)

To be admitted to the minor program, students must obtain a minimum cumulative grade point average of 2.0 in the following courses.

PSYC 100-3 Introductory Psychology I  
PSYC 102-3 Introduction to Psychology II  
PSYC 201-3 Research Methods in Psychology.

TO: Proposed Calendar Entry

To be admitted to the minor program, students must obtain a final course grade of C (2.0) or better in ~~the~~ following courses:

*EACH OF*

PSYC100-3 Introductory Psychology I  
PSYC102-3 Introduction to Psychology II  
PSYC201-3 Research Methods in Psychology.

**RATIONALE:** The specified courses impart fundamental knowledge, information and understanding that is considered to be important for, and basic to, the discipline of psychology. It is possible that students may satisfy an average grade point requirement without achieving an adequate level of performance in all the required areas. The change to a minimum final grade requirement in each course ensures that at least satisfactory performance has been demonstrated in all areas.

### 2) CHANGE OF PROGRAM REGULATION: Psychology **Major**

FROM: Current Calendar Entry (p. 123)

To be admitted to the major program, students must obtain a minimum cumulative grade point average of 2.0 in the following courses:

PSYC 100-3 Introductory Psychology I  
PSYC 102-3 Introduction to Psychology II  
PSYC 201-3 Research Methods in Psychology  
PSYC 210-3 Data Analysis in Psychology

TO: Proposed Calendar Entry

To be admitted to the major program, students must obtain a final course grade of C (2.0) or better in ~~the~~ following courses,

*EACH OF*

PSYC 100-3 Introductory Psychology I  
PSYC 102-3 Introduction to Psychology II  
PSYC 201-3 Research Methods in Psychology  
PSYC 210-3 Data Analysis in Psychology

**RATIONALE:** The specified courses impart fundamental knowledge, information and understanding that is considered to be important for, and basic to, the discipline of psychology. It is possible that students may satisfy an average grade point requirement without achieving an adequate level of performance in all the required areas. The change to a minimum final grade requirement in each course ensures that at least satisfactory performance has been demonstrated in all areas.

NEW COURSE PROPOSAL, RATIONALE - PSYCHOLOGY DEPARTMENT

PSYC 364-3 Psychology of Gender

**RATIONALE:** There is no course currently offered in the Psychology Department that deals specifically with gender. In addition to faculty and student interests, there is a large and sophisticated body of new research in this area. This course would offer students a unique approach to gender that would complement but not overlap with courses in Women's Studies, which focus specifically on women. This course will provide an integrative overview of conceptual and empirical work from the areas of developmental, social, personality, and abnormal psychology.

Senate Committee on Undergraduate Studies  
New Course Proposal Form

1. Calendar Information

Department: PSYCHOLOGY

Abbreviation Code: PSYC

Credit Hours: 3

Course Number: 364

Vector: 2-0-1

Title of Course: Psychology of Gender

Calendar Description of Course:

Explores theories and research on the psychology of gender. Gender similarities and differences in psychological development, social roles, and personality will be discussed.

Nature of Course: Lecture/Tutorial.

Prerequisites (or special instructions): Psyc ... 201.

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

2. Scheduling

How frequently will the course be offered: Once or twice a year

Semester in which the course will first be offered? 94-3

Which of your present faculty would be available to make the proposed offering possible? Drs. Kerig, Kimball

3. Objectives of the Course

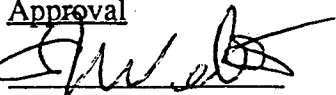
To provide an overview of theories and empirical findings related to the psychology of gender

4. Budgetary and Space Requirements (for information only).

What additional resources will be required in the following areas:  
(Faculty, Staff, Library, Audio Visual, Space, &/or Equipment)

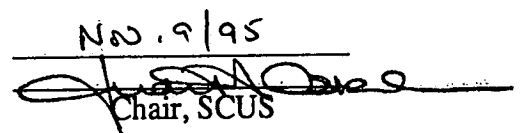
5. Approval

Date:



Department Chair

1 Aug 95  
  
Dean

Nov. 9/95  
  
Chair, SCUS

**Course Proposal**  
**Psyc 364: Psychology of Gender**

**Instructor:**

**Office:**

**Office hours:**

**General Description:**

This course will review theories and research regarding gender in psychological development, social roles, and personality. Topics to be covered will include the distinctions between sex and gender; conceptualizations of masculinity, femininity, and androgyny; perspectives on gender and its development; similarities and differences between males and females in emotions, achievement, power, communication and relationship styles; cross-cultural comparisons.

**Texts:** Doyle, J. & Paludi, M. (1991). Sex and gender: The Human Experience. Wm. C. Brown.  
Golombok, S. & Fivush, R. (1994). Gender development. NY: Cambridge.  
Packet of readings to be available in class

**Evaluation:**

Tutorial Participation:	30%
Midterm:	30%
Final:	40%

**Outline of Topics**

1. Overview: Sex, gender, sex role
2. Conceptualizing sex roles
3. Biology and the study of sex differences
4. Sex-role socialization
5. Gender schema theory
6. Gender in peer relationships
7. Gender and emotions
8. Gender and intimate relationships
9. Work and achievement
10. Power and violence
11. Gender and psychopathology
12. Cross-cultural studies
13. Gender and science

## NEW COURSE PROPOSAL RATIONALE - PSYCHOLOGY DEPARTMENT

### PSYC 384-3: Developmental Psychobiology

**RATIONALE:** This course is being introduced to provide coverage of a rapidly expanding subdiscipline of psychobiology. It is aimed primarily at students specializing in the biopsychology stream, and will give them a biological perspective on a variety of issues that are central to developmental psychology. Up to now, biopsychology courses have been taken mostly by students with a special interest in that area and have attracted relatively low enrollments. We hope that this new course will draw more students into the biopsychology stream, and in doing so will introduce a biological perspective into the other streams in our curriculum.



Senate Committee on Undergraduate Studies

New Course Proposal Form

1. Calendar Information

Department: PSYCHOLOGY

Abbreviation Code: PSYC

Credit Hours: 3

Course Number: 384

Vector: 2-0-1

Title of Course:

Developmental Psychobiology

Calendar Description of Course:

A survey of research on normal and abnormal brain development and its behavioral consequences, covering the fetal period through old age. Genetic, prenatal, nutritional, and experiential effects on brain and behavior will be discussed. Topics to include: bio-developmental aspects of sensory-motor, social, linguistic, intellectual, and sexual behavior. Effects of head trauma, disease, abnormal environments, and ageing will also be covered.

Nature of Course:

lecture/tutorial

Prerequisites (or special instructions):

Psyc 201, 280. Psyc 250 recommended

What course (courses), if any, is (are) being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered: 1 or 2 times per year

Semester in which the course will first be offered? Fall 1995

Which of your present faculty would be available to make the proposed offering possible?

Beyerstein, Davis, Mistlberger,

3. Objectives of the Course

To survey the area of brain development and behavior. To provide a biological perspective relevant to the developmental psychology offerings in the curriculum.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas: (Faculty, Staff, Library, Audio Visual, Space, &/or Equipment)

None

Date: May 20 1995  
[Signature]  
Department Chair

14 95  
[Signature]  
Dean

Nov. 9/95  
[Signature]  
Chair, SCUS

# PSYCHOLOGY 384-3

## Sample Course Outline

### Developmental Psychobiology

**Prerequisites:** PSYC 100 & 102 (or 101); PSYC 201 and 280  
**Recommended:** PSYC 250

**Description:** A survey of research on normal and abnormal brain development and its behavioral consequences, covering the fetal period through old age. Genetic, prenatal, nutritional, and experiential effects on brain and behavior will be discussed. Topics to include: bio-developmental aspects of sensory-motor, social, linguistic, intellectual, and sexual behavior. Effects of head trauma, disease, abnormal environments, and ageing will also be covered.

**Required Readings:** Readings will consist of original journal articles and book chapters placed on reserve in the library.

#### **Evaluation:**

Mid-term exam	30%
Final exam	40%
Term paper	20%
Tutorial participation	10%

## NEW COURSE PROPOSAL, RATIONALE - PSYCHOLOGY DEPARTMENT

### PSYC 387-3 Biological Bases of Abnormal Behavior

**RATIONALE:** This course is intended to provide better coverage of the clinical areas of biological psychology for students specializing in the psychobiology stream, and to supply a biological perspective on a variety of issues that are central to the abnormal/clinical stream. The students most interested in clinical psychology have traditionally been the ones least likely to explore the areas of biopsychology relevant to their interests and hence were more likely to underestimate the biological components in the etiology and treatment of mental disorders. Up to now, biopsychology courses have been taken mostly by students with a special interest in that area and have attracted relatively low enrollments. We hope that this new course will draw more students into the biopsychology stream, and in doing so will introduce a biological perspective into the other streams in our curriculum.

Senate Committee on Undergraduate Studies

New Course Proposal Form

1. Calendar Information

Department: PSYCHOLOGY

Abbreviation Code: PSYC

Credit Hours: 3

Course Number: 387

Vector: 2-0-1

Title of Course: Biological Bases of Abnormal Behavior

Calendar Description of Course:

Examines consequences and treatments of brain damage and disease, and the biological bases of psychopathologies, including mood disorders, anxiety, schizophrenia, eating disorders and substance abuse.

Nature of Course:

Prerequisites (or special instructions):

201, 280

What course (courses), if any, is (are) being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered: once/twice per year

Semester in which the course will first be offered? ASAP

Which of your present faculty would be available to make the proposed offering possible?

Mistlberger, Beyerstein, Davis,

3. Objectives of the Course

To provide students with a comprehensive survey of current progress in understanding biological bases and treatments of psychopathology, brain damage and disease. To provide a biological perspective relevant to the abnormal psychology offerings in the curriculum.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas: (Faculty, Staff, Library, Audio Visual, Space, &/or Equipment)

5. Approval

Date:

May 30/93

1 Aug 95

Nov. 9/95

[Signature]  
Department Chair

[Signature]  
Dean

[Signature]  
Chair, SCUS

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

# PSYCHOLOGY 387

## BIOLOGICAL BASES OF ABNORMAL BEHAVIOR

### SAMPLE COURSE OUTLINE

Prerequisites: Psyc 100 and 102, or 101; Psyc 201 and 280.  
Recommended: Psyc 241

Description: This course examines the effects and treatments of brain damage and disease, and the biological bases of mental and behavioral disorders, including depression, anxiety, schizophrenia, anorexia and bulimia, and substance abuse.

Required readings:

1. Fraser, Molinoff and Winokur, Biological Bases of Brain Function and Disease, 1994.
2. Bloom, Psychopharmacology: The fourth generation of progress.

Evaluation:

Percentage of final grade:

Midterm:	40%
Final:	40%
Tutorial:	20%

# PSYCHOLOGY 387 - BIOLOGICAL BASES OF ABNORMAL BEHAVIOR

## SAMPLE LECTURE SCHEDULE AND TOPICS

WEEK	TOPIC	READINGS
1	Principles of neurobiology I. Review and extension: Neural excitability and conduction; receptors and effectors; molecular biological techniques.	1(ch. 2-5)
2.	Principles of neurobiology II. Synaptic transmission, neurotransmitters and modulators. Behavioral pharmacology.	1(ch.6-8) 1(ch. 14)
3.	Human neuropsychological assessment and neuroimaging.	1(ch. 15)
5.	Brain damage and recovery of function. Diseases of the brain.	2
6.	Neurodegenerative disorders: Alzheimers disease, Parkinson's disease, Huntington's chorea.	1(ch. 23)
7.	Genetic approaches to mental illness.	1(ch. 16)
8.	Mood disorders.	1(ch. 17)
9.	Schizophrenia.	1(ch. 18)
10.	Anxiety disorders.	1(ch. 19)
11.	Substance abuse.	1(ch. 20)
12.	Eating disorders.	1(ch. 21)
13.	Epilepsy.	1(ch 22)

### READINGS

1. Primary text: A. Frazer, P. Molinoff, A. Winokur (eds). Biological Bases of Brain Function and Disease (1994)
2. Selected readings on brain damage, brain disease and recovery of function.
3. Selected chapters from F. Bloom (ed.), Psychopharmacology: The fourth generation of progress (1994) will be used to supplement the primary text.

## Department of Spanish and Latin American Studies

SCUS Reference: SCUS 95 - 15 p

SCAP Reference: SCAP 95 - 57 o

New courses:

LAS 404-3 Special Topics: Field School I  
LAS 405-3 Special Topics: Field School II  
LAS 410-4 Andean History and Culture  
SLAS 380-0 Practicum I  
SLAS 390-0 Practicum II  
SLAS 480-0 Practicum III  
SLAS 490-0 Practicum IV  
SPAN 307-3 Practical Spanish Phonetics  
SPAN 445-5 Selected Topics in Modern Spanish Literature  
SPAN 448-5 Selected Topics in the Golden Age  
SPAN 456-5 Selected Topics in Modern Latin American  
Narrative  
SPAN 457-5 Selected Topics in Modern Latin American  
Poetry and Theatre

Deletion of:

SPAN 440-5 Modern Spanish Novel  
SPAN 441-4 Modern Spanish Theatre  
SPAN 442-5 Modern Spanish Poetry  
SPAN 443-5 Spanish Theatre of the Golden Age  
SPAN 447-5 Cervantes  
SPAN 451-5 Modern Latin American Novel  
SPAN 453-3 Modern Latin American Short Story  
SPAN 452-5 Modern Latin American Poetry  
SPAN 454-3 Latin American Theatre

**For Information:**

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 a:

LAS 100-3 Change of vector  
LAS 200-3 Change of vector  
LAS 210-3 Change of level  
SPAN 210-3 Change of level  
SPAN 352-3 Change of title  
SPAN 413-3 Change of credit hours  
SPAN 425-3 Change of credit hours  
SPAN 460-3 Change of title

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department of Spanish and Latin American Studies

Abbreviation Code: LAS Course #: 404 Credit Hrs: 3 Vector: 0/3/0

Title of Course: Special Topics: Field School I

Calendar Description of Course:

This course will be part of the SLAS Field School in Latin America. The selected region will be examined on site from a multidisciplinary perspective.

Nature of Course: Seminar

Prerequisites (or special instructions): LAS 200 or permission of the department.

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? Every 2 years.

Semester in which the course will first be offered? Fall 1995

Which of your present faculty would be available to make the proposed offering possible?

Clavero, DeGrandis, García, Gómez-Moriana, Kirschner, Escudero-Faust, Otero, Sosa, Spurling.

3. Objectives of the Course:

This is a course on field methods. In the case of the 1995 Field School to Chile the three first weeks will be spent on Burnaby Mountain where students will receive instruction on observation techniques, methods of displaying results and techniques of analysis. Instruction will also be given on how to keep a field journal, the fundamental requirement for the course. During this period, students will undertake field assignments in the local area.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty NONE

Staff NONE

Library\*

Space NONE

Equipment NONE

5. Approval

Date:

May 31/95  
(Department Chair)

1/23/95  
(Dean)

Nov. 9/95  
(Chair SCUS)



RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

LAS 404-3 Special Topics: Field School I

RATIONALE: SLAS has too few LAS Special Topics courses to offer a sufficient number on campus and on the field school. By creating 2 new Special Topics courses for the field school, we will avoid the conflict of both programs needing to use the same courses.

**DEPARTMENT OF SPANISH AND  
LATIN AMERICAN STUDIES**

**CHILE FIELD SCHOOL**

**LATIN AMERICAN STUDIES 404-3**

**FALL 1995**

**Special Topics: Field School I  
Individual Field Study in Chile**

Instructors: M. Lee/A. Joyce, C. Ridgewell

**COURSE CONTENT**

This is a course on field methods. In the three weeks spent on Burnaby Mountain, students will receive instruction on observation techniques, methods of displaying results and techniques of analysis. Instruction will also be given on how to keep a field journal, the fundamental requirement for the course. During this period, students will undertake field assignments in the local area.

**REQUIRED TEXT:**

Merrill, A. T., ed. *Chile . A Country Study*. Washington: The American University, 1982.

Students will be given additional reading assignments at the beginning of the semester.

For students who have access to Mosaic or Netscape, the following sources may be of interest for up-to-date information:

1. University of Texas <http://lanic.utexas.edu/>
2. World Bank datasets
  - Social Indicators of Development, 1994  
(<http://www.ciesin.org/IC/wbank/sid-home.html>)
  - Trends in Developing Economies, 1994  
(<http://www.ciesin.org/IC/wbank/tde-home.html>)

**GRADING**

- a. Local field assignments: 20 %

Due Date: September 18

- b. Participation: 30%

Student participation in field school activities such as field trips and lectures.

The participation grade will be the average of the grade provided by each of the three instructors.

- c. Field journal: 50%

The journal grade will be the average of the grade provided by each of two instructors.

Due Date: November 30

**PREREQUISITE: LAS 200**

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department of Spanish and Latin American Studies

Abbreviation Code: LAS Course #: 405 Credit Hrs: 3 Vector: 0/3/0

Title of Course: Special Topics: Field School II

Calendar Description of Course:

This course will be part of the SLAS Field School in Latin America. A topic will be chosen which can be examined profitably from a multidisciplinary perspective.

Nature of Course: Seminar

Prerequisites (or special instructions): LAS 200 or permission of the department.

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? Every 2 years.

Semester in which the course will first be offered? Fall 1995

Which of your present faculty would be available to make the proposed offering possible?

Clavero, DeGrandis, García, Gómez-Moriana, Kirschner, Escudero-Faust, Otero, Sosa, Spurling.

3. Objectives of the Course:

The purpose of this course is to familiarize the student with a particular topic related to the economy and society of the SLAS Field School region. The topic will be chosen according to the country/countries of each Field School and to faculty team expertise. In the case of the 1995 Chile Field School this course will examine and evaluate the changes which have taken place in the Chilean economy in the last thirty years or so. It will do so by means of two case studies of export-oriented industries: the fishing industry and the wine industry. Students will choose one case study.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty NONE

Staff NONE

Library\*

Space NONE

Equipment NONE

5. Approval

Date:

[Signature]  
May 31/95  
(Department Chair)

[Signature]  
May 31/95  
(Dean)

[Signature]  
Nov 9/95  
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (\* note: a separate library report is now required)

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

LAS 405-3 Special Topics: Field School II

RATIONALE: SLAS has too few LAS Special Topics courses to offer a sufficient number on campus and on the field school. By creating 2 new Special Topics courses for the field school, we will avoid the conflict of both programs needing to use the same courses.

DEPARTMENT OF SPANISH AND  
LATIN AMERICAN STUDIES

CHILE FIELD SCHOOL

LATIN AMERICAN STUDIES 405-3

FALL 1995

**Special Topics: Field School II**  
**Case Studies in the Chilean Economy**

Instructors: I. Joyce, C. Ridgewell

**COURSE CONTENT:**

The course will examine and evaluate the changes which have taken place in the Chilean economy in the last thirty years or so. It will do so by means of two case studies of export-oriented industries: the fishing industry and the wine industry. Students will choose one case study.

**REQUIRED TEXTS:**

McGoodwin, *Crisis in the World's Fisheries. People, Problems and Policies*. Stanford: Stanford U P, 1990.

Hojman, David E., ed. *Neo-liberal Agriculture in rural Chile*. Basingstoke: McMillan, 1990.

Students will be given additional reading assignments at the beginning of the semester.

**GRADING**

1. Annotated bibliography: 30%

Students will prepare an annotated bibliography of materials relevant to their topic during our three weeks on Burnaby Mountain.

Date Due: September 21

2. Research proposal: 20%

Based on the annotated bibliography, students will prepare a detailed proposal for the research they intend to carry out in Chile. Care should be taken to arrive at a program that may be realistically undertaken within the constraints of the field school.

Date Due: September 21

3. Written Research Report: 50%

Date Due: November 30

**PREREQUISITE: LAS 200**

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Spanish and Latin American Studies

Abbreviation Code: LAS

Course #: 410

Credit Hrs: 4

Vector: 0-4-0

Title of Course: Andean History and Culture

Calendar Description of Course: An interdisciplinary study of the history and culture of the Andean region from the Inka period to the present. The first half of the course examines the Andean response to colonialism and the nation-state; the second half focuses on issues and problems that Andean peoples confront today.

Nature of Course: Seminar

Prerequisites (or special instructions): LAS 140 and LAS 200 or permission of the instructor

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 every 3 semesters.

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible?

Geoffrey Spurling

3. Objectives of the Course To provide students with an in-depth understanding of the history and culture of the Andean region.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

\*\*\*Please see the note below.

Faculty

Staff

Library\*

Audio Visual

Space

Equipment

\*\*\*No additional resources will be required. I have already offered the course a number of times under LAS 310--Regional Studies (in 89-3, 92-1, 93-3; I will teach it once again as LAS 310 in 95-3). The library holdings have always been adequate for the course; also, over the past 3 or 4 years the library has added substantially to its collection on the Andes, with the acquisition of many new English- and Spanish-language monographs and with new subscriptions to journals with an Andean focus (eg. *Revista Andina*, *Historica*).

