

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate **From:** J.M. Munro, Chair
Senate Committee on
Academic Planning

Subject: Faculty of Arts - **Date:** November 18, 1993
Graduate Curriculum Revisions

Action undertaken by the Senate Graduate Studies Committee 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 proposed graduate program - M.A. Program in French as set forth in S.93-60a

and

the proposed Ph.D. Program in Philosophy as set forth in S.93-60c

and

the curriculum revisions for the Faculty of Arts as set forth as follows:

S.93-60a	Department of French
S.93-60b	Department of History
S.93-60c	Department of Philosophy"

Department of French

Summary of Graduate Curriculum Revisions

SGSC Reference: Mtg. of October 25, 1993
SCAP Reference: SCAP 93 - 38a

Proposed M.A. Program in French, including

New courses:

FREN 800 - 2	Readings in French Linguistics
FREN 801 - 2	Readings in French Literature
FREN 802 - 2	Basic Research Methods
FREN 823 - 5	Interdisciplinary Approaches to French Literature
FREN 824 - 5	Topics in French Canadian Literature
FREN 825 - 5	Topics in French Literature
FREN 826 - 5	Monographic Studies
FREN 830 - 5	Canadian French
FREN 831 - 5	Studies of Bilingualism in the French-Speaking World
FREN 832 - 5	Theoretical Approaches to the Acquisition of French as a second language

For Information:

Acting under delegated authority of Senate, the SGSC has approved the following course revisions:

Change of credit hours and calendar description for FREN 807-5, 808-5, 809-5, 811-5, 812-5, 813-5, 814-5, 815-5, 816-5, 817-5, 818-5, 820-5, 821-5, 822-5

SIMON FRASER UNIVERSITY

Department of French

To: B.P. Clayman, Dean of Graduate Studies
From: Phyllis Wrenn
Date: August 4, 1993
Re: French Graduate Program Proposal, overlap with Linguistics

The proposed Masters program in French with concentration in linguistics will provide training in linguistic theory applied to the analysis of the French language. The theoretical framework draws on all schools of linguistics, both European and North American. It thus offers a training distinct from that offered by the Department of Linguistics in several respects: the overall goal is the study of linguistic methods applied to the analysis of French, with the objective of gaining insights into the French language rather than into linguistic theories *per se*. All courses are taught in French, and data analysed is drawn exclusively from the French language or varieties of French. The Department of Linguistics uses data drawn from diverse languages (Amerindian, Asian, as well as European, including English), its overall goal being an emphasis on the study of linguistic theories. Admission to the Linguistics M.A. program, and, consequently, to Graduate Linguistics courses, requires a background in General Linguistics.

Students preparing a Masters in French may count one course from another department's offerings towards their degree requirements (a total of four courses will be required to satisfy course requirements). Any student having an adequate preparation in General Linguistics may thus take one course from the Linguistics Department as part of their degree requirements. Such a student, however, would most likely be the exception rather than the norm, since our experience has shown that candidates coming to our graduate program from other universities, Canadian or overseas, do not have a strong background either in linguistic theory or in the latest trends in analytical methods. While we would, of course, encourage suitable candidates to avail themselves of opportunities in the Linguistics Department, it would be inappropriate to raise false expectations.

If it is judged desirable to include a statement in the calendar entry drawing the students' attention to the possibility of taking courses in the Linguistics Department, it is imperative that the necessity for prior preparation in **General Linguistics** be made clear. A possible wording (inserted on page 12, paragraph beginning Upon the approval of) might be:

"For a concentration in linguistics, students able to demonstrate adequate preparation in General Linguistics may wish to consider taking a course in the Linguistics Department. For a concentration in literature, students may wish to consider taking a course in the English Department."

TENTATIVE French Undergraduate Course Offerings

Course	94-1	94-2	94-3	95-1	95-2	95-3
140	R.D.	----	----	----	----	R.D.
230	J.V.	----	X	----	X	----
240	----	X	----	X	----	X
270	P.W.	X	X	X	X	X
300	Sess.	X	X	X	X	X
301	Sess.	X	X	X	X	X
302	Sess.	X	X	X	X	X
310	----	X	----	----	X	----
341	----	----	----	----	----	X
360	G.P.	X	X	X	X	X
370	B.B.	X	X	X	X	X
406	----	----	----	----	----	X
407	P.W.	----	----	X	----	----
408	----	X	----	----	----	X
411	C.N.	----	----	X	X	----
412	----	----	----	----	----	X
413	----	----	X	----	----	----
414	B.B.	----	----	----	X	----
420	----	----	X	----	----	----
421	----	----	X	----	----	----
422	----	----	----	X	----	----
430	----	----	X	----	----	----
431	----	----	----	----	X	----
460	----	----	----	X	----	----
463	G.P.	----	----	----	----	X
465	----	----	----	X	----	----
467	J.V.	----	----	----	----	X
470	----	----	X	----	----	----
472	----	----	----	X	----	----
474	----	----	X	----	----	----
475	----	X	----	----	----	----
480	on demand					
490	?	?	?	?	?	?

Note: Lower language courses chaired & taught by lecturers not included
(also not "education" courses)

R.D.: Rosena Davison
 J.V.: Jacqueline Viswanathan
 P.W.: Phyllis Wrenn
 G.P.: Guy Poirier
 B.B.: Barrie Bartlett
 C.N.: Christine Nivet

TENTATIVE FRENCH GRADUATE COURSE OFFERINGS

Course	94-1	94-2	94-3	95-1	95-2	95-3
Required						
800	X	----	X	X	----	X
801	X	----	X	X	----	X
802	X	----	----	X	----	----
Core						
<u>Ling.</u>						
807	X	----	----	X	----	----
808	----	----	X	----	----	----
809	----	----	X	----	----	X
<u>Lit.</u>						
820	----	----	X	----	----	----
821	X	----	----	X	----	X
822	----	----	X	----	----	----
Specialized						
<u>Ling.</u>						
811	----	----	X	----	X	----
812	X	----	----	X	----	----
813	----	----	X	----	----	X
814	----	----	----	X	----	----
815	----	----	----	----	X	----
816	----	X	----	----	----	----
817	----	X	----	----	X	----
818	----	X	----	X	----	----
830	----	X	----	----	X	----
831	----	----	----	----	----	----
832	----	----	----	----	X	----
<u>Lit.</u>						
823	----	----	X	----	----	X
824	----	X	----	----	X	----
825	X	----	----	----	----	X
826	----	----	----	X	----	----

Required courses: offered Fall & Spring
 Core courses: offered once a year
 Specialized courses: on demand

Projected registration: 5-10 students

**FRENCH GRADUATE FACULTY WORKLOAD - TEACHING
(TENTATIVE)**

	94-1	94-2	94-3	95-1	95-2	95-3
Bartlett	370 414 812	Research	270 413 808	270 411 (818)	Research	370 406 (813)
Davison	140 825	Research	AL	AL Repl. 465	Research	301 (821)
Fauquenoy	Research	Sabbatical	Sabbatical Repl. 421 811	270 422 802	414 270 310	408 809
Merler	Research	240 475 824	230 470	Sabbatical Repl.	Sabbatical	Research Repl. 360
Nivet	411 807 802	Research	420 370 809	370 302	Research	270 412 802
Poirier	360 463 821	Research	360 430 801	460 360 821/802	Research	463 230 802
Steele	Research	360 301	301 474 (822)	Research	360 431 Grad. course	475 823 230
Viswanathan	230 467 802		230 360 (823)	240 472	Research	341 467
Wrenn	270 407	408 Spec. Grad. course	Research	407 807	370 301	Research

AL: Administrative leave

Sample Student Program: (Full time)

Linguistics:

First year

Fall 800 (req) (2)
807 (5)

822 (5) or 813 (5)

12 credits

Spring 802 (req) (2)
808 (5)
821 (5) or 812 (5)

12 credits

Second year

Fall: M.A. Thesis or 809 (5)

Spring: M.A. Thesis
or 814 (5) and field examination

Literature:

First year

Fall 801 (2)
820 (5)

823 (5)

12 credits

Spring 802 (2)
821 (5)
825 (5)

12 credits

Second Year

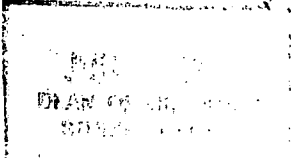
Fall: M.A. Thesis
or 822(5)

Spring: M.A. Thesis
or 826(5) and field examination

FRENCH FACULTY TEACH-RESEARCH PATTERN 1988 - 1997

Name of Faculty Member	Year		1989		1990		1991		1992		1993		1994		1995		1996		1997	
	Semesters	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
BARTLETT, DR. B. E.	(T R T)	1 2 3	(T R T)	1 2 3	(T T R)	1 2 3	T T R	1 2 3	AL AL (T T R)	1 2 3	(T R T) (T R T)	1 2 3	T R S S T T	1 2 3	T R T T	1 2 3	(T R) (T R)	1 2 3	(T R)	
FAUQUENOT, DR. M.	(T T) (R)	1 2 3	T S S	1 2 3	S T T	1 2 3	R T T	1 2 3	R T T	1 2 3	(T R T) (T R T)	1 2 3	R S S T T	1 2 3	T R T T	1 2 3	(T R) (T R)	1 2 3	(T R)	
NIVET, DR. G.	(T R) (T)	1 2 3	T R) (T)	1 2 3	T R) (T)	1 2 3	S S S	1 2 3	T R) (T)	1 2 3	(R T R) (R T R)	1 2 3	T T) (R T T)	1 2 3	T T) (T T)	1 2 3	R S S	1 2 3	D) (T R)	
WRENN, DR. P.																				
DAVISON, DR. D.	(T R) S	1 2 3	S S (T)	1 2 3	T R) (T)	1 2 3	T R) T	1 2 3	T R T	1 2 3	T R T	1 2 3	T R AL	1 2 3	T R T	1 2 3				
MERLER, DR. G.	R D) (T)	1 2 3	T R) (T)	1 2 3	T R) S	1 2 3	S (T T)	1 2 3	R) T T	1 2 3	T R T	1 2 3	R T T	1 2 3	T R T	1 2 3				
POIRIER, DR. G.							T		T R T		T R T		T R T		T R T					
VISWANATHAN, DR. J.	(T R) (T)	1 2 3	T R) S	1 2 3	S S (T)	1 2 3	T R) L	1 2 3	L L L T	1 2 3	R T T	1 2 3	T R T	1 2 3	T R T	1 2 3	(T R) (T R)	1 2 3	(T R) D)	
STEELE, DR. S.									(T		R D) (T)		R D) (T)		R D) (T)					
LIU-NGUYEN, MRS. C.	T 1/2 T	1 2 3	T 1/2 T	1 2 3	T SL T	1 2 3	T 1/2 T	1 2 3	T 1/2 T	1 2 3	T 1/2 T	1 2 3	T 1/2 T	1 2 3	T 1/2 T	1 2 3				
MCDONALD, MRS. M.	T 1/2 T	1 2 3	T SL T	1 2 3	T 1/2 T	1 2 3	T 1/2 T	1 2 3	T 1/2 T	1 2 3	T 1/2 T	1 2 3	T 1/2 T	1 2 3	T 1/2 T	1 2 3				

SL: Study Leave
 AL: Administrative Leave
 L: Leave
 1/2: Half-semester teaching
 T*: Release semester



1. PREAMBLE

The present Department of French, as the former French Division of the DLLL, was responsible for the French component of the DLLL Graduate Program. It was for many years a graduate program in French Linguistics only; students entering the program were expected to have a strong preparation in French Linguistics, and some training in General Linguistics was desirable; others were required to undertake a Qualifying year. In recent years the curriculum was expanded to include three courses in literary analysis, enabling literature faculty to play a role, albeit still limited, in Graduate Studies.

It was also responsible for the MA - Teaching of French, a Masters program designed for practising teachers, with courses taught by Graduate faculty from the French Division, as well as Graduate faculty from the Linguistics Division in its early years, and sessional appointments.

On dissolution of the DLLL, the new Department was assigned administrative responsibility for the undergraduate program in French. The graduate program in French, although it had functioned academically as a distinct entity, and has continued to do so in the interval, remained a component of the Graduate Program in Languages and Linguistics, along with the program in General Linguistics. (The very successful MATF had been placed under moratorium in 1983 for financial reasons.)

In March 1992, SCAP gave approval in principle to the proposal to "repatriate" the graduate program, in effect to replace the existing calendar entry for Languages and Linguistics with two separate entries, one for Linguistics and another for French.

The attached program proposal for French incorporates the curriculum of the old French program, but with a number of important substantive changes that reflect our experience in recruiting and guiding students through the MA / PhD in French and the MATF. As a free-standing program it should appeal to and be accessible to graduates from a French program. While a good background in contemporary methods of linguistic or literary analysis is desirable, and a knowledge of general theory is an advantage, it is not essential for success in the program. Students with limited preparation in linguistics or in literary theory should, however, expect to do some makeup work.

The MA will provide a No-Thesis option, requiring additional coursework and a "field" examination. In addition to two new required introductory courses, a number of new courses, reflecting the evolution in faculty research interests and the addition of new faculty, as well as recognizing the status of literary studies in the Department's curriculum, are proposed. The expanded course offerings integrate the FSL option represented by the MATF into a single Masters program as an area of concentration (French as a Second Language) alongside French Linguistics and French Literature.

Existing graduate courses in French linguistics include the now traditional domains of

linguistic analysis: phonology, morphology and syntax, semantics, dialectology, applied linguistics, as well as reflecting specific research interests of current faculty: history of linguistic theory, French creole studies, phonostylistics, discourse analysis. Proposed new reading courses will explore topics relevant to the Canadian context, such as bilingualism and the second-language acquisition of French. In literature, methods of literary analysis and discourse analysis have been stressed. In proposing new graduate courses, literature faculty have chosen to design a series of Topics courses based on different approaches to literary research, in order to obtain maximum flexibility without encumbering the Calendar entry.

The provision of an alternative to the Thesis option in the Masters program is in keeping with a growing trend in the Faculty of Arts, and reflects a desire to better serve the various needs of a diverse clientele.

Rather than attempt at this time to revise the curriculum of the MATF, we have decided to accommodate students wishing to specialize in FSL with a more flexible curriculum in a single degree program. These students will be expected to explore the pedagogical applications of linguistic and literary analysis both in their readings and in their research for courses and thesis or examination. In the future, it is hoped that the collaboration of colleagues in the Faculty of Education will permit expansion of this pedagogical option.

Finally, it is proposed also that the PhD in French (under the old program a distinct entity with its own requirements) be available henceforth under Special Arrangements. This will permit us to concentrate on recruiting at the Masters level and building that program into a strong basis for an eventual reintroduction of the PhD program.

2. NEED FOR THE PROGRAM

a) Objectives of the Program and relationship to existing Programs

The French Graduate program will complement and continue the undergraduate program in French, with its strength in linguistics as well as literature, and its commitment to encouraging students to combine studies in the two related disciplines. Graduate faculty in both areas, both in their research and in their teaching, stress the interdependence as well as the distinctness of literary and linguistic analysis.

The French Graduate program, with its breadth of topics in literature and linguistics, echoes the interdisciplinary humanistic trend established elsewhere in the SFU curriculum by the Masters program in Liberal Arts. While complementing the program in General Linguistics, the linguistics component of the French program is distinct in two ways: while a variety of linguistic theories and theoretical approaches are studied, both European and North American, they are applied specifically to the analysis of French. And, since a major goal of all students enrolled in a French program is mastery of the language, all courses, like those in

French literature, are conducted in French. The literature component will offer a comprehensive genre- and period-oriented series of courses, in addition to the existing methods courses.

Both the University of British Columbia and the University of Victoria offer a Masters program in French; the former offers also a PhD in French. Victoria's program, which was introduced in September 1992, provides opportunities for graduate study only in French and francophone literatures, organized according to centuries in the traditional fashion, or by geographical region. There is no linguistics component. The UBC program, while it does provide opportunities for specialization in French linguistics, concentrates, as it has always done, on literature. With its strong linguistics component our program will thus retain its originality among those available in British Columbia, while simultaneously offering the possibility of a comprehensive study of literature. In fact, no other French Department in Western Canada has a graduate program striking an equal balance between linguistics and literature. In Alberta, the French Department of the University of Calgary and the Department of Romance Languages of the University of Alberta offer a Masters program in French Literature; the latter offers also Masters programs in French Translation, in Romance Linguistics, as well as PhD programs in French Literature, in Romance Linguistics, in Romance Languages. Neither offers the possibility of study in French Linguistics, or the combination of literature and linguistics.

b) Recruiting history

In recent years, enrollments in the existing program have ranged from five to ten students. In the 1992-93 calendar year, 5 students were enrolled in the MA program in French; 2 of these have now completed their degree.

As an indication of potential interest, although in 1992 only 8 completed applications were considered, 74 inquiries were received. There is no record of the number of inquiries received regarding the status of the MATF; they do, nevertheless, still occur from time to time. Overall, enrollment in the MA in French has remained modest over the years, due in large part to the limited opportunity in Canada, outside SFU, for undergraduate studies in French linguistics. The following sample illustrates the pattern of enrollments in the program in recent years.

	Applied	Accepted	Enrolled
i) 1989-1991	20	8	3
ii) 1992	8	4	1
iii) 93-1	6	4 (2 pending)	

The existing program has thus attracted, with its present requirements, and in spite of its lack of a strong identity and without an aggressive marketing campaign, an average of 7 - 8 candidates per year. The unsuccessful applicants were rejected usually because their

//

undergraduate preparation was judged inappropriate or inadequate. (There is no formal, quantitative record of the number of requests for consideration that were not encouraged to proceed to formal application procedures for the same reason.)

It is anticipated that the establishing of a separate identity for the program, as well as the proposed curriculum revisions, will result in an increase in the number of applications, and that the curriculum revisions will result in a higher rate of acceptance. We nevertheless propose that growth be controlled, and predicated on the basis of present faculty resources.

c) Cultural, societal and professional objectives

Simon Fraser University has, since its inception, offered programs that take into consideration the changing needs of society and of the Canadian fabric. The concept of interdisciplinarity is well established. At SFU, the study of French both as a theoretical and as a practical endeavour at the undergraduate and graduate levels has prepared and will continue to prepare professionals whose skills and competence are sought in various fields.

Graduates of the old program hold faculty positions at major B.C. colleges: Capilano, Douglas, Kwantlen, Kamloops. Two are faculty members in SFU's Department of French; a third has retired from the Department, and another is employed as a Language Instructor. Graduates of the MATF are found in the school system throughout British Columbia, as well as the other Canadian provinces, in the Public Service as well as in Educational administration.

Other career possibilities, predicated upon further training, exploit skills developed in language study, and literary and linguistic analysis: in the media professions, journalism, the civil service, diplomatic careers, law, tourism.

3. PRESENT AND PROJECTED RESOURCES

a) Administrative: Responsibility for the Graduate Program in Languages and Linguistics is presently shared by the Departments of French and of Linguistics. There is one secretary, part-time, who is "lodged" in the Linguistics Department. The Department of French would require a Graduate secretary (bilingual); a part-time position is being requested as part of the Department's staffing requirements.

b) Faculty: the current Graduate Faculty complement includes 1 Emeritus, 1 Full, 5 Associate, 3 Assistant Professors. The complete *curricula vitae* of active Graduate faculty are attached to this document (Appendix D). One new faculty position, granted in 1991, has been frozen. The proposed curriculum revisions are based on the current complement of faculty actively involved in Graduate Studies. Collaboration with appropriate faculty in the Faculty of Education with respect to a graduate curriculum for FSL is under development.

RECEIVED
DEPARTMENT OF LINGUISTICS
1993

c) Library: library resources have supported the existing curriculum, although some aspects of literary study have required that faculty rely heavily on the UBC resources. The Library Assessment of the New course proposals is attached to this program proposal (Appendix A).

d) Capital costs attributable to the new program are nominal, involving incorporation of graduate filing and clerical operations into the Department's main office (the part-time secretary shared with the Linguistics Department is currently housed, along with all files and equipment, in the Linguistics Department) - the present budget is shared with the Linguistics Department.

e) Faculty research awards (over \$5000) in the department: two faculty members (Fauquenoy, Steele) currently hold major research awards, one from SSHRC (\$69,380 over 3 years) and the other a New Faculty Research Fellowship (\$6,000); the latter has an application pending with SSHRC for additional funding (\$2000) for a graduate research assistant. ~~Another application (Wrenn) for major research funding from SSHRC, and a potential source of funding for graduate students, is under development.~~

RW

4. IMPLEMENTATION

The proposed required introductory courses would be offered for the first time in Fall 93, for incoming students, and will then be scheduled in the Fall and Spring semesters as required. The first course (FREN800/801), a semester of readings culminating in an oral examination, has no vector; faculty responsibility consists of supervision as required, and administering of the oral examination at the end of the semester (two Faculty members for each examination: the student's Temporary Supervisor and one other). The second course (FREN802) has a vector of 0-1-0, and will be taught jointly by two Faculty members, one literature and one linguistics (each one responsible for one-half of the semester).

Most of the curriculum already exists, courses are scheduled for the coming academic year as part of the existing program, and candidates are being admitted as in past years. The proposed new courses would be incorporated into the existing curriculum, and scheduled according to procedures already employed.

4a. PROJECTED ENROLLMENTS

Given current faculty dispositions in the department, it is possible to envisage a constant enrollment of some 12 - 15 students within the next three to five years. At the moment, 15 students (representing new and terminal students) appears to represent a maximal situation.

5. SUMMARY OF CURRICULUM CHANGES

SUMMARY OF ITEMS TO BE CONSIDERED

DEPARTMENT OF FRENCH

French Calendar Entry

French Graduate Program Requirements

- a) Delete PhD requirements; replace with PhD by Special Arrangements
- b) Delete Master of Arts - Teaching of French
- c) Master of Arts - changes in requirements:
 - i) add option "without Thesis" (course work and "field" examination)
 - ii) add to Course requirements: FREN800/801, FREN802
 - iii) add to Course requirements: area of concentration (literature or linguistics or FSL)

New Course Proposals

FREN800-2
FREN801-2
FREN802-2

FREN823-5
FREN824-5
FREN825-5
FREN826-5

FREN830-5
FREN831-5
FREN832-5

Course Change Proposals

FREN807-5 Credit Hours and Calendar Description
FREN808-5 Credit Hours and Calendar Description
FREN809-5 Credit Hours and Calendar Description
FREN811-5 Credit Hours and Calendar Description
FREN812-5 Credit Hours and Calendar Description
FREN813-5 Credit Hours and Calendar Description
FREN814-5 Credit Hours and Calendar Description
FREN815-5 Credit Hours and Calendar Description
(Continued...)

Course Change Proposals (Continued)

FREN816-5 Credit Hours and Calendar Description
FREN817-5 Credit Hours and Calendar Description
FREN818-5 Credit Hours and Calendar Description
FREN820-5 Credit Hours and Calendar Description
FREN821-5 Credit Hours and Calendar Description
FREN822-5 Credit Hours and Calendar Description

6. PROPOSED CALENDAR ENTRY

Graduate Program in French

The Department of French offers opportunities for graduate research leading to the MA degree, with a concentration in either French Linguistics or French Literature. Students interested in French as a Second Language (FSL) should contact the Graduate Program Chair. (This option will be of particular interest to candidates contemplating a career in the teaching of French.)

Students seeking admission to a PhD program may apply under the Special Arrangements provisions of the *Graduate General Regulations* (section 1.3.4).

The major areas of study are:

Linguistics: Linguistic analysis of French, varieties of French (social, regional and stylistic variations), French creoles, French linguistic theories, French applied linguistics, theoretical approaches to the acquisition of French as a second language. A variety of practical applications of linguistic theory may be envisaged: pedagogy, translation, stylistic analysis, etc.

Literature: The literature option offers a unique curriculum based on theoretical and interdisciplinary approaches to literature and para-literature: i.e. textual, discourse, genre analysis; cultural and gender studies; theory of literary criticism; psychological, sociological criticism, new trends in the history of movements and historical periods, topics in French-Canadian literature.

MA PROGRAM

Conditions of Admission

Candidates for admission must satisfy the general admission requirements for graduate studies (see sections 1.3.2 and 1.3.8 of the *Graduate General Regulations*).

Clear admission into the program requires a good background in French Literature or in French Linguistics, as well as a good command of both oral and written French. Candidates who do not meet those conditions will be required to remedy the deficiency before admission into the graduate program can be granted; this may be accomplished through one or two semesters as a Qualifying Student (see section 1.3.5 of the *Graduate General Regulations*).

Upon acceptance in the program, each student will be assigned a Temporary supervisor.

The program offers the possibility of completing the degree requirements "with Thesis" or "without Thesis". In either case, the student will work under the direction of a Supervisory Committee (see section 1.6 of the *Graduate General Regulations*), to be appointed by the end of the second semester. The student's program of course work, as well as thesis topic or area of field examination must be approved by the Supervisory Committee.

Degree Requirements:

The MA program has the following minimum requirements:

1) Successful completion of:

FREN800-2 or FREN801-2 taken during the first semester of enrollment,
and
FREN802-2 taken during the first or second semester of enrollment

2) Successful completion of an additional 20 semester hours of graduate coursework selected, for each concentration, from the FREN courses listed below:

Linguistics: 807, 808, 809, 811, 812, 813, 814, 815, 816, 817, 818, 830, 831, 832.

or

Literature: 820, 821, 822, 823, 824, 825, 826.

Upon the approval of the supervisory committee, one course from the other concentration may be substituted, or, one course may be taken outside the department. For a concentration in linguistics, students able to demonstrate adequate preparation in General Linguistics may wish to consider taking a course in the Linguistics Department. For a concentration in literature, students may wish to consider taking a course in the English Department. For a concentration in French as a Second Language (FSL), course selection will be subject to the approval of the Graduate Program Committee.

3) One of the following:

a) MA with Thesis - a thesis of about 100 pages on a topic acceptable to the supervisory committee, defended at an oral examination as described in section 1.9 and 1.10 of the Graduate General Regulations, or

b) MA without Thesis - successful completion of a further 10 semester hours of graduate coursework within the Department of French and a written field examination

based on three of the courses taken. These additional courses may be selected from either concentration. Preparation for the field examination will be undertaken on the advice of the Supervisory Committee.

Language requirement:

All students must demonstrate a level of competence in written and oral French acceptable to the Graduate Program Committee. They are also expected to show at least a reading knowledge of one language other than English or French that is acceptable to the student's supervisory committee. This requirement can be fulfilled either by having successfully completed two courses in that language or by passing a special examination consisting of the translation of a 250-word text into English.

Graduate Courses

Required Courses:

FREN802-2 and either FREN800-2 or FREN801-2 are required of all students. They are offered on a regular basis.

FREN800-2 Readings in French Linguistics

A semester of required readings in French linguistic theory. This course, which culminates in an oral examination, will be graded Satisfactory / Unsatisfactory.

FREN801-2 Readings in Literary Theory

A semester of required readings in French literary theory. This course, which culminates in an oral examination, will be graded Satisfactory / Unsatisfactory.

FREN802-2 Basic Research Methods

The study of research methods and tools used in French linguistics or French literature. Planning a long-term research project. Graded Satisfactory / Unsatisfactory.

Core Courses:

The following courses treat fundamental aspects (in linguistics and literature) of the student's chosen field of specialization. These courses are all offered at least once every six semesters. Selection of and need to take any specific course or courses is decided in consultation with the student's supervisor.

Linguistics

FREN807-5 Problems in French Phonology

Explores a selection of classic problems of French phonology from different theoretical viewpoints.

FREN808-5 Problems in French Grammar

Explores a selection of classic problems of French morphology, morpho-syntax and/or syntax from different theoretical viewpoints.

FREN809-5 Problems in French Semantics and Lexicology

Theories, methods and major research trends in the diachronic and/or synchronic analysis of the lexicon and structures of meaning in French.

Literature

FREN820-5 Types of Discourse

A study of the language in use, discourse strategies, the enunciation devices of various types of texts, both traditional and non-traditional genres such as oral or para-literary texts.

FREN821-5 Theories and Methods of Literary Analysis

A study of a selection of significant works by contemporary French critics (Barthes, Genette, Kristeva...). The application of their theories and models to the analysis of specific works.

May concentrate on one area, e.g. narratology, semiotics, etc.

FREN822-5 Socio-cultural Approaches to French Literature

Provides a framework for a detailed study of French literature within its sociocultural context.

Specialized courses:

The courses listed below treat specialized areas with respect to the student's particular interests or thesis topic.

These specialized courses are offered as needed to complete or to enhance a student's program of coursework. Depending upon content and upon enrollment, they may be offered as directed readings courses or as seminars rather than lecture courses.

Linguistics/Applied Linguistics

FREN811-5 Problems in French Dialectology

Methods in the study of social and geographical dialects (from fieldwork techniques to the analysis of data). Linguistic theory (traditional, structural, generative and sociolinguistic) as it applies to French dialectology.

FREN812-5 Problems in French Linguistic Theory

Studies the contributions of a selection of twentieth-century French-language linguists to the evolution of various aspects of linguistics and linguistic theory.

FREN813-5 Problems in the History of French

A diachronic study of a variety of phonological, grammatical or lexical aspects of French presenting descriptive/explanatory challenges.

FREN814-5 Contrastive Structures of French and English

A contrastive study of the grammatical structures of French and English with emphasis on 'rank-shift' across discourse techniques. A variety of practical applications may be envisaged: pedagogy, translation, stylistic analysis, etc.

FREN815-5 French Creoles

Development, diversity and sociality of French Creoles. Theoretical approaches to the study of the life cycle of creole languages, with special emphasis on French-based creoles.

FREN816-5 Sociolinguistic Approaches to French Studies

Language, society and identity in France. Study of social markers in speech, conversational rules, objective versus subjective norms, attitudes towards language variation and their implications among French speakers from an integrative perspective.

FREN817-5 French Applied Linguistics

Study of the contribution of linguistic theory to the teaching and learning of French as a second language.

FREN818-5 Phonostylistics of French

The linguistic analysis of paralinguistic features of French and their expressivity in various types of oral discourse.

FREN830-5 Canadian French

Advanced study of the linguistic structures and sociolinguistic rules of French in Canada.

FREN831-5 Studies of Bilingualism in the French-Speaking World

Theories of bilingualism as they apply to French and the place of French in the world.

FREN832-5 Theoretical Approaches to the Acquisition of French as a Second Language

New trends and theoretical developments in the acquisition of French as a second language.

Literature:

Topics in the following literature courses will vary to meet the interests of both students and faculty.

FREN823-5 Interdisciplinary approaches to French Literature

Explores the relationships between French literature and the other arts or applies concepts and models developed in other disciplines to the study of French literature.

FREN824-5 Topics in French Canadian Literature

An in-depth study of a theme or an aspect of French-Canadian Literature through different literary works.

FREN825-5 Topics in French Literature

An in-depth study of a topic relating to a period or a movement in French literary history, such as: Middle Ages, Renaissance, Classical period, Enlightenment, Romanticism, Realism, Naturalism, Existentialism.

FREN826-5 Monographic Studies

An in-depth study of one writer, from a particular theoretical perspective (psychological, historical, linguistic).

FREN898

MA Thesis

FREN999

Field Examinations

7. NEW COURSES

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF FRENCH

FREN800-2: Readings in French Linguistics

FREN801-2: Readings in Literary Theory

RATIONALE:

Successful candidates for admission to the old program have had a good command of the French language, and an adequate **descriptive** knowledge of the language and/or of francophone literature and culture. However, the theoretical framework used (or not used) in undergraduate French programs varies widely across North American universities. In order to undertake research in French linguistics or literature they need to possess a coherent and homogeneous preparation in the respective fields of linguistics or literature. The objective of these courses is to remedy this deficiency: a limited, and fixed bibliography of "classics", the works of major scholars that have in some way shaped the field, of which knowledge is assumed, or on whose methodology contemporary linguistic or literary analysis is based.

FREN802-2: Basic Research Methods

RATIONALE:

Students are expected in a 13-week semester to produce an original research paper in a subject area that they may be studying for the first time. The addition of a course in research methodologies will enable them, in their other courses, to concentrate on the subject matter and spend less time on the mechanics of the preparation of a research paper.

These courses will be graded Satisfactory / Unsatisfactory

NEW GRADUATE COURSE PROPOSAL FORM

Calendar Information:

Department: French

Course #: 800

Title: Readings in French Linguistics

Description: A semester of required readings in French linguistic theory. This course, which culminates in an oral examination, will be graded Satisfactory / Unsatisfactory

Credit Hrs: 2

Vector: 0-0-0

Prerequisite(s), if any:

Enrollment and Scheduling:

Estimated Enrollment: 5-6

When will the course first be offered: 93-3

How often will the course be offered: every semester, as required by new enrollments

Justification: This course is compulsory for all students in a Master's Program in French Linguistics whether Thesis option or No-Thesis option. In order to take courses and to do research in French linguistics students need to start with a coherent and homogeneous knowledge of what the discipline involves.

Resources:

Which Faculty member will usually teach the course: (See Course outline)

What are the budgetary implications of mounting the course: (See Course outline)

Are there sufficient library resources (append details):

- Appended: a) Outline of the course
- b) An indication of the competence of the Faculty member to give the course
- c) Library resources

Approval:

Departmental Graduate Committee: pp. Phyllis M. Wren Date: April 16/93

Faculty Graduate Committee: adhesively Date: May 25, 1993

Faculty: [Signature] Date: May 25, 1993

Senate Graduate Committee: B.P. Cla Date: 2 Nov/93

DEPARTMENT OF FRENCH

Graduate Studies

FREN800-2

Readings in French Linguistics

Course outline:

A semester of required readings in French linguistic theory to serve as a preliminary to graduate research in the chosen field. The Reading List represents a limited bibliography of "classics", the works of major scholars that have in some way shaped the field, of which knowledge is assumed, or on whose methodology contemporary linguistic analysis is based.

This course must be taken in the first semester of enrollment in the program, however, FREN802-2 may be taken concurrently, as may one other course. There are no contact hours, and the reading list will be supplied upon acceptance into the program, to permit the student to undertake this requirement without delay. At the end of the first semester in the program, the student will be examined on the content of the reading list, in an oral examination to be conducted by at least two members of the graduate faculty, who will be available during the semester for consultation.

The course will be graded Satisfactory / Unsatisfactory.

Bibliography: see Reading List attached

NEW GRADUATE COURSE PROPOSAL FORM

Calendar Information:

Department: French

Course #:801

Title: Readings in French Literature

Description: A semester of required readings in French literary theory. This course, which culminates in an oral examination, will be graded Satisfactory / Unsatisfactory

Credit Hrs: 2

Vector: 0-0-0

Prerequisite(s), if any:

Enrollment and Scheduling:

Estimated Enrollment: 5-6

When will the course first be offered: 93-3

How often will the course be offered: every semester, as required by new enrollments

Justification: This course is compulsory for all students in a Master's Program in French Literature whether Thesis option or No-Thesis option. In order to take courses and to do research in French literature students need to start with a coherent and homogeneous knowledge of what the discipline involves.

Resources:

Which Faculty member will usually teach the course: (See Course outline)

What are the budgetary implications of mounting the course: (See Course outline)

Are there sufficient library resources (append details):

- Appended:
- a) Outline of the course
 - b) An indication of the competence of the Faculty member to give the course
 - c) Library resources
- Approved:

Approval:

Departmental Graduate Committee: pp. Phyllis M. Wrene

Date: April 16/93

Faculty Graduate Committee:

AP Hebert

Date: May 25, 1993

Faculty:

[Signature]

Date: May 25, 1993

Senate Graduate Committee:

[Signature]

Date: Nov 2/93

DEPARTMENT OF FRENCH

Graduate Studies

FREN801-2

Readings in Literary Theory

Course outline:

A semester of required readings in French literary theory, to serve as a preliminary to graduate research in the chosen field. The Reading List is a limited bibliography of "classics", the works of major scholars that have in some way shaped the field, of which knowledge is assumed, or on whose methodology contemporary literary analysis is based.

This course must be taken in the first semester of enrollment in the program, however, FREN802-2 may be taken concurrently, as may one other course. There are no contact hours, and the reading list will be supplied upon acceptance into the program, to permit the student to undertake this requirement without delay. At the end of the first semester in the program, the student will be examined on the content of the reading list, in an oral examination to be conducted by at least two members of the graduate faculty, who will be available during the semester for consultation.

The course will be graded Satisfactory / Unsatisfactory.

Bibliography: see Reading List attached

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: French

Course number: 802

Title: Basic Research Methods

Description: The study of research methods and tools used in French linguistics or French literature. Planning a long-term research project.

Credit Hours: 2

Vector: 0-1-0

Prerequisite(s) if any: none

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-6 When will the course first be offered: 93-3

How often will the course be offered: Fall and Spring, as required by new enrolments.

JUSTIFICATION: This course is compulsory for all students enrolled in a Master's program in French, whether Thesis option or No-Thesis option. It will provide the basic methodological tools for the planning and organizing of research papers and/or thesis.

RESOURCES:

Which Faculty member will normally teach the course: Any

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details):

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Committee: Phyllis M. Wrenn Date: Apr 14/93
Faculty Graduate Committee: AP Ketchum Date: May 25, 1993
Faculty: [Signature] Date: May 25, 93
Senate Graduate Committee: BPC Date: Nov 2/93
Senate: _____ Date: _____

DEPARTMENT OF FRENCH

FREN802-2

Basic Research Methods

Instructor: Faculty (Linguistics) and/or Faculty (Literature)

Course Outline:

The aim of this course is to teach the student how to plan and undertake a research project and/or a thesis. It will first focus on bibliographical matters: how to plan a library search; which sources should be consulted; how the material should be classified and analysed. The student will also be asked to write and present a research project description (an *état présent*), including a critical bibliography, on a topic chosen in consultation with the course chair.

Finally, the student will learn to apply a style sheet appropriate to his chosen discipline.