5. Approval


Date:


May 31 / 95

Apr 95

Nov. 9 / 95

  
(Department Chair)

  
(Dean)

  
(Chair) SCUS

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (\* note: a separate library report is now required)

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

LAS 410-4

RATIONALE:

This course will fill an important niche in the Department's overall undergraduate LAS program, providing students with an in-depth historical and cultural analysis of a specific Latin American region (the Andes) from the pre-colonial period to the present. It has been offered previously under the generic heading LAS 310 Regional Studies and should have a separate title and calendar description. The level (400) and credit hours (4) appropriately reflect the course's difficulty and coverage.

## SAMPLE COURSE OUTLINE

LATIN AMERICAN STUDIES 410

### ANDEAN HISTORY AND CULTURE

**Instructor:** Geoffrey Spurling

**Course Description:**

This course examines the history and culture of the central Andes. We begin with an analysis of Andean history from the Spanish invasion of the Inka state to the present. We examine the political, economic, and socio-cultural transformations of Andean society under colonial and republican rule. We then focus on some of the critically important issues and problems that Andean peoples confront today: rural-urban migration and participation in the informal economy, the reworking of cultural identity, class and ethnic divisions, severe economic crisis and neoliberalism, the traffic in cocaine and the attempts to eradicate the production of coca leaf, political repression, and the violent struggle waged by Shining Path guerrillas.

**Required Texts:**

José María Arguedas, *Yawar Fiesta*.

Deborah Poole and Gerardo Rénique, *Peru: Time of Fear*.

Karen Spalding, *Huarochirí: An Andean Society Under Inca and Spanish Rule*.

**Recommended Text:**

José Carlos Mariátegui, *Seven Interpretive Essays on Peruvian Reality*.

**Course Assignments and Grading:**

Research Paper	40%
Final Exam	30%
Seminar Presentation	20%
Seminar Participation	10%

**Course Organization:**

Two two-hour seminars weekly.



SAMPLE COURSE SYLLABUS

LATIN AMERICAN STUDIES 410

**ANDEAN HISTORY AND CULTURE**

**Course Instructor:** Geoffrey Spurling

**Course Description:** This course examines the history and culture of the central Andes. We begin with an analysis of Andean history from the Spanish invasion of the Inka state to the present. We examine the political, economic, and socio-cultural transformations of Andean society under colonial and republican rule. We then focus on some of the critically important issues and problems that Andean peoples confront today: rural-urban migration and participation in the informal economy, the reworking of cultural identity, class and ethnic divisions, severe economic crisis and neoliberalism, the traffic in cocaine and the attempts to eradicate the production of coca leaf, political repression, and the violent struggle waged by Shining Path guerrillas.

**Course Assignments and Grading:**

Research Paper	40%
Final Exam	30%
Seminar Presentation	20%
Seminar Participation	10%

**Required Texts:**

Arguedas, José María

[1941]1985 *Yawar Fiesta*. Translated by Frances Horning Barraclough.  
University of Texas Press, Austin.

Poole, Deborah, and Gerardo Rénique

1992 *Peru: Time of Fear*. Latin America Bureau, London.

Spalding, Karen

1984 *Huachichirí: An Andean Society Under Inca and Spanish Rule*.  
Stanford University Press, Stanford.

**Recommended Text:**

Mariátegui, José Carlos

[1928]1971 *Seven Interpretive Essays on Peruvian Reality*. Translated by  
Marjory Urquidi. University of Texas Press, Austin.

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SLAS 380-0 Practicum I

RATIONALE:

Co-operative Education course

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SLAS 390-0 Practicum II

RATIONALE:

Co-operative Education course

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SLAS 480-0 Practicum III

RATIONALE:

Co-operative Education course

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SLAS 490-0 Practicum IV

RATIONALE:

Co-operative Education course

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department of Spanish and Latin American Studies

Abbreviation Code: SPAN Course #: 307 Credit Hrs: 3 Vector: 1-0-2

Title of Course: Practical Spanish Phonetics

Calendar Description of Course:

A video-assisted course designed to improve oral skills and to provide detailed information about phonetic analysis and the sound system of Spanish.

Nature of Course: Lecture/laboratory

Prerequisites (or special instructions): SPAN 220 or equivalent; SPAN 303 recommended

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? Every 3 semesters.

Semester in which the course will first be offered? Fall 1996

Which of your present faculty would be available to make the proposed offering possible?

Juan M. Sosa

3. Objectives of the Course:

To improve the pronunciation, spoken fluency and communicative competence of intermediate and advanced students of Spanish. To familiarise students with methods for phonetic analysis. To provide theoretical and practical information about the phonetic and phonological differences between Spanish and English.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty NONE

Staff NONE

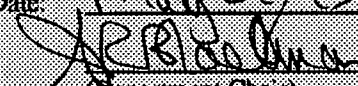
Library\* MINIMAL (around \$100). See attached library report.

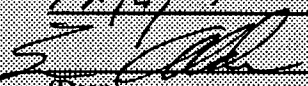
Audio Visual Video tapes, audio tapes to make 4 sets of the course materials. Estimated cost: \$300

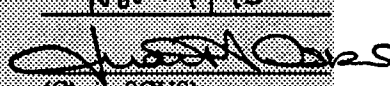
Space NONE

Equipment NONE

5. Approval

Date: Mar 31/95  
  
(Department Chair)

Apr 95  
  
(Dean)

Nov 9/95  
  
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (\* note: a separate library report is now required)

## RATIONALE FOR NEW COURSE PROPOSAL

### DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SPANISH 307-3

PRACTICAL SPANISH PHONETICS

#### RATIONALE

At present, the Department of Spanish and Latin American studies at SFU has a fairly comprehensive language program that emphasizes listening comprehension, grammar, vocabulary and writing skills at the introductory level, as well as advanced grammar, conversation and composition at the intermediate and advanced levels. However, little emphasis is placed on oral fluency and pronunciation, two aspects that are absolutely essential for the overall communicative competence and global proficiency of non-native speakers. This problem is not unique to SFU, in general the acquisition of an acceptable and relatively accent-free pronunciation of a second language is an aspect that has been consistently overlooked in the foreign language classroom in North America.

The course I am proposing addressed this issue, for it is conceived as a practical audio-visual method specifically intended to develop and increase the intelligibility and oral skills of the students. A comprehensive introduction to phonetic and phonological analyses as well as descriptions of the phonetic and phonological systems of both Spanish and English is provided. The sound systems are illustrated with examples of articulations and includes pronunciation exercises and drills, as well as a discussion of the most common interferences and errors of English speakers learning Spanish. Each of the recorded lessons lasts between 12 and 16 minutes and the language of instruction is Spanish.

This pronunciation course has been already offered twice at the SLAS Department as a Selected Topics course (SPAN 460-3) with favourable response and evaluations. The enrollment was 19 students in the Fall 92 semester and 12 in the Fall 94 semester. In addition, 5 students from SLAS and one from the Linguistics Department that have taken Directed Studies with me have used the videos of this course as the basis of their class work.

The equipment and language lab necessary for this course, as well as the audio-visual resources and technical support needed, already exist at SFU. The language lab in CC7203 has been equipped with a VCR and monitor connection to the console, so as to allow the students to receive the signal through earphones in their own work stations and record their voices on audio cassettes while watching the videos, under the supervision of the instructor. In addition, we have access to a CSL 4300 (Computerized Speech Lab) by Kay Elemetrics, which already has been used by students to produce pitch tracks and spectrograms to visually analyze the acoustic properties of Spanish sounds as opposed to English ones.

The innovative and comprehensive use of existing technology, is one of the aspects that has made this course successful and effective. The proponent of the course is its co-author, in collaboration with Dr. Francesco D'Introno. It was first developed in 1988 in the Audiovisual Department of the University of Massachusetts and is currently been used in several major universities in the USA.

The new Language Centre at SFU will provide expertise, facilities and resources for the further development of this course into an interactive, computer-driven course with a multimedia component.

## DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SPANISH 307-3

PRACTICAL SPANISH PHONETICS

Course Chair: Juan M. Sosa

Office: AQ5105A

Phone: 5970

### OBJECTIVES OF THE COURSE:

The main objective of this course is to improve the pronunciation, spoken fluency and communicative competence of second and third year Spanish students, by means of a series of video-assisted exercises and drills. This course is devised to provide theoretical and practical information about the phonotactics of connected speech, the variability of spoken Spanish and the phonetic and phonological differences between Spanish and English.

### REQUIRED TEXT

La Pronunciación del Español. Curso Práctico. Francesco D'Introno & Juan Manuel Sosa. University of Massachusetts, 1988. (Available from the instructor)

### RECOMMENDED READINGS

Canfield, D.L. Spanish Pronunciation in the Americas. The University of Chicago Press, 1981.  
Ladefoged, P. Elements of Acoustic Phonetics. The University of Chicago Press, 1962.  
Quilis, A. and J. Fernández. Curso de Fonética y Fonología Españolas. Madrid: Consejo Superior de Investigaciones Científicas, 1982.

### PREREQUISITE

SPAN 220 or equivalent, or permission of the instructor. SPAN 303 recommended.

### GRADING

Class work	60%
Four quizzes (one written, three oral)	40%

### COURSE OUTLINE

This is a practical audio-visual course specifically designed for the teaching of Spanish phonetics and pronunciation.

It consists of a series of 29 lecture-exercises recorded on videos that emphasize practical aspects of Spanish pronunciation by showing graphics of the mechanisms of speech production and by providing an acoustical-visual input that demonstrates the motions of the tongue and lips during articulation.

The topics to be covered include basic notions of acoustic and articulatory phonetics, the phonotactics of connected speech, the variability of Spanish pronunciation, rhythm and intonation, and the most commonly found errors of English-speaking learners of Spanish.

NEW COURSE PROPOSAL FORM

1. Calendar Information Department of Spanish and Latin American Studies

Abbreviation Code: SPAN Course #: 445 Credit Hrs: 5 Vector: 0/5/0

Title of Course: Selected Topics in Modern Spanish Literature

Calendar Description of Course:

Studies in either the Modern Spanish Novel, Modern Spanish Theatre, or Modern Spanish Poetry. Students will receive advance notice about which topic will be taught in a given term. The Modern Spanish Novel will be studied from the end of the nineteenth century to the present. Modern Spanish Theatre will include an introduction to dramatic theory and a critical study of representative works. Modern Spanish Poetry will include an introduction to poetic theory and a critical study of modern Spanish poets from the turn of the century to the present.

Nature of Course: Seminar

Prerequisites (or special instructions): SPAN 240

What course (courses), if any, is being dropped from the calendar if this course is approved: SPAN 440, SPAN 441, SPAN 442.

2. Scheduling

How frequently will the course be offered? Once every three semesters.

Semester in which the course will first be offered? Fall 1996

Which of your present faculty would be available to make the proposed offering possible?

Jorge García, Antonio Gómez-Moriana, Teresa Kirschner, Rita DeGrandis, Dolores Clavero

3. Objectives of the Course:

To apply techniques of textual analysis through an in depth survey of important narrative, dramatic and poetic texts from the 19th and the 20th centuries.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty None

Staff None

Library\* Same as deleted courses SPAN 440, SPAN 441, and SPAN 442

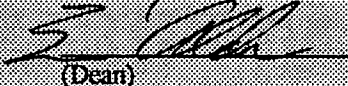
Audio Visual None

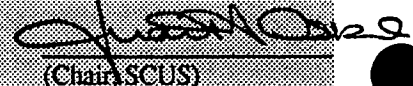
Space None

Equipment None

5. Approval

Date: May 31/95  
  
(Department Chair)

1 May 95  
  
(Dean)

Nov. 9/95  
  
(Chair, SCUS)

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SPAN 445-5 Selected Topics in Modern Spanish Literature

RATIONALE:

This course replaces SPAN 440, 441, and 442.

Students will receive advance notice about which topic will be taught in a given term (Modern Spanish Poetry, Modern Spanish Novel, or Modern Spanish Theatre). Grouping these topics under a Selected Topics will allow better administration of curriculum and allow course to be offered on a regular basis.



DEPARTMENT OF SPANISH AND  
LATIN AMERICAN STUDIES

SPANISH 445-5

SELECTED TOPICS IN MODERN  
SPANISH LITERATURE

**COURSE CONTENT:**

Studies in either the Modern Spanish Novel, Modern Spanish Theatre, or Modern Spanish Poetry. Students will receive advance notice about which topic will be taught in a given term. The Modern Spanish Novel will be studied from the end of the nineteenth century to the present. Modern Spanish Theatre will include an introduction to dramatic theory and a critical study of representative works. Modern Spanish Poetry will include an introduction to poetic theory and a critical study of modern Spanish poets from the turn of the century to the present.

**REQUIRED TEXTS:**

**Theatre:**

- Ramón del Valle-Inclán: Martes de carnaval (Nueva Austral)  
Rafael Alberti: El hombre deshabitado (6 dramaturgos españoles I, Girol)  
Federico García Lorca: La casa de Bernarda Alba (Girol);  
El amor de Don Perlimplín (Magisterio)  
Antonio Buero Vallejo: Historia de una escalera; Las Meninas (Austral)  
Alfonso Sastre: En la red (Girol)  
Fernando Arrabal: Picnic, Laberinto (Cátedra)

**Novel:**

- Pérez Galdóz, Benito: Doña Perfecta (Cátedra)  
Goytisolo, Juan: Reivindicación del Conde Don Julián (Seix i Barral)  
Muñoz Molina, Antonio: Beatus Ille (Seix Barral)  
Valle Inclán, Ramón: Tirano Banderas (Austral)  
Laforet, Carmen: Nada (Destino)

**Poetry:**

- Vicente Aleixandre: Poesía  
P. Machado: Poesía  
M. Hernández: Poemas (Plaza & James Editores, S.A.)  
Blas de Oterro: Verso y Prosa (Cátedra, Madrid)  
F. García Lorca: Antología Poética (EDAF, Madrid)

**GRADING:**

Mid-Term exam:	25%
Final exam or original 10-15 page paper:	30%
Work covered in class:	20%
Assignments:	15%
Class participation:	10%

**PREREQUISITE:** SPAN 240

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department of Spanish and Latin American Studies

Abbreviation Code: SPAN Course #: 448 Credit Hrs: 5 Vector: 0/5/0

Title of Course: Selected Topics in the Golden Age

Calendar Description of Course:

Studies in either the Spanish theatre of the Golden Age, or the works of Miguel de Cervantes Saavedra. Students will receive advance notice about which topic will be taught in a given term. The Spanish theatre of the Golden Age will introduce students to seventeenth century Spanish thought through the critical study of major plays. The studies on Miguel de Cervantes will be conducted either by focusing on his theatre, poetry and fiction, or by concentrating exclusively on his fiction in the context of the narrative of the period.

Nature of Course: Seminar

Prerequisites (or special instructions): SPAN 240

What course (courses), if any, is being dropped from the calendar if this course is approved: SPAN 443, SPAN 447.

2. Scheduling

How frequently will the course be offered? Once every three semesters.

Semester in which the course will first be offered? Fall 1996

Which of your present faculty would be available to make the proposed offering possible?

Jorge García, Antonio Gómez-Moriana, Teresa Kirschner, Rita DeGrandis, Dolores Clavero

3. Objectives of the Course:

To familiarize the student with the historical and literary background of 17th century Spain while focusing on the analysis of important works of the period in theatre and fiction.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty None

Staff None

Library\* Same as deleted courses SPAN 443 and SPAN 447

Audio Visual None

Space None

Equipment None

5. Approval

Date:

May 31/95

LA 9 95

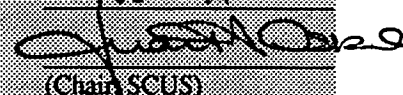
Nov. 9/95



(Department Chair)



(Dean)



(Chair, SCUS)

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SPAN 448-5 Selected Topics in the Golden Age

RATIONALE:

This course replaces SPAN 443, 447.

Students will receive advance notice about which topic will be taught in a given term (Spanish theatre of the Golden Age or the works of Miguel de Cervantes Saavedra).

Grouping these topics under a Selected Topics will allow better administration of curriculum and allow course to be offered on a regular basis.

**DEPARTMENT OF SPANISH AND  
LATIN AMERICAN STUDIES**

**SPANISH 448-5: SELECTED TOPICS IN THE GOLDEN AGE**

**COURSE CONTENT:**

Studies in either the Spanish theatre of the Golden Age, or the works of Miguel de Cervantes Saavedra.. The Spanish theatre of the Golden Age will introduce students to seventeenth century Spanish thought through the critical study of major plays. The studies on Miguel de Cervantes will be conducted either by focusing on his theatre, poetry and fiction, or by concentrating exclusively on his fiction in the context of the narrative of the period.

**REQUIRED TEXTS:**

**Spanish theatre of the Golden Age:**

Hymen Alpern/José Martel: Diez Comedias del siglo de oro (an annotated omnibus of ten complete plays by the most representative Spanish dramatists of the Golden Age, edited by José Martel and Hymen Alpern). Prospect Heights, Ill: Waveland Press, 1985.

**Recommended Readings:**

La comedia española: Charles Vincent Aubrun (Madrid: Taurus, 1986).  
(Reserve)

**Cervantes:**

El cerco de Numancia: (Cátedra)

Entremeses: (Juventud)

Novelas ejemplares: (Porrúa)

Don Quijote de la mancha: (Juventud)

**GRADING:**

Mid-Term exam:	25%
Oral presentation of a work covered in class:	25%
Final paper:	40%
Class participation:	10%

**PREREQUISITE:** SPAN 240

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department of Spanish and Latin American Studies

Abbreviation Code: SPAN Course #: 456 Credit Hrs: 5 Vector: 0/5/0

Title of Course: Selected Topics in Modern Latin American Narrative

Calendar Description of Course:

Studies in either Modern Latin American Novel, or Modern Latin American Short Story. Students will receive advance notice about which topic will be taught in a given term. Modern Latin American Novel will study the major Latin American novelists and narrative genres of the twentieth century with special emphasis on current techniques of literary analysis. Modern Latin American Short Story will study the genre in the twentieth century through its most representative authors.

Nature of Course: Seminar

Prerequisites (or special instructions): SPAN 240

What course (courses), if any, is being dropped from the calendar if this course is approved: SPAN 451, SPAN 453.

2. Scheduling

How frequently will the course be offered? Once every three semesters.

Semester in which the course will first be offered? Fall 1996

Which of your present faculty would be available to make the proposed offering possible?

Jorge García, Antonio Gómez-Moriana, Teresa Kirschner, Rita DeGrandis, Dolores Clavero

3. Objectives of the Course:

Reading and critical analysis of contemporary Latin American fiction as a basis for discussion about topics such as the Mexican revolution, the Andean and Mayan mythological worlds, social realism, fantastic fiction and committed literature.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty None

Staff None

Library\* Same as deleted courses SPAN 451 and SPAN 453

Audio Visual None

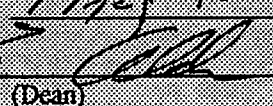
Space None

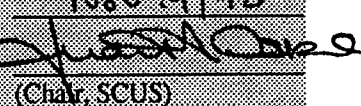
Equipment None

5. Approval

Date: May 31/95

  
(Department Chair)

Date: July 95  
  
(Dean)

Date: Nov 9/95  
  
(Chair, SCUS)

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SPAN 456-5 Selected Topics in Modern Latin American Narrative

RATIONALE:

This course replaces SPAN 451, 453. Studies in either Modern Latin American Novel or Modern Latin American Short Story. Students will receive advance notice about which topic will be taught in a given term.

Grouping these topics under a Selected Topics will allow better administration of curriculum and allow course to be offered on a regular basis.

DEPARTMENT OF SPANISH AND  
LATIN AMERICAN STUDIES

SPANISH 456-5

SELECTED TOPICS IN MODERN LATIN AMERICAN  
NARRATIVE

**COURSE CONTENT:**

Studies in either Modern Latin American Novel, or Modern Latin American Short Story. Students will receive advance notice about which topic will be taught in a given term. Modern Latin American Novel will study the major Latin American novelists and narrative genres of the twentieth century with special emphasis on current techniques of literary analysis. Modern Latin American Short Story will study the genre in the twentieth century through its most representative authors.

**REQUIRED TEXTS:**

**Latin American Short Story**

J. M. Arguedas: Relatos completos

J. Cortazar: Las armas secretas

C. Fuentes: Cantar de ciegos

Mario Benedetti: Cuentos

**Latin American Novel**

Carlos Fuentes: La muerte de Artemio Cruz (México)

J.M.Arguedas: Los ríos profundos (Perú)

M.A. Asturias: Hombres de maíz (Guatemala)

G. García Mearquez: Cien años de soledad (Colombia)

Manlio Argueta: Un día en la vida (El Salvador)

Luisa Valenzuela: Cola de lagartija (Argentina)

**GRADING:**

Class participation and readings' quizzes:	30%
Oral presentation:	20%
Term essay:	50%

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department of Spanish and Latin American Studies

Abbreviation Code: SPAN Course #: 457 Credit Hrs: 5 Vector: 0/5/0

Title of Course: Selected Topics in Modern Latin American Poetry and Theatre

Calendar Description of Course:

Studies on either Modern Latin American Poetry, or Modern Latin American Theatre. Students will receive advance notice about which topic will be taught in a given term

Nature of Course: Seminar

Prerequisites (or special instructions): SPAN 240

What course (courses), if any, is being dropped from the calendar if this course is approved: SPAN 452 and SPAN 454.

2. Scheduling

How frequently will the course be offered? Once every three semesters.

Semester in which the course will first be offered? Fall 1996

Which of your present faculty would be available to make the proposed offering possible?

Jorge García, Antonio Gómez-Moriana, Teresa Kirschner, Rita DeGrandis, Dolores Clavero

3. Objectives of the Course:

To examine aspects of the Latin American social reality and culture through the detailed analysis of a number of representative dramatic and poetic texts.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty None

Staff None

Library\* Same as deleted courses SPAN 452 and SPAN 454.

Audio Visual None

Space None

Equipment None

5. Approval

Date:

May 31/95

May 95

Nov. 9/95

  
(Department Chair)

  
(Dean)

  
(Chair, SCUS)



RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SPAN 457-5 Selected Topics in Modern Latin American Poetry and Theatre

RATIONALE:

This course replaces SPAN 452, 454. Studies in either Modern Latin American Poetry or Modern Latin American Theatre. Students will receive advance notice about which topic will be taught in a given term.

Grouping these topics under a Selected Topics will allow better administration of curriculum and allow course to be offered on a regular basis.

DEPARTMENT OF SPANISH AND  
LATIN AMERICAN STUDIES

SPANISH 457-5

SELECTED TOPICS IN MODERN LATIN AMERICAN  
POETRY AND THEATRE

COURSE CONTENT:

Studies on either Modern Latin American Poetry, or Modern Latin American Theatre. This course will examine aspects of the Latin American social reality and culture through the detailed analysis of a number of representative dramatic and poetic texts.

REQUIRED TEXT:

<u>Antología Poética:</u>	Rubén Darío
<u>Obra Poética Completa:</u>	César Vallejo
<u>Antología Poética:</u>	Pablo Neruda
<u>Sóngoro Consongo y otros Poemas:</u>	Nicolás Guillén
<u>Interrupciones II:</u>	Juan Gelman
<u>Antología del teatro hispanoamericano del Siglo XX</u> and other printed and mimeographed selections.	

GRADING:

Participation and reading quizzes:	30%
Oral presentation:	20%
Term essay:	50%

PREREQUISITE: SPAN 240.

## COURSE DELETION AND RATIONALE

### DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

#### Course Deletions:

SPAN 440-5, Modern Spanish Novel  
SPAN 441-5, Modern Spanish Theatre  
SPAN 442-5, Modern Spanish Poetry  
These courses will be replaced by SPAN 445-5, Selected Topics in Modern Spanish Literature.

SPAN 443-5, Spanish Theatre of the Golden Age  
SPAN 447-4, Cervantes  
These courses will be replaced by SPAN 448-5, Selected Topics in the Golden Age.

SPAN 451-5, Modern Latin American Novel  
SPAN 453-5, Modern Latin American Short Story  
These courses will be replaced by SPAN 456-5, Selected Topics in Modern Latin American Narrative.

SPAN 452, Modern Latin American Poetry  
SPAN 454, Latin American Theatre  
These courses will be replaced by SPAN 457-5, Selected Topics in Modern Latin American Poetry and Theatre.

#### RATIONALE:

The number of 400 division Spanish Literature courses is too great to offer them all on a regular basis. Grouping them within Selected Topics will allow better administration of curriculum.

**S.95-65 m**

**SCES/SFU Program**

SCUS Reference: SCUS 95 - 15 n  
SCAP Reference: SCAP 95 - 57 m

Revisions to the core course list and optional course list for the  
Certificate in Native Studies Research

COURSE ALTERATION AND RATIONALECERTIFICATE IN NATIVE STUDIES RESEARCH

FROM: *Current Calendar Entry of Core Courses and Optional Courses List*

## Core Courses

ARCH	223-3	The Prehistory of Canada
HIST	201-3	The History of Western Canada
LING	130-3	Introduction to Practical Phonetics
SA	101-4	Introduction to Anthropology (or SA 150-4 Introduction to Sociology)
	255-4	Introduction to Social Research
	286-4	Native Cultures of British Columbia

## Optional Courses

ARCH	273-3	Archaeology of the New World
*	332-3	Special Topics in Archaeology I
*	333-3	Special Topics in Archaeology II
*	336-3	Special Topics in Prehistoric and Primitive Art
	360-5	Native Cultures of North America
*BISC	272-3	Special Topics in Biology
*	372-3	Special Topics in Biology
CRIM	419-3	Indigenous Peoples, Crime, and Criminal Justice
HIST	202-3	BC and Confederation: Studies in Historical Method
	326-3	The History of Native People of Canada
LING	100-3	Communication and Language
	231-3	Introduction to an Amerindian Language I
	232-3	Introduction to an Amerindian Language II
	260-3	Language, Culture and Society
SA	100-4	Perspectives on Canadian Society
	201-4	Anthropology of Modern Life
*	292-4	Special Topics in Sociology
*	293-4	Special Topics in Anthropology
	386-4	Native Peoples and Public Policy
	387-4	Canadian Native Peoples
	388-4	Comparative Studies of Minority Indigenous Peoples
*	396-4	Selected Regional Areas
WS	200-3	Women in Cross-Cultural Perspective

\*when topic is appropriate

TO: *Proposed Calendar Entry - List of Core Courses and Optional Courses Lists*

This is the final list updated to include courses carried forward from the above list of current core courses, courses carried forward from the above list of optional courses, recommended changes to core courses and optional courses (printed in **bold**) and additions to the list of optional courses (printed in *italics*).

## Core Courses

<b>ARCH</b>	<b>273-3</b>	<b>Archaeology of the New World</b>
<b>HIST</b>	201-3	The History of Western Canada
<b>LING</b>	130-3	Introduction to Practical Phonetics
<b>SA</b>	101-4	Introduction to Anthropology (or SA 150-4 Introduction to Sociology)
	255-4	Introduction to Social Research
	286-4	Native Cultures of British Columbia

## Optional Courses

<b>ARCH</b>	<b>200-3</b>	<b>Ancient Peoples and Places : Prehistory of British Columbia)</b>
*	332-3	Special Topics in Archaeology I
*	333-3	Special Topics in Archaeology II
*	336-3	Special Topics in Prehistoric and Primitive Art
	360-5	Native Cultures of North America
<b>*BISC</b>	272-3	Special Topics in Biology
*	372-3	Special Topics in Biology
<b>CRIM</b>	419-3	Indigenous Peoples, Crime, and Criminal Justice
<b>FNST</b>	101-3	<i>The Cultures, Languages and Origins of Canada's First Peoples</i>
<b>FNST</b>	201-3	<i>Canadian Aboriginal Peoples' Perspectives on History</i>
<b>FNST</b>	301-3	<i>Issues in Applied First Nations Studies Research</i>
<b>FNST</b>	401-3	<i>Aboriginal Rights and Government Relations</i>
<b>FNST</b>	402-3	<i>The Discourse of Native Peoples</i>
<b>HIST</b>	202-3	BC and Confederation: Studies in Historical Method
	326-3	The History of Native People of Canada
<b>LING</b>	100-3	Communication and Language
	231-3	Introduction to an Amerindian Language I
	232-3	Introduction to an Amerindian Language II
	260-3	Language, Culture and Society
<b>SA</b>	100-4	Perspectives on Canadian Society
	201-4	Anthropology of Modern Life
*	292-4	Special Topics in Sociology
*	293-4	Special Topics in Anthropology
	386-4	Native Peoples and Public Policy
	387-4	Canadian Native Peoples
	388-4	Comparative Studies of Minority Indigenous Peoples
*	396-4	Selected Regional Areas
<b>WS</b>	200-3	Women in Cross-Cultural Perspective

\*when topic is appropriate

## RATIONALE

The replacement of ARCH 223 with ARCH 273 in the core course list more closely fits with the nature of the Research Certificate. It essentially covers the most important aspects of ARCH 223's subject matter but also exposes students to a larger number of important culture areas, including those that they are unfamiliar with. Students are not only exposed to a greater variety of culture areas, environmental settings, technologies and the like, but also to the complete range of lifestyles and social and political systems that developed in North America from the Aztec civilization to the Mississippian city-states to the various chiefdoms and bands. The broader subject matter allows students to learn about topics they may have already a little knowledge of, but not the context.

There are many more excellent texts devoted to this subject. There is also a wider range of films, slide sets, and other visual aids available.

In the optional course list, the replacement of ARCH 273 with ARCH 200 is really just a correction made by the Registrar's Office. ARCH 200 has always been offered as an optional course since the inception of the Certificate. A copy of the calendar listing before the error was made is attached.

The addition of FNST 101, 201, 301, 401 and 402 courses to the optional courses list is recommended because these courses had not been fully developed when the Research Certificate came into being. These courses now fit very well into the Certificate. FNST courses are also readily available to Kamloops students pursuing the Certificate.

**Department of Sociology/Anthropology**

SCUS Reference: SCUS 95 - 15 o

SCAP Reference: SCAP 95 - 57 n

Proposed Joint Major between Sociology/Anthropology and Women's Studies

Proposed Joint Major between Anthropology and Linguistics

New courses:

SA 245-3 Introduction to Visual Anthropology

SA 326-3 Ecology and Social Thought

Change to major requirements

New course: SA 294-4 Special Topics in Sociology and Anthropology



PROPOSED SOCIOLOGY-ANTHROPOLOGY/WOMEN'S STUDIES JOINT MAJOR PROGRAM

The respective undergraduate program Chairs of Sociology/Anthropology and Women's Studies have met, along with other interested parties, and formulated a joint major between the two departments. This initiative is the result of many common interests between us which make a Joint Major both intellectually plausible and attractive to students with interests in women's issues and the social sciences.

The proposed S&A Calendar Entry is as follows and would be included under OTHER JOINT MAJOR PROGRAMS in the Calendar:

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SOCIOLOGY OR ANTHROPOLOGY and WOMEN'S STUDIES

The Departments of Sociology & Anthropology and Women's Studies have common interests in teaching and research pertaining to women's issues and the social sciences. The following Joint Major program is aimed at students who share these interests. It should be noted that it is possible to take a joint major in Sociology or Anthropology and Women's Studies.

LOWER DIVISION SOCIOLOGY OR ANTHROPOLOGY REQUIREMENTS

- SA 101-4 Introduction to Anthropology
- 150-4 Introduction to Sociology
- 250-4 Introduction to Sociological Theory [required for Sociology/Women's Studies Joint Majors only]
- 255-4 Introduction to Social Research
- STAT 203-3 Introduction to Statistics for the Social Sciences

and [for Anthropology/WS Joint Majors only] one of:  
SA201 (Anthropology of Modern Life), SA263 (Peasants, Proletarians and the Global Economy), SA286 (Native Cultures of British Columbia), SA293 (Special Topics in Anthropology)

highly recommended:

- SA 231-4 Sociology of Domestic Life

LOWER DIVISION WOMEN'S STUDIES REQUIREMENTS:

- WS 101-3 Introduction to Women's Issues in Canada
- 102-3 Introduction to Western Feminisms
- 200-3 Women in Cross-Cultural Perspectives

plus any two of:

- WS 201-3 Women in Canada, 1600-1920

202-3 Women in Canada, 1920 to the Present  
203-3 Female Roles in Contemporary Society  
204-3 Women, Science and Technology  
205-3 Women and Popular Culture  
206-3 Women's Issues in Health and Health Care

#### UPPER DIVISION REQUIREMENTS

##### SOCIOLOGY:

SA 350-4 Classical Sociological Thought  
355-4 Quantitative Methods  
+ 12 optional Upper Division <sup>SA</sup> credits

##### ANTHROPOLOGY

SA 301-4 Key Ideas in Anthropology  
356-4 Qualitative Methods  
+ 12 optional Upper Division <sup>SA</sup> credits

highly recommended upper division courses:

SA 319-4 Culture, Ethnicity and Aging  
356-4 Qualitative Methods  
332-4 The Anthropology of Domestic Life  
335-4 Gender Relations and Social Issues  
340-4 Social Issues and Social Policy Analysis  
420-4 Sociology of Aging

##### WOMEN'S STUDIES

WS 400-5 Methodological Issues in Women's Studies  
+ 15 optional upper division <sup>WS</sup> credits

COPY

**WOMEN'S STUDIES DEPARTMENT**

**Simon Fraser University**

*memorandum*

OFFICE OF THE CHAIR

JUN - 2 1995

FACULTY OF ARTS

**To:** Michael Kenny, Undergraduate Chair  
Sociology/Anthropology

**From:** Mary Lynn Stewart, Chair  
Women's Studies

**Re:** Joint Major: W.S./Sociology

**Date:** 30 May, 1995

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Marjorie Cohen, our undergraduate chair, presented the proposal for a joint major in Women's Studies and Sociology to the W.S. Coordinating Committee earlier this year. The committee approved her pursuing this addition to our program. However, it should be decided under which department the detailed information will appear in the SFU Calendar. Currently, both the Psych/W.S. joint major and the Engl/W.S. joint major appear with the detailed requirements under Women's Studies with a note in the Psych and English calendar listing referring them to the Women's Studies section.

/bkk

*MLS*

## Joint Major in Linguistics and Sociology-Anthropology

Linguistics, Sociology and Anthropology are kindred disciplines, each concerned with the relation between culture, cognition and social relations. The joint major in Linguistics and Sociology-Anthropology is aimed at students interested in acquiring a practical multidisciplinary expertise in the sociological or anthropological aspects of the study of language. The joint major should be of special interest to students pursuing the Certificate in First Nations Language Proficiency or the Certificate in Native Studies Research, as well as to students interested in the anthropology or sociology of language and in sociolinguistics, anthropological linguistics, or cognitive science.

### LOWER-DIVISION SOCIOLOGY-ANTHROPOLOGY REQUIREMENTS:

- Both of: SA 101-4 Introduction to Anthropology  
255-4 Introduction to Social Research
- One of: SA 100-4 Perspectives on Canadian Society  
150-4 Introduction to Sociology
- One of: SA 201-4 Anthropology of Modern Life  
263-4 Peasants, Proletarians and the Global Economy  
286-4 Native Cultures of British Columbia  
293-4 Special Topics in Anthropology  
294-4 Special Topics in Sociology & Anthropology (when an 'A' listing)

Four additional hours in a 200-level SA course.

Highly recommended for students interested in pursuing a sociolinguistics focus:

- SA 250-4 Introduction to Sociological Theory

Note that STAT 203-3 (Introduction to Statistics for the Social Sciences) is a prerequisite for SA 355-4.

### LOWER-DIVISION LINGUISTICS REQUIREMENTS

- Both of: LING 130-3 Practical Phonetics  
220-3 Introduction to Linguistics
- One of: LING 241-3 Languages of the World  
260-3 Language, Culture and Society

Six additional hours in 200-level LING courses. Note that 221 and 222 are both required for most upper-division LING courses.

### UPPER-DIVISION SOCIOLOGY-ANTHROPOLOGY REQUIREMENTS

- Both of: SA 301-4 Key Ideas in Anthropology  
356-4 Qualitative Methods

Twelve additional hours in upper-division SA courses.

- Recommended: SA 323-4 Symbol, Myth and Meaning  
386-4 Native Peoples and Public Policy  
401-4 The Politics of Culture in Contemporary Societies  
402-4 The Uses of Anthropology  
472-4 Anthropology and the Past

Highly recommended for students focusing on sociolinguistics:

- SA 350-4 Classical Sociological Thought  
355-4 Quantitative Methods

### UPPER-DIVISION LINGUISTICS REQUIREMENTS.

- Three of LING 330-3 Phonetics  
321-3 Phonology  
322-3 Syntax  
323-3 Morphology  
324-3 Semantics  
331-3 Description and Analysis of a First Nations Language I
- One of: LING 408-3 Field Linguistics  
409-3 Sociolinguistics  
332-3 Description and Analysis of a First Nations Language II

Nine additional hours in upper-division LING courses.

- Recommended: LING 407-3 Historical Linguistics  
430-3 Native American Languages  
441-3 Linguistic Universals and Typology

## RATIONALE FOR NEW COURSE PROPOSAL

### DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

#### SA 245-4: INTRODUCTION TO VISUAL ANTHROPOLOGY

##### RATIONALE:

The sub-field of visual anthropology, while of long standing within the discipline, has traditionally been relegated to the periphery. This situation, however, is rapidly changing. With both the growing interest among students and the general public in the centrality of visual representation in the production and transmission of culture, and the widespread accessibility to cameras, camcorders and VCR's, it is increasingly important that students develop discipline-specific knowledge and skills in this area. Visual anthropology can be understood as being built around two themes: (1) the methodological use of visual media in ethnographic research; and, (2) the "reading" of visual products as cultural texts from a perspective informed by anthropological theory and practice. This course will NOT offer "technical training" in the use of visual media, but will focus on theoretical and methodological questions and debates.

While some related courses are offered in other departments such as Communications and Contemporary Arts, this course offers a unique perspective based in anthropology. Anthropologists have made use of photographs and films as research tools to record and represent ethnographic observations since the discipline began. As such, visual anthropology offers an opportunity to examine methodological issues and strategies; debates concerning the historical and contemporary representation of the traditional subjects of anthropological study; marginalized groups within "the West", and non-Western peoples; and to examine the relationship between visual and textual recording and representation. Another area of interest in contemporary anthropology relates to questions of reflexivity, collaborative research methodologies and ways and means of "returning" research findings and products to research subjects. Again, photography, film and video are increasingly the media of choice among individuals and communities participating in such ethnographic studies.

This course will therefore be of interest to students in anthropology and sociology as well as students from other disciplines who may benefit from familiarity with anthropology's unique contributions in this area.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department **SOCIOLOGY & ANTHROPOLOGY**

Abbreviation Code: SA Course #: 245 Credit Hrs: 4 Vector: 2-2-0

Title of Course: INTRODUCTION TO VISUAL ANTHROPOLOGY

Calendar Description of Course: This course introduces students to the principles and practices of Visual Anthropology. The course will be shaped to two central themes: the visual in anthropology, and the anthropology of the visual. Topics to be covered include: the use of photography, film and video as a tool in ethnographic research; the use and implications of new information technologies; and the "reading" of photographs, film and video from an anthropological perspective.

Nature of Course: Lecture/Tutorial

Prerequisites (or special instructions): SA101. One of SA 201, 263, 286, or 293 highly recommended

What course (courses), if any, is being dropped from the calendar if this course is approved: -

2. Scheduling

How frequently will the course be offered? at least once a year

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible?

Dara Culhane, Noel Dyck, Hari Sharma, Marilyn Gates

3. Objectives of the Course: To train students in critical visual literacy specific to the disciplines of sociology and anthropology. To offer students expertise in a rapidly growing sub-field.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty	none
Staff	none
Library*	See library report
Audio Visual	See attached
Space	Specially equipped screening/viewing classroom, West Mall Complex
Equipment	In special classroom

Approval *[Signature]* *[Signature]* *[Signature]*  
25 May 95  
Nov 9/95

Professor Dara Culhane

Sociology/Anthropology 296-4  
**INTRODUCTION TO VISUAL ANTHROPOLOGY**

**COURSE DESCRIPTION:**

The use by anthropologists of visual and auditory media to record and represent research observations "in the field" dates back to the early years of the discipline's development when the sub-field of "visual anthropology" first emerged. Visual anthropology addresses itself to two central themes: the visual *in* anthropology, and an anthropology *of* the visual. These topics consist of examining (1) the methodological use of photography, film and video during research processes; and, (2) the asking and answering of anthropological questions through analyses of visual documents as cultural texts. Long peripheral to the mainstream discipline, visual anthropology is currently enjoying renewed attention within anthropology, and is increasingly being recognized as offering a unique contribution to interdisciplinary discussions about visual representation and interpretation.

The objectives of this introductory course are: First, to provide students with an overview of the key historical and contemporary developments in this field. We will focus on comparing and contrasting "visual" anthropology to "textual" anthropology, paying particular attention to the historical/cultural/political context in which both are practiced. Second, to provide students with basic skills in the critical "reading" of photographs, films and videos.

Course evaluation:

- (1) Assignment 1: The Ethnography of A Photograph, due week 4, 20%
- (2) Assignment 2: Ethnographic film or video review, due week 8, 25%
- (3) Assignment 3: Final project, due week 13, 45%
- (4) Assignment 4: Tutorial participation, 10%

Required Reading:

- (1) Collier, John Jr. and Malcolm Collier (1986) *Visual Anthropology: Photography as a Research Method*, Albuquerque: University of New Mexico Press.
- (2) Lutz, Catherine and Jane *Reading National Geographic*
- (3) Rollwagen, J. (1993) *Anthropological Film & Video In The 1990s*, New York: The Institute Press.
- (4) Connor, Linda, Timothy Asch and Patsy Asch (1986) *Jero Tapakan: Balinese Healer*, Cambridge: Cambridge University Press
- (5) A package of required readings will be available on library reserve.