Organisation and evaluation:

The student's presentation will count for 30% of the final grade, and the project description and bibliography for 70%

Final grade will be Satisfactory / Unsatisfactory

Bibliography

Barzun, Jacques & Henry Graff (1985) *The Modern Researcher*. San Diego: Harcourt, Brace Jovanovich. (4th ed.) (D 13 B334 1985)

Béaud, Michel (1988) *L'Art de la thèse*. Montréal: Boréal Express.

Calais, Etienne et al (1992) *De la méthode: Epreuves de culture générale et de philosophie*. Paris: Ellipses.

Deshaies, Bruno (1992) *Méthodologie de la recherche en sciences humaines*. Montréal: Beauchemin.

Lafèche, Guy (1977) *Petit manuel des études littéraires*. Montréal: VLB Editeur.

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF FRENCH

FREN823-5 Interdisciplinary Approaches to French Literature

FREN824-5 Topics in French Canadian Literature

FREN825-5 Topics in French Literature

FREN826-5 Monographic Studies

The French component of the old graduate program in Languages and Linguistics provided only limited options for study in literary analysis (three courses added in recent years to the original French linguistics program). Recent additions to faculty permit expanding offerings in French Literature to give it equal status with the Linguistics component, and offer students not only a choice of concentration (Linguistics or Literature) but also a choice within the Literature option.

FREN830-5 Canadian French

FREN831-5 Studies of Bilingualism in the French-Speaking World

FREN832-5 Theoretical Approaches to the Acquisition of French as a Second Language

The addition of these courses complements existing offerings in French Linguistics, and reflects the evolution in Faculty members' research interests. The choice of topics is intended to provide greater options in Linguistics research, as well as facilitate the tailoring of courses in Linguistics and Literature to the FSL option, compensating for the deletion of the Master of Arts - Teaching of French.

NEW GRADUATE COURSE PROPOSAL FORM

Calendar Information:

Department: French

Course #: 823

Title: Interdisciplinary Approaches to French Literature

Description: Explores the relationships between French literature and the other arts or applies concepts and models developed in other disciplines to the study of French literature.

Credit Hrs: 5

Vector: 0-3-0

Prerequisite(s), if any:

Enrollment and Scheduling:

Estimated Enrollment: 5-10 When will the course first be offered: See proposal, page 5

How often will the course be offered: See proposal, page 5

Justification:

Graduate course offerings in French Literature have been selected to reflect major critical trends in literary criticism. This course will enable the student to approach French literature in the context of other arts or disciplines, and explore the relationships between literary texts and other works of art.

Resources:

Which Faculty member will usually teach the course: Viswanathan, Davison, Merler

What are the budgetary implications of mounting the course: See proposal, page 5

Are there sufficient library resources (append details): See Appendix A, Library Report

- Appended:
- a) Outline of the course
 - b) An indication of the competence of the Faculty member to give the course
 - c) Library resources
- Approved:

Approval:

Departmental Graduate Committee: Phyllis H. W... Date: April 16, 1993

Faculty Graduate Committee: R. P. Smith Date: May 25, 1993

Faculty: [Signature] Date: May 25, 93

Senate Graduate Committee: B. P. C. A. Date: Nov 2/93

Senate: _____ Date: _____

Arts 92-3

NEW GRADUATE COURSE PROPOSAL FORM

Calendar Information:

Department: French

Course #: 824

Title: Topics in French Canadian Literature

Description: An in-depth study of a theme or an aspect of French Canadian Literature through different literary works.

Credit Hrs: 5

Vector: 0-3-0

Prerequisite(s), if any:

Enrollment and Scheduling:

Estimated Enrollment: 5-10 When will the course first be offered: See proposal, page 5

How often will the course be offered: See proposal, page 5

Justification:

The student will have the opportunity, in this course, to study French Canadian Literature from a specific and original point of view. Unlike traditional literary approaches that deal with movements or historical periods, this course studies what may be a variety of literary genres or a number of authors from different periods where the theme or goal of the texts represents the common element.

Resources:

Which Faculty member will usually teach the course: Poirier, Merler, Viswanathan

What are the budgetary implications of mounting the course: See Proposal, Page 5

Are there sufficient library resources (append details): See Appendix A, Library Report

- Appended: a) Outline of the course
- b) An indication of the competence of the Faculty member to give the course
- c) Library resources Approved:

Approval: Departmental Graduate Committee: Phyllis M. Whelan Date: April 16/93
 Faculty Graduate Committee: Al Kibowitz Date: May 31, 1993
 Faculty: [Signature] Date: May 26, 1993
 Senate Graduate Committee: [Signature] Date: Nov 2/93
 Senate: _____ Date: _____

Arts 92-3

DEPARTMENT OF FRENCH

FREN824-5

Topics in French Canadian Literature

Writing from the Margins:
New Voices in Literary Discourse

Instructor: Dr. Guy Poirier

Since the Quiet Revolution, many powerless groups (women, the poor) or minorities (Jewish people, immigrants, gays and lesbians, etc.) within the French-Canadian minority have spoken out, tried to express their feelings or find their identity.

In this course, we will explore different types of discourses and themes used by authors writing from or for those multiple "solitudes".

Course requirements: Students will present oral reports on the themes chosen for study and a final paper presenting the results of original research.

Evaluation:

Oral reports and participation in seminars	40%
Research paper	40%
Final examination	20%

Program:

Part I: "To write for, about the poor":

The Parti Pris experience

André Major, *Le Cabochon*, Montréal: Parti pris, 1964.
Jacques Renaud, *Le Cassé*, Montréal: Parti pris, 1964.
Laurent Girouard, *La Ville inhumaine*, Montréal: Parti pris, 1964.

(all in SFU Library)

NEW GRADUATE COURSE PROPOSAL FORM

Calendar Information:

Department: French

Course #: 825

Title: Topics in French Literature

Description: An in-depth study of a topic relating to a period or a movement in French literary history, such as: Middle Ages, Renaissance, Classical Period, Enlightenment, Romanticism, Realism, Naturalism, Existentialism.

Credit Hrs: 5

Vector: 0-3-0

Prerequisite(s), if any:

Enrollment and Scheduling:

Estimated Enrollment: 5-10 When will the course first be offered: See proposal, page 5

How often will the course be offered: See proposal, page 5

Justification:

This course examines a specific period or movement in French literature and provides a background for more detailed study of an author or literary work or trend.

Resources:

Which Faculty member will usually teach the course: Davison, Poirier, Merler, Steele, Viswanathan

What are the budgetary implications of mounting the course: See Proposal, Page 5

Are there sufficient library resources (append details): See Appendix A, Library Report

- Appended: a) Outline of the course
 - b) An indication of the competence of the Faculty member to give the course
 - c) Library resources
- Approved:

Approval:
 Departmental Graduate Committee: Philip H. W... Date: April 16, 1993
 Faculty Graduate Committee: AP Hebert Date: May 25, 1993
 Faculty: [Signature] Date: 5/25/93
 Senate Graduate Committee: [Signature] Date: Nov 2/93
 Senate: _____ Date: _____

Arts 92-3

DEPARTMENT OF FRENCH

FREN825-5

Topics in French Literature

Instructor: Rosena Davison

The French Enlightenment: Literature, philosophy and pedagogy

Course objectives: The aim of this course is to provide an overall view of the French Enlightenment and its literary and philosophic importance, with special emphasis being given to the development of pedagogical thought.

Evaluation: This will be based on in-class oral reports on texts in both bibliographies (60%), and on a research paper on a specific author or aspect of his/her theories (40%).

Course outline:

I. Introduction to the main literary and philosophical movements of the eighteenth century, and to the circumstances which caused changes to current thinking. Situate philosophes (Voltaire, Diderot, Rousseau, Helvétius) in their historical and cultural context. L'Encyclopédie, its aims, importance and sphere of influence.

II. The philosophes' contributions to the evolution of ideas. Means at their disposal for diffusion of their ideas: books, journals, salons, schools. Effect of censorship.

III. Teaching in eighteenth-century France: schools, colleges, academies, private education. The Jesuits. Texts used. John Locke. Philosophes' contribution to pedagogical theories.

IV. Rousseau, Emile: importance of his ideas and impact on his contemporaries and successors.

V. Diderot: several texts (see reading list).

VI. Women's education: Mme d'Epainay and her contemporaries.

VII. The French Revolution. Dreams come true?

NEW GRADUATE COURSE PROPOSAL FORM

Calendar Information:

Department: French

Course #: 826

Title: Monographic Studies

Description: An in-depth study of one writer from a specific theoretical perspective (psychological, historical, linguistic)

Credit Hrs: 5

Vector: 0-3-0

Prerequisite(s), if any:

Enrollment and Scheduling:

Estimated Enrollment: 5-10

When will the course first be offered: See proposal, page 5

How often will the course be offered: See proposal, page 5

Justification:

This course will enable the student to apply a specific theoretical methodology to the detailed study of one author. It is complementary to other courses in which a variety of methodologies and/or authors may be studied.

Resources:

Which Faculty member will usually teach the course: Davison, Merler, Poirier, Steele

What are the budgetary implications of mounting the course: See Proposal, Page 5

Are there sufficient library resources (append details): See Appendix A, Library Report

- Appended: a) Outline of the course
 - b) An indication of the competence of the Faculty member to give the course
 - c) Library resources
- Approved:

Approval: _____ Date: _____

Departmental Graduate Committee: Phillip H. W... Date: April 10, 1993

Faculty Graduate Committee: AP Lebourg Date: May 25, 1993

Faculty: [Signature] Date: 5/25/93

Senate Graduate Committee: [Signature] Date: Nov 2/93

Senate: _____ Date: _____

Arts 92-3

DEPARTMENT OF FRENCH

FREN826-5

Monographic Studies

The Teleological Implications of a Text and of Behaviour (Stendhal and Adler)

Instructor: Dr. Grazia Merler

Course Content and General Objectives:

Stendhal's prediction that he would be famous fifty years after his death has proven accurate. Much has been written about Stendhal since 1842, indeed these writings reflect the very history of literary criticism (from historical to biographical to thematic to sociological to structural to linguistic). For the purpose of this course we will concentrate on a psychological approach. Analytical psychology (Jung) and psychoanalysis (Freud) have produced the largest critical body in this perspective. We will use both the fictional and the non fictional texts of Stendhal to analyze them in a new perspective, that of Individual Psychology, founded by Alfred Adler. We will compare our findings with those of the other two schools.

The objective of the course is to find commonalities between the inherent logic of a text (be it in the sequencing of its narrative structures or in the presentation of various fictive characters), and the "private logic", "fictive goals" of human behaviour. In this perspective, some characters of fiction which have often been considered contradictory or mad or afflicted with a specific fixation, can in fact be explained in perhaps more humane ways than has the psychanalytic analysis.

This course will concentrate on one/two novels: *Le Rouge et le noir*; *La Chartreuse de Parme*, and other non-fictional texts: *De l'Amour*; *Vie de Henri Brulard*; *Histoire de la peinture en Italie*; *Mémoires d'un touriste*; *Vies de Haydn, de Mozart, de Métastase*.
(The complete works of Stendhal are available in the library.)

Course Requirements and Grading Structure:

The student will be expected to complete weekly assignments and a term paper. Grade distribution is 40% for weekly assignments and 60% for the final paper.

NEW GRADUATE COURSE PROPOSAL FORM

Calendar Information:

Department: French
Title: Canadian French

Course #: 830

Description: Advanced study of the linguistic structures and sociolinguistic rules of French in Canada.

Credit Hrs: 5

Vector: 0-3-0

Prerequisite(s), if any:

Enrollment and Scheduling:

Estimated Enrollment: 1-2 When will the course first be offered: when required

How often will the course be offered: On demand

Justification:

The extent and importance of research on Canadian French cannot be dealt with satisfactorily within our existing graduate offerings and it warrants the addition of a new course which will be the continuation and intensification of the material covered in French 422-3 Canadian French.

Resources:

Which Faculty member will usually teach the course: Fauquenoy, Wrenn

What are the budgetary implications of mounting the course:

Are there sufficient library resources (append details): See appendix A, Library Report

- Appended:
- a) Outline of the course
 - b) An indication of the competence of the Faculty member to give the course
 - c) Library resources
- Approved:

Approval:

Departmental Graduate Committee: [Signature] Date: April 16/93

Faculty Graduate Committee: [Signature] Date: May 25/1993

Faculty: [Signature] Date: 5/20/93

Senate Graduate Committee: [Signature] Date: May 2/93

Senate: _____ Date: _____

Arts 92-3

*SIMON FRASER UNIVERSITY
DEPARTMENT OF FRENCH*

*FRENCH 830-5:
CANADIAN FRENCH*

INSTRUCTOR: Dr. Marguerite Fauquenoy

CALENDAR DESCRIPTION:

Advanced study of the linguistic structures and sociolinguistic rules of French in Canada.

COURSE CONTENT:

This course discusses issues and research pertinent to the situation of French in Canada. It focuses on the notions of "norm" and "variation" from a linguistic and sociolinguistic perspective, with a special emphasis on Quebec French. Topics will include phonological norms, grammatical norms, lexical norms, social styles, social dialects and regional varieties, systems of address and attitudes towards variation.

GRADING:

The student will be required to write an extended essay on one topic of his choice related to the course content (40%) as well as prepare an annotated bibliography on another aspect of the program (20%). In-class oral reports on the readings will count for 40%.

NEW GRADUATE COURSE PROPOSAL FORM

Calendar Information:

Department: French

Course #: 831

Title: Studies of Bilingualism in the French-Speaking World

Description: Theories of bilingualism as they apply to French, and the place of French in the world.

Credit Hrs: 5

Vector: 0-3-0

Prerequisite(s), if any:

Enrollment and Scheduling:

Estimated Enrollment: 1-2

When will the course first be offered: when required

How often will the course be offered: on-demand

Justification:

While most of our graduate offerings concentrate on the linguistic and sociolinguistic study of French as the sole language of a community, the need exists for the description of situations where French is not the only means of linguistic communication, that is the study of problems of bilingualism as they arise from language contacts and language conflicts.

Resources:

Which Faculty member will usually teach the course: Fauquenoy

What are the budgetary implications of mounting the course:

Are there sufficient library resources (append details): See appendix A, Library Report

- Appended: a) Outline of the course
- b) An indication of the competence of the Faculty member to give the course
- c) Library resources

Approval: Departmental Graduate Committee: Phyllis M. Wren Date: Apr 16/93
 Faculty Graduate Committee: APhenix Date: May 25, 1993
 Faculty: [Signature] Date: 5/25/93
 Senate Graduate Committee: [Signature] Date: Nov 2/93
 Senate: _____ Date: _____

37

*SIMON FRASER UNIVERSITY
DEPARTMENT OF FRENCH*

*FRENCH 831-5:
STUDIES OF BILINGUALISM
IN THE FRENCH SPEAKING WORLD*

INSTRUCTOR: Dr. Marguerite Fauquenoy

CALENDAR DESCRIPTION:

Theories of bilingualism as they apply to French and the place of French in the world. (**COURSE CONTENT:**

This course surveys current research concerning the situation of French as the second international language in the world. In most countries, French is in contact with other languages, therefore in a bilingual context. The program will start with an overview of the historical background explaining the contemporary status of French in the world and explore attitudes and policies in France and abroad, language contacts and conflicts, and the notion of "Francophonie". Topics will include: state vs individual bilingualism, language choice, code-switching and accommodation theory (where French is one of the options in the bilingual setting).

GRADING:

The student will be required to write an extended essay on one topic of his choice related to the course content (40%), as well as prepare an annotated bibliography on another aspect of the program (20%). In-class oral reports on the readings will count for 40%.

NEW GRADUATE COURSE PROPOSAL FORM

Calendar Information:

Department: French

Course #: 832

Title: Theoretical Approaches to the Acquisition of French as a Second Language

Description: New trends and theoretical developments in the acquisition of French as a second language.

Credit Hrs: 5

Vector: 0-3-0

Prerequisite(s), if any:

Enrollment and Scheduling:

Estimated Enrollment: 1-2

When will the course first be offered: when required

How often will the course be offered: on demand

Justification:

While French 817: French Applied linguistics focuses on the role of linguistic theory in the teaching of French as a second language, this course will be more specifically oriented towards a social and psychological perspective in the acquisition of French, as it is illustrated in the intensive research taking place in the European Community.

Resources:

Which Faculty member will usually teach the course: Fauquenoy

What are the budgetary implications of mounting the course:

Are there sufficient library resources (append details): See appendix A, Library Report

- Appended: a) Outline of the course
- b) An indication of the competence of the Faculty member to give the course
- c) Library resources Approved:

Approval:
 Departmental Graduate Committee: pp. Phyllis M. Johnson Date: April 16/93
 Faculty Graduate Committee: AP Debono Date: May 25 1993
 Faculty: [Signature] Date: 5/25/93
 Senate Graduate Committee: BQCC Date: Nov 2/93
 Senate: _____ Date: _____

Arts 92-3

*SIMON FRASER UNIVERSITY
DEPARTMENT OF FRENCH*

***FRENCH 832-5:
THEORETICAL APPROACHES TO THE
ACQUISITION OF FRENCH AS A SECOND
LANGUAGE***

INSTRUCTOR: Dr. Marguerite Fauquenoy

CALENDAR DESCRIPTION:

New trends and theoretical developments in the acquisition of French as a second language.

COURSE CONTENT:

This course will allow students to compare and evaluate traditional approaches to the acquisition of French as a second language and more recent theories based on a sociolinguistic perspective. Topics include first vs second language acquisition theories, the role of motivation in language acquisition, the linguistic continuum and the notion of interlanguage, systems of learning, learning strategies, cognitive theories as they apply to second language acquisition, communicative tasks vs learning tasks etc.

GRADING:

Students' performance will be assessed on the basis of their participation in class discussions and their weekly oral reports, on their readings during the semester (50%), and on an extended essay dealing with one aspect of the program (50%).

MEMORANDUM

W.A.C. Bennett Library, Simon Fraser University
Burnaby, British Columbia, Canada V5A 1S6

Date: 28 July, 1993

From: Ralph Stanton (Collections Management Office)

To: Phyllis Wrenn, Graduate Program Chair, Department of
French

Re: REVISED Graduate Curriculum Proposal, Library
Assessment

Thank-you for your memorandum of March 12, 1993. Here is our
assessment of the Library's needs in relation to the
following new courses:

French 800-2 Readings in French Linguistics
French 801-2 Basic Research methods
French 823-5 Interdisciplinary Approaches to French
Literature
French 824-5 Topics in French Canadian Literature
French 825-5 Topics in French Literature
French 826-5 Monographic Studies
French 830-5 Canadian French
French 831-5 Studies of Bilingualism in the French-speaking
World
French 832-5 Theoretical Approaches to the Acquisition of
French as a Second Language

PRICES

Current book prices in this field are \$47.10 per title.

SPECIAL TOPICS COURSES

The February 8, 1993 Senate motion on Library resources
states under item 3 "Special topics courses which have not
previously been offered shall be presented to the Library
for an assessment of Library materials as early as
possible." For the purposes of this definition we think that
French 825-5, and 826-5 are special topics courses; should
the topic/s change the revised course outline and reading
list should be resubmitted to the Library so that we can
ensure that adequate resources are available.