Recommended Reading: (see attached)

## RATIONALE FOR NEW COURSE PROPOSAL

### DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

#### ECOLOGY AND SOCIAL THOUGHT SA 326-4

#### RATIONALE

The main reason for this new course proposal is the hiring of Ian Angus as Associate Professor of Social Theory in September 1992. "Ecology and Social Thought" is one of his main areas of research and the Department wishes to include this perspective in the developing focus on "Environment and Society" within the Sociology and Anthropology Department. Professor Angus has taught the course twice as a special topics course since 1992 in order to develop the course in the context of the current Sociology and Anthropology curriculum.

There is the possibility of the development of an interdisciplinary concentration in "Environmental Studies" in the undergraduate curriculum in the Faculty of Arts. This course has been designed to fit into such a curriculum should the requisite organization materialize. It does not duplicate existing courses in other departments, and would provide a needed social theory component in such a program.

However, even in the absence of such an undergraduate interdisciplinary concentration, this course fits into the plans of the Sociology and Anthropology Department and is important for bringing a new area of faculty research into the undergraduate curriculum.

When the course has been taught as a Special Topics it has attracted a full complement of students, and may be anticipated to continue to do so in the future.



SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department **Sociology & Anthropology**

Abbreviation Code: SA Course #: 326 Credit Hrs: 4 Vector: 2-2-0

Title of Course: Ecology and Social Thought

Calendar Description of Course: An examination of recent social thought that is concerned with environmental and ecological themes. It will address a selection from the following themes: technology evaluation; technology and science as ideology; ecology and social inequality; the concepts of ecosystem, environment and wilderness; the self-world relationship; politics of environmental uses; environment and the economy.

Nature of Course: Seminar

Prerequisites (or special instructions): SA250 or equivalent second year course in a cognate discipline

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 every two years

Semester in which the course will first be offered? 96-3

Which of your present faculty would be available to make the proposed offering possible? Ian Angus & Marilyn Gates

3. Objectives of the Course: To investigate environmental themes with a focus on the social theory that best comprehends them

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty	none
Staff	none
Library*	See Report
Audio Visual	none
Space	none
Equipment	none

5. <u>Approval</u>			
Date:	<u>25 May 95</u>	<u>1 Aug 95</u>	<u>Nov 9/95</u>
	<u>[Signature]</u>	<u>[Signature]</u>	<u>[Signature]</u>
	(Department Chair)	(Dean)	(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (\* note: a separate library report is now required)

**Ecology and Social Thought (95-3)**  
(provisional announcement for the next time this course will be taught)

Ian Angus  
Office: 5069 AQ  
291-4492

This course is concerned with the role of ecology/environmental issues in contemporary social thought. It will address the following themes: the dominance of technology in contemporary society; technology evaluation; debates within ecological social thought, such as social ecology versus deep ecology; ecology and social inequality; the concept of a sustainable economy; the concepts of ecosystem, environment, and wilderness; the self-world relationship; politics of environmental issues, and so forth.

The format of the course will be lecture/discussion, requiring students to participate actively in raising issues, asking questions, and entering into debate in class.

**Textbooks (required):**

Jim MacNeill, Pieter Winsenius & Taizo Yakushiji, *Beyond Interdependence*  
Langdon Winner, *The Whale and the Reactor*  
Carolyn Merchant, *Radical Ecology*  
Gary Snyder, *The Practice of the Wild*  
John Bellamy Foster, *The Vulnerable Planet*  
Neil Evernden, *The Natural Alien*

<b>Course Grading:</b>	In-class mid-term exam	30%
	Essay, 12 pages	30%
	Final take-home exam	30%
	Class participation	10%

course outline in 95-3 will be substantially the same as that in 94-2 with the single exception that the additional short book by Foster will be worked into the week-by-week reading outline

COURSE ALTERATION AND RATIONALE

DEPARTMENT OF Sociology & Anthropology

FROM: [Under heading of MAJOR PROGRAMS: GENERAL REQUIREMENTS]

LOWER DIVISION REQUIREMENTS

Students must complete 23 semester hours in lower division courses. The following required courses must be included.

- SA 100-4 Perspectives on Canadian Society
- 101-4 Introduction to Anthropology
- 150-4 Introduction to Sociology
- 255-4 Introduction to Social Research
- STAT 103-3 Introduction to Statistics for Social Sciences\*

\*Students with an equivalent post-secondary statistics course are exempt from this course.

In choosing lower division courses, students should keep in mind the prerequisite requirements for upper division courses.

TO: LOWER DIVISION REQUIREMENTS

Students must complete 23 semester hours in lower division courses. The following required courses must be included:

- SA 100-4 Perspectives on Canadian Society
- 101-4 Introduction to Anthropology
- 150-4 Introduction to Sociology
- 250-4 Introduction to Sociological Theory (required of Sociology majors & Sociology/Anthropology joint majors)
- 255-4 Introduction to Social Research
- STAT 203-3 Introduction to Statistics for the Social Sciences\*

\*Students with an equivalent post-secondary statistics course are exempt from this course. It is also highly recommended that students take SA255 before taking STAT203.

In choosing lower division courses, students should keep in mind the prerequisite requirements for upper division courses.

RATIONALE: SA250-4 has been included in the lower division requirements because it is a prerequisite for SA350, a required course for Sociology majors and SA joint majors.

STAT103 has been changed to STAT203 in line with a change emanating from the Math/Stats Department.

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY

SA294-4 SPECIAL TOPICS IN SOCIOLOGY & ANTHROPOLOGY

RATIONALE:

Experience indicates the need for another special topics designation at the 200 level, in addition to SA 292 and 293 already in place. The 200 level is currently the focus of experimentation in the design of new courses, and also for enrollment-enhancing innovation.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

1. Calendar Information Department Sociology & Anthropology  
Abbreviation Code: SA Course #: 294 Credit Hrs: 4 Vector: 3-1-0  
Title of Course: Special Topics in Sociology & Anthropology  
Calendar Description of Course: Topical exploration of interdisciplinary issues in sociology and anthropology (Lecture/Tutorial)

Nature of Course: Lecture/Tutorial  
Prerequisites (or special instructions): none  
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? according to need  
Semester in which the course will first be offered? 95-3  
Which of your present faculty would be available to make the proposed offering possible? all

3. Objectives of the Course: To provide another curricular venue for the offering of experimental or enrollment-enhancing courses at the 200 level.

4. Budgetary and Space Requirements  
What additional resources will be required in the following areas:  
Faculty  
Staff  
Library\* The proposed course makes no additional demands on  
Audio Visual university resources.  
Space  
Equipment

5. Approval  
Date: 3/17/95 Mar 15/95  
[Signature] [Signature]  
(Department Chair) (Dean) (Chair, SCUS)  
per E. Alderson

**University College of the Fraser Valley/  
Simon Fraser University**

SCUS Reference: SCUS 95 - 15 q  
SCAP Reference: SCAP 95 - 57 p

- i) Proposed Geography Major
- ii) Proposed Psychology Major

The members of the geography department have agreed that they desire to offer a geography major as soon as possible. <sup>The</sup> establishment of a geography major at UCFV would meet the needs and wishes of Fraser Valley students to complete a B.A. degree with a major. A major in geography would further the career plans of students seeking employment in business and government service as well as allow further study in education, planning, geography and allied studies. Sixty five students have enrolled in the extended minor B.A. program in geography over the past two years. Currently only two additional courses required for the Simon Fraser geography major program are not offered at UCFV.

We propose to offer a program which will require all majors to engage in significant study of both human and physical geography as well as techniques courses. ~~The~~ This can be accomplished with minor changes to currently planned expansion of facilities and lab resources. All indications are that a co - op education option will be available as part of our program

We would like to offer a B.A. with a major in geography beginning in January 1996 with the first graduates awarded their degrees in June of 1997. We will continue to offer the full range of transfer courses to provincial universities, the extended minor and a minor in geography.

Requirements for a major in Geography are indicated on the attached sheet (attachment 1) which indicates the current extended minor as well as the proposed major and minor. The main differences from the extended minor at the first and second year level is the addition of one required second year course in physical geography. At the third year level two courses, one in quantitative methods and the other in physical geography will be required. In the fourth year, a research methods course and a regional geography course will be required

Currently the department lists eight courses at the third and fourth year level in the calendar (attachment 2). We are currently planning to add three courses in 1995 / 96 (Quantitative Methods; Community and Regional Planning, Quaternary Geology and Geomorphology. attachment 3)) and three additional courses in 1996/97 (Selected Regions, Research Methods, Climatology II). Over a two year sequence students will be able to have access to a choice of courses fulfilling all requirements and providing sequences in all of our areas of specialization ( Urban/Surburban Studies, Cultural/Historical Geography, Human /Environment Interaction, Physical Geography)

At the current level of enrollment we would have 30 to 40 declared majors in geography with approximately ten to fifteen graduates a year. This number would rise rapidly once the option of graduating with a major became available at UCFV.

As mentioned previously, currently planned facilities and capital plans are such that they support a program from first to fourth year. We fully expect to obtain outside funding to support our program as long as the matching grant program provides incentives to donors. The department has been successful in obtaining significant external research funding. The B.C. Real Estate Foundation has equipped a state-of-the-art computer cartography lab and a local geologist benefactor has donated an extensive rock and library collection and \$60,000 towards the creation of a earth science lab. These grants will enhance our program.

Library acquisitions will be required but the library budget over the past several years has been well used and priority can be given to new courses.

Current faculty consist of five regular members and two sessional members (attachment 4). A lab assistant will be added to the staff this year.

Additional faculty appointments will be chosen from the following areas - Some combination of:

- a. economic geography, natural resource use, economic development research methods, regional specialty in East Asia or Latin America
- b. social geography, urban planning, research methods, regional specialty in East Asia or Latin America.
- c. physical geography, land use planning, human / environment interaction, a regional specialty.

Current faculty are sufficient in order to launch the geography major but a new appointment will be made in 1996 and additional appointments will follow as the geography program continues to grow with the institution.

We have asked the SFU Geography department to approve our proposal for a major in geography under our current affiliation and to forward the request to their Arts Curriculum Committee. We have developed our current program with the consultation, cooperation, and approval of the SFU department. We hope that their constructive comments and interaction with our department will continue and help ensure the quality of our program.



**UCFV Geography extended minor and proposed Major and minor (BA)**

**Requirements for Extended Minor:**

**First and Second Year**

21 credits (six courses)

Geog 101 Weather and Climate  
Geog 102 Evolution of the Earth's Surface  
Geog 140 Human Geography  
Geog 241 Social Geography  
Geog 242 Economic Geography  
Geog 251 Cartography

**Third and Fourth Year**

16 credits ( any four courses )

**Requirements for minor:**

**First and Second Year**

~~17~~ credits (~~five~~ <sup>four</sup> courses)

Geog 101 - or -  
Geog 102  
Geog 140  
Geog 241 -or- Geog 242  
Geog 251

**Third and Fourth Year**

16 credits ( any four courses )

**Requirements for Major in Geography**

**First and Second Year**

25 credits (seven courses)

All courses required for the Extended Minor as well as one of the following:

Geog 201 Introduction to Climatology  
- or -  
Geog 202 Introduction to Geomorphology

**Third and Fourth Year**

32 credits (eight courses)

a) 16 credits at the 300 level including Geog 352 and one physical geography course

Geog 352 Quantitative Methods in Geography (to be offered 96/1 subject to approval)

Geog 302 Geomorphology II or Geog 301 Climatology II ( to be offered 1996 subject to approval)

any other two courses

b) 16 credits at the 400 level including Geog 433 and Geog 452

Geog 433 Selected Regions (to be offered 96/97 subject to approval)  
calendar description: "A study of the geographical character of a major region"

Geog 452 Research Methods in Geography (to be offered 96/97 subject to approval)  
calendar description: "This course will consist of a mandatory field camp prior to the beginning of the semester, the selection of a field based research project which will illustrate and test research methods in human and physical geography."

any other two courses

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DISCIPLINE/DEPARTMENT: GEOGRAPHY

IMPLEMENTATION DATE: WINTER1996

Revised: \_\_\_\_\_

GEOG 352  
SUBJECT/NUMBER OF COURSE

Quantitative Methods in Geography  
DESCRIPTIVE TITLE

4  
UCFV CREDITS

CALENDAR DESCRIPTION:

This course introduces geography students to methods in the collection, description, analysis and mapping of data. Techniques in the collection and recording of primary and secondary data will be covered and methods of statistical description and inference will be surveyed. The course will also include topics in the spatial display of data, particularly through computer mapping packages.

RATIONALE: This course expands our range of core technique offerings in geography.

COURSE PREREQUISITES: Any two of  
1) 201 or 202,  
2) 241 or 242,  
3) 251

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	30	hrs	Student Directed	
	Laboratory	30	hrs	Learning	hrs
	Seminar		hrs	Other - specify:	
	Field Experience		hrs	_____	hrs
	TOTAL		60	HRS	

MAXIMUM ENROLMENT: 25

Is transfer credit requested?  Yes  No

**AUTHORIZATION SIGNATURES:**

Course Designer(s): John Bélec

Chairperson: J.D. TUNSTALL Ph.D.  
Curriculum Committee

Department Head: \_\_\_\_\_

Dean: \_\_\_\_\_

PAC: Approval in Principle \_\_\_\_\_  
(Date)

PAC: Final Approval: \_\_\_\_\_  
(Date)

Geog 352: Quantitative Methods in Geography

NAME & NUMBER OF COURSE

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**SYNONYMOUS COURSES:**(a) replaces \_\_\_\_\_  
(course #)(b) cannot take \_\_\_\_\_ for further credit  
(course #)**SUPPLIES/MATERIALS:****TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)****TEXTS:** Statistical Problem Solving in Geography McGrew & Munroe**OBJECTIVES:**

1. promote appreciation of the role of statistical methods within the larger framework of geographical analysis;
2. develop a critical understanding of the abilities and limitations of statistical methods in geography;
3. develop analytical skills that have application in real world settings.
4. introduce students to basic operations of a microcomputer and packaged statistical and mapping programmes;

**METHODS:**

1. Lecture: 2 hours/week
2. Computer lab: 2 hours/week

**STUDENT EVALUATION PROCEDURE:**

- |    |                       |            |
|----|-----------------------|------------|
| 1. | Assignments: 6 x 6% = | 36%        |
| 2. | Quizzes: 3 x 8% =     | 24%        |
| 3. | Final exam: =         | <u>40%</u> |
|    |                       | 100%       |

**COURSE CONTENT****PART 1: Data Collection**

- week:
1. Introduction/Overview: Illustration of data use in geographical research; Basic statistical concepts.
  2. Data: Basic statistical concepts (cont'd); Classification; Measurement.
  3. Data: How is it produced and where to find it; Creation of a data set; Sampling methods.

COURSE CONTENT cont'd

PART 2: Statistics

4. Descriptive Statistics I: Measures of central tendency - mean, median, mode.
5. Descriptive Statistics II: Skewness, kurtosis
6. Estimates from samples
7. Comparative statistics: Student's t-test; Chi-square; Analysis of variance
8. Relationships I: Correlation - Product moment, Spearman's rank
9. Relationships II: Linear Regression
10. Relationships III: Non-linear Regression

PART 3: Computers and the Spatial Display of Data

11. Overview of hardware and software options and capabilities
12. Computer mapping (cont'd) Geographical Information Systems: Arcinfo
13. Introduction to micro-based mapping packages.
14. Incorporating computer mapping into geographical research.

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

**DISCIPLINE/DEPARTMENT:** GEOGRAPHY **IMPLEMENTATION DATE:** FALL 94

**Revised:** \_\_\_\_\_

**GEOGRAPHY 360**  
**SUBJECT/NUMBER OF COURSE**

**Introduction to  
Regional & Community Planning**  
**DESCRIPTIVE TITLE**

4  
**UCFV CREDITS**

**CALENDAR DESCRIPTION:**

The purpose of this course is to introduce students to the theories, methods and legalities of community and regional planning in Canada. The planning challenges and social responses accompanying the dynamic nature of urban and suburban development will be debated emphasizing Canadian and British Columbian examples and case studies. Students will also have the opportunity to apply course content to a local planning issue or urban problem

**RATIONALE:** Complements and enhances existing courses in urban and suburban development, an area of emphasis in the geography program.

**COURSE PREREQUISITES:** Geography 140, 241, 242

**COURSE COREQUISITES:** Geography 344

<b>HOURS PER TERM FOR EACH STUDENT</b>	<b>Lecture</b>	<b>30</b>	<b>hrs</b>	<b>Student Directed</b>	
	<b>Laboratory</b>		<b>hrs</b>	<b>Learning</b>	<b>hrs</b>
	<b>Seminar</b>	<b>10</b>	<b>hrs</b>	<b>Other - specify:</b>	
	<b>Field Experience</b>	<b>20</b>	<b>hrs</b>	_____	<b>hrs</b>
				<b>TOTAL</b>	<b>60</b>

**MAXIMUM ENROLMENT:** 28

Is transfer credit requested?  Yes  No

**AUTHORIZATION SIGNATURES:**

**Course Designer(s):** Cherie Enns B.A., M.A. (Planning) **Chairperson:** \_\_\_\_\_  
Curriculum Committee

**Department Head:** \_\_\_\_\_ **Dean:** \_\_\_\_\_

**PAC: Approval in Principle** \_\_\_\_\_ **PAC: Final Approval:** \_\_\_\_\_  
(Date) (Date)

**GEOGRAPHY 360**  
**NAME & NUMBER OF COURSE**

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**SYNONYMOUS COURSES:**

(a) replaces \_\_\_\_\_  
 (course #)

(b) cannot take \_\_\_\_\_ for further credit  
 (course #)

**SUPPLIES/MATERIALS:**

**TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)**

**TEXTS:** Hodge, G. (1991). *Planning Canadian Communities*. Scarborough, Canada: Nelson Canada.  
 Sewell, John (1993). *The Shape of the City: Toronto Struggle with Modern Planning*. Toronto: University of Toronto Press.

**REFERENCES:**

- Bunting, T. and P. Fillion, eds. (1991). *Canadian Cities in Transition*. Toronto: Oxford University Press.
- Elliot, J., (ed.) (1991). *Annual Editions: Urban Society*, Fifth Edition. Guilford, CT: The Dushkin Publishing Co.
- Herington, John (1989). *Planning Processes: An Introduction for Geographers*. New York: Cambridge University Press.
- Glasson, John (1974). *In Introduction to Regional Planning*. Hutchinson.
- Levy, John (1991). *Contemporary Urban Planning*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
- Muller, Peter (1981). *Contemporary Suburban America*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
- Yeates, M. (1990). *The North American City*, Fourth Edition. New York: Harper and Row Publishers.

**OBJECTIVES:**

Upon completing this course students should be able to:

1. Demonstrate a knowledge of theories and methods for analyzing regional and community growth and decline.
2. Recognize the connection between the social and physical structure of the built environment and the planning process.
3. Discuss the nature of regional and community planning in Canada.
4. Find, understand and assess resources relevant to planning issues and preparation of regional and community plans.
5. Participate as informed citizens in the local planning process.
6. Recognize the relationships between planning and human geography.

**METHODS:**

The format of this course includes lectures, discussion sessions, community plan work sessions and field trips.

**GEOGRAPHY 360**  
**NAME & NUMBER OF COURSE**

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**STUDENT EVALUATION PROCEDURE:**

Community Plan Preparation	30%
Short Paper Personal Planning Theory	20%
Midterm	20%
Final	30%

**COURSE CONTENT**

Week 1	Definition of Planning Need for Planning Relationship of Planning to Human Geography
Week 2	History of Planning Legal Basis of Planning
Week 3	Regional Planning Trends and Challenges. Case Studies in British Columbia
Week 4	Community Planning Trends and Challenges. Case Studies in British Columbia
Week 5	Field Trip Local Planning Problem
Week 6	MIDTERM
Week 7	Traditional Land Use Planning Tools Fundamentals of Urban Design Comprehensive Plan
Week 8	Struggle with Modern Planning Neotraditional Alternatives
Week 9	Social & Economic Planning Techniques & Methods
Week 10	Planning & Public Participation
Week 11	Planning Theory Step Towards a Personal Planning Theory of Planning
Week 12	Effects of Planning Social Responses to Planning
Week 13	Future of Canadian Planning A Changing Role for Planning
Week 14	Guest Lecturer The Shape of Our City Planning Solutions and Responses
Week 15	Planning Presentations

FINAL EXAM

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DISCIPLINE/DEPARTMENT: GEOGRAPHY

IMPLEMENTATION DATE: WINTER 95

Revised: \_\_\_\_\_

GEOGRAPHY 402  
SUBJECT/NUMBER OF COURSE

Quaternary Geology and Geomorphology  
DESCRIPTIVE TITLE

4  
UCFV CREDITS

**CALENDAR DESCRIPTION:** This course will examine selected aspects of the stratigraphy, geomorphology and surficial geology of the Quaternary. Glacial and fluvial depositional models introduced in Geography 202 and 302 will be reviewed. Regional emphasis will be placed on southwestern British Columbia and adjacent regions of the United States. Fieldwork is an essential component of this course.