SERIALS

We note that just 16 of the 189 reading list citations are from serials (10 titles). This is an unusually low number of serials compared to other course assessments but may be completely normal for the topics covered. The Library holds 8 of the 10 serials titles cited. The French Department should confirm that the Library serials collection is adequate to cover these courses since we will not be able to add new serial titles from our funds.

PROFILE

There is no need to amend the current Library profile in Linguistics or Languages.

COURSES:

French 800-2 Readings in French Linguistics

This compulsory 2 credit hour course will first be offered in 93-3 and every semester thereafter. It will have an enrollment of 5-6 students.

There are 20 items in the reading list of which 8 are not in the catalogue. Of those in the catalogue 4 are on loan and should have extra copies purchased. 12 books will cost \$565.20.

There are no periodicals required.

French 801-2 Basic Research methods

This compulsory 2 unit course will be offered for the first time in 93-3 and as required after that. Estimated enrollment is 5-6.

There are 5 monographs and no periodicals on the reading list. Three titles are not in the catalogue; they will cost \$141.30.

French 823-5 Interdisciplinary Approaches to French Literature

This course will be offered once every 5-6 semesters to 5-10 students. There are 22 items in the reading list of which 18 are monographs and 4 from periodicals. 7 of the monograph

items are not in the catalogue and a further 2 are on loan and require a second copy. The cost of 9 books is \$423.90.

One serial cited is not in the collection, it is, *Le Journal canadien de recherches semiologiques*. The cost of this journal including tax and binding is \$73.26 and it is a recurring cost.

French 824-5 Topics in French Canadian Literature

This course will have an estimated enrollment of 5-10 students. The date of first offering and frequency are not yet determined. The topics covered in this course will not change significantly year by year.

There are 29 items in the bibliography, all are monographs. 5 items are not in the catalogue and 4 items are on loan, on reserve or missing. The cost of 9 titles is \$423.90.

French 825-5 Topics in French Literature

This course will be offered once every 5-6 semesters to between 5 and 10 students. There are 8 topics suggested for this course. One topic, The French Enlightenment has a 24 item reading list attached.

All items in the reading list are monographs, 9 are not in the catalogue. The cost of this group is \$423.90.

We expect that the other seven topics noted in the course outline will generate similar costs (minus the Diderot to the topic French Enlightenment. We consider that this course falls into the category Special Topics Courses as noted on page 1. Please notify the Library and send a revised reading list when the topic changes.

French 826-5 Monographic Studies

This course will provide an in-depth study of one writer per offering, which will be once every 5-6 semesters with 5-10 students per offering. The reading list is constructed around Adler and Stendhal and has 25 items, all but 2 are monographs. 5 of the items are not in the catalogue and a further 5 are on loan and should have a second copy ordered. The cost of the 10 items is \$471.00.

The Library is concerned that similar costs could attach themselves to other authors covered by future versions of this course. We consider that this course falls into the category Special Topics Courses as noted on page 1. Please

notify the Library and send a revised reading list when the topic changes.

French 830-5 Canadian French

This course will be offered on demand and will have an enrollment of 1-2. 17 items are in the bibliography, 14 are monographs of which 3 are not in the catalogue and 2 are on loan and should have a second copy ordered. The cost of 5 titles is \$235.50.

French 831-5 Studies of Bilingualism in the French-speaking World

This course will be offered on demand to 1 or 2 students. There are 29 items in the reading list. Of the 24 monographs cited 14 are not in the catalogue and a further 6 are on loan or missing and need added copies. 20 books will cost \$942.00.

French 832-5 Theoretical Approaches to the Acquisition of French as a Second Language

This course will be offered on demand to 1-2 students. There are 19 entries in the reading list. 9 monographs are not in the catalogue and a further three are on loan and need added copies. The cost of 12 monographs is \$565.20. The one serial cited is not in the collection; it is *Journal of French Language Studies* and its cost is \$103.02 per year including binding and is a recurring cost.

SUMMARY OF COSTS:

Recurring costs, Serials:

Le Journal canadien de recherches semiotiques	\$ 73.26
Journal of French Language Studies	\$103.02
	=====
Total Recurring Costs Per Year	\$176.28

Recurring costs per course is \$19.58 per year

One time costs, Monographs:

90 monographs	\$4,191.90
	=====
Total	\$4,191.90

One time cost per course is \$465.76.

THE FUNDING REQUIRED FOR THESE COURSES IS \$4,191.90 (ONE TIME ONLY) AND \$176.28 PER YEAR FOR NEW SUBSCRIPTIONS (TRANSFER FROM BASE).

THIS IS A REVISION OF AN ASSESSMENT FIRST COMPLETED ON APRIL 15, 1993, PLEASE REMOVE THE EARLIER VERSION FROM YOUR FILES OR NOTE ON THE APRIL 15 VERSION THAT THIS REVISION EXISTS.

SIMON FRASER UNIVERSITY
Program in Languages & Linguistics
MEMORANDUM

TO: Dr. Evan Alderson
Dean of Arts

FROM: Jacqueline Viswanathan
Graduate Chair, French
Graduate Studies

SUBJECT: Graduate Proposal
Library costs

DATE: June 14, 1993

I have received a copy of your memo of May 26 to Dean Clayman regarding library costs entailed by our new course proposals. We share your concern regarding the expenditure for monographs and serials as assessed in Ralph Stanton's report, and would like to propose the following:

1. **Serials:** we have reviewed our current subscriptions and have recommended several cancellations. We shall include the two new titles coming under the proposal in our replacement subscriptions. (I am attaching a copy of the French Library representative's memo to Ralph Stanton).
2. **Monographs:** there are several ways through which we can decrease the projected amount.
 - a) The costs can be spread out over a period of three years. (See Phyllis Wrenn's memo of May 4 and Ralph Stanton's answer)
 - b) Some of these items are basic references which belong in the undergraduate collection and should come from the French base budget.
 - c) Extra copies of books which are already in the library do not have to be purchased. They may be placed on reserve.
 - d) The single most expensive item is the edition of the complete works by Diderot in the Slatkine edition (\$1,360). This item should not appear as part of library expenses entailed by the Graduate Proposal. Please see Dr. Davison's attached memo regarding this matter.

I shall be happy to further discuss the matter with you, if you so wish.

JV/cnj

Enclosures

Rosena Davison's memo

to Ralph Stanton

Guy Poirier (French Library Rep.)'s memo

to Ralph Stanton

Phyllis Wrenn's memo to Ralph Stanton

J. Viswanathan
Jacqueline Viswanathan

47

Out!

SIMON FRASER UNIVERSITY
Office of the Dean, Faculty of Arts
MEMORANDUM

To: Bruce Clayman, Chair
Senate Graduate Studies Committee

From: Evan Alderson
Dean of Arts

Subject: Graduate Proposal: French

Date: 26 May 1993

This is to note that my signature on the attached course proposal forms signifies the academic approval of the Faculty of Arts for the proposed changes. My signature does not constitute a commitment to fund new library costs associated with these courses from monies available to me in accordance with the schedule proposed by the Department (cf. Wrenn/Stanton May 4, 1993). I will be considering these costs in relation to other curriculum revision proposals coming before me and discussing with the Department the appropriate distribution of these costs.

I trust that academic consideration of the program can continue. I hope to have a clearer perspective on the possible implementation of the new courses before the matter is considered by the Senate Committee on Academic Planning.



Evan Alderson
Dean of Arts

EA/hj

cc: P. Wrenn
R. Davison
A. Lebowitz
R. Stanton

SIMON FRASER UNIVERSITY
Office of the Dean, Faculty of Arts
MEMORANDUM

To: Rosena Davison, French
✓ Phyllis Wrenn, French

From: Evan Alderson
Dean of Arts

Subject: Graduate Proposal

Date: 26 May 1993

You will see from the attached that I think we should talk about how the library costs entailed by the French graduate program proposal are to be funded. As one specific matter I ask you to consider whether the recurring costs for serials might better be secured by cancelling other serials now in subscription for the French Department than by transferring base funds from the Faculty of Arts, or the Department of French.



Evan Alderson
Dean of Arts

EA/hj

cc: A. Lebowitz
R. Stanton

Jacques's copy

To: Ralph Stanton
From: Guy Poirier

Subject: Periodicals--French Dept.

Dear Ralph,

you will find hereby the lists of periodicals we wish to delete / keep / buy membership to for both lists: Arts-lit-fren and Arts-ling.

As you will see, we wish to be informed of the costs of the new periodicals we are asking you to buy before taking a final decision and though before the library buys any membership.

Finally, as Dr. Bartlett and I told you, we also wish to be aware of the decisions made by the Dept of linguistics concerning the Arts-ling list, and consulted before you delete from the list any periodical that will be of some interest for us.

I will be away for a research trip from June 7th until July 30th, but you can contact meanwhile Dr. Bartlett who kindly accepted to be in charge of the French Linguistics list, or Dr. Viswanathan for the literature one.

Sincerely,



Guy Poirier

French Linguistics - Journals/periodicals

The following journals relating to French linguistics received regularly *(to appear in PERRM) or irregularly (to appear in STACKS). All but 4 (marked *) appear on the ARTS-LING-0000 list; the other 4 appear on the ARTS-LITO-FREN list.

We need to retain all of them.

- 27.82 *Langues et linguistiques 02267144
- 48.38 *Francais moderne
- 65.51 *Langue francaise
- 79.97 *Le francais dans le monde 00159395

- 8.46 Cahiers linguistiques d'Ottawa 03153967
- 74.89 Langages 0458726X
- 33.88 Lecons de linguistique de Gustave Guillaume
pub276376799

- 79.58 La Linguistique
- ? Presence francophone (appears in PERRM but not on lists)
- 27.24 Quebec francais 03162052
- 0.00 Langues et linguistique
- 204.07 Lingvisticae investigationes 03784169

We recommend deletion of the following French linguistics serial acquisition (appearing on the ARTS-LIT-FREN list)

58.10 Franzosisches etymologisches Worterbuch

There are no French linguistics journals appearing in the ARTS-LING-0000 list that we can eliminate.

We are however recommending elimination of the following journals classed in two groups. They all appear on the ARTS-LING-000 list.

1) Journals with little apparent or no interest for either general linguists or French linguists:

- 45.05 Modern Language Journal 00267902
- 51.48 Modern Philology 00268232
- 92.71 Modern Language Notes 00767910
- 130.62 Modern Language Review 00267937
- 57.24 Neuphilologische Mitteilungen 00283754
- 48.07 Neuren sprachen 03423816
- 153.83 Neophilologus 00282677
- 83.64 Classical philology 0009837X
- 82.55 American journal of philology 00099475
- 72.07 Classica et Mediaevalia: revue danoise 01065815
- 77.52 Revista de filologia espanola

2) The French Department would have no complaints if the following were cancelled but recognizes that the Linguistics Department may wish to retain them:

- 48.82 General linguistics 00166553
- 51.47 NALLD [Lang. Lab directors' newsletter] 00275905
- 15.27 Texas Linguistic Forum
- 25.73 Journal of English Linguistics
- 31.12 Indian Linguistics
- 40.28 Australian Journal of Linguistics
- 45.03 Journal of Chinese Linguistics
- 52.25 Oceanic Linguistics
- 100.54 Journal of the Linguistic Society of Japan
- 149.45 Anglia
- 474.40 Pacific Linguistics Series A - D
- 470.15 Proceedings of Inter. Congress of Onomastic Sciences

3

The French Department would like to add the following journals relating to French linguistics but would prefer to know the costs of all items before making a preferential listing.

- Cahiers de linguistique française
- Cahiers de Lexicologie
- Carrier pidgin
- Espace creole
- etudes creoles
- Langage et societe
- Recherches sur le français parlé (Aix-en-Provence)
- Revue quebecoise de linguistique
- Studies in French Linguistics
- Travaux de linguistique et de philologie (Nancy)

About half of these have random numbers appearing either in the periodical stacks or in the general stacks.

We would like to assure their continued and uninterrupted supply whether they appear regularly or on an irregular basis.

French Literature-journals periodicals

1. From the list ARTS-LIT-FREN, the French Literature section of the Dept. of French decided to eliminate the following memberships:

22.89 French 17
39.56 Bulletin de l'academie royale de Belgique
46.75 French periodical index
58.19 Franzosisches etymnologisches
68.74 Revue d'etude du roman du XXe siecle
132.95 Cahiers Saint-Simon

~~We also would accept to delete: 111.83 French XX bibliographie only if the membership to the Otto Klapp's Bibliographie der Franzosischen Literaturwissenschaft can be bought.~~

2. We also think that the membership for the following titles should be share with other Departments who are using it:

46.75 French periodical index
should be transferred to the library budget
101.60 International Journal of Canadian Studies
should be shared with Canadian Studies or the Dept. of History.
1279.12 Studies on Voltaire and the 18th century
should be shared with the English Department and perhaps the History Dept.

MEMORANDUM

W.A.C. Bennett Library, Simon Fraser University
Burnaby, British Columbia, Canada V5A 1S6

Date: 10 June, 1993
From: Ralph Stanton (Collections Librarian)
To: Guy Poirier (French)
Re: Serials

This memo confirms that the International Journal of Canadian Studies has been transferred to the History account and that the French Periodical Index has been transferred to the Library General account.

B
RS

MEMORANDUM

W.A.C. Bennett Library, Simon Fraser University
Burnaby, British Columbia, Canada V5A 1S6

Date: 6 May, 1993

From: Ralph Stanton (Collections Librarian)

To: P.W. Wrenn, Graduate Programme Chair, Department of
French

Re: Library Course Assessment French Graduate Curriculum
Proposal, Your memo of May 4, 1993

Thank-you for your memorandum with a proposed three year phase-in of the one time costs. We agree with your proposal and will purchase the required material according to your plan after the transfer of the sums indicated. I am assuming that you are also agreeing with the transfer from base of 176.28 in the fiscal year 1993-94 to cover the costs associated with two serial publications.

Please call if you have any questions.

RS

c.c. Dr. Bruce Clayman, Dean of Graduate Studies

DEPARTMENT OF FRENCH


To: Ralph Stanton, Collections Librarian
 From: P.M. Wrenn, Graduate Program Chair, Department of French
 Re: Graduate Curriculum Proposal, Library Assessment
 Date: May 4, 1993

Thank you for the assessment of the Library's needs in relation to the new graduate courses we have proposed for French.

I am gratified that the recurring annual costs are small. As far as the more significant one time costs of \$5,552 are concerned, please note that the courses to which these apply will be phased in over a period of three years thereby considerably reducing the funding required to start the program.

The following represents a workable breakdown:

	1st year	2nd year	3rd year
800:	\$565		
801:	\$141		
823:	\$423	824: \$423	825: \$1,783
		826: \$471	
830:	\$235	832: \$565	831: \$442
		831: \$500	831: \$442 (bal.)
		(from \$942)	
	<hr/>	<hr/>	<hr/>
	\$1364	\$1959	\$2225


 B.E. Bartlett
 for P. Wrenn

**SIMON FRASER UNIVERSITY
DEPARTMENT OF FRENCH
MEMORANDUM**

TO: Ralph Stanton
Collections Librarian

FROM: Rosena Davison
Chair

RE: Graduate Proposal Library
Costs

DATE: June 14, 1993

I refer to your memo of April 15 addressed to Phyllis Wrenn concerning the library funds for the French Graduate Programme. In particular I refer to the monographs required for French 825-5 Topics in French Literature.

I was indeed surprised to learn that Diderot's Oeuvres complètes was considered an item to be purchased with this budget. Since I have worked extensively on Diderot I was dismayed to discover on my appointment in 1982 that SFU did not possess a copy of Diderot's Complete Works.

I therefore requested that this be purchased and was informed that it would be considered. No purchase was made, because of the cost. When I received a copy of the Slatkine Reprint Catalogue of 1991, I noticed that the Lewinter edition of Diderot's works was available at a "bargain" price (the new edition being prepared is at least ten times that price), and requested in 1991 that it be purchased.

I therefore have difficulty in understanding why this acquisition is now being treated as part of the texts for French 825, rather than an essential acquisition for the library as a whole. It presents an unreasonably high total for funding required for the graduate courses in French.

Rosena Davison

R. Davison

RD/cs

c.c.: Evan Alderson, Dean of Arts

101

SIMON FRASER UNIVERSITY

W.A.C. BENNETT LIBRARY

MEMORANDUM

*Note. Revised version
dated 28 July 1993*

To: Phyllis Wrenn, Graduate Program
Chair, Department of French

From: Ralph Stanton
Collections Librarian

Subject: Graduate Curriculum Proposal,
Library Assessment

Date: April 15, 1993

Thank you for your memorandum of March 12, 1993. Here is our assessment of the Library's needs in relation to the following new courses:

French 800-2 Readings in French Linguistics
French 801-2 Basic Research methods
French 823-5 Interdisciplinary Approaches to French Literature
French 824-5 Topics in French Canadian Literature
French 825-5 Topics in French Literature
French 826-5 Monographic Studies
French 830-5 Canadian French
French 831-5 Studies of Bilingualism in the French-speaking World
French 832-5 Theoretical Approaches to the Acquisition of French as a Second Language

PRICES

Current book prices in this field are \$47.10 per title.

SPECIAL TOPICS COURSES

The February 8, 1993 Senate motion on Library resources states under Item 3 "Special topics courses which have not previously been offered shall be presented to the Library for an assessment of Library materials as early as possible." For the purposes of this definition, we think that French., 825-5, and 826-5 are special topics courses. Should the topics, change the revised course outline and reading list should be resubmitted to the Library so that we can ensure that adequate resources are available.

Page 2

April 15, 1993

Phyllis Wrenn, Graduate Program Chair - French

SERIALS

We note that just 16 of the 189 reading list citations are from serials (10 titles). This is an unusually low number of serials compared to other course assessments, but may be completely normal for the topics covered. The Library holds 8 of the 10 serials titles cited. The French Department should confirm that the Library serials collection is adequate to cover these courses since we will not be able to add new serial titles from our funds.

PROFILE

There is no need to amend the current Library profile in Linguistics or Languages.

COURSES

French 800-2 Readings in French Linguistics

This compulsory two credit hour course will first be offered in 93-3 and every semester thereafter. It will have an enrollment of 5-6 students.

There are 20 items in the reading list of which 8 are not in the catalogue. Of those in the catalogue, four are on loan and should have extra copies purchased. Twelve books will cost \$565.20.

There are no periodicals required.

French 801-2 Basic Research methods

This compulsory two unit course will be offered for the first time in 93-3 and as required after that. Estimated enrollment is 5-6.

There are five monographs and no periodicals on the reading list. Three titles are not in the catalogue; they will cost \$141.30.

French 823-5 Interdisciplinary Approaches to French Literature

This course will be offered once every 5-6 semesters to 5-10 students. There are 22 items in the reading list of which 18 are monographs and 4 from periodicals. Seven of the monograph items are not in the catalogue and a further two are on loan and require a second copy. The cost of nine books is \$423.90.