**RATIONALE:** A fourth year course in Geography that is an integral component of the physical geography requirement for a geography major. The course will also be recognized as part of the British Columbia Association of Professional Geoscientists course curriculum.

**COURSE PREREQUISITES:** Geography 302 or consent of the instructor.

**COURSE COREQUISITES:**

HOURS PER TERM FOR EACH STUDENT	Lecture	40	hrs	Student Directed	
	Laboratory	35	hrs	Learning	hrs
	Seminar		hrs	Other - specify:	
	Field Experience		hrs		hrs
	<b>TOTAL</b>		<b>75</b>		<b>HRS</b>

**MAXIMUM ENROLMENT:** 25

Is transfer credit requested?  Yes  No

**AUTHORIZATION SIGNATURES:**

Course Designer(s): Sandy Vanderburgh Chairperson: \_\_\_\_\_  
Curriculum Committee

Department Head: \_\_\_\_\_ Dean: \_\_\_\_\_

PAC: Approval in Principle \_\_\_\_\_ PAC: Final Approval: \_\_\_\_\_  
(Date) (Date)



Geog 402 Geology and GeomorphologyNAME & NUMBER OF COURSE

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SYNONYMOUS COURSES:

(a) replaces \_\_\_\_\_  
(course #)

(b) cannot take \_\_\_\_\_ for further credit  
(course #)

SUPPLIES/MATERIALS:

TBA

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS: TBA

OBJECTIVES:

This course will present selected aspects of the Quaternary geology and geomorphology of southwestern British Columbia and adjacent parts of the United States. Emphasis will be placed on the Quaternary geology and geomorphology of the Fraser Valley, Lower Mainland, and Washington State. Students will apply many of the skills and techniques developed in earlier physical geography courses to solve various field problems. Upon successful completion of the course students will be able to demonstrate an understanding of the surficial geology and geomorphology of the region...important for those students wishing to pursue a career in the earth and environmental sciences. A strong emphasis is placed on field work in all aspects of the course.

METHODS:

This course will be organized around a series of lectures, laboratories and field trips. There will be a 2 hour lecture followed by a 3 hour laboratory. On many of the days field trips will replace both the lecture and the lab. In addition, at least 2 weekend field trips will be scheduled. In total, a minimum of 8 days will be spent in the field.

STUDENT EVALUATION PROCEDURE:

Laboratory and Field Reports	50%
Mid-term examination	20%
Final examination	30%

**COURSE CONTENT****Lecture Topics**

1. The Quaternary Period - an overview.
2. A review of glacial and periglacial geomorphology.
3. Stratigraphic Concepts: procedures for analysing surface outcrops and subsurface cores, terminology, concepts unique to the Quaternary, stratigraphic code, correlation.
4. Geochronological Techniques.
5. Quaternary Stratigraphy - the evolution of Quaternary Stratigraphic concepts; the classical regions - Alps and American Midwest.
6. The Quaternary of BC with emphasis on southwestern BC.
7. Models of glacial depositional environments.
8. Models of fluvial depositional environments.
9. Soils in the Quaternary record.
10. Palynology.
11. Tephrae.
12. Sea-level changes.

**Labs and Field Trips**

1. Quaternary deposits of the Lower Mainland.
2. Quaternary deposits of the Fraser Valley.
3. Surficial deposits/subsurface coring techniques, Fraser River Delta.
4. Geomorphology of the Channelled Scablands, Central Washington State (overnight).
5. Geomorphology/surficial geology of the Thompson River Valley, Kamloops area, B.C. (overnight).
6. Geomorphology, Quaternary deposits, and geohazards of southwestern B.C. and southern Vancouver Island (overnight).

**Simon Fraser University  
Psychology Department  
CC 8308**

**Roger Blackman  
Chair, UGSC  
291-5486**

**MEMORANDUM**

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**To:** Andrea Lebowitz, FACC Chair

**Date:** May 26, 1995

**Topic:** University College of the Fraser Valley: Major in Psychology

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The University College of the Fraser Valley is seeking Simon Fraser University's approval of a proposed Major in Psychology. This would extend their program significantly beyond the extended minor that they currently offer. During the years in which we have assisted in their development of upper division courses, we have been positively impressed by the quality of their faculty, the coherence of their program, and in general the integrity of the academic experience being gained by their students.

Our Undergraduate Studies Committee considered this proposal at a meeting on March 23, 1995, that was attended by Astrid Stec and Jacalyn Snodgrass, the outgoing and incoming chairs of the UCFV Psychology Department. We reviewed their courses, the qualifications of their faculty members, and the structure of the proposed major program. It was clear to us that the UCFV Psychology Department has faculty who are eminently qualified to teach the existing and proposed courses. We also approved the provisions and regulations of the major program, which is modeled after ours. Following discussion, the UGSC unanimously endorsed the proposal.

At a Psychology Department meeting on May 11, 1995, the Major in Psychology proposed by the University College of the Fraser Valley was unanimously approved.



**CC:** Astrid Stec, Jacalyn Snodgrass, Psychology, UCFV  
Bev Davino, Cristine Medford, Psychology, SFU

To: Roger=Blackman&Faculty%SFU=Psych@server.psyc.sfu.ca  
From: Astrid Stec <STECA@ucfv.bc.ca>  
Subject: RE: UGSC meeting  
Date: Wednesday, March 22, 1995 11:54:24 PST

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LETTER OF INTENT

1. Title of program: B.A. with a major in Psychology
2. Rationale:

That there is a high demand for psychology is evident from past experience. Psychology has been offering an extended minor for three years with very high enrolments. Our courses have always been oversubscribed with long waiting lists at all levels.

We are in a position to offer our students the benefit of a major in Psychology without incurring additional costs for UCFV. Except for the addition of the History of Psychology course, which will be offered in the coming year, we are already providing enough courses to satisfy the requirements for a major at SFU. Hence, no new faculty will be required to begin offering a major (It is assumed however, that there will be a new appointment for the 1996/97 year). The additional facilities that will be required, such as more lab space and computer facilities are the same as the ones that we would require for continuing the extended minor.

The benefits for the students of having a major in Psychology available to them are considerable. An obvious benefit is that students who are preparing for further study in psychology, or for careers in psychology, would be well served by having access to the major in their own community, especially at a time when rising costs and reduced funding may combine to seriously limit access to many students if they have to incur additional costs of travelling to or residing in other cities.

Another benefit for students of having a major in psychology available at UCFV is that the department will be able to develop concentrations of courses that will meet the interests of our students and that will make them very competitive in the job market. One such concentration is the Human Science proposal. A second such concentration is in courses related to the psychology of aging: this is described in more detail below.

A B.A. in psychology is also useful for students who are not planning a career directly related to psychology. This degree prepares students for a wide variety of potential careers. For example, they will have a basic knowledge of research methods and data analysis techniques which will help ready them for such jobs as marketing researcher, newspaper reporter, political and public opinion researcher, research assistant for government, hospitals or mental health agencies and

technical writer. Additionally, with the greater understanding that they will have of the causes of human behaviour, they are also better equipped to work in such areas such as personnel, social services, sales, teaching, and law: in short, in any area in which there is interaction with human beings.

We will continue to serve students who are in Criminology, Human Services, ECE/CYC and a major program will enable us to better serve them by offering a greater depth and breadth of courses.

Availability of a major in psychology also promises to benefit the community in a number of ways. One obvious benefit is that students who might otherwise be forced to leave the community will be able to remain and spend their money here. Another benefit is that the Psychology Department will be in a position to develop a major with concentrations of courses designed to serve the needs of the community as well as of the students. For example, the Fraser Valley has been attracting, and is expected to continue to attract, an aging population. Concurrent with the growth of this population has been an increase in the number of people who work in areas that service this population. The need of these workers for B.A. level training in psychology was evident when, in conjunction with Human Services, courses such as a Workshop Series on Aging were offered several years ago. These courses attracted students who had backgrounds in such areas as nursing and who wanted academic courses that were relevant to their work. We would like to expand our area major program to include additional courses relevant to the psychology of aging to meet the needs of students working in this area. Demographics indicate that the greatest increase in the Canadian population in the next few decades will be in the over 65 age group. Traditional departments tend to ignore courses relevant to most aspects of the aging process. By expanding in this area, we will not only serve the needs of the local community but we will be placing our students in a priority position for work in an area where the demand will be high and the number of qualified applicants low. Additionally, by developing strength in this area, we make UCFV an attractive choice for students interested in this area.

3. Anticipated start-up date of the program:  
September 1995
4. Credentials: B.A.
5. Summary of the curriculum:

Lower level requirements:  
101, 102, 201, 202  
plus one of 221 or 280  
plus one of 242, 250, 260, 270

Upper level requirements:

30 credits (including 308)  
(not more than 8 credits may be in Directed Studies)

Note: All of the courses have already passed through PAC and are listed in the calendar (see attached).

6. Estimated start up needs:  
The needs will not be any different than they would have been for a continuation of the minor (i.e. lab space, computer facilities).
7. Estimated enrolments:  
There are currently 70 students enrolled in the Psychology Minor option. We expect that at least one third to one half of these students would switch to the Major option.
8. Details of recommendations etc.:  
We are in the process of obtaining approval from the psychology department at SFU. The department in general approves of our proposal; they have requested updated C.V.s and lists of courses and instructors, and then we will meet with their Undergraduate Studies Committee who will give the final departmental approval before the proposal goes to their senate. The meeting with the UGSC is tentatively scheduled for March 23.
9. Other placement arrangements:  
not relevant
10. Suggested arrangements for institutional evaluation:  
In addition to institutional evaluations already in place, we would recommend follow-up studies of our graduates to assess their level of satisfaction with the program, and to see what basis our program has offered for further career or educational achievements.
11. Other programs affected: There should be no detrimental effect on other programs.
12. See #8 above.
13. Changes to the diploma level:  
not relevant
14. Probable effects on other programs:  
We will continue to offer service courses to other programs such as Human Services, Criminology, ECE/CYC, Aviation, and possibly the Health Sciences. In addition, many or all of our courses will likely be eligible for science credits so that students may obtain a B.Sc. by combining psychology credits with other science credits.

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: PSYCHOLOGY

DATE: 19 March 1990

REVISION DATE: 13 October 1993

PSYC 201  
NAME & NUMBER OF COURSE

Statistical Analysis in Psychology (1993)  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

CATALOGUE DESCRIPTION:

Basic techniques of descriptive and inferential statistics and their applications to psychological research. Methods of graphing, central tendency, dispersion, relationship and various parametric and distribution-free statistical tests are included.

COURSE PREREQUISITES: PSYC 101 and 102, or permission of the instructor

COURSE COREQUISITES: none

HOURS PER TERM FOR EACH STUDENT	Lecture	45 hrs	Student Directed	
	Laboratory	15 hrs	Learning	hrs
	Seminar	hrs	Other - specify:	hrs
	Field Experience	hrs		
			<b>TOTAL</b>	<b>60 HRS</b>

UCFV CREDIT  TRANSFER

UCFV CREDIT  NON-TRANSFER

NON-CREDIT

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC PSYC (3)

SFU PSYC 210 (3)

UVIC PSYC 200 lev (1.5)

OLA Psyc (3)

R. Lave, Ph.D.  
COURSE DESIGNER

*Taught by:  
Hurt, Morosan*

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 201  
NAME & NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
Required course for majors	PSYC 202

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS: Scheffler, W.C. Statistics: Concepts and Applications.  
Benjamin/Cummings, 1988, and occasional supplemental readings.

OBJECTIVES:

The successful students will:

1. develop critical thinking in the application of statistical ideas and learn to recognize and avoid common misuses of statistics;
2. learn through practice the logic, methods, and meaning of statistics;
3. develop an understanding of the statistical techniques being widely applied in psychological, social, educational, biological and other research.

METHODS:

STUDENT EVALUATION PROCEDURE:

5 exams	40%
Assignments and Quizzes	20%
Final exam	40%



PSYC 201  
 NAME & NUMBER OF COURSE

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COURSE CONTENT

The order of the topics, with appropriate chapter in the text, is as follows:

WEEKS 1 THROUGH 4

- A. Introduction - descriptive and inferential statistics 1
- B. Descriptive Statistics
  - 1. types of data 2.1
  - 2. measures of central tendency 2.2
  - 3. measures of dispersion, Chebyshev 2.3, 2.4
  - 4. quantiles 2.5
  - 5. frequency tables
  - 6. stem-and-leaf, box-and-whisker diagrams 2.7
  - 7. graphs: bar, pie, line histograms, ogives, pictograms 3
  - 8. linear correlation, Pearson's  $r$  12.1 - 12.3
  - 9. simple linear regressions, coefficient of determination 11.1 - 11.4

WEEKS 4 THROUGH 8

- C. Probability and Sampling
  - 1. probability models 4.1, 4.2
  - 2. calculating probabilities: "and", "or" 4.3 - 4.6 (includes the use of Venn and tree diagrams)
  - 3. permutations and combinations 4.7
  - 4. probability distributions 5.1
  - 5. the binomial and normal distributions 5.2 - 5.4
  - 6. populations versus samples, random sampling, estimators 6.1 - 6.3
  - 7. the sampling distribution of the mean 6.4, 6.5

WEEKS 8 THROUGH 14

- D. Inferential Statistics
  - 1. hypothesis testing in general
  - 2. testing the mean, large samples; confidence intervals for the mean 7.2 - 7.6, 6.6
  - 3. testing the proportion, cI for the proportion 7.7, 6.7
  - 4. the difference between means, large samples 7.8, 7.9
  - 5. the difference between proportions 7.10
  - 6. testing the mean, CI for the mean, small samples 8.1 - 8.4
  - 7. the difference between means, small samples, independent and dependent populations 8.5 - 8.8
  - 8. inferences about the correlation coefficient, the slope of the regression line 12.4, 11.5
  - 9. confidence belts 11.6, 11.7
  - 10. Chi-square tests: goodness-of-fit and independence 10.1-10.3
  - 11. one-way ANOVA 9.1 - 9.3

LABORATORY EXPERIMENTS

Working on assignments and demonstration problems related to the lecture material.

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

**DEPARTMENT:** PSYCHOLOGY

**DATE:** 19 March 1990

**REVISION DATE:** 13 October 1993

<u>PSYC 202</u>	<u>Research Methods in Psychology (1993)</u>	<u>3</u>
<b>NAME &amp; NUMBER OF COURSE</b>	<b>DESCRIPTIVE TITLE</b>	<b>UCFV CREDIT</b>

**CATALOGUE DESCRIPTION:**

The planning, conduct, interpretation and reporting of research in psychology; covers such topics as choice of variables, control of extraneous sources of variation, internal and external validity, experimental design, factorial designs, correlation research designs and single-subject research. Research projects are required.

**NOTE:** This course is a prerequisite for some of the fourth year university courses in psychology.

**COURSE PREREQUISIT**

*Ucl Hunt  
David Morosan*

and 201, or permission of the instructor

**COURSE COREQUISIT**

**HOURS PER TERM  
FOR EACH  
STUDENT**

Laboratory	20 hrs
Seminar	hrs
Field Experience	hrs

Student Directed	
Learning	hrs
Other - specify:	hrs

**TOTAL      60 HRS**

**UCFV CREDIT**   
**TRANSFER**

**UCFV CREDIT**   
**NON-TRANSFER**

**NON-CREDIT**

**TRANSFER STATUS** (Equivalent, Unassigned, Other Details)

**UBC**      PSYC (3)

**SFU**      PSYC 201 (3)

**UVIC**      PSYC 201 (1.5)

**OLA**      Psyc 210 (3)

R. Laye, Ph.D.  
**COURSE DESIGNER**

J.D. TUNSTALL Ph.D.  
**DEAN OF ACADEMIC STUDIES**

PSYC 202  
NAME & NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
Required course for Psychology majors	PSYC 201

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

**TEXTS:** Craig, J.R. & Metze, L.P. Methods of Psychological Research.  
Monterey, CA: Brooks/Cole, 1986.  
and selected psychology journal articles.

OBJECTIVES:

This course examines the planning, conduct, interpretation and reporting of research in psychology. It covers such topics as choice of variables, control of extraneous sources of variation, internal and external validity, experimental design, factorial designs, correlation research designs and single subject research. Research projects are required. If I reach my goal, you will:

1. Gain skill in understanding and assessing the research done by other people,
2. Get your feet wet in real live data,
3. Learn the basics of conducting selected types of research,
4. Evaluate the appropriateness of various possible methods for a given research problem, and
5. Master basic concepts of research design.

METHODS:

Lectures and lab assignments; student projects.

STUDENT EVALUATION PROCEDURE:

Exams	45%
Projects	30%
Experimental study	25%

PSYC 202  
**NAME & NUMBER OF COURSE**

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**COURSE CONTENT**

<b>Week</b>	<b>Activity or Topic</b>	<b>Text Chapter</b>
1	Demonstration experiment; meet the psychology journals; course plans	(14)
2	Science - formal and informal; choosing a suitable research problem; doing a literature search	1,2
3	Operational definitions and hypotheses; types of variables	2,3
4	Confounding, randomization, and control of extraneous factors	4
5	Randomized groups or between subjects designs; how to do a t-test	5
6	Within subjects designs; counterbalancing; work on experimental proposal	6
7	Factorial designs; interactions and their interpretation	7
8	Midterm Test (Chapters 1-7) Experimenter bias and demand characteristics	
9	Internal validity threats; sample of quasi-experimental designs	8
10	Observational and correlational research methods	9
11	Survey methods; designs for use with single subjects	10
12	External validity; basics of program evaluation	11
13	Ethical considerations in research; project reports; review and evaluation Final Exam (Chapters 1-12)	12

**LABORATORY EXPERIMENTS**

Design, conducting, and analysis of research incorporating concepts from class lectures.

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

DEPARTMENT: PSYCHOLOGY

DATE: 10 October 1992

REVISION DATE: 20 October 1993

PSYC 221  
NAME & NUMBER OF COURSE

Introduction to Cognitive Psychology (1993)  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

**CATALOGUE DESCRIPTION:**

This course surveys several important sub-topics of cognitive psychology including attention, memory, category formation, imagery, problem solving, creativity, language and social cognition. Students will be introduced to many classic issues and landmark experiments in these areas, and will explore the research literature in specific topics of their choice.

**COURSE PREREQUISITES:** PCYC 101 and 102, or permission of the instructor

**COURSE COREQUISITES:** None

<b>HOURS PER TERM FOR EACH STUDENT</b>	<b>Lecture</b>	<b>40 hrs</b>	<b>Student Directed</b>	
	<b>Laboratory</b>	<b>hrs</b>	<b>Learning</b>	<b>5 hrs</b>
	<b>Seminar</b>	<b>15 hrs</b>	<b>Other - specify:</b>	<b>hrs</b>
	<b>Field Experience</b>	<b>hrs</b>	<b>TOTAL</b>	<b>60 HRS</b>

UCFV CREDIT  **TRANSFER**

UCFV CREDIT  **NON-TRANSFER**

NON-CREDIT

**TRANSFER STATUS (Equivalent, Unassigned, Other Details)**

UBC      PSYC 202 (3)

SFU      Psyc 221 (3)

UVIC      Psyc 200 lev (1.5)

OLA      Psyc (3)

David Morosan, Ph.D.  
COURSE DESIGNER

*David Morosan*

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 221  
NAME & NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
BA Minor in Psychology	PSYC 325 (Memory)

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS: Benjafield, J.G. (1990). Cognition. Toronto: Prentice-Hall.

OBJECTIVES:

1. To present the methods and theories used by cognitive psychologists to study and communicate about their field of study.
2. To review what psychologists have learned about the component disciplines of cognitive psychology listed in the schedule below.
3. To learn about how these component disciplines contribute to the overall understanding of human cognition generally, by integrating the research conducted within these components wherever possible.

STUDENT EVALUATION PROCEDURE:

Mid-term	25%	Presentation of Issue	5%
Final Exam	40%	Research Paper	20%
Issue Paper	10%	Bonus points available	4%

COURSE CONTENT

Psychology 221 surveys the main areas of cognitive psychology, which are listed in the reading schedule below. For each topic, some principle findings of researchers in the field will be presented in the context of a major issue or controversy that has motivated their work. Students will be encouraged to be critical of the research questions relevant to these issues.