60

4

Page 3

April 15, 1993

Phyllis Wrenn, Graduate Program Chair - French

One serial cited is not in the collection. It is, *Le Journal canadien de recherches semiotiques*. The cost of this journal, including tax and binding, is \$73.26 and it is a recurring cost.

French 824-5 Topics in French Canadian Literature

This course will have an estimated enrollment of 5-10 students. The date of first offering and frequency are not yet determined. The topics covered in this course will not change significantly year by year.

There are 29 items in the bibliography, all are monographs. Five items are not in the catalogue and four items are on loan, on reserve or missing. The cost of nine titles is \$423.90.

French 825-5 Topics in French Literature

This course will be offered once every 5-6 semesters to between 5 and 10 students. There are 8 topics suggested for this course. One topic, The French Enlightenment has a 24 item reading list attached.

All items in the reading list are monographs, nine are not in the catalogue. The cost of this group is \$423.90. An additional item, *Diderot's Oeuvres completes*, Slatkine edition of 1991, is on order for this course and should be paid for by it. The cost is \$1,360.00. The total is \$1,783.90.

We expect that the other seven topics noted in the course outline will generate similar costs (minus the Diderot) to the topic French Enlightenment. We consider that this course falls into the category Special Topics Courses as noted on page 1. Please notify the Library and send a revised reading list when the topic changes.

French 826-5 Monographic Studies

This course will provide an in-depth study of one writer per offering, which will be once every 5-6 semesters with 5-10 students per offering. The reading list is constructed around Adler and Stendhal and has 25 items, all but 2 are monographs. Five of the items are not in the catalogue and a further five are on loan and should have a second copy ordered. The cost of the 10 items is \$471.00.

The Library is concerned that similar costs could attach themselves to other authors covered by future versions of this course. We consider that this course falls into the category Special Topics Courses as noted on page 1. Please notify the Library and send a revised reading list when the topic changes.

61

2

French 830-5 Canadian French

This course will be offered on demand and will have an enrollment of 1-2. Seventeen items are in the bibliography, fourteen are monographs, of which three are not in the catalogue and two are on loan and should have a second copy ordered. The cost of five titles is \$235.50.

French 831-5 Studies of Bilingualism in the French-speaking World

~~This course will be offered on demand to 1 or 2 students. There are 29 items in the reading list. Of the 24 monographs cited, 14 are not in the catalogue and a further 6 are on loan or missing and need added copies. Twenty books will cost \$942.00.~~

French 832-5 Theoretical Approaches to the Acquisition of French as a Second Language

This course will be offered on demand to 1-2 students. There are 19 entries in the reading list. Nine monographs are not in the catalogue and a further three are on loan and need added copies. The cost of 12 monographs is \$565.20. The one serial cited is not in the collection; it is *Journal of French Language Studies* and its cost is \$103.02 per year including binding.

SUMMARY OF COSTS

Recurring costs, Serials

Le Journal canadien de recherches semiotiques	\$ 73.26
Journal of French Language Studies	<u>\$103.02</u>
Total Recurring Costs Per Year	\$176.28

Recurring costs per course is \$19.58 per year

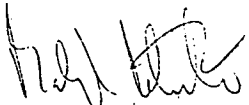
Page 5
April 15, 1993
Phyllis Wrenn, Graduate Program Chair - French

One time costs, Monographs

90 monographs	\$4,191.90
Slatkine Diderot	<u>\$1,360.00</u>
Total	\$5,551.90

One time cost per course is \$616.87.

THE FUNDING REQUIRED FOR THESE COURSES IS \$5,551.90 (ONE TIME ONLY) AND \$176.28 PER YEAR FOR NEW SUBSCRIPTIONS (TRANSFER FROM BASE).



Ralph Stanton
Collections Librarian

RS/eg

63

DEPARTMENT OF FRENCH**French Graduate Program**

To: Ralph Stanton
Collections Librarian

From: Phyllis Wrenn
Graduate Program Chair

Re: Graduate Curriculum Proposal

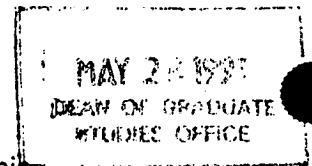
Date: March 12, 1993

Further to our recent telephone conversation, please find attached your copy of documents relevant to a Graduate Curriculum Proposal to be presented by the Department of French to the Faculty of Arts Graduate Studies Committee for approval. Since the proposal includes nine new courses, I am requesting that you prepare the required report of library resources.

Attachments include: Summary of Changes; and Rationales for Changes; New Course Proposal Form, Course Outline and Bibliography for each new course; complete Calendar Entry and Program Requirements for French Graduate Program. As discussed, I have not included Course Outlines and Bibliographies of existing courses.

Phyllis Wrenn

SIMON FRASER UNIVERSITY
Faculty of Education
MEMORANDUM



To Dr. Phyllis Wrenn
Department of French
Fax: 291-5932

From Mike Manley-Casimir
Director of
Graduate Programs

Subject **New Calendar Entry**

Date April 14, 1993

This memo confirms our conversation regarding the new calendar entry for the MA program and its possible appeal to teachers of French as a Second Language. I have no objection to the phrasing of this entry but would ask you to consult with Dr. Obadia upon his return.

Mike Manley-Casimir

MMC:mw

65
B

Department of History

Summary of Graduate Curriculum Revisions

SGSC Reference: Mtg. of October 25, 1993
SCAP Reference: SCAP 93 - 38b

New course: HIST 900 - 0 Research Project

NEW GRADUATE COURSE PROPOSAL FORM

Calendar Information:

Department: History

Course #: HIST 900

Title: Research Project

Description: A written research project normally with a minimum length of 35 pages, to be defended before a project committee.

Credit Hrs: n/a

Vector: n/a

Prerequisite(s), if any: n/a

Enrollment and Scheduling:

Estimated Enrollment: n/a

When will the course first be offered: 93-3

How often will the course be offered: n/a

Justification:

The research-project option has already been adopted as stated in the calendar. It simply needs an identification number.

Resources:

Which Faculty member will usually teach the course: n/a

What are the budgetary implications of mounting the course: n/a

Are there sufficient library resources (append details): n/a

- Appended: a) Outline of the course
 - b) An indication of the competence of the Faculty member to give the course
 - c) Library resources
- Approved:

Approval:		
Departmental Graduate Committee:	<i>[Signature]</i>	Date: 13 May 1993
Faculty Graduate Committee:	<i>[Signature]</i>	Date:
Faculty:	<i>[Signature]</i>	Date: 26 Oct 1993
Senate Graduate Committee:	<i>[Signature]</i>	Date: 31 Oct 1993
Senate:		Date:

Department of Philosophy

Summary of Graduate Curriculum Revisions

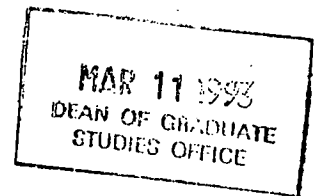
SGSC Reference: Mtg. of October 25, 1993
SCAP Reference: SCAP 93 - 38c

Proposal for a PhD Program in Philosophy offered jointly by Simon Fraser University and the University of British Columbia, including

New courses:

PHIL 805-3 Directed Studies I
PHIL 815-3 Directed Studies II
PHIL 825-3 Directed Studies III
PHIL 845-3 Directed Studies IV
PHIL 855-3 Directed Studies V

revised February, 1993



A PROPOSAL FOR A DOCTORAL PROGRAM IN PHILOSOPHY FOR SIMON FRASER UNIVERSITY

Preamble

The following document is in six parts: The first sketches past and current arrangements with the U.B.C. Department of Philosophy for the supervision of graduate students, summarizes the proposed arrangements, and, for the sake of comparison, mentions the cooperative arrangements for graduate supervision in Alberta. The second provides the required general information about the proposed program. The third is a statement (the proposed entry for the S.F.U. calendar) of academic regulations governing admission to the MA and PhD programs, courses offered, and requirements for the degrees. The fourth, not for inclusion in the Calendar, is a statement of the academic procedures through which we propose to realize and regulate the program. It stipulates the schedule by which requirements for the degrees will be met and provides details of such matters as comprehensive examinations. The fifth is a timetable indicating the stages by which a typical doctoral student would progress through the program. The sixth provides the required documentation for five additional Directed Studies courses which the S.F.U. department proposes to add to its course offerings.

Since each of the two universities speaks in its own administrative idiom, we have, in some places, couched the document in a vocabulary which is neutral between the usages of the two. Thus, for example, we use "course" to mean indifferently semester course at S.F.U. or one term course at U.B.C.

CONTENTS

1 Need for the Program	2
1.1 Past and proposed arrangements	3
1.2 Graduate Programs in Alberta.	5
1.3 Note on Course Requirements /for the PhD Degree	5
2 General Information	6
3 Proposed Calendar Entry	7
Cooperation with U.B.C.	7
Application Procedures	7
Application Fees	7
MA Program	8
Admission	8
Degree Requirements	8
PhD Program	9
Admission	9
Degree Requirements	10
Graduate Courses	12
4 Proposed Academic Procedures	14
The MA Program	14
The PhD Program.	14
5 A doctoral student's progress.	17

1 Need for the Program

The University of British Columbia has had programs leading to the MA and the PhD degrees in Philosophy since 1963. Simon Fraser has had a graduate program leading to the MA degree since 1970. Since the inception of the U.B.C. program that university has awarded 33 PhD degrees and 36 MA degrees in Philosophy. Up to 1991, S.F.U. had awarded 15 MA degrees in Philosophy; 5 students have completed the requirements for the degree in 1992. The current enrolment in the two programs is:

U.B.C.: MA 15, PhD 15
S.F.U.: MA 14 (+1 qualifying student)

The two departments have enjoyed increasingly close cooperation in their graduate programs for a number of years. The S.F.U. department has typically drawn its external examiners from the U.B.C. department. S.F.U. department members have offered joint graduate seminars at U.B.C. and participated in the supervision of U.B.C. doctoral research, receiving adjunct appointments at U.B.C. S.F.U. graduate students in Philosophy participate in U.B.C. graduate seminars, as do U.B.C. graduate students in those at S.F.U. There is increasing contact between the graduate students of the two departments both informally and at jointly sponsored conferences and meetings.

The benefits of this cooperation, for graduate and undergraduate students and for department members, have always been found worthwhile and sometimes lustrous, but the methods have, of necessity, been cumbersome and *ad hoc*. A planned, joint program with regularised and codified procedures, and published opportunities and requirements will bring these benefits more smoothly and reliably to more students, and more students to the two universities.

There is increasing contact between philosophers and researchers in other disciplines, particularly computing science, and there may well be nearly as many graduates of Philosophy programs working, for example, in computing related industry in British Columbia as there are teaching Philosophy in the universities and colleges. Many of these have doctoral degrees in Philosophy. But no such trend would justify the multiplication of doctoral programs in Philosophy. It is not anticipated that enrollment in the joint program will exceed 45. Of these, some will take degrees who will never receive academic appointments in Philosophy or apply any precisely definable part of their training to any commercial purpose. The justification for the

merger is, on the one hand, that it will make an existing, indeed long established program better, and on the other, that it will bring the Simon Fraser department into fuller participation in the only Philosophy doctoral program in the province. It is a necessary condition for a proper partnership in the doctoral program that Simon Fraser University be prepared to admit the program to its calendar and to confer some of the degrees.

In September, 1993 the S.F.U. department will have 14 members, the U.B.C. department 12. Combined, our numbers and breadth of specialties will be roughly comparable to the combined graduate programs in Philosophy at the University of Alberta and the University of Calgary.

1.1 Past and proposed arrangements

Our working arrangement has been that a philosophy student at one university wishing to take a graduate course at the other registers in a course at his own university bearing a calendar description comparable to that of the course to be taken. S.F.U. faculty teaching U.B.C. courses have been given adjunct U.B.C. appointments for the academic year of the course, as are S.F.U. faculty serving on supervisory committees of MA and PhD students at U.B.C. With the introduction of the joint program, these *ad hoc* arrangements will give way to others by which transcripts will record courses as those of the sibling institution, and administrative complexities of registration in sibling department courses will be made as transparent as possible to our students.

The principal immediate proposal is that the arrangements between the S.F.U. department and the U.B.C. department be made symmetric by the introduction of a doctoral program in Philosophy at S.F.U. which would bear to the U.B.C. department roughly the relationship that theirs now bears to ours. That is to say, the S.F.U. doctoral program would draw upon the resources of the U.B.C. department approximately as theirs now draws upon ours, and students being principally supervised at S.F.U. would be registered at S.F.U., probably, but not necessarily, receive most of their instruction at S.F.U. and receive S.F.U. degrees. In addition, the two programs would cooperate in the promotion of the program, would not compete for admissions, and would coordinate course offerings. Within these arrangements, the MA programs would continue to operate more or less autonomously and with slightly different requirements as in the past. In the case of the PhD program, we have made an attempt to codify common regulations, and the U.B.C. department has now adopted the regulations which our discussions have produced. Nevertheless, there may well be global changes at U.B.C. or at S.F.U. which would disrupt any attempt at permanent uniformity. We have concluded that, at

least initially, we will minimise administrative stress while maximising opportunities for genuinely academic interaction by instituting two programs with parallel rather than identical requirements, and by coordinating operations and all future changes in operating procedures and requirements. In time, with continuing goodwill and experience, we will find the academically optimal level of integration.

A few administrative details of these arrangements are still being worked out, and this proposal assumes a happy issue out of these negotiations. In particular, we propose symmetrical policies on course credit, course transfer, and transfer of registration, as follow:

1. It is proposed that enrollment in courses at the sibling university be handled within the general provisions of the Western Deans' agreement, except that the authority for approving such registrations be delegated to the Graduate Chairs of the departments. It is proposed that the deadlines for such registrations be the same as for the students at the university offering the courses.
2. As regards the S.F.U. program, it is proposed by our Dean of Graduate Studies that U.B.C. (500 level) graduate courses other than thesis courses be listed in the S.F.U. Calendar at the 700 level. This will bring two benefits: First it will facilitate accurate records of courses taken. Secondly it will permit full transfer credit for students moving from the U.B.C. program to the S.F.U. program at any point in their doctoral program. Thus students for whom changes in the direction of their research necessitate a change of supervisor will be able to register *ad eundem gradum* at the sibling university if that is where the work should be supervised. U.B.C. numerical scores will be translated according to a formula already in use within the office of the Dean of Graduate Studies at S.F.U.

We anticipate that the interchange of students will be roughly equal. Thus, neither department could be seen as unfairly subsidising a graduate program in the other. There will in any case be only a modest increase in the number of students, so that no great additional demands upon library or department resources need be expected.

We anticipate only a modest increase in the number of graduate students as a result of the new program. Since we are heavily dependent upon teaching assistantships for graduate support, any doctoral admissions without external funds such as SSIIRCC fellowships must affect admissions at the MA level. It seems that there will be no shortage of candidates for admission to the doctoral program. Several very strong candidates present themselves from among our

recent MA graduates, and, without any advertisement, we had 13 inquiries about doctoral studies for 92-3 in addition to the 105 MA enquiries. (Of the 105, about 30 applied; about 12 were clearly admissible; we were able to admit 6.)

1.2 Graduate Programs in Alberta

By way of comparison, the graduate program in the department of Philosophy at the University of Alberta had as of 1990: 17 faculty, 11 PhD students and 7 MA students. At the University of Calgary the program had: 18 faculty, 13 PhD students and 8 MA students. An agreement between the two universities provides for faculty at either university to supervise or serve on graduate committees for students at the other university. In addition, funds are being made available for students registered at one university, but supervised from the other to spend at least a year at the supervisor's university.

1.3 Note on Course Requirements for the PhD Degree

The requirement of 12 graduate courses (36 semester hours) for the PhD degree (8 (24 semester hours) after the MA) exceeds the number of required courses for the PhD degree in other departments at the university, but is not unusual among Philosophy doctoral programs in Canada and the U.S. Some other Canadian departments' requirements are furnished below as examples:

University of Alberta	6 after the MA. Up to 12 after the BA
University of B.C.	10-12 courses (usually 12)
University of Calgary	at least 6 after the MA. 12 after the BA
Dalhousie University	varied
McGill University	two years of course work
Queen's University	4 courses & 4 comprehensive essays
University of Toronto	12 courses, 8 after the MA plus one course outside the department
Western Ontario	12 courses
York University	10 courses

2 General Information

1. Title of the program:

S.F.U. Doctoral Program in Philosophy

2. Credentials to be made available by it:

Doctor of Philosophy (S.F.U.)

3. Departments to offer the program

The Department of Philosophy (S.F.U.)
with the cooperation of
The Department of Philosophy (U.B.C.)

4. Schedule of Implementation

First admissions: September 1993
First graduations: 1998 or 1999

(revised 1 October, 1992)

3 Proposed Calendar Entry

Cooperation with U.B.C.

The Philosophy Departments of S.F.U. and U.B.C. cooperate in the administration of their graduate programs. A student enrolled in a graduate program at S.F.U. is supervised by a member of the S.F.U. department, but may count graduate courses at U.B.C. toward degree requirements and have members of the U.B.C. department as other members of a supervisory committee. Since Simon Fraser University operates on a trimester system, and the University of British Columbia on a sessional system, the language adopted for descriptions of course requirements is intended to be neutral as between the two systems. *Thus, in what follows, "course" means "semester course" or "one term course".*

Application Procedures

The Philosophy Departments of S.F.U. and U.B.C. cooperate in the administration of applications to their graduate programs. Prospective applicants are sent application forms for both universities and may submit applications to one or both departments. Applicants who apply to both universities may indicate a preference to enroll at one of them. Applicants who wish to be considered by both departments are asked to submit applications and supporting documents to each department.

Application fees

An application fee of \$40.00 is charged.

MA Program

Admission

In addition to meeting the minimum university admission requirements (see the Graduate General Regulations), an applicant for a Master's degree normally must hold, from a recognized university, an Honours Bachelor's degree with a cumulative grade point average (CGPA) of 3.33 or a General Bachelor's degree with a grade point average of 3.5 in third and fourth year Philosophy courses, and must submit references from qualified referees.

A student whose undergraduate work does not satisfy the above conditions may be required to complete additional undergraduate courses as a part of a graduate program, or to register as a Qualifying Student before consideration for admission to the MA program.

Degree Requirements

A candidate for the MA in Philosophy must:

1. complete four courses at the graduate level, gaining at least a second class standing (CGPA of 3.00) and
2. submit and successfully defend a thesis giving evidence of independent critical ability.
3. show competence in such foreign languages as the Graduate Studies Committee determines to be required for the proposed research.

PhD Program

Admission

Applications for the PhD degree must have completed:

1. a Bachelor's degree with First Class Honours (and a CGPA of 3.67 or equivalent in Philosophy courses), or
2. a Master's degree (or equivalent), or
3. a Bachelor's degree with one year of study in a Master's program, four graduate courses with a CGPA of 3.67 and clear evidence of research ability. (Transfer directly into a Doctoral program is not normally permitted beyond the first year of study and will not be permitted after the completion of the second year in a Master's program.)