Tentative Schedule of Readings, Topics and Exams

September 11, 15, 18	Intro and History
September 22, 25	Attention
September 29, October 2	Concepts
October 6, 9, 13	Memory
October 16, 20	Imagery
October 23	Mid-Term Exam
October 27, 30	Problem Solving
November 6, 10	Reasoning
November 13, 17	Language
November 20, 24	Intelligence and Creativity
November 27, December 1	Personal/Social Cognition
December 4, 6	Issues Presentations
December 11-16	Check Schedule for Final Exam

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

DEPARTMENT: Psychology

DATE: 27 September 1993

<u>PSYC 241</u>	<u>Psychological Disorders</u>	<u>3</u>
NAME & NUMBER OF COURSE	DESCRIPTIVE TITLE	UCFV CREDIT

**CATALOGUE DESCRIPTION:**

This course surveys basic theory and research in abnormal psychology. Behavioral, psychoanalytic, physiological, and humanistic perspectives are investigated and used to explore various clinical disorders, including depression, schizophrenia, anxiety disorders, antisocial personality, etc. Assessment and treatment of disorders are also included.

**COURSE PREREQUISITES:** PSYCH 101 and 102, or permission of instructor

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	Lecture	45 hrs	Student Directed Learning	
	Laboratory	hrs	Other - specify:	hrs
	Seminar	15 hrs		
	Field Experience	hrs		
			<u>TOTAL 60 HRS</u>	

UCFV CREDIT TRANSFER <input type="checkbox"/>	UCFV CREDIT NON-TRANSFER <input type="checkbox"/>	NON-CREDIT <input type="checkbox"/>
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**TRANSFER STATUS (Equivalent, Unassigned, Other Details)**

UBC            PSYCH 204 (3)

SFU            PSYCH 241 (3)

UVIC            Psyc 200 lev (1.5) & Psyc 250 (1.5) with UCFV Psyc 341

Other

Ronald Laye, Ph.D.  
COURSE DESIGNER

*Ronald Laye*

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 241  
NAME & NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
	Psychology 375

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS:

Davison, G.C. and Neale, J.M. *Abnormal Psychology: An Experimental Clinical Approach*. New York: Wiley, 1990.

OBJECTIVES:

1. To become familiar with basic concepts, theories, language, and history of major approaches (psychoanalytic, behavioral, humanistic, physiological, and cognitive) to psychological disorders.
2. To learn descriptive and experiential features of various types of disorders.
3. To learn about assessment and treatment of disorders.
4. To appreciate a research orientation to abnormal psychology.

METHODS:

1. Lectures
2. Discussion groups
3. Film and video presentations

STUDENT EVALUATION PROCEDURE:

1. Two exams consisting of multiple choice and essay questions
2. One quiz.
3. A term paper reviewing research, issues, and/or theory in a relevant area.
4. A project designed to familiarize student with one of the major perspectives.
5. Class participation.

	<u>Approximate value</u>
Midterm exam	25%
Final exam	30%
Quiz	5%
Paper	25%
Project/group participation	15%



PSYCH 241

**NAME & NUMBER OF COURSE**

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**COURSE CONTENT**

Introduction to the course

History of "abnormal" psychology

Models, metaphors, paradigms, and perspectives

Continuation of previous topics. Current perspectives and therapies: Psychoanalytic, Behavioral, Humanistic, Physiological, and Cognitive

Orientation to library research in abnormal psychology.  
Psychological therapies.

Classification and diagnosis. Reliability and validity.  
QUIZ

Assessment: interviews, tests, scales. Behavioral methods. Brief overview of research methods in abnormal psychology.

**EXAM**

Anxiety disorders. Phobias, anxiety states. Somatoform disorders.

Field trip to Riverview.

Affective disorders: depression and mania.

Schizophrenia: theories, descriptive characteristics, and research.  
Personality disorders.

Childhood and adolescent disorders.

**EXAM**

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

**DEPARTMENT:** PSYCHOLOGY

**DATE:** Fall 1992

**REVISION DATE:** 20 October 1993

PSYC 250  
**NAME & NUMBER OF COURSE**

Human Development  
**DESCRIPTIVE TITLE**

3  
**UCFV CREDIT**

**CATALOGUE DESCRIPTION:**

A one-semester course which introduces students to the study of human development across the lifespan. The course will cover the major theories of human development and changes that occur in the areas of cognitive, perceptual, social and emotional development.

**COURSE PREREQUISITES:**

PSYC 101 and 102, or permission of the instructor.

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	<b>Lecture</b>	<b>60 hrs</b>	<b>Student Directed</b>	
	<b>Laboratory</b>	<b>hrs</b>	<b>Learning</b>	<b>hrs</b>
	<b>Seminar</b>	<b>hrs</b>	<b>Other - specify:</b>	<b>hrs</b>
	<b>Field Experience</b>	<b>hrs</b>	<b>TOTAL</b>	<b>60 HRS</b>

**UCFV CREDIT**   
**TRANSFER**

**UCFV CREDIT**   
**NON-TRANSFER**

**NON-CREDIT**

**TRANSFER STATUS (Equivalent, Unassigned, Other Details)**

**UBC**      Psyc (3)

**SFU**      PSYC 250 (3)

**UVIC**      Psyc 200 lev (1.5)

**OLA**      Psyc (3)

Jacalyn Snodgrass  
**COURSE DESIGNER**

*Jacalyn  
Snodgrass*

J.D. TUNSTALL Ph.D.  
**DEAN OF ACADEMIC STUDIES**

PSYC 250  
NAME & NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
PSYC 351	

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

**TEXTS:** Hughes, F.P., & Noppe, L.D. (1991). Human Development Across the Life Span, Merrill

OBJECTIVES:

To provide students with an overview of the theoretical and empirical understanding of human development.

METHODS:

Lecture, Demonstrations, Small group practice, Discussion, Audiovisual presentation, Use of models and charts.

STUDENT EVALUATION PROCEDURE:

Two multiple choice exams	60%
Four written assignments	40%

COURSE CONTENT

- Introduction to the study of human development
- Physical growth and development
- Perceptual development
- Cognitive development
- Language development
- Intelligence and creativity
- Personality development
- Sexuality and gender roles
- Family interactions
- Moral development
- Death and dying

# UNIVERSITY COLLEGE OF THE FRASER VALLEY

## COURSE INFORMATION

DEPARTMENT: PSYCHOLOGY

DATE: 20 July 1993

REVISION DATE: 20 October 1993

PSYC 260  
NAME & NUMBER OF COURSE

Social Psychology  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

**CATALOGUE DESCRIPTION:**

Examines methodology and content in social psychology. Topics include social cognition; personality, gender and social behavior; attitudes and attitude change; prejudice; interpersonal attraction; aggression and altruism. Personality determinants of social behaviors will be considered.

**COURSE PREREQUISITES:**

PSYC 101 and 102, or permission of the instructor.

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	Lecture      60 hrs Laboratory    hrs Seminar        hrs Field Experience    hrs	Student Directed Learning                    hrs Other - specify:	_____ hrs <b>TOTAL                    60 HRS</b>
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UCFV CREDIT  **TRANSFER**

UCFV CREDIT  **NON-TRANSFER**

NON-CREDIT

**TRANSFER STATUS (Equivalent, Unassigned, Other Details)**

UBC            Psyc 203 (3)

SFU            Psyc 260 (3)

UVIC           Psyc 200 lev (1.5)

OIA            Psyc (3)

Valerye Hunt, Ph.D.  
COURSE DESIGNER

*Val Hunt*

I.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 260  
NAME & NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
PSYC 386	

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS: Lippa, Richard A. (1990). Introduction to social psychology. Belmont: Wadsworth Publishing Company

OBJECTIVES:

1. Students will become familiar with major social psychological research methods and understand methodological and ethical problems associated with research.
2. Students will become familiar with representative topics in social psychology. These will include attitudes and attitude change; personality, gender and social behavior; social cognition; prejudice; interpersonal attraction; aggression and altruism.
3. Students will develop a capacity to apply relevant social psychological theories and principles to analysis to everyday events.
4. Students will become able to derive new questions about social behavior from integration of theory, empirical data and experience.

METHODS:

Lectures

Participatory activities:

- discussion of assigned readings
- films and videotapes
- demonstration research activities

STUDENT EVALUATION PROCEDURE:

Mid-term examination	30%
Assignments and activities	20-30%
Final examination	40-50%

COURSE CONTENT

1. Overview of social psychology
  - definition
  - brief review of the development of social psychology
  - major theoretical perspectives of contemporary social psychology
2. Research methods in social psychology
  - major methods
  - methodological problems
  - ethical issues

PSYC 260  
NAME & NUMBER OF COURSE

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COURSE CONTENT continued

3. Personality and social behavior
  - trait and social learning theories
  - the self and social psychology
4. Gender and social behavior
  - stereotypes and sex differences
  - theories of gender and sex-typing
5. Person perception and attribution
  - determinants and accuracy of judgments
  - attribution processes and theories
  - attribution biases
  - applications of attribution theory
6. Social cognition
  - impression formation
  - schemas
  - social inference and decision making
7. Attitudes and attitude change
  - measurement
  - theoretical approaches
  - attitudes and behavior
  - models of change
8. Prejudice
  - definition and measurement
  - stereotypes
  - social causes of prejudice
  - strategies for reducing prejudice
9. Interpersonal attraction and intimate relationships
  - theories of attraction
  - determinants of attraction
  - stages in intimate relationships
10. Aggression
  - definition and measurement
  - theoretical explanations of aggression
  - personal and social determinants of aggression
  - control and reduction of aggression
11. Prosocial behavior
  - definition, measurement and explanations of prosocial behavior
  - personal and social determinants of prosocial behavior

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

**DISCIPLINE/DEPARTMENT:** PSYCHOLOGY

**IMPLEMENTATION DATE:** SEPT. 1995

**Revised:** \_\_\_\_\_

**PSYCH 270**  
**SUBJECT/NUMBER OF COURSE**

**Introduction to Personality Theory**  
**DESCRIPTIVE TITLE**

**3**  
**UCFV CREDITS**

**CALENDAR DESCRIPTION:**

This course introduces students to the work of prominent personality theorists from Freud to modern theorists. The focus of study will progress from Sigmund Freud to Carl Jung, Henry Murray, Eric Erikson, Social Learning Theorists and Humanists.

**RATIONALE:**

This course is designed to introduce students to the philosophy and practical applications of Psychoanalysis and Humanistic Psychology. These are overlooked in traditional programs. They have wide relevance outside the discipline of psychology however, and this course is intended to introduce students to them as an interdisciplinary focus of study.

**COURSE PREREQUISITES:**

PSYCH 101 and 102, or permission of the instructor.

**COURSE COREQUISITES:** none

<b>HOURS PER TERM FOR EACH STUDENT</b>	<b>Lecture</b>	<b>40</b>	<b>hrs</b>	<b>Student Directed Learning</b>	
	<b>Laboratory</b>		<b>hrs</b>		
	<b>Seminar</b>	<b>20</b>	<b>hrs</b>	<b>Other - specify:</b> _____	
	<b>Field Experience</b>		<b>hrs</b>		
				<b>TOTAL</b>	<b>60 HRS</b>

**MAXIMUM ENROLMENT:** 35

Is transfer credit requested?  Yes  No

**AUTHORIZATION SIGNATURES:**

Course Designer(s): David Morosan

Chairperson: [Signature]  
Curriculum Committee

Department Head: [Signature]

Dean: [Signature]

PAC: Approval in David Morosan

PAC: Final Approval: [Signature] Jan 6/95  
(Date)

**PSYCH 270****NAME & NUMBER OF COURSE**

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**SYNONYMOUS COURSES:**

(a) replaces       N/A        
                  (course #)

(b) cannot take       N/A       for further credit  
                  (course #)

**SUPPLIES/MATERIALS:****TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)**

**TEXTS:**       McAdams, Dan. (1990). The person: An introduction to personality psychology. Toronto: Harcourt  
                  Brace Janovich.

**Note:** text may change from year to year

**OBJECTIVES:**

1. To introduce students to psychoanalytic theory by presenting the work of Freud in the context of his times, and through the refinements made by neo-Freudians.
2. To introduce students to the study of biography as a method of creating personality theory. This will be presented through the study of Freud's life, and work of Murray and Erikson.
3. To introduce students to the principles of social learning theory and humanistic psychology by providing them with samples of theory and research in these traditions.

**METHODS:**

1. Lectures pertaining to major theoretical perspectives.
2. Small group discussions of specific readings on research projects or theorists' original writings.



PSYCH 270

NAME &amp; NUMBER OF COURSE

**STUDENT EVALUATION PROCEDURE:**

Paper 1 (summary and analysis of a Freudian or neo-Freudian work)	20%
Paper 2 (critique of a life via biography)	20%
Mid-term 1 (in class, based on lectures, readings)	20%
Mid-term 2 (in class, based on lectures, readings)	20%
Final exam (take-home questions assigned first week)	20%

Note: evaluation procedures may be revised.

**COURSE CONTENT**Approximate Schedule of Topics and Times

<u>Week</u>	<u>Topic</u>
1&2	Freud's theory
3&4	Freud's methods and cases
5&6	Jungian psychoanalytic concepts
7&8	Murray's personology
9&10	Erikson and biographies
11,12&13	Social learning theorists and Humanists (selected readings)

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

**DEPARTMENT:** PSYCHOLOGY

**DATE:** September 1993

**REVISED DATE:** 20 October 1993

PSYC 280  
**NAME & NUMBER OF COURSE**

Biological Bases of Behavior  
**DESCRIPTIVE TITLE**

3  
**UCFV CREDIT**

**CATALOGUE DESCRIPTION:**

This course is an introduction to the relationship between brain and behavior. Topics include an overview of the nervous system and the neural basis of complex behaviors.

**COURSE PREREQUISITES:** PSYC 101 and 102, or permission of the instructor

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	<b>Lecture</b>	45 hrs	<b>Student Directed</b>	
	<b>Laboratory</b>	15 hrs	<b>Learning</b>	hrs
	<b>Seminar</b>	hrs	<b>Other - specify:</b>	
	<b>Field Experience</b>	hrs	<hr/>	hrs
			<b>TOTAL</b>	<b>60 HRS</b>

**UCFV CREDIT**  **TRANSFER**

**UCFV CREDIT**  **NON-TRANSFER**

**NON-CREDIT**

**TRANSFER STATUS (Equivalent, Unassigned, Other Details)**

**UBC**      Psyc 201 (3)

**SFU**      Psyc 280 (3)

**UVIC**      Psyc 215A (1.5)

**Other**

Zoe Dennison, Ph.D.  
**COURSE DESIGNER**

*Zoe Dennison*

J.D. TUNSTALL Ph.D.  
**DEAN OF ACADEMIC STUDIES**

PSYC 280  
NAME & NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
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**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:** Biopsychology (second edition), by J.P.J. Pinel, 1993, Boston: Allyn & Bacon

**OBJECTIVES:**

1. To understand the mechanisms of neural transmission.
2. To understand, at the introductory level, the relationship between brain and behavior.
3. To understand the methodology used to obtain this information.

**METHODS:**

Lecture, Demonstration, Small group practice, Discussion, Audiovisual presentation, Use of models and charts.

**STUDENT EVALUATION PROCEDURE:**

Quizzes	5%
Written Assignments	25%
Midterms (2)	30%
Final Exam	30%
Participation	10%

**COURSE CONTENT**

Outline of Topics

- Introduction to Physiological Psychology
- Neurons & Glia
- Overall Organization of the NS
- Basic Neuroanatomy
  - I: Postsynaptic potentials
  - II: Vision
  - III: Audition and vestibular sense
  - IV: Somatosenses
  - V: Chemical senses
- Sensorimotor System
- Brain Damage and Disease
- The Neuroendocrine System

PSYC 280  
NAME & NUMBER OF COURSE

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COURSE CONTENT continued

Regulation of Internal States

I: Temperature

II: Drinking and feeding

Introduction to Complex Behavior

I: Hormone effects on behavior

II: Biological basis of language

III: Emotion

IV: Sleep and Circadian Rhythms

V: Learning and memory

LABORATORY EXPERIMENTS

Some time will be spent on laboratory exercises such as the dissection of a sheep brain (done in groups) and examination of previously prepared slides.

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

DEPARTMENT: PSYCHOLOGY

DATE: 22 November 1993

PSYC 301                      Intermediate Research Methods & Data Analysis in Psychology      3  
 NAME & NUMBER OF COURSE                      DESCRIPTIVE TITLE                      UCFV CREDIT

**CATALOGUE DESCRIPTION:**

Continuation of Psychology 201 and 202. Provides extensions of basic theory and methods of research design and data analysis. Includes discussions of the analysis of substantive problems, the choice of appropriate research designs and special problems that arise in the analysis of psychological data.

COURSE PREREQUISITES:                      PSYC 101, 102, 201, and 202

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	Lecture	40 hrs	Student Directed	
	Laboratory	20 hrs	Learning	hrs
	Seminar	hrs	Other - specify:	
	Field Experience	hrs	TOTAL	60 HRS

UCFV CREDIT  TRANSFER

UCFV CREDIT  NON-TRANSFER

NON-CREDIT

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC

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UVIC

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Other

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Valerye Hunt, Ph.D.  
 COURSE DESIGNER

*Val Hunt*

J.D. TUNSTALL Ph.D.  
 DEAN OF ACADEMIC STUDIES

PSYC 301  
**NAME & NUMBER OF COURSE**

<b>COURSES FOR WHICH THIS IS A PREREQUISITE:</b>	<b>RELATED COURSES</b>

**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:**     McGuigan, F.J. (1993). *Experimental psychology: methods research*, sixth edition. NJ: Prentice Hall.  
                   Runyon, R.P. and Haber, A. (1991). *Fundamentals of behavioral statistics*, seventh edition. Toronto: McGraw Hill, Inc.

**OBJECTIVES:**

1. Students will become familiar with control and measurement of variables.
2. Students will be familiar with use and analysis of various designs and understand their advantages and disadvantages.
3. Students will be familiar with quasi-experimental designs.
4. Students will appreciate ethical and methodological issues associated with different areas and topics in psychology.

**METHODS:**

Lectures, Laboratory activities.

**STUDENT EVALUATION PROCEDURE:**

Examinations, Assignments, Research projects.

**COURSE CONTENT**

Manipulation, measurement and control of variables.

- Experimental Designs
- Two group
  - Multiple group
  - Factorial
  - Single subject

Quasi-experimental designs

Areas and topics in psychology: ethical and methodological issues

# UNIVERSITY COLLEGE OF THE FRASER VALLEY

## COURSE INFORMATION

DEPARTMENT: Psychology

DATE: 13 December 1993

PSYC 302  
NAME & NUMBER OF COURSE

Learning  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

### CATALOGUE DESCRIPTION:

In this course, students will study prominent learning processes including habituation, classical conditioning, operant conditioning, modelling, concept formation, and analogical inference. Learning issues related to discrimination, generalization, biological constraints on learning, and reinforcement will be discussed in the context of human and animal learning. Subjects will be encouraged to apply the content of this course to the general problem of designing human educational learning programs.

COURSE PREREQUISITES: Psych 101, 102 and any two 200-level psychology courses

### COURSE COREQUISITES:

none

HOURS PER TERM FOR EACH STUDENT	Lecture	Laboratory	Seminar	Field Experience	40 hrs	hrs	20 hrs	hrs	Student Directed Learning	Other - specify:	hrs	TOTAL	hrs
													60 HRS

UCFV CREDIT TRANSFER

UCFV CREDIT NON-TRANSFER

NON-CREDIT

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC

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UNBC

*David Morosan*

David Morosan, Ph.D.  
COURSE DESIGNER

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 302**NAME & NUMBER OF COURSE****COURSES FOR WHICH THIS IS A PREREQUISITE:**

none

**RELATED COURSES**Psych 221 Cognitive Psych  
Psych 325 Memory**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)**TEXTS:** Houston, John. (1991). Fundamentals of Human Learning and Memory. New York: H.B.J. Holt**OBJECTIVES:**

1. To introduce students to the conditions, principles and theories of learning as they apply to human and animal learning.
2. To introduce students to landmark research regarding various theories of learning.
3. To develop communication skills of students regarding their use of psychological terms and their description and analysis of experimental science.
4. To apply the issues raised by learning research to the task of designing human educational learning programs.

**METHODS:**

1. Seminar discussions and critiques of key research articles.
2. Lectures pertaining to major learning theories.
3. Group discussions of problems in learning, and applications of theories.

**STUDENT EVALUATION PROCEDURE:**

<u>Evaluation</u>	<u>Portion of Final Grade</u>
Three exams (20% each)	60%
Key Source Summary	5%
Research Paper	20%
Classroom Contributions (peer ratings)	10%
(general discussion)	5%

**COURSE CONTENT**

<u>Week</u>	<u>Topic</u>
1	Introduction to course and definition of topics
2	Instincts, Imprinting, Critical periods, sensitive periods
3	Habituation
4&5	Principles of Classical Conditioning First Mid-term
6&7	Principles of Operant conditioning
8&9	Human Applications of Classical and Operant Conditioning Second Mid-term
10	Verbal Learning
11	Concept Learning
12	Problem-Solving
13	Connectionist Models of Learning



UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: PSYCHOLOGY

DATE: 22 November 1993

PSYC 303  
NAME & NUMBER OF COURSE

Perception  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

CATALOGUE DESCRIPTION:

Explores the question of how we create an internal representation of the external world from the information provided by our sensory systems. Specific topics include reading, speech, perception, recognition of faces and facial expressions and perception of art and music.