Degree Requirements

1. Courses:

- a. Students in the PhD program are normally required to complete twelve graduate courses, six in the first year of registration in the program, and six in the second. Students admitted after one year in the MA program are normally required to complete at least eight graduate courses beyond those completed in the MA program.
- b. Students entering the PhD program after completing the requirements for an MA degree may have the course requirements reduced, but in no case by more than four courses. Each student's committee will recommend, according to the student's background and the requirements appropriate to the field of research, the kind and number of courses to be taken by the student.
- c. Students entering directly from the Bachelor's degree must, during the first year of graduate study, complete six courses with a CGPA of at least 3.33.

2. Examinations:

Students in the PhD program are required to pass a Comprehensive Examination, normally by the end of the first semester of the third year of registration in the program. Upon successful completion of the Comprehensive Examination and an approved thesis proposal, a student is admitted to candidacy for the PhD degree.

3. Language Requirements:

Students in the PhD program are required to demonstrate such competence in foreign languages as the Graduate Studies Committee deems essential to the successful completion of their proposed research.

4. Formal Logic Requirement:

Students in the PhD program are required to either have or acquire competence in formal logic, at a minimum at the level of Phil 210, higher when relevant to their research.

5. **Thesis Proposal and Seminar:**

Before the end of the first semester of the third year in the program, a candidate for the PhD degree is required to submit a thesis proposal for approval of an examining committee consisting of the student's Supervisory Committee and one further member of the combined graduate department. The proposal must give evidence that the student is acquainted with the literature in the area of the proposed research and must represent a well defined program of investigation.

Before the end of the second ^{semester} ~~terms~~ of the third year of the program, the candidate is required to make a presentation to a colloquium of faculty and graduate students of the combined department on the subject of the proposed research.

6. **Thesis:**

Students in the PhD program are required to write and defend a thesis embodying original philosophical research.

Graduate Courses

Courses in the 700 range are offered at U.B.C. The U.B.C. number is given in parentheses. S.F.U. students enrolling in these courses register in the course at S.F.U. under the 700 number and enroll in the course at U.B.C. under the U.B.C. number. Registration must be approved by the Department Graduate Studies Committee.

PHIL 710-3 (510 (3-12)d)	Ancient Philosophy
PHIL 712-3 (512 (3-12)d)	Medieval Philosophy
PHIL 714-3 (514 (3-12)d)	Early Modern Philosophy
PHIL 716-3 (516 (3-12)d)	Modern Philosophy
PHIL 718-3 (518 (3-12)d)	Twentieth Century Philosophy
PHIL 720-3 (520 (3-12)d)	Logic
PHIL 725-3 (525 (3-12)d)	Philosophy of Language
PHIL 727-3 (527 (3-12)d)	Philosophy of Mathematics
PHIL 728-3 (527 (3-12)d)	Foundations of Mathematics
PHIL 730-3 (539 (3-12)d)	Moral Philosophy
PHIL 731-3 (531 (3-12)d)	Political Philosophy
PHIL 732-3 (532 (3-12)d)	Ethical Theory and Practice
PHIL 733-3 (533 (3-12)d)	Issues in Biomedical Ethics
PHIL 734-3 (534 (3-12)d)	Issues in Business & Professional Ethics
PHIL 735-3 (535 (3-12)d)	Issues in Environmental Ethics
PHIL 736-3 (536 (3-12)d)	Ethical Issues in Social Policy
PHIL 739-3 (539 (3-12)d)	Aesthetics
PHIL 740-3 (549 (3-12)d)	Epistemology
PHIL 750-3 (550 (3-12)d)	Metaphysics
PHIL 751-3 (551 (3-12)d)	Philosophy of Mind
PHIL 760-3 (560 (3-12)d)	Philosophy of Science
PHIL 781-789-3 (581-589 (3-12)d)	Problems

Courses in the 800 range are offered at S.F.U.

PHIL 800-3	Graduate Seminar in Epistemology I
PHIL 801-3	Graduate Seminar in Epistemology II
PHIL 805-3	Directed Studies I
PHIL 810-3	Graduate Seminar in Ethics I

PHIL 811-3 Graduate Seminar in Ethics II
PHIL 815-3 Directed Studies II
PHIL 820-3 Graduate Seminar in Philosophy of Mind I
PHIL 821-3 Graduate Seminar in Philosophy of Mind II
PHIL 825-3 Directed Studies III
PHIL 830-3 Graduate Seminar in Aesthetics
PHIL 840-3 Graduate Seminar in Logic
PHIL 845-3 Directed Studies IV
PHIL 850-3 Graduate Seminar in Philosophy of Language
PHIL 855-3 Directed Studies V
PHIL 860-3 Graduate Seminar in Philosophy of Science
PHIL 870-3 Graduate Seminar in Philosophical Texts I
PHIL 871-3 Graduate Seminar in Philosophical Texts II
PHIL 880-3 Graduate Seminar in Social Philosophy
PHIL 898 MA Thesis
PHIL 998 PhD Thesis

4 Proposed Academic Procedures

(Department Document)

The MA Program

1. Upon admission, every student is assigned a member of the department as Interim Tutor. A supervisory committee is appointed before the end of the student's second semester. Both the original composition of and any subsequent changes to the Supervisory Committee are subject to the approval of the Graduate Studies Committee and the Dean of Graduate Studies.
2. No later than the submission of the first draft of the thesis, the Department, on the recommendation of the Graduate Studies Committee, nominates an examiner for the thesis. The examiner must hold a university appointment outside of the Simon Fraser Department of Philosophy and where possible, will be a member of some other Philosophy Department.
3. The progress of each student working for the MA degree is reviewed from time to time and at least once a year after a student's second semester in the program. A student may be required to withdraw for unsatisfactory course work, for deficient examination results, or for inadequate application or progress in thesis research. Procedures are given in Section 1.8.2 of the Graduate Calendar (Procedure for Review of Unsatisfactory Progress).

The PhD Program

1. Upon a student's admission to the program, an Interim Tutor is appointed. Upon registration, the Interim Tutor, in consultation with the student proposes to the Graduate Studies Committee a program of studies.
2. A Supervisory Committee consisting of a Senior Supervisor as its chair and at least two other members is appointed before the end of the student's second semester in the program. The Supervisory Committee will normally have members of both universities and may include faculty members from other departments. Both the original composition of and any subsequent changes to the Supervisory Committee are subject to the approval of the Graduate Studies Committee and the Dean of Graduate Studies.

3. The Senior Supervisor is expected to take an active part in the direction of the doctoral student's research activities, and the student is expected to take an active part in the active life of the department. Engagement in collaborative research, attendance at colloquia, presentation of work in progress, and participation in discussion are all considered important aspects of that academic life.
4. The Supervisory Committee, upon its formation, determines in consultation with the student, what specific credentials must be demonstrated before thesis research in the proposed area may begin, and by what form of examination they are to be demonstrated. The Supervisory Committee will submit the requirements in writing for the approval of the Graduate Studies Committee. No subsequent changes in the requirements may be made without the approval of the Graduate Studies Committee. In particular:
 - a. The Graduate Studies Committee may set examinations to test a candidate's ability to read any language needed for the program of work.
 - b. Candidates must either have or acquire competence in formal logic.
 - c. Candidates must acquire familiarity with such classic works in the history of philosophy as are appropriate to their overall programs, but including in any case a familiarity with the main works of one major philosopher or school of philosophers.
 - d. The student must demonstrate by comprehensive examination, that an acceptable standard has been met.
5. The Supervisory Committee bears primary responsibility for the supervision of thesis research. When the thesis is completed to the satisfaction of the Supervisory Committee, the Graduate Studies Committee in consultation with the Supervisory Committee, recommends two examiners, an ^{internal} external examiner who is a member of the faculty of S.F.U. outside the Department of Philosophy and not a member of the supervisory committee, and an external examiner who is not a member of S.F.U. or U.B.C. and not a member of the supervisory committee.
6. Changes in a particular student's program of study may be made from time to time by the Graduate Studies Committee in consultation with the Supervisory Committee and the student.

7. The progress of each student working for the PhD degree is reviewed from time to time and at least once a year after a student's second semester in the program. A student may be required to withdraw for unsatisfactory course work, for deficient examination results, or for inadequate progress or application in research. Procedures are given in Section 1.8.2 of the Graduate Calendar (Procedure for Review of Unsatisfactory Progress).

JAN 13 1992

LIBRARY RESOURCES

DEAN OF GRADUATE
STUDIES OFFICE

U.B.C. - S.F.U. JOINT GRADUATE PROGRAMME IN PHILOSOPHY

The Simon Fraser University Library is now more than twenty-five years old and the collection is no longer insignificant. Holdings include approximately:

980,000	monographs
179,000	bound journal volumes
<u>840,000</u>	microforms
1,999,000	

The Library subscribes to some 11,000 serials, including about 5,200 journals. The philosophy collection consists of 25,000 - 30,000 books, as well as subscriptions to 110 journals, with major backfiles held in most cases. The Departmental Library Representative has worked diligently with Librarians for a number of years and, as a consequence, effective approval profiles are in place, the serials subscriptions have been carefully monitored and discretionary purchases are well-planned. This year we will spend approximately \$40,000 for philosophy and will add about 425 books and 200 bound journal volumes to the collection.

These figures are not, perhaps overly impressive when compared to the UBC collection of about eight million items, but other comparisons might be more useful.

The Library has recently acquired the capacity to compare its monograph holdings for a ten year period (1978/79 - 1987/88) with those of the 927 (largely U.S.) academic and research libraries whose holdings are represented in the OCLC On-line Database. This database includes more than 1.6 million titles which were published during that period and which are held by at least one of the 927 libraries. In the following charts the SFU philosophy collection is compared to three groups within the OCLC database:

- a) The entire Database - all 927 libraries.
- b) ARL (Association of Research Libraries) members in the database.

This group includes 71 of the largest and most prestigious academic libraries in the United States such as the University of California at Berkeley, Harvard, and the Universities of Illinois, Texas, Wisconsin, and Indiana.

- c) Large Academic Libraries.

This group includes 72 institutions with monograph holdings in excess of 700,000 volumes but excludes the ARL libraries grouped in Category b) above. It includes such institutions as Bowling Green, Baylor, Brandeis, Oberlin, and the Universities of Ohio, New Hampshire, and California at Santa Cruz. In terms of overall holdings SFU should rank close to the center of this group.

86

CHART A
COLLECTION COUNTS*

CLASS #	DESCRIPTION	SFU	THE ENTIRE DATABASE	ARL LIBRARIES	LARGE ACADEMIC LIBRARIES
B1 - B68	Philosophy	95	1,195	1,115	517
B69 - B789	Ancient, Renaissance	342	4,186	3,948	1,967
B790 - B5739	Post-renaissance	947	8,544	8,196	4,420
BC1 - BC9999	Logic	125	885	813	532
BD1 - BD9999	Speculative	306	2,615	2,435	1,353
		1,815	17,425	16,507	8,789

* This chart compares titles held by SFU to the combined collections of each group

CHART B
COLLECTION COUNTS*

CLASS #	DESCRIPTION	SFU	THE ENTIRE DATABASE	ARL LIBRARIES	LARGE ACADEMIC LIBRARIES
B1 - B68	Philosophy	95	42	176	84
B69 - B789	Ancient, Renaissance	342	152	713	318
B790 - B5739	Post-renaissance	947	387	1,738	808
BC1 - BC9999	Logic	125	40	180	95
BD1 - BD9999	Speculative	306	120	476	261
		1,815	741	3,283	1,566

* SFU is compared to average holdings of the members of each group.

Chart A clearly illustrates the richness and scope of the aggregate collections in each peer group and SFU appears sadly deficient. However, when compared with the average holding of each peer group (Chart B) the picture is quite different. In terms of average size SFU compares very favorably to the entire database and exceeds the average holdings of our closest peer group (the large academic libraries) by 15.9%.

However, numbers tell only part of the story and must be supplemented by a knowledgeable qualitative assessment of the collection. As part of a preliminary discussion of this program the Philosophy Department examined the SFU collection and stated:

"The philosophy holdings are quite varied and contain the complete writings of virtually all the major figures in the history of philosophy in the original languages as well as the complete works of a considerable number of secondary figures. The holdings are particularly strong in 17th - 20th century British philosophy in all branches. Continental and Medieval philosophy and aesthetics are much less well represented."

The final version of the proposal includes five new Directed Studies courses, with five sample course outlines and bibliographies. The Library owns virtually all of the titles cited in the five examples and I have been told that these materials are also owned by the Department itself.

In summary, the Philosophy collection appears to stand up well, both in quantity and quality against all but the largest research libraries, although some weaknesses are noted. However, since this Graduate Programme is to be offered jointly with UBC in North America, it would appear not to suffer any serious lack of Library support. However, if \$5,000 were added to the base budget it would be possible to upgrade those areas of the collection in which we are weakest. This would enable us to provide a balanced on-campus collection to supplement the greater resources held by UBC.

Sharon Thomas

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: Philosophy Course Number: 805

Title: Directed Studies I

Description: _____

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 1 When will the course first be offered: -92-1 or -92-3

How often will the course be offered: As required

JUSTIFICATION:

This increases the number of courses available for graduate instruction in a small graduate programme in which courses must be designed individually for a diversity of students.

RESOURCES:

Which Faculty member will normally teach the course: Any dept. member

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course

b) An indication of the competence of the Faculty member to give the course.

c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: Apr 4, 1991

Faculty Graduate Studies Committee: [Signature] Date: 24 Oct 90

Faculty: [Signature] Date: 26 Oct 90

Senate Graduate Studies Committee: [Signature] Date: 31 Oct 90

Senate: _____ Date: _____

(a) Outline of the Course

The attached description is merely a sample of a course which might be given using this number.

(b) The course will be offered in areas in which department members are competent to give courses at a graduate level.

(c) The course will normally have only one or two students. The department's own resources in books and journals will be sufficient.

PHIL 805-3: DIRECTED STUDIES

Knowledge cannot simply be justified true belief, many have argued. It is not enough that the belief be true and held for good reasons; it must also be appropriately related to the conditions, typically external, that make it true. Otherwise it could still be merely a lucky coincidence, in spite of one's epistemic conscientiousness, that one manages to know something, as many examples seem to show.

There is by now a plethora of proposals as to what this further appropriate relation to typically external conditions must be, including 'causal' theories, 'reliability' theories, 'informational' theories, and 'counterfactual' theories of knowledge. None of these proposals necessarily impugns the idea that justification is at least necessary for knowledge. But some recent versions of such 'externalist' accounts of knowledge have put a further, externalist, spin on the notion of justification as well. They suggest that no matter what the subjective, internal, psychological conditions of the believer, e.g., no matter what her reasons for her belief, it counts as 'justified' provided, e.g., that it results from a cognitive process that is in fact reliable (enough); i.e., that in fact tends to produce true beliefs. This appears to write out of the picture as irrelevant to justification and therefore to knowledge as opposed to mere belief any internal subjective constraints. On the face of it this seems quite implausible.

Two recent proponents of such radical forms of externalism are Robert Nozick and Alvin Goldman; Nozick in his counterfactual theory in Philosophical Explanations, and Goldman most recently in his reliability theory in Epistemology and Cognition. In this course we shall subject these theories to close critical scrutiny. In doing so, we shall be especially concerned with the prior issue of what the point is of having notions like knowledge and justification. What are these notions for, in our intellectual economy? What is their practical function? And do these radically externalist accounts succeed in capturing it?

Selected Bibliography

- Armstrong, D.M.. Belief, Truth and Knowledge, Cambridge University Press (London, 1973).
- BonJour, Laurence. The Structure of Empirical Knowledge, Harvard University Press (Cambridge, MA, 1985).
- Goldman, Alvin. Epistemology and Cognition, Harvard University Press (Cambridge, MA, 1986).
- Kripke, Saul. "Counterfactual Theories of Knowledge", (unpublished taped lectures)
- Nozick, Robert. Philosophical Explanations, Harvard University Press/Belnap (Cambridge, MA, 1981).
- Pappas, George S. (ed.) Justification and Knowledge D. Reidel Pub. Co. (Dordrecht, 1979).
- Shope, Robert. The Analysis of Knowing. A Decade of Research Princeton University Press (Princeton, 1983).
- Sklenar, Dominik. "Goldman's Reliability Theory of Knowledge." (unpublished manuscript).

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: Philosophy Course Number: 815

Title: Directed Studies II

Description: _____

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 1 When will the course first be offered: 92-1 or 92-3

How often will the course be offered: As required

JUSTIFICATION:

This increases the number of courses available for graduate instruction in a small graduate programme in which courses must be designed individually for a diversity of students.

RESOURCES:

Which Faculty member will normally teach the course: Any dept. member

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course

b) An indication of the competence of the Faculty member to give the course.

c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: Apr 4, 1991

Faculty Graduate Studies Committee: [Signature] Date: 26 Oct/93

Faculty: [Signature] Date: 26 Oct/93

Senate Graduate Studies Committee: [Signature] Date: 31 Oct/93

Senate: _____ Date: _____

(a) Outline of the Course

The attached description is merely a sample of a course which might be given using this number.

(b) The course will be offered in areas in which department members are competent to give courses at a graduate level.

(c) The course will normally have only one or two students. The department's own resources in books and journals will be sufficient.

SUGGESTED OUTLINE FOR PHILOSOPHY 815

Directed Studies in Social and Political Philosophy

Prepared by Ishtiyaque Haji

REQUIRED TEXTS:

- *Hobbesian Moral and Political Theory*, Gregory Kavka
- *Morals by Agreement*, David Gauthier
- *Hobbes and the Social Contract Tradition*, Jean Hampton
- *Leviathan*, Thomas Hobbes
- *Paradoxes of Rationality and Cooperation*, R. Campbell and L. Sowden (eds.)

COURSE DESCRIPTION:

It is not unreasonable to suppose with Hobbes that each one of us is a predominant egoist; given a choice between two alternatives, each prefers the one that is better for himself or for those he cares about. The value of cooperation is starkly evident in a resource-scarce world replete with predominant egoists. For example, given our overfished seas, it is better for each angler if he cooperates with the others to restrict the catch, than if no angler cooperates. Given the monumental expenses and the insecurity of continued competition, it is better for each superpower if each such power curbed its output of weapons than if neither did. Given our polluted skies, it is better for each if each drives less than if no one does. But these very sorts of situations seem to be ones in which cooperation lies beyond the reach of *rational* predominant egoists. For instance, each superpower prefers mutually disarming to mutually arming, but each does best if it arms unilaterally. These situations can be represented by the classic game-theoretic matrix of the Prisoner's Dilemma (PD). The focal question of this course is this: Is rational cooperation in a PD possible? Alternatively, is it possible for rational agents to escape a PD?

It's worth beginning with an examination of what Hobbes had to say on this question. On one reading of the Hobbesian texts, persons in the state of nature are in a multi-party PD, and Hobbes is supposed to provide instruction on how these persons are meant to escape their predicament. We will then consider more recent "solutions", for example, the one offered by David Gauthier.

COURSE REQUIREMENTS:

Three typewritten double-spaced papers 10-12 pages in length, and an annotated bibliography.

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: Philosophy Course Number: 825

Title: Directed Studies III

Description: _____

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 1 When will the course first be offered: 92-1 or 92-3

How often will the course be offered: As required

JUSTIFICATION:

This increases the number of courses available for graduate instruction in a small graduate programme in which courses must be designed individually for a diversity of students.

RESOURCES:

Which Faculty member will normally teach the course: Any dept. member

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course

b) An indication of the competence of the Faculty member to give the course.

c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: Apr 4, 1991

Faculty Graduate Studies Committee: [Signature] Date: 26 Oct 93

Faculty: [Signature] Date: 26 Oct 93

Senate Graduate Studies Committee: BPOC Date: 21 Oct 93

Senate: _____ Date: _____

(a) Outline of the Course

The attached description is merely a sample of a course which might be given using this number.

(b) The course will be offered in areas in which department members are competent to give courses at a graduate level.

(c) The course will normally have only one or two students. The department's own resources in books and journals will be sufficient.

SUGGESTED OUTLINE FOR PHILOSOPHY 825

Directed Studies in Philosophy of Mind

Prepared by Martin Hahn

REQUIRED TEXT:

A set of readings purchased from the department

COURSE DESCRIPTION

Topic for the course: Individualism and Cognition.

~~Internalism or individualism is the view that mental states are non-relational properties of individuals which can be specified or individuated without reference to anything outside the individual whose states they are. The view is intuitively plausible, but hard to state without circularity. Part of our task will be a clear statement of the view.~~

Individualism has recently been defended by Jerry Fodor, John Searle, and others. Tyler Burge has launched a series of attacks on the thesis, beginning in 1979. The debate has been lively and centrally important to philosophy of mind, of language, and of psychology. The main goal of this course is to acquaint the students with the details of the debate and, one hopes, enable them to participate in it.

COURSE REQUIREMENTS

Students are expected to come prepared to participate in the discussion each week. The grade will be based 20% on class participation, 80% on a 15-20 page term paper.

LIBRARY RESOURCES:

The required readings as well as research materials for term papers are mostly in major journals the library subscribes to or books it already has in its collection. All the resources are also available in the department.

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: Philosophy Course Number: 845
Title: Directed Studies IV
Description: _____
Credit Hours: 3 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 1 When will the course first be offered: 92-1 or 92-3
How often will the course be offered: As required

JUSTIFICATION:

This increases the number of courses available for graduate instruction in a small graduate programme in which courses must be designed individually for a diversity of students.

RESOURCES:

Which Faculty member will normally teach the course: Any dept. member
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course

- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: Apr 4, 1991
Faculty Graduate Studies Committee: [Signature] Date: 21/04/91
Faculty: [Signature] Date: 26 Oct 93
Senate Graduate Studies Committee: [Signature] Date: 31 Oct 90
Senate: _____ Date: _____

(a) Outline of the Course

The attached description is merely a sample of a course which might be given using this number.

(b) The course will be offered in areas in which department members are competent to give courses at a graduate level.

(c) The course will normally have only one or two students. The department's own resources in books and journals will be sufficient.

SUGGESTED OUTLINE FOR PHILOSOPHY 845

Directed Studies in Logic

Prepared by R.E. Jennings

Topic: Managing Inconsistency.

Readings:

Books:

G. Priest, R. Routley, J. Norman eds. *Paraconsistent Logic: Essays on the Inconsistent*. München: Philosophia Verlag, 1989.

A.R. Anderson and N. D. Belnap Jr. *Entailment*, Vol. 1. Princeton, 1975.

N. Rescher and R. Brandom. *The Logic of Inconsistency*. Oxford: Blackwell's, 1980.

Articles:

N.D. Belnap Jr. "How a computer should think", *Contemporary Aspects of Philosophy. Proceedings of the Oxford International Symposium*, Boston: Oriel Press, 36-51.

D. Lewis. 'Logic for Equivocators.' *Journal of Philosophy* 1980.

R.E. Jennings and P.K. Schotch, "The Preservation of Coherence" *Studia Logica* 43:1/2 (1984).

P.K. Schotch and R.E. Jennings, "Inference and Necessity" *Journal of Philosophical Logic* 9, August 1980, 327-340.

G. Priest, "Logic of Paradox", *Journal of Philosophical Logic* 8, 219-241.

R.E. Jennings and D.K. Johnston, "Paradox-tolerant Logic", *Logique et Analyse*, 1984.

Course Plan:

Strategies for non-trivial inference from inconsistency may be classified according to the kinds of inconsistency they tolerate. Three sorts of inconsistency are studied in the literature: (1) inconsistency of data from distinct sources, (2) inconsistency in data from a single source, and (3) inconsistency due to paradox. The readings and weekly meetings will consider these three kinds of inconsistency in that order, with about four weeks devoted to each.

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: Philosophy Course Number: 855

Title: Directed Studies V

Description: _____

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 1 When will the course first be offered: 92-1 or 92-3

How often will the course be offered: As required

JUSTIFICATION:

This increases the number of courses available for graduate instruction in a small graduate programme in which courses must be designed individually for a diversity of students.

RESOURCES:

Which Faculty member will normally teach the course: Any dept. member

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course

b) An indication of the competence of the Faculty member to give the course.

c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: Apr 4, 1991

Faculty Graduate Studies Committee: _____ Date: 26 Oct 93

Faculty: _____ Date: 26 Oct 93

Senate Graduate Studies Committee: BRCC Date: 31 Oct 92

Senate: _____ Date: _____

(a) Outline of the Course

The attached description is merely a sample of a course which might be given using this number.

(b) The course will be offered in areas in which department members are competent to give courses at a graduate level.

(c) The course will normally have only one or two students. The department's own resources in books and journals will be sufficient.

SUGGESTED OUTLINE FOR PHILOSOPHY 855
Directed Studies in Philosophy of Language
Prepared by Martin Hahn

REQUIRED TEXT:

Steven Davis (ed): *Pragmatics, a Reader, Oxford University Press, 1991*

COURSE DESCRIPTION

For philosophers, unlike linguists who have a richer taxonomy, the study of natural language has traditionally been divided into three categories: syntax, semantics and pragmatics. Of these, semantics has been the major subject of study for philosophy of language. Semantics, after all, answers questions about truth-conditions, validity, meaning, etc. There is nothing particularly philosophically interesting about the syntax of natural languages, it would seem. Pragmatics, on the other hand, has been seen as the catch-all category of variations in usage which semantics couldn't capture because they depended on the context of utterance, conversational background, interests of the speaker and audience, etc. In other words, the category of pragmatics has been used largely to account for those unwieldy linguistic phenomena that threatened the purity and universality of semantics. The alternative to maintaining the distinction has seemed to be a radical version of the Wittgensteinian thesis that meaning is use, construed as an injunction to give up on the systematic study of meaning, i.e. semantics.

Beginning as early as the mid 1960's, this account and dismissal of pragmatics has been seriously challenged. The argument, proposed in different versions and strengths by various philosophers, hinges on the premise that the truth-conditions of certain (perhaps most) sentences cannot be given without considering their particular context of utterance. This, in itself, was not a new observation. What was new were arguments to the effect that what such sentences expressed could not be rendered by an equivalent context-independent sentence. Much of the material in our reader concerns these arguments, various responses to them, and attempts to re-draw the semantics/pragmatics distinction in light of this debate. Near the end of the course, we will consider some particular issues in pragmatics: presupposition, metaphor, irony, and the relation of pragmatics to psychology.

COURSE REQUIREMENTS

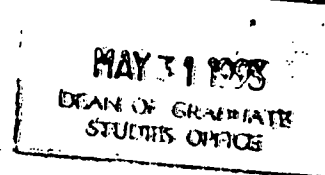
Students are expected to come prepared to participate in the discussion each week. The grade will be based 20% on class participation, 80% on a 15-20 page term paper.

LIBRARY RESOURCES:

The required readings are all contained in Steven Davis's *Reader*. Research materials for term papers are mostly in major journals the library subscribes to or available in the department.

Review

of a



Proposed Joint Ph.D. in Philosophy:

Simon Fraser University and the University of British Columbia

Brian F. Chellas
Department of Philosophy
The University of Calgary
24 May 1993

Introductory remarks. In what follows, I consider, as requested, the proposal for a joint Ph.D. program in the philosophy departments at Simon Fraser University and the University of British Columbia. To create the proposed joint program is also, however, to inaugurate a philosophy Ph.D. program on its own at Simon Fraser University. Thus, secondarily, I have assessed the proposal in these terms as well.

The sections below address the main points raised by Bruce P. Clayman, Dean of Graduate Studies at Simon Fraser, in a letter to me dated 19 April 1993:

1. The academic merit and structural integrity of the proposed program
 2. The adequacy of the faculty and other resources available to the proposed program for achieving its intended goals
 3. The demand for the proposed program among prospective students
 4. The demand for graduates of the proposed program
1. Academic merit and structural integrity of the proposed program. The proposed joint program gets high marks on both counts, judging academic merit pri-

marily on the faculty (see section 2 below) and on the curriculum of the proposed program.

The new graduate courses to be introduced at Simon Fraser University, together with those already on the books, will provide a curriculum adequate to Simon Fraser University's own graduate program and should be attractive to students from the University of British Columbia as well.

The proposed joint program integrates Simon Fraser University and the University of British Columbia securely in respect of admissions and crediting; and likewise in respect of curriculum, given proper attention to the difference in the length of terms at the two universities.

2. **Adequacy of the faculty and other resources available to the proposed program for achieving its intended goals.** Numerically, the philosophy departments of Simon Fraser University and the University of British Columbia should afford sufficient personnel to accommodate the increased graduate teaching course load and to provide the requisite graduate supervisors for the anticipated maximum of forty-five enrollees in the proposed joint program. From a qualitative standpoint, Simon Fraser faculty will provide a strong component: based on the fourteen vitas submitted, more than two-thirds of the department members are qualified to direct Ph.D. theses. The picture for the University of British Columbia is less well-evidenced—of the sixteen vitas submitted, three are up to date, seven are current only to 1989, six to 1987. Nevertheless it seems that more than two-thirds of the faculty are well qualified to direct Ph.D. theses, and some of the others are probably competent to do so as well.

The library resources of Simon Fraser University are alone barely sufficient to support a Ph.D. program. But the combined resources of the two universities provide holdings that are certainly adequate.

3. **Demand for the proposed program among prospective students.** Given the paucity of Ph.D. programs in the Canadian West, particularly in British Columbia, there should be considerable demand for the proposed joint program. It will be particularly attractive in light of the range of interests and expertise among the faculty at both Simon Fraser University and the University of British Columbia. In the Canadian West, the Universities of Alberta and Calgary will be the main competitors for doctoral students.

4. Demand for graduates of the proposed program. This is a difficult matter to judge. In qualitative terms, the proposed program will certainly produce first-rate doctoral students. It is another question whether, in the "downsizing" environment current in North American universities, such students will readily find positions commensurate with their qualifications. Persons earning doctorates at Simon Fraser University and the University of British Columbia will enjoy a heightened competitive position vis-à-vis those from many other universities in Canada. What can be said, I think, is that sooner or later (probably sooner) there will be a resurgence of demand for highly qualified holders of the Ph.D. Thus it is probably reasonable to be positive as regards this question.

Conclusions. The proposal for a joint program is well merited. Faculty at Simon Fraser University have for some time contributed to the Ph.D. program at the University of British Columbia, and with a joint program in place such contributions will be regularized and, importantly, reciprocated. As a program on its own at Simon Fraser University, only the weakness in the area of library resources is noteworthy (see section 2 above); but this is overcome by access to the holdings at the University of British Columbia. Thus both for a joint program and for a Ph.D. program at Simon Fraser University the proposal can be strongly recommended.

Review of Simon Fraser University proposal
joint Ph.D. in Philosophy

I. The academic merit and structural integrity of the proposed program.

Every indication is that this is a program of exceptional merit. It will cover a wide range of contemporary philosophical problems, traditions, and projects, but is especially focused where the Simon Fraser department is particularly strong, in mainstream Anglo-American analytic philosophy, with courses in epistemology, philosophy of language, logic, and early modern philosophy. The program is coherently structured, and will complement the U.B.C. department's strengths most effectively. On its own the Simon Fraser program seems to me the second, and in some areas the first, most impressive and active philosophical program in British Columbia. As the other pre-eminent department is U.B.C., and an arrangement of graduate program interaction with the latter has been in operation for some years, this new development can only make a good academic environment better. It promises to make for a powerful and creative nexus of philosophical activity, at the highest professional level, in the Vancouver area.

Simon Fraser's Master's program has been in place for twenty-three years, and clearly has been a healthy and successful enterprise. These years have brought considerable experience, administratively as well as pedagogically, to the department's faculty. This has been augmented by extensive involvement in the U.B.C. doctoral program.

It appears very much to be a program development that is due, that has outstanding quality, and will offer to students two first-rate doctoral programs, with the combined strengths of both, in British Columbia.

II. The adequacy of the faculty and other resources available to the proposed program for achieving its intended goals.

The thirty philosophers listed as comprising the members of the philosophy departments of Simon Fraser University and the University of British Columbia for 1992-93 constitute a very fine collection of philosophical talent, and achievement. Each of the departments taken separately is a strong, versatile, and productive complement of professional philosophers. Strength and versatility are compounded with the two groups conceived as a unit.

I note strengths by area: 8 of the 30 work in the philosophy of language, 8 in philosophy of mind, 14 in metaphysics/epistemology--these three constitute an overlapping cluster of central analytic philosophical categories, where the largest share of energy and creative ingenuity in Anglo-American philosophy has been concentrated for the past half-century. With 5 specialists in philosophy of science, and 7 in logic and philosophy of mathematics, this supplements and broadens a primarily analytic department. Normative philosophy is by no means neglected in this aggregate: 12 of the thirty philosophers in the group work as specialists in ethics or social and political philosophy. There is also a reasonable, though more modest, representation in the history of philosophy (9 specialists). (It will be noted that the numbers indicated will not add up, since each of the philosophers has more than one specialty.)

All but a few of the thirty are active, regularly publishing members of the profession. (I do note that a large portion of the c.v.'s were not up to date, some no more recent than the early 1980's. It would be useful, and augment the program's case, to have more current information on publications and research projects.) Several have authored or edited significant recent monographs, and must have contributed to leading journals in the profession (Ethics, Mind, Canadian Journal of Philosophy, Theoria, Analysis, and a great many others). A large number are actively involved in giving papers at, and organizing, major conferences. Of significance too is that both the current and the preceding Anglophone editors of Dialogue, one of the two leading philosophy journals in Canada, are among the thirty (the current editor an S.F.U. philosopher). It adds disciplinary centrality, as well as lustre, to house the operations of an important professional journal.

Library resources also seem entirely adequate for the proposed doctoral program. Indeed the aggregated philosophy collections of U.B.C. and S.F.U. will make for one of the most substantive collections of monographs and journals in philosophy in Canada, and as the library report included in the proposal shows, a fully respectable and adequate collection from an international perspective.

There are areas of philosophy that these two departments do not represent, either sufficiently or at all. There ought to be a more substantial representation in European philosophy. And it cannot be seen as desirable that among thirty philosophers only two

are women. It would be valuable, for the breadth and vitality of the program and the department, for philosophers to be hired, when new positions develop, to remedy these deficiencies.

These qualifications noted, this is a very good group of professional philosophers, and some among them whose work I know I would judge outstanding. Certainly faculty and other resources are fully adequate for the program's intended goals.

III. The demand for the proposed program among prospective students.

There are approximately ninety doctoral programs in philosophy in the U.S., and thirteen (general) doctoral programs in the English-speaking universities in Canada (plus significant comparable doctoral programs in philosophy in the United Kingdom, Australia, New Zealand, and elsewhere). In spite of general economic recession, and the special financial difficulties and constraints of universities, philosophy continues to do well, and to draw large numbers of students to major in the discipline, and to go on to postgraduate work at the doctoral level.

The S.F.U. Ph.D. program, particularly with the conjunctive structure that is envisaged with the longer-established U.B.C. program, may be expected to thrive. Serious students of very high academic ability, from British Columbia, the rest of Canada, and elsewhere in the world, will be drawn to this complex of first rate philosophical activity, able to move back and forth between both institutions as their programs and special philosophical interests incline them.

There are several very good Ph.D. programs in philosophy in Canada, in my view. Most admit only very modest numbers of applicants each year. Since applicants invariably include large numbers of non-Canadians, there is in general no difficulty in securing quite good candidates for a doctoral program.

I think there is little doubt that there will be very extensive demand for the S.F.U. Ph.D. program among prospective students.

IV. The demand for graduates of the proposed program.

This is a more difficult or uncertain matter to comment on. To offer genuinely informed remarks would require well-grounded information on university faculty demographics, finances, and patterns in the Canadian economy, over the next fifteen or twenty years. Universities, surprisingly, have been rather often slow to discern or predict patterns in their own futures.

The chief employment for people with a Ph.D. in philosophy, where that credential is utilized, is as a member of a philosophy department at a university. So the demand for graduates of the proposed program is a direct function of what the employment market for academics will be over the next quarter-century.

That said, there is every reason to expect that graduates of an S.F.U. Ph.D. program in philosophy will be in a strong position to compete for such jobs as there will be. The Canadian philosophical community is reasonably small and reasonably homogeneous. There is a single national professional association (the Canadian Philosophical Association), in which both U.B.C. and S.F.U. are well represented. (There is also a very lively and active Western Canadian Philosophical Association, in which the S.F.U. philosophers are particularly well represented; the S.F.U. department has hosted W.C.P.A. conferences twice in recent years.) The S.F.U. department is well-known, and well-respected, and its recommendations for its graduates will be taken very seriously by departments all over the country. From what I have seen of the department vis à vis its students at the undergraduate and M.A. levels, I would judge faculty-student relations to be excellent, and the department to be an energetic and effective advocate of its graduates.

In sum, I think there should be considerable demand for graduates of the proposed program (given always the vagaries of the Canadian academic economy).

Summary View

The Simon Fraser University philosophy seems clearly to have the resources in respect of faculty skills, logistical and administrative structures, and library resources, to offer an academically first-rate effective doctoral program. This would seem to be the case were S.F.U. the only university in greater Vancouver. The prospect of a joint program with U.B.C., making the faculty, graduate courses, and library resources also fully available to S.F.U. graduate students, augments and strengthens this case.

I would certainly recommend highly that this program be approved.

Peter Loptson,
Professor,
Director of Graduate Program,
Department of Philosophy,
University of Saskatchewan.

PJL:DF

Report on the Proposed Joint SFU/UBC Ph.D. in Philosophy

Overview

I support the proposed program. There are clearly the resources on the ground at SFU sufficient to mount a strong Ph.D. program in Philosophy. This is not to say that I have no worries at all. In fact I have two, which are detailed below, under the headings "the perceived tradition" and "nature of the program". Both exfoliate into some recommendations to the department, which I offer in the friendliest possible spirit.