COURSE PREREQUISITES: PSYC 101, 102, and any two 200-level psychology courses

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	40 hrs	Student Directed	
	Laboratory	hrs	Learning	hrs
	Seminar	20 hrs	Other - specify:	
	Field Experience	hrs		hrs
			<u>TOTAL</u>	60 HRS

UCFV CREDIT  TRANSFER

UCFV CREDIT  NON-TRANSFER

NON-CREDIT

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC

SFU

UVIC

Other

*Jackie Snodgrass*

Jacalyn Snodgrass  
COURSE DESIGNER

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 303

NAME &amp; NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

**TEXTS:** Coren, S. and Ward, L.M. (1988). *Sensation and Perception* (3rd edition). Toronto: Harcourt, Brace, Jovanovich

OBJECTIVES:

1. Introduce students to research on human perception.
2. Give students an understanding of how knowledge of the world is related to the structure and functioning of the sensory systems.

**METHODS:** Lecture, Demonstration, Small group practice, Discussion, Audiovisual presentation, Use of models.

STUDENT EVALUATION PROCEDURE:

Essays on specific topics in perception	30%
Mid-term examination	35%
Final examination	35%

COURSE CONTENT

Historical roots of the study of perception  
 Techniques for measuring sensations  
 The relationship between sensation and perception  
 Theories of perception  
 Pattern recognition  
   Reading  
   Speech perception  
   Recognition of faces  
 Perceptual problems  
   Illusions  
   Agnosias  
   Aphasias

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: PSYCHOLOGY

DATE: 3 June 1992

REVISION DATE: 21 October 1993

PSYC 306

Psychological Assessment Procedures

3

NAME & NUMBER OF COURSE

DESCRIPTIVE TITLE

UCFV CREDIT

CATALOGUE DESCRIPTION:

A survey of selected techniques for assessment of individual and group differences in aptitudes, abilities, achievement, attitudes, interests and personality. Emphasis is placed on evaluating the effectiveness of various techniques, including performance tests, self-report questionnaires, inventories and projective approaches. This course provides a suitable introduction for students considering graduate training in clinical psychology.

COURSE PREREQUISITES: PSYC 101, 102, and 202, or permission of the instructor

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	30 hrs	Student Directed	
	Laboratory	30 hrs	Learning	hrs
	Seminar	hrs	Other - specify:	
	Field Experience	hrs		hrs
			<u>TOTAL</u>	<u>60 HRS</u>

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NON-CREDIT

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

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*2se Dennis*

Other

Valerve Hunt, Ph.D.  
COURSE DESIGNER

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 306**NAME & NUMBER OF COURSE**

<b>COURSES FOR WHICH THIS IS A PREREQUISITE:</b>	<b>RELATED COURSES</b>

**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:** Murphy, K.R. & Davidshofer, C.D. (1991). Psychological testing: principles and applications. Second edition. Englewood Cliffs, N.J.: Prentice-Hall.

**OBJECTIVES:**

1. Students will become familiar with the development and current status of the process of psychological assessment.
2. Students will understand basic questions and issues associated with assessment.
3. Students will understand such concepts as validity and reliability as well as their relationship to testing.
4. Students will know ethical and social issues associated with assessment.
5. Students will be familiar with major approaches to assessment and with tests representative of these approaches.

**METHODS:**

Lecture, Demonstrations, Discussions and participation, Audiovisual presentations

**STUDENT EVALUATION PROCEDURE:**

Mid-term and final examinations	70-80%
Laboratory activities	20-30%

PSYC 306  
**NAME & NUMBER OF COURSE**

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**COURSE CONTENT**

**OVERVIEW: BASIC PRINCIPLES AND THEORY OF ASSESSMENT**

- brief review of development of assessment process
- contemporary status and major approaches
- issues and controversies in assessment
- test construction and evaluation
- ethical issues and assessment

**TECHNIQUES OF ASSESSMENT**

- interviews
- self-report inventories
- aptitude testing
- projective techniques
- behavioral assessments

**PSYCHOLOGICAL ASSESSMENTS**

- educational assessments
- industrial assessments
- clinical assessments
- neuropsychological assessments
- forensic assessments

**THE PSYCHOLOGICAL REPORT**

- guidelines
- format
- ethics

**LABORATORY EXPERIMENTS**

Laboratory activities will be related to course content and will include discussions, film and videotape presentations, and examination and evaluation of appropriate tests. Evaluation of students may include participation, quizzes, and written work.

# UNIVERSITY COLLEGE OF THE FRASER VALLEY

## COURSE INFORMATION

DEPARTMENT: PSYCHOLOGY

DATE: 6 May 1992

PSYC 308 (formerly 203)  
NAME & NUMBER OF COURSE

History of Psychology  
DESCRIPTIVE TITLE

REVISION DATE: 21 October 1993

3

UCFV CREDIT

### CATALOGUE DESCRIPTION:

Concentrates on the last century of development in the field. Presents the major schools and systems of thought and describes the outstanding figures within each school or system.

COURSE PREREQUISITES: PSYC 101, 102, and two 200-level psychology courses, or permission of the instructor

### COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	60 hrs	Student Directed	
	Laboratory	hrs	Learning	hrs
	Seminar	hrs	Other - specify:	
	Field Experience	hrs		
			<u>TOTAL</u>	60 HRS

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NON-TRANSFER

NON-CREDIT

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC

SFU

UVIC

Other

*Astrid Stec*

Astrid Stec  
COURSE DESIGNER

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 308

**NAME & NUMBER OF COURSE**

<b>COURSES FOR WHICH THIS IS A PREREQUISITE:</b>	<b>RELATED COURSES</b>
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**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:** Historical Foundation of Modern Psychology, Howard H. Kendler

**OBJECTIVES:**

Familiarize students with the major schools of thought in psychology since the beginning of the discipline. Organization will focus on the historical roots, method, theory and contributions of each school.

**METHODS:** Lectures, Seminars

**STUDENT EVALUATION PROCEDURE:**

Objective tests, in-class essays, individual project based on primary sources.

**COURSE CONTENT**

The historical roots, methods, theory and contributions of each of the following:

- German Experimental Psychology
- Wundtian Psychology
- Wm. James and Functionalism
- Titchener and Structuralism
- J.B. Watson and Early Behaviourism
- Neobehaviourism: Tolman, Hull, Skinner and Hebb
- Gestalt Psychology
- Psychoanalytic Theory & Neoanalysts: Freud, Adler, Jung
- Humanistic Psychology
- Cognitive Psychology
- Theories of Individual Differences

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: PSYCHOLOGY

DATE: Fall 1993

REVISION DATE: 21 October 1993

PSYC 325  
NAME & NUMBER OF COURSE

Memory  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

CATALOGUE DESCRIPTION:

Psychology 325 introduces students to the major areas of memory research. Topics studied include sensory, short-term, working, and semantic memory, as well as encoding strategies, retrieval cues, amnesia, state dependent learning, and mnemonics.

COURSE PREREQUISITES:

PSYC 101, 102, and two 200-level psychology courses, or permission of the instructor.

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	40 hrs	Student Directed	
	Laboratory	10 hrs	Learning	hrs
	Seminar	10 hrs	Other - specify:	
	Field Experience	hrs		hrs
			TOTAL 60 HRS	

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NON-CREDIT

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC

SFU

UVIC

*David Morosan*

Other

David Morosan  
COURSE DESIGNER

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES



PSYC 325**NAME & NUMBER OF COURSE****COURSES FOR WHICH THIS IS A PREREQUISITE:****RELATED COURSES**

PSYC 221 Cognition  
 PSYC 201 Statistics  
 Psyc 202 Research Methods

**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:** Baddeley, Alan. (1990). *Human memory: theory and practice*. Needham Heights: Allyn and Bacon.

**OBJECTIVES:**

The basic objectives of Psychology 325 are:

1. To present the methods and theories used by cognitive psychologists to research and communicate about human memory.
2. To clarify the concepts introduced by memory researchers and to critically evaluate the evidence used to support claims made regarding these concepts.
3. To develop communication skills of students regarding their use of psychological terms and their description and analysis of experimental science.

**METHODS:**

Lecture, Demonstration, Small group practice, Discussion, Audiovisual presentation.

**STUDENT EVALUATION PROCEDURE:**

Three exams (20% each)	60%
Key Source Summary	5%
Research Paper	20%
Contributions (peer ratings)	10%
General discussions	5%

PSYC 325**NAME & NUMBER OF COURSE****COURSE CONTENT****Tentative Schedule of Topics, Readings and Exams**

<b>Classes</b>	<b>Topic</b>	<b>Readings from chapter:</b>
Sept. 7, 10, 14, 17	Sensory Memory	2
Sept. 21, 24, 28	Short-term and Working Memory	3,4
Oct. 1, 5	Input Factors I: Encoding	7
Oct. 8	First mid-term	
Oct. 12, 15, 19	Input Factors II: Organization	8
Oct. 22, 26, 29	Output Factors I: Recall and Recognition	11
Nov. 2, 5	Output Factors II: Cues for Retrieval	12
Nov. 9	Second mid-term	
Nov. 12, 16, 19	Semantic Memory	13
Nov. 23, 26, 30	State Dependent Memory	15
Dec. 3, 7	Amnesia	
	Check Schedule for Final Exam	16

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

**DEPARTMENT:** PSYCHOLOGY

**DATE:** Fall 1993

**REVISION DATE:** 1 November 1993

PSYC 326  
**NAME & NUMBER OF COURSE**

Psychology of Consciousness  
**DESCRIPTIVE TITLE**

3  
**UCFV CREDIT**

**CATALOGUE DESCRIPTION:**

Systematic study of consciousness from both theoretical and applied points of view in psychology. Topics covered include: the role of consciousness in the history of psychology, research on states of consciousness (e.g., dreaming, hypnosis, meditation, fantasy); research and theory on the relationship between brain and consciousness; therapeutic use of cultivated states of consciousness.

**COURSE PREREQUISITES:** PSYC 101 and 102, and two 200-level psychology courses, or permission of the instructor.

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	Lecture	40 hrs	Student Directed	
	Laboratory	hrs	Learning	hrs
	Seminar	20 hrs	Other - specify:	
	Field Experience	hrs		hrs
			<b>TOTAL 60 HRS</b>	

**UCFV CREDIT TRANSFER**

**UCFV CREDIT NON-TRANSFER**

**NON-CREDIT**

**TRANSFER STATUS** (Equivalent, Unassigned, Other Details)

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UVIC

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Other

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Ronald Laye, Ph.D.  
**COURSE DESIGNER**

*Ron Laye*

J.D. TUNSTALL Ph.D.  
**DEAN OF ACADEMIC STUDIES**

PSYC 326  
**NAME & NUMBER OF COURSE**

**COURSES FOR WHICH THIS IS A  
 PREREQUISITE:**

**RELATED COURSES**

PSYC 221- Intro to Cognitive Psychology

**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:** Farthing, G.W., (1992). The Psychology of Consciousness. Englewood Cliffs, NJ: Prentice Hall.

Rossi, L., (1986). The Psychobiology of Mind-Body Healing.

A topical reader on imagery, hypnosis, dreaming, etc.

**OBJECTIVES:**

1. To present and evaluate theory and research on consciousness
2. To explore and evaluate applied issues in consciousness.

**METHODS:**

Lecture, Demonstration, Small group practice, Discussion, Audiovisual presentation, Student seminar presentations.

**STUDENT EVALUATION PROCEDURE:**

Midterm exam	25-30%
Final exam	25-30%
Seminar and group presentation	15-25%
Research paper	20-25%

PSYC 326  
**NAME & NUMBER OF COURSE**

**COURSE CONTENT**

<b>WEEK</b>	<b>TOPICS</b>	<b>READINGS</b>
		F: Farthing R: Rossi
1	Introduction and overview. Definitions and basic concepts. Scientific, clinical, and "New Age" perspectives on consciousness. Characteristics of consciousness.	F: 1, 2
2	Consciousness, mind, and the brain: the "mind-body problem" and assumptions underlying psychological investigation. Brain organization and mind: split-brain and other work.	F: 4, 5 R: 2
3	Dissociative states and consciousness. State dependent learning.	F: 6 R: 3
4	Introspection, fantasy daydreaming, and imagery. Placebo response and healing. Introspection as methodology: yoga psychology perspective.	F: 3, 7, 8 R: 1 TBD
5	Altered states of consciousness: basic issues. Meditation: scientific and Eastern psychological perspectives.	F: 9, 17 TBD
6	QUIZ Sleep	F: 10
7	EXAM 1	
8	Dreaming: phenomenology of dreams and factors influencing dreams. Theoretical and research perspectives. Is dream content symbolic?	F: 11, 12
9	Dreaming: recall and lucid dreaming.	F: 13
10	Drugs and consciousness.	F: 18, 19
11	Hypnosis: basic phenomena, susceptibility.	F: 14 R: 4, 5
12	Hypnosis: theoretical approaches and research. Amnesia, hypermnesia, age regression.	F: 15, 16
13	Hypnosis, consciousness, and healing. Mental modification of autonomic age endocrine activities. Modification of immune and neuropeptide systems.	R: 6, 7, 8 R: 9, 10
14	EXAM 2	

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

DEPARTMENT: PSYCHOLOGY

DATE: Fall 1992

REVISION DATE: 1 November 1993

PSYC 343  
NAME & NUMBER OF COURSE

Psychology of Health  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

**CATALOGUE DESCRIPTION:**

Studies psychological factors in health and illness from a biopsychosocial approach. Topics include: psychophysiology of stress; issues in clinical and experimental research design; personality and health; therapies for stress-related disorders; lifestyle and health behaviours, behavioral medicine applications; and societal forces and health.

**COURSE PREREQUISITES:** PSYC 101, 102, and two 200-level psychology courses, or permission of the instructor.

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	Lecture	40 hrs	Student Directed	
	Laboratory	hrs	Learning	hrs
	Seminar	20 hrs	Other - specify:	
	Field Experience	hrs	_____	hrs
			<b>TOTAL</b>	<b>60 HRS</b>

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UCFV CREDIT  **NON-TRANSFER**

NON-CREDIT

**TRANSFER STATUS** (Equivalent, Unassigned, Other Details)

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UVIC

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Other

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Ron Lave, Ph.D.  
COURSE DESIGNER

*Ron Lave*

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

**PSYC 343**  
**NAME & NUMBER OF COURSE**

**COURSES FOR WHICH THIS IS A PREREQUISITE:**

**RELATED COURSES**

PSYC 241 - Psychopathology  
 PSYC 375 - Fundamentals of Clinical Psychology

**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:** Green & Shellenberger, The Dynamics of Health and Wellness. Ft. Worth, Texas: Holt, Rinehart & Winston, 1991.

OR

Sheridan & Radmacher, Health Psychology: Challenging the Biomedical Model. New York: Wiley, 1992.

**OBJECTIVES:**

1. To survey and study the relationship between psychological factors and health and illness.
2. To critically evaluate research findings and concepts in clinical health psychology.

**METHODS:**

Lecture, Demonstration, Small group practice, Discussion, Audiovisual presentation, Student seminar presentations.

**STUDENT EVALUATION PROCEDURE:**

Midterm exam	20-25%
Final exam	25-30%
Seminar presentation	20%
Research project or paper	25-35%

PSYC 343NAME & NUMBER OF COURSECOURSE CONTENT

WEEK	TOPICS	READINGS*
1	Intro to course. Models of health: biomedical and biopsychosocial. Health and wellness; disease and illness: basic concepts.	1
2	Mind/body relationship in health and illness. Basic research methods: approaches to the study of psychology and health. Placebo. Clinical and experimental research strategies.	2 TBA
3	Stress and stressors: basic concepts. Evaluating stressors. Cognitive and behavioural stress effects.	3
4	Psychophysiology of stress. Brain organization. Autonomic and endocrine responses: stress axes. Cardiovascular system and stress. Immune system and stress.	4 TBA
5	Continue above topics. Evaluating research in health psychology: examples.	5
6	Personality and illness: cardiovascular disease and cancer.	17, 18
7	EXAM	
8	Psychosocial factors in health, and healthy personality.	6, 19
9	Relaxation therapies. Biofeedback therapy.	7, 8
10	Imagery and health. Cognitive therapy.	9, 10
11	Self-regulation and health. Integration of physiological, behavioural and cognitive skills. Lifestyle and health.	11, 12
12	Psychological therapy from a biopsychosocial perspective.	14
13	Behavioural medicine applications: headache; hypertension; Raynaud's; neuromuscular disorders; coping with medical procedures; hyperactivity; migraine, asthma; pain.	15, 16 TBA
14	Societal influence on illness and on health. Development of health behaviours.	13, 20, 21
15	EXAM	

\*Readings are from Green and Shellenberger.



**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

**DEPARTMENT:** PSYCHOLOGY

**DATE:** Fall 1992

**REVISION DATE:** 1 November 1993

PSYC 351  
**NAME & NUMBER OF COURSE**

Child Development  
**DESCRIPTIVE TITLE**

3  
**UCFV CREDIT**

**CATALOGUE DESCRIPTION:**

An in-depth look at theory and research in child development, including physical and perceptual development, cognition and language development and psychosocial development.

**COURSE PREREQUISITES:** PSYC 101, 102, and 250, or permission of the instructor.

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	<b>Lecture</b>	30 hrs	<b>Student Directed</b>	
	<b>Laboratory</b>	hrs	<b>Learning</b>	hrs
	<b>Seminar</b>	30 hrs	<b>Other - specify:</b>	
	<b>Field Experience</b>	hrs		hrs
			<b>TOTAL</b>	<b>60 HRS</b>

**UCFV CREDIT  
TRANSFER**

**UCFV CREDIT  
NON-TRANSFER**

**NON-CREDIT**

**TRANSFER STATUS** (Equivalent, Unassigned, Other Details)

UBC

SFU

UVIC

Other

Jacalyn Snodgrass  
**COURSE DESIGNER**

*Jackie  
Snodgrass*

J.D. TUNSTALL Ph.D.  
**DEAN OF ACADEMIC STUDIES**

PSYC 351

**NAME & NUMBER OF COURSE**

<b>COURSES FOR WHICH THIS IS A PREREQUISITE:</b>	<b>RELATED COURSES</b>

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

**TEXTS:** Santrock, J.W. & Yussen, S.R. (1992). Child Development (5th ed.). Dubuque, IA: Wm. C. Brown Publishers.

OBJECTIVES:

To explore in depth theory and research on specific issues in child development.

METHODS:

Lecture, Demonstration; Small group practice, Discussion, Audiovisual presentation, Use of models and charts.

STUDENT EVALUATION PROCEDURE:

Two essay exams	60%
Research paper/presentation	40%

COURSE CONTENT

- Physical and motor development
- Neural, sensory and perceptual development
- Cognitive development: Piaget
- Cognitive development: Information processing
- Language development
- Social and emotional development
- Gender roles
- Moral development

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: Psychology

REVISED: November 1993

DATE: January 20, 1976

PSYC 355 (formerly 220)  
NAME & NUMBER OF COURSE

Psychology of Adolescence  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

CATALOGUE DESCRIPTION:

A comprehensive investigation of the adolescent period of life including: 1) description of the physical emotional, cognitive, social and moral development; 2) analysis of the contribution of major theoretical approaches; 3) consideration of major influences, such as: home environment, adult society, peer cultures, school, career choice.

COURSE PREREQUISITES: Psychology 101, 102 and 250, or permission of instructor

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	hrs	Student Directed	
	Laboratory	45	hrs	Learning
	Seminar	hrs	Other - specify:	hrs
	Field Experience	hrs	<u>TOTAL</u>	<u>45 HRS</u>

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TRANSFER STATUS (Equivalent, Unassigned, Other Details)

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*Astrid Stec*

Astrid Stec  
COURSE DESIGNER

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 355

## NAME &amp; NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
	PSYC 210

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS:       Grinder, R. Adolescence  
               Kraemer, H.V. Youth & Culture: A Human Development Approach

OBJECTIVES:

1. The student will gain insight into some problems adolescents face: intrapersonal, inter-personal, social and cultural.
2. The student will demonstrate that he can translate his insights into communicable ideas and research efforts.
3. The student will demonstrate his ability to bring together relevant readings, theories, experiences, and research methodologies for the purpose of pursuing some, for him, relevant questions in depth.

METHODS:

- |             |   |
|-------------|---|
| 1. Lectures | 3. Presentation of special interest areas |
| 2. Seminars | 4. Guest lecturers                        |

STUDENT EVALUATION PROCEDURE:

Tests	50%
Oral and written presentation of individual report	40%
Participation in seminars	10%

COURSE CONTENT

1. Physiological development and its psychological correlates.
2. Cognitive and moral development (Piaget's theory and related research).
3. Psychological development - ego identity.
4. The family - relations between adolescents and parents; relative importance of family to the adolescent; effect of family's socio-economic status.
5. Peer groups - relative importance; various types and functions; role of school.
6. Culture - adolescent's awareness of cultural values; adolescent's participation in social change; role and effect of the media; cross-cultural comparisons.
7. Future commitments - career choice; marriage.
8. Problems of adjustment - school dropouts; delinquency; drug addiction.
9. Theoretical interpretations.

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: PSYCHOLOGY

DATE: 20 May 1992

REVISION DATE: 1 November 1993

PSYC 357 (230)  
NAME & NUMBER OF COURSE

Adulthood and Aging  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

CATALOGUE DESCRIPTION:

Considers human development from young adulthood to old age. Included are theories of adult development and aging; environmental and biological factors in aging; and the effects of aging on sensation, perception, learning, cognition, personality, psychopathology, and social relations.

COURSE PREREQUISITES: PSYC 101, 102, and 250, or permission of the instructor.

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	30 hrs	Student Directed	
	Laboratory	30 hrs	Learning	hrs
	Seminar	hrs	Other - specify:	
	Field Experience	hrs		hrs
			<u>TOTAL</u>	60 HRS

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Other

Valerye Hunt, Ph.D.  
COURSE DESIGNER

*Val Hunt*

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 357**NAME & NUMBER OF COURSE**

<b>COURSES FOR WHICH THIS IS A PREREQUISITE:</b>	<b>RELATED COURSES</b>

**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:** Rybash, J.W., Roodin, P.A., & Santrock, J.W. (1991). Adult development and aging (2nd ed). Dubuque, IA: Wm. C. Brown Publishers

Selected articles from contemporary journals.

**OBJECTIVES:**

1. Students will develop an appreciation of the complexity and importance of development occurring during adulthood.
2. Students will become familiar with developmental research methods and problems associated with developmental research.
3. Students will become familiar with developmental theories, issues and research relevant to such topics as biological aging and health, intellectual and cognitive functioning, relationships, work, personality and moral development, adult psychopathology, and death and dying.
4. Students will acquire an ability to integrate theories, data and experience to generate new questions about development during adulthood.

**METHODS:**

Lectures

Laboratory/tutorial activities

- assigned readings and discussion
- films and videotapes
- demonstration activities

**STUDENT EVALUATION PROCEDURE:**

Mid-term examination	20-35%
Final examination	45-50%
Laboratory activities (papers, quizzes, participation)	20-30%

**LABORATORY ACTIVITIES**

Laboratory/tutorial activities will be related to course content and will include discussion of assigned readings, film and videotape presentations, and participation in demonstration activities. Evaluation of students will be based on quizzes and written work.

**NAME & NUMBER OF COURSE**  
**COURSE CONTENT**

1	Overview of adult development - basic concepts, issues and models
2	Developmental research - methods and problems
3	Biological aspects of aging - biological theories on aging - health and illness - sensorimotor changes - central nervous system changes
4	Memory, intelligence and cognition - information processing, perception and attention - age related changes in memory: findings and explanations - stage theories of adult cognitive development - adult cognition and wisdom
5	Personality and moral development during adulthood - definitions of personality - stage approach to personality development: representative theories - critique of stage theories - life-events and personality development - critique of life-events framework - traits, stability and change in personality - moral development: Kohlberg and Gilligan
6	Relationships: friendship, romance and parenthood - marital relationships: moving from courtship to widowhood - parenting - grandparenting - sexuality throughout adulthood
7	Work, leisure and retirement - concept and significance of work - occupational choice: representative theories - career paths - women and work - leisure - retirement
8	Adult development in a social context - diverse lifestyles - social classes and differences - cross-cultural comparisons of aging - sex-role change and representative theories
9	Mental health and adult development - stressors and determinants of coping and adaptation - mental health problems of the elderly - mental health needs of the elderly - institutionalization
10	Death and dying - death: problems of definition - dying: stages vs phases - bereavement and mourning

# UNIVERSITY COLLEGE OF THE FRASER VALLEY

## COURSE INFORMATION

DEPARTMENT: Psychology

IMPLEMENTATION DATE: January 1995

Psychology 367  
NAME & NUMBER OF COURSE

Experimental Psycholinguistics  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

**CATALOGUE DESCRIPTION:** Language is intrinsically interesting, but also particularly relevant to psychologists. Experiments rely upon language to convey instructions and collect data and therapeutic interventions rely on communication between psychologist and client. Topics covered in this course will be drawn from many areas of psychology as well as other disciplines in an attempt to understand the complex nature of human language. Specific topics include linguistics theories, animal language, sign language, neural mechanisms of language, language production and comprehension, multilingualism and social context of language.

**COURSE PREREQUISITES:**

Psyc 101, 102, and any two 200-level psychology courses. Recommended Psyc 221

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	<b>Lecture</b>	40 hrs	<b>Student Directed Learning</b>	
	<b>Laboratory</b>	15 hrs	<b>Other - specify:</b>	5 hrs
	<b>Seminar</b>	hrs		
	<b>Field Experience</b>	hrs		
			<b>TOTAL</b>	<b>60 HRS</b>

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**TRANSFER STATUS** (Equivalent, Unassigned, Other Details)

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Other Zoe Dennison \_\_\_\_\_

Zoe Dennison, Ph.D  
COURSE DESIGNER

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES



PSYC 367  
**NAME & NUMBER OF COURSE**

**COURSES FOR WHICH THIS IS A PREREQUISITE:**

**RELATED COURSES**

**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:** Psycholinguistics, J.B. Gleason & N.B. Ratner (Eds.) 1993; Harcourt Brace Jovanovich, Fort Worth, TX.

**OBJECTIVES:**

1. Be able to examine language from a number of perspectives.
2. Understand what comprises language and how it is studied.
3. Understand the basic mechanisms, both physiological and cognitive, involved in the production and perception of language.
4. Understand the role of human physiology and evolution in the development of language.
5. Understand the impact of context, both individual and societal, in language output.

**METHODS:**

Lecture, demonstrations, discussion/class participation, AV presentations, student seminars

**STUDENT EVALUATION PROCEDURE:**

Assignments	35%
Mid-term	20%
Laboratory Work	5%
Quizzes	5%
Final Exam	35%

**COURSE CONTENT**

Introduction to psycholinguistics  
 Basic concepts and theories in linguistics  
 Animal communication/language  
 Sign/gestural language  
 Evolution of language  
 Gender differences in language  
 Neural mechanisms of language  
 Speech production and perception

PSYC 367

**NAME & NUMBER OF COURSE**

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**COURSE CONTENT - continued**

Cognitive aspects of language comprehension

- I Semantics
- II Internal Lexicon & Lexical Access
- III Imagery in Language
- IV Sentence & Discourse

Perception and Production of Written Language

Language Disorders

Language and thought

Multilingualism

The Context of Language: Nonverbal Communication

- I Facial Expression
- II Voice Qualities
- III Gesture and speech

The Context of Language: Social Issues

- I Pragmatics
- II Conversational Discourse

Developing a model for multidisciplinary understanding of language

**LABORATORY EXPERIMENTS**

- Demonstrations of lexical experiments
- AV presentation of speech characteristics
- AV presentation of language deficits (aphasia)
- Demonstration of imagery & metaphor effects
- AV presentation of facial expressions and gestures accompanying speech

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

**DEPARTMENT:** PSYCHOLOGY

**DATE:** Fall 1993

PSYC 375  
**NAME & NUMBER OF COURSE**

Fundamentals of Clinical Psychology  
**DESCRIPTIVE TITLE**

**REVISION DATE:** 1 November 1993

3  
**UCFV CREDIT**

**CATALOGUE DESCRIPTION:**

Considers the scientific and clinical aspects of the discipline of clinical psychology. Both traditional roots and recent developments in the field are discussed. Traditional topics include: models of clinical psychology, methods of assessment and modes of intervention. Recent developments will focus on clinical health psychology, using a biopsychosocial perspective.

**COURSE PREREQUISITES:** PSYC 101, 102 and two 200-level psychology courses, or permission of the instructor.

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	<b>Lecture</b>	40 hrs	<b>Student Directed</b>	
	<b>Laboratory</b>	hrs	<b>Learning</b>	hrs
	<b>Seminar</b>	20 hrs	<b>Other - specify:</b>	
	<b>Field Experience</b>	hrs		hrs
			<b>TOTAL</b>	<b>60 HRS</b>

**UCFV CREDIT**  **TRANSFER**

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**TRANSFER STATUS** (Equivalent, Unassigned, Other Details)

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UVIC

*Ron Laye*

Other

Ron Laye, Ph.D.  
**COURSE DESIGNER**

J.D. TUNSTALL Ph.D.  
**DEAN OF ACADEMIC STUDIES**

PSYC 375**NAME & NUMBER OF COURSE****COURSES FOR WHICH THIS IS A PREREQUISITE:****RELATED COURSES**

PSYC 241 - Psychopathology  
 PSYC 343 - Psychology of Health  
 PSYC 306 - Psychological Assessment

**TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)**

**TEXTS:** Nietzel, Bernstein, & Milicha. (1991). Introduction to Clinical Psychology, 3rd ed, Englewood Cliffs, NJ: Prentice Hall.

A book or series of articles on a major issue or area of Clinical Psychology, such as therapy outcome research, or therapeutic relationship.

**OBJECTIVES:**

1. To survey and study the profession of Clinical Psychology.
2. To critically evaluate research assessment, intervention, and professional issues.

**METHODS:**

Lecture, Demonstration, Small group practice, Discussion, Audiovisual presentation, Student seminar presentations.

**STUDENT EVALUATION PROCEDURE:**

Midterm exam	25%
Final exam	30%
Quiz	5%
Research paper or project	20%
Seminar presentation	20%

PSYC 375

NAME &amp; NUMBER OF COURSE

**COURSE CONTENT**

WEEK	TOPICS	READINGS*
1	Overview and introduction to course. Definition and history of clinical psychology and clinical health psychology.	Ch 1 N Ch 1 G
2	Clinical psychology as a profession: education, training, regulation, and ethics. Expanding roles for psychology in health care: health psychology, behavioral medicine, and neuropsychology.	Ch 12, 13 N
3	Perspectives in clinical psychology: psychodynamic, behavioral, phenomenological. Biopsychosocial perspective in health psychology.	Ch 2 N Ch 1, 2 G
4	Assessment and interviewing. Seminar presentations.	Ch 3, 4 N
5	Psychological testing and observational methods. Seminar presentations.	Ch 5, 6 N
6	QUIZ. Evaluation of therapeutic interventions. Evaluation of related research.	Ch 7 N Ch 5 G
7	EXAM 1 (February 24)	
8	Clinical intervention: overview. Psychodynamic therapy. Seminar presentations.	Ch 7, 8 N
9	Behavioral and cognitive therapy. Phenomenological therapies. Seminar presentations.	Ch 9, 10 N
10	Stress, health, and illness: psychological factors. Stress psychophysiology.	Ch 3, 4 G
11	Personality, stress resistance, and health.	Ch 6, 19 G
12	Clinical health psychology interventions: Relaxation (physiological); cognitive.	Ch 7, 10 G
13	Self-regulation: theoretical and applied considerations.	Ch 11 G
14	EXAM 2 (as scheduled)	

\* N: Nietzel G: green

NOTE: Any changes in the schedule will be announced in class.

# UNIVERSITY COLLEGE OF THE FRASER VALLEY

## COURSE INFORMATION

DEPARTMENT: Psychology IMPLEMENTATION DATE: January 1995

Psychology 383 Drugs and Behavior 3  
NAME & NUMBER OF COURSE DESCRIPTIVE TITLE UCFV CREDIT

### CATALOGUE DESCRIPTION:

Basics of psychopharmacology, with emphasis on understanding neural communication and how this is related to human behavior. Topics covered include how neurotransmitters work, how drugs affect neurotransmitters, the relationship between neurotransmitters and behavior, hormones and behavior, neurochemical deficits in neurodegenerative disease and psychopathy, and theories of addiction.

### COURSE PREREQUISITES:

Psyc 101, 102, Psyc 280 or permission of instructor

### COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	40 hrs	Student Directed	
	Laboratory	10 hrs	Learning	hrs
	Seminar	10 hrs	Other - specify:	
	Field Experience	hrs		hrs
			<u>TOTAL</u>	<u>60 HRS</u>

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TRANSFER STATUS (Equivalent, Unassigned, Other Details)

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Other

*Zoe Dennison*

Zoe Dennison  
COURSE DESIGNER

I.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

Psychology 383  
**NAME & NUMBER OF COURSE**

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
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**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:** Basic Neurochemistry, 4th Ed. G. Siegel, B. Agranoff, R.W. Albers, P. Molinoff (Eds.)  
 1989 Raven Press; New York

**OBJECTIVES:**

1. Students will understand the basic mechanisms of neural transmission.
2. Students will understand the major classes of neurotransmitters and how drugs interact with this system.
3. Students will understand both the overall relationship between neurochemistry and behavior and specific examples of this relationship.
4. Students will understand the consequences of malfunctioning of neurochemical mechanisms.
5. Students will be able to place this knowledge in a societal context.

**METHODS:**

Lecture, demonstrations, discussion/class participation, AV presentations.

**STUDENT EVALUATION PROCEDURE:**

Assignments	25%
Mid-term	20%
Laboratory Work	15%
Quizzes	5%
Final Exam	35%

Psychology 383  
NAME & NUMBER OF COURSE

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COURSE CONTENT

Introduction to Psychopharmacology

Basis of neural communication

Neurotransmitter Overview (includes drug effects on each neurotransmitter system)

Acetylcholine

Catecholamines

Histamine

Serotonin

Neuropeptides

Amino acid transmitters

Putative neurotransmitters

Relationship with complex behaviors

Learning

Memory

Emotion

Sexual behavior

Psychopharmacological Deficits

Neurodegenerative diseases

Psychopathology (includes basis of pharmacological treatment)

Societal Issues

Legality

Theories of addiction

LABORATORY EXPERIMENTS

- AV presentation of drug effects followed by discussions and/or written reports
- student research proposals



UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: Psychology IMPLEMENTATION DATE: January 1994

PSYC 386 (206) Social Psychology of Groups 3  
NAME & NUMBER OF COURSE DESCRIPTIVE TITLE UCFV CREDIT

CATALOGUE DESCRIPTION:

Focus of theory and research in area of group dynamics. Topics include research methods; group formation, development and socialization; social influence and power; leadership; performance and decision making; and application to such topics as aggression, social support and crowding.

COURSE PREREQUISITES: Psychology 101, 102 and 260, or permission of instructor

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	40 hrs	Student Directed	
	Laboratory	20 hrs	Learning	hrs
	Seminar	hrs	Other - specify:	
	Field Experience	hrs		hrs
			<u>TOTAL</u>	<u>60 HRS</u>

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*Val. Hunt*

Valerye Hunt, Ph.D.  
COURSE DESIGNER

J.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 386NAME & NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

**TEXTS:** Forsyth, Donelson, R. (1990). Group dynamics. Belmont: Brooks/Cole Publishing Company.

**READINGS:** To supplement the text, readings from contemporary journals will be assigned.

OBJECTIVES:

1. Students will become familiar with methods used to study groups and with methodological and ethical problems associated with such research.
2. Students will become familiar with theory and research in such areas as group formation and development; group influence and interaction; group performance and decision making; and conflict.
3. Students will become familiar with applications to such topics as social dilemmas, stress and crowding.
4. Students will develop an ability to integrate material and to generate new questions about groups and group behavior.

METHODS:

Lectures

Laboratory activities: discussion of assigned readings; films and videotapes; demonstration research activities.

STUDENT EVALUATION PROCEDURE:

Midterm examination	30-40%
Laboratory work and assignments	20-30%
Final examination	40-50%

LABORATORY EXPERIMENTS

Laboratory activities will be related to course content and will include discussion of assigned readings, film and videotape presentations, and participation in demonstration research projects. Evaluation of students will be based on quizzes and written work.

PSYC 386

**NAME & NUMBER OF COURSE**

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**COURSE CONTENT**

**1. Overview**

- common features of groups
- psychological and sociological perspectives
- basic, applied and action research

**2. Research: measurement and methods**

- observational and self-report measures
- case studies
- correlational designs
- experimentation
- methodological and ethical issues

**3. Group formation, development and socialization**

- advantages of group membership
- determinants of attraction to groups
- stages of group development
- group socialization processes and stages
- roles, authority, attraction and communication within groups

**4. Groups and social influence processes**

- conformity
- majority vs minority
- normative, informational and interpersonal influence
- power, tactics and reactions

**5. Leadership**

- definition
- theories of leadership
- leader effectiveness

**6. Individuals in groups**

- effects of groups on performance
- effects of groups on decision making

**7. Conflict**

- conflict within groups
- conflict between groups

**8. Applications**

- environment
- social support and change

# UNIVERSITY COLLEGE OF THE FRASER VALLEY

## COURSE INFORMATION

DEPARTMENT: PSYCHOLOGY

DATE: 17 November 1993

REVISION DATE: 31 December 1993

PSYC 491  
NAME & NUMBER OF COURSE

Selected Topics in Psychology  
DESCRIPTIVE TITLE

3  
UCFV CREDIT

### CATALOGUE DESCRIPTION:

This seminar course critically reviews theory, methods, and research results in a selected sub-field of psychology. Students should check with the Psychology Department to determine the content area and prerequisites for a particular semester.

COURSE PREREQUISITES: Permission of the Department.

### COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	10 hrs	Student Directed	
	Laboratory}	50 hrs	Learning	hrs
	and Seminar}		Other - specify:	
	Field Experience	hrs	<u>TOTAL</u>	60 HRS

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TRANSFER STATUS (Equivalent, Unassigned, Other Details)

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Ronald Lave, Ph.D.  
COURSE DESIGNER

*Ron Lave*

I.D. TUNSTALL Ph.D.  
DEAN OF ACADEMIC STUDIES

PSYC 491  
**NAME & NUMBER OF COURSE**

<b>COURSES FOR WHICH THIS IS A PREREQUISITE:</b>	<b>RELATED COURSES</b>
none	Various, depending on content area.

**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

**TEXTS:** Most typically, a series of journal articles, or an edited text in the content area, or combination journal articles and text.

**OBJECTIVES:**

For students already having some background in research methods and the content area of the seminar:

1. to critically evaluate the literature, including problem definition, historical context, methods of investigation, theory, and research results;
2. to examine issues in research design;
3. to explore current and future directions in the literature.

**METHODS:**

Mostly a combination of seminar presentations, laboratory experience where appropriate and possible, and some lectures.

**STUDENT EVALUATION PROCEDURE:**

(May vary depending on instructor)

Mid-term exam	10-30%
Final exam	20-30%
Seminar presentations	30-60%
Project or research proposal	20-40%

**COURSE CONTENT**

The proposed course outline is for Selected Topics in Psychology: Health Psychology. Other proposed content areas, for future development, include: Clinical Neuropsychology, Judgment and Decision Making, and Social Psychology.

**NAME & NUMBER OF COURSE**

**COURSE CONTENT - continued**

Selected Topics in Psychology: Health Psychology will focus on two main topics this semester. They are described below, along with some proposed readings.

1. **Personality and Health**

This section examines the role of personality types and personality variables in health and illness. Also, modification of personality (and associated behaviour patterns) as a therapeutic goal.

A. Type A personality and cardiovascular disease

Readings: various primary and secondary sources related to the following studies: Western Collaborative Group Study (WCGS); Multiple Risk Factor Intervention Trial (MRFIT); Framingham.

B. Personality and cancer

Readings: work by LeShan, Grossarth-Maticek, Eysenck, Seligman, Kiecolt-Glaser, Glaser, Levy, Simonton, and Temoshok. Included will be the Alameda, Crvenka, and Johns Hopkins studies.

C. Repressive coping style

Readings: articles by Weinberger, Schwartz, and others.

D. Hardiness, and other constructs related to stress buffering

Readings: Primary and review articles by Kobasa, Antonovsky, Funk, Werner, and McClelland.

2. **Clinical Psychophysiology**

This section begins with a review of central and peripheral nervous system and endocrine and immune system activities related to stress. Techniques for the measurement of muscle activity (EMG), cardiovascular responding (HR and peripheral temperature), and skin conductance will be included. The use of psychophysiological methods in both assessment and therapy will be critically examined. Clinical problem areas will include anxiety disorders, Post Traumatic Stress Disorder, headache, and essential hypertension.

Readings:

for basic review of CNS, PNS, endocrine and immune system function: to be announced.

for physiological measurement methods: Peper & Williams, or equivalent.

for psychophysiological assessment and therapy: Sept 1991 issue of Psychological Assessment - special section on psychophysiological assessment; also, various articles in Biofeedback and Self-Regulation, and work by Blanchard, Beidel, Berman, Laye, and Wickramasekera.

**SPECIFIC PROPOSED STUDENT EVALUATION FOR THIS SEMESTER:**

Research proposal or project	30%
Seminar presentation and participation	40%
Mid-term exam	10%
Final exam	20%

**SPECIFIC PREREQUISITES FOR THIS SEMESTER:**

As stated in the general course information sheet, the 300-level course should be PSYC 343 - Psychology of Health, or equivalent.