The Perceived Tradition

The existing MA program at SFU does not enjoy an enviable reputation. In fact it is often seen as a program into which students can vanish, virtually without trace, for several years, to no good effect. Such a thing is usually a sign that some or all of the members of the department, lack commitment to the program. I have been persuaded that this does not accurately reflect the current departmental *zeitgeist*; that new additions to the staff are deeply committed to the program, and that those whose enthusiasm might have been called into question are 'off the critical path'.

In spite of this, it might be thought useful, in view of the unfortunate history, to pay special attention to 'tracking' the progress of students admitted to the new program. What I am suggesting is that each newly admitted student be assigned a committee of three or four faculty (there would be nothing to prevent the same committee from overseeing the progress of several students). The important thing would be that this committee be required to convene two or three times each semester to discuss the progress of each student under their supervision. In cases where progress seems to be flagging, the causes could be sought and possible remedies brought forward. I would propose that this sort of committee have a charter which empowered it to intervene when, in its judgment, such intervention would be useful. Such intervention might take the form of restructuring a student's program of study, of changing a particular advisor, and even, *in extremis*, of recommending that a student withdraw from the program.

This finely drawn a suggestion is perhaps taking too much upon myself — the basic idea is to make it very hard; harder than in the majority of existing Ph.D. programs, for a student to fall unnoticed by the wayside. When it *starts* to happen; when they start to fall (e.g. in the judgment of the sort of committee I suggest) something should happen. I am fully aware that some students are going to fall by the wayside (in the grand old days of the Waterloo program more than half of them did) no matter how heroic are the measures taken to rescue them. That cannot, in my view, be prevented. But what can and should be prevented, is that no notice is taken of such an event for a significant period of time, sometimes for years.

The nature of the program

I am inclined to the view, which is supported by evidence from the new-ish Ph.D. program in philosophy at Dalhousie, that it is a mistake to think of the Ph.D. degree as a kind of D.Phil, with some required coursework tacked on. This was more or less acceptable a generation ago when the universities were in a period of expansion. New faculty were being acquired, and somebody's research specialty was an important factor in hiring, especially as many departments were concerned to fill what

they thought of as 'gaps'. When a new position came up, departments would often hire somebody whose perspective on philosophy was significantly different from that of the existing members. I call this, with deliberate abusiveness, the zoo theory of how to build a department.

The zoo theory is bolstered only by a perception of infinite resources. It has resulted in a number of departments in which there is virtually no critical mass of faculty who can engage and stimulate each other, which fact constitutes a serious drag on the vitality of the departments in question. The day of the zoo departments is done. Most of them no longer have the resources to acquire mature specimens of exotic philosophical species. The norm now is to hire only at the junior level, and the people being hired are now being scrutinized very carefully with an eye to what use they will be in helping the department with its 'bread and butter' activities.

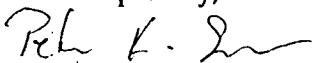
As we all know, enrollments have expanded, in many cases dramatically, over the past few years — in spite of the predictions of the demographers to the contrary. The participation rate has increased and our 'jobless' economy has resulted in many people coming back to university in a more or less desperate attempt to make themselves employable. Classes have gotten much larger and, in general, the academic workload has increased beyond all expectation.

What this means is that when a department has finally got a position (usually replacing a senior member of faculty who has retired or otherwise left the department) they are **not** going to be interested in hiring somebody who wrote a wonderful thesis (as far as anybody can tell) in Chinese numenology (about which nobody currently in the department knows anything). What they want is somebody who looks to be able to help them with their teaching load. Of course somebody's research interests are going to be relevant, but they aren't, by themselves, going to get anybody a job.

It is for this reason that I think that a Ph.D. should be a teaching degree as well as a research degree. I didn't see anywhere in the written proposal any words to this effect and I think the words should be there. As a student in the proposed program studies various specialties, there should be some emphasis on the teaching of the subjects in question. Ph.D. students will have, at least towards the end of their program, some teaching responsibilities. It ought to be part of the formal program that some of their classes will be monitored and that they receive advice on improving their teaching. Finally, when the department prepares the file which is sent out to prospective employers, there should be documentary evidence that the student knows how to teach several subjects, at the introductory level at least.

As a final remark connected with the main theme: I was very disappointed to see that the proposed logic requirement was so thin. At Dalhousie, the logic requirement includes the ability to teach a two semester introductory course in logic. Since introductory logic is one of the staple 'service' courses at most North-American universities, anybody who has evidenced the ability to teach that course is bound to be more attractive in the job market. Even though most of the Dalhousie Ph.D. students specialize in some or other flavour of moral philosophy, the ability to teach logic has given them a decided edge (as I know from our experience).

Respectfully,



Peter K. Schotch
Professor of Philosophy, Dalhousie University



University of Alberta
Edmonton

Department of Philosophy
Faculty of Arts

Canada T6G 2E5

4-108 Humanities Centre, Telephone (403) 432-3309

MAY 19 1993
DEAN OF GRADUATE
STUDIES OFFICE

May 6, 1993

Dr. Bruce P. Clayman,
Dean of Graduate Studies
Simon Fraser University
Burnaby, British Columbia
V5A 1S6

Dear Dr. Clayman:

I have now reviewed the proposal to establish a joint SFU/UBC Ph.D. program in Philosophy. The proposal seems perfectly sound, and should be to the benefit of both institutions.

Re: the academic merit and structural integrity of the proposed program.

The question of the structural integrity of the joint program is difficult to speak to. For the moment, the two programs are simply presented side by side, existing collaboration is formalized and made symmetrical, and there is notice of intent to collaborate in curriculum development and in other substantive academic matters. This means that for the moment there is considerable overlap between the programs. One trusts that the curriculum collaboration projected for the future will set responsibilities for emphases in the core and for development of subdisciplinary areas. Curriculum planning and staff rejuvenation combined will remediate the problem of too much "integrity" and not enough diversity.

At present, the important similarities between the philosophy courses making up the graduate programs at the respective institutions are these: coverage of the core areas of epistemology, logic, philosophy of mind, philosophy of language, philosophy of science. There is also good coverage of moral philosophy and ethics, although SFU emphasizes pure, and UBC applied, ethics. Aesthetics, an area of increasing importance, is also available at both institutions.

The important differences are that UBC is strong and SFU weak in the significant area of history of philosophy, UBC covers the vital area of metaphysics better than does SFU, and UBC has strength in the mathematics specialization whereas SFU does not. SFU has, in theory, an opportunity to remediate its weakness in the history of the discipline and in metaphysics, or to open up another subdiscipline, with the five new Directed Studies courses proposed. However, the sample Directed Studies course descriptions provided suggest that this will not be the case. The practical consideration of available expertise will likely mean that the Directed Studies courses will cover material squarely within the confines of existing named courses (Epistemology, Logic, Social Philosophy, Philosophy of Mind and of Language.)

115

SFU therefore needs access to UBC offerings to obviate a serious disadvantage it would have were it to attempt to introduce an independent Ph.D. For its part, UBC will be able to offer more coverage and depth in core areas to its students. The UBC Philosophy Department will also enhance its indifferent reputation because of its formal association with the well-regarded department at SFU.

There is one degree requirement which might be re-examined. This is Requirement 1.c: "Students entering directly from the Bachelor's degree must, during the first year of graduate study, complete six courses with a CGPA of at least 3.33." It is not clear that those obliged to work or to be care-givers should be constrained to do a M.A. en route to a Ph.D.

Re: the adequacy of the faculty and other resources.

The proposed program is viable on the presupposition that staff numbers will remain relatively constant. Given that at least four professors at SFU and more at UBC are close to retirement, and the fact of budgetary cutbacks in most institutions, approval of the program should imply a commitment to maintaining the complement of staff. Otherwise, in the next three years SFU will lose considerable capacity in core areas such as metaphysics, logic, language, and epistemology, and have even less flexibility outside the core, in areas where demand is increasing.

There is need for faculty renewal and for some diversification of specializations at both institutions. Both Philosophy departments have a decided "analytic" cast, that is, they bear the intellectual stamp of an approach to Philosophy prominent in American and British schools from the late 1950s to the early 1970s. The discipline has changed more than is reflected in the research orientations of most staff members. (One might note that the staff homogeneity is more than a matter of being trained in similar institutions with a common philosophical style. It is still a predominantly white male group. Changing graduate student enrollments and the demographics of the Vancouver region suggest more diversity is desirable, however difficult to achieve.)

The SFU library holdings in philosophy are relatively modest, and apparently reflect the "analytic" training of most of the staff. That is, the collection is particularly strong in modern and recent British philosophy. It is of considerable benefit to SFU graduate students to have access to the quantity and range of material in the superior UBC collection. Certainly those combined collections are adequate to a joint Ph.D. program, given the adequacy of UBC's collection to its own Ph.D. program. However it is desirable that the collaboration between the two institutions in curriculum development be mirrored by a collaboration in collection development.

Re: the demand for the proposed program among prospective students.

It is not surprising that the SFU Philosophy Department receives inquiries about Ph.D. studies. The department is sufficiently well known and well regarded to cause one to assume that it already has its own Ph.D. program. Because it is judged to be better than UBC's department, it might be supposed that it will rob UBC of some students. However UBC's fortunes will have turned with the hiring of a new high profile chair, and with the opportunity for rejuvenation that imminent retirements provide. That should mean it can expect to retain students, and that both institutions will be able to attract more students from outside.

Despite the fact that there are presently very few academic positions for philosophers, the field continues to attract people. Philosophy will likely continue to attract people who do not aspire to academic careers (or who know that their aspirations may be disappointed by the academic marketplace.) The discipline provides excellent training for a number of professions, as is evidenced by "applied" philosophy graduate programs such as that at Bowling Green, by fellowships which promote collaboration between philosophers and, e.g., members of the U.S. Supreme Court, by compulsory philosophy courses in some pre-law programs, etc.

Re: the demand for Philosophy Ph.D.s

The Bowen/Sosa report suggests that there will be strong demand for academics trained in the area toward the end of the decade. If the projected 20 % shortfall between 1997 and 2002 of humanities academics is correct, this is the ideal time to provide more graduate Philosophy training. (It should be added that the American Philosophical Association, while retaining confidence in the Bowen projection, is considering warning graduate students that current moves to control government debts and deficits make the future prospects of philosophy students uncertain.) At a conference sponsored by the Canadian Federation for Humanities held in Ottawa in 1989 on the matter of employment for humanities graduates, participants from industry (Bell Canada, IBM, etc.) indicated their interest in attracting people trained in humanities subjects into management, and the success of those whom they had already employed.

This view on the non-academic employability of Philosophy Ph.D.s is corroborated by the Alberta experience. Some Alberta Ph.D.s in Philosophy have senior government positions, others work in law, broadcasting, and in computing industries. None seems to regret the academic training in philosophy, although some regret the scarcity of academic positions. The only Ph.D.s without permanent employment, so far as I know, are those who refused to consider non-academic employment.

Re: the University of Alberta\University of Calgary collaboration.

The formal arrangements between the Alberta universities are broader and looser than the SFU/UBC proposal. Ours is a collaboration that, in itself, does not entail much co-planning. (I attach a copy of the regulations.) In addition to permitting really strong co-supervisions, its normal use has been to round out a supervisory committee when additional expertise in the subdiscipline is needed. In the three years of operation, there

have been 25 visitors from Calgary departments to Alberta, and 7 from Alberta to Calgary. Almost all faculties have been represented. The only difficulties thus far have been the result of an inattentive reading of the regulations. This has resulted in some confusion on occasion about whether the visitor is functioning as an external examiner, as a member of the staff of the student's department, or as a member of another department in the same faculty. With that exception, Alberta is well pleased with the arrangement.

The Philosophy Department has twice had a Calgary philosopher on a Ph.D. supervisory committee, and one of our people has served in Calgary. Staff and students have enjoyed the closer contact, the better understanding of the correlate department, and the opportunity to learn of the visitor's latest research. We hope to intensify our collaboration. In addition, there have been tentative discussions about graduate program collaboration between the Alberta/Calgary Religious Studies departments, but nothing has come of it as yet. The only other deeper collaborations have been between our Slavic and Germanic languages people. The Slavics group worked out and tested a course combining instructor visits and teleconferenced classes in an area where one of the units was deficient. This sort of curriculum collaboration is being explored further. The Germanics group has long collaborated on library collection development.

In sum, the SFU/UBC proposal looks feasible, and the current proposed regulations are sufficiently close to, indeed considerable refinement upon, the successful Alberta model to make one confident that the scheme will work well. The hope that "In time, with continuing goodwill and experience, [SFU and UBC] will find the academically optimal level of integration" (Proposal, 4) is the only sensible one to entertain in these difficult times. If in the long run the two BC departments collaborate more intimately they may provide a model to us all, and could well be turning out some of the best trained philosophers in Canada.

Sincerely,



M.M. Van de Pitte
Professor



to: Chairs, Graduate Coordinators,
and Department Graduate Contacts

from: FS Chia, Dean
Faculty of Graduate Studies and Research
2-8 University Hall

subject: Agreements with The University of Calgary

date: 5 November 1990

our file:

your file:

Please find below some information on our agreements with The University of Calgary for the provision of supervision. I would very much appreciate if you would share this information with colleagues in your department and if you would add it to the FGSR Graduate Program Manual sent to you recently.

Section 8.1.8 Supervision Agreements with The University of Calgary

The University of Calgary and the University of Alberta have agreements on graduate student supervision for the following:

- an academic staff member from one university may serve as a co-supervisor for a graduate student at the other university
- an academic staff member from one university may serve as a member of the supervisory committee of a graduate student from the other university

The terms of the agreements include the following:

1. The appointee shall be counted as a regular member of the supervisory committee internal to the student's home department unless it is agreed at the outset that the member will be treated as coming from another department.
2. The appointment should not be made unless a satisfactory level of interaction can be maintained between the appointee and the graduate student, and between the appointee and the other supervisory committee members. It is the responsibility of the chair of the student's home department to define a satisfactory level of interaction and to ascertain that this can be maintained throughout the student's program.
3. If additional expenses will be incurred because of the appointment it is the responsibility of the chair of the student's home department, in consultation with the appointee, to make satisfactory arrangements for meeting these additional expenses. Otherwise, the appointment should not be made.
4. Co-supervisors and supervisory committee members will be bound by the procedures and policies of the student's home institution and shall be made known to the committee member in writing prior to approval.

Appointment/approval forms are available from the FGSR office.

FS Chia, Dean

PART I: APPOINTEE'S INFORMATION

Name of Appointee: _____

Rank: _____

Home University: _____

Host University: _____

Home Department: _____

Host Department: _____

Curriculum Vitae is Attached
 Already on file with host department

PART II: STUDENT'S INFORMATION

Name of Student: _____

I.D. Number: _____

Degree Program: _____

Date Started: _____

Estimated Date of Completion: _____

Name of Supervisor: _____

PART III: AGREEMENT AND SIGNATURES

A. Appointee: I agree to serve on the supervisory committee of the student named in Part II in accordance with the terms of the University of Alberta/The University of Calgary Agreement for the Provision Committee Members. I agree to abide by all regulations and procedures of the host university for supervisory committee members.

Signature of Appointee

Date

B. Host Department: I agree to the appointment of the Appointee as a full member of the supervisory committee of the student named in Part II. I confirm that satisfactory arrangements have been made for a significant level of interaction between the Appointee and the student and his/her committee members. I also confirm that satisfactory arrangements have been made to meet the additional expenses incurred by this appointment.

Signature of Chair/Head

Date

C. Confirmation Signatures:

Chair/Head of Home Department

Date

Host Graduate Dean

Date

Home Graduate Dean

Date

120

MEMORANDUM

To: B.P. Clayman
Dean of Graduate Studies

From: P. Hanson
R. Jennings
Philosophy

Subject: external reviews of
proposed joint Ph.D.
in philosophy

Date: July 16, 1993

We are on the whole very pleased with the endorsements, in these reviews, of the proposed Ph.D. programme in particular and of our department in general. We are also most appreciative of the concerns raised (few in number) and of the constructive suggestions.

With respect to adequacy of faculty, Margaret Van de Pitte and Peter Lopston both noted weakness in the area of history of European philosophy. It is true, there are gaps. Neither the UBC nor SFU departments has a medievalist or Kant scholar, for instance, and only UBC has an historian of ancient philosophy. And it would be nice to have more historians around. Still, this is not atypical. There are really only a handful of departments in North America with strong comprehensive complements of historians. People who are planning to work in the history of philosophy gravitate to such places. But if the issue is whether there is enough historical competence, between the two departments, to give a Ph.D. candidate the historical background she needs for the primarily nonhistorical issues she is likely to be pursuing with us, or to prepare her for teaching history of philosophy at the undergraduate level, then we would argue that the proposed Ph.D. programme is adequately served.

Peter Skotch noted that there was a period during which the SFU M.A. programme produced few graduates. But more recently this has turned around. We graduated five last year and are graduating five more this year. Skotch suggests assigning each incoming student to a committee of three or four faculty overseers who will meet to assess the student's progress two or three times a term. But it seems to us that that many meetings would be rather intrusive. And one advantage of our current practice of assigning a single faculty member as an incoming student's 'moral tutor' is that it is less impersonal.

But we really liked Skotch's suggestion that we emphasize teaching skills more. For instance, college teaching represents a potential growth market for Ph.D. students, and it is a candidate's teaching skills that is of primary interest to a college.

Simon Fraser University
Memorandum

✓cc:mm F
NOV 24 1992
DEAN OF
STUDIES

To: Dr. Bruce Clayman
Dean of Graduate Studies

From: R.E. Jennings
Graduate Chair, Φ

Re: Joint Graduate Program
Proposed memorandum of agreement

Date: November 18, 1992

Enclosed is a draft memorandum intended to serve as the basis for an administrative agreement between UBC and SFU on the running of the proposed joint graduate program. If you think that it is all right as it stands, I'll try to arrange a meeting with the UBC Φ Graduate people and Dean. If you have any suggestions for changes, I'll send a revised version to UBC before organizing the meeting. Some of the points are ones which we, for our part have already accepted and incorporated in our proposal (transcript records, for example.) Their inclusion in the agreement is intended to get the same assurances for the UBC Φ Department that we have provisionally received.

U.B.C./S.F.U Joint Graduate Program

Agreement on Registration, Credit, Library use and Transfer

1 Preamble

The Philosophy Departments will operate a joint graduate program upon terms set out in [Name of Document]. The general aim of this agreement is to ensure that the cooperation of the two departments be such as to lead to certain academically desirable conditions:

1. Such a cooperative program must overcome the obvious psychological obstacles inherent in its geography. Students must be helped to feel equally at home among other graduate students in courses at either university, and encouraged to have contact with fellow students at either site. We can help create the ambience of a single cohesive graduate program, by so arranging matters that:
 - a. In the matter of coursework,
 - i. students can register, with nearly equal ease, in courses at either university.
 - ii. students can participate in courses at either university on equal terms with students registered at that university. This requires equal access to library resources.
 - iii. students' transcripts record in some manner the institution at which their courses are taken
 - b. In the matter of supervision, it is recognized that:
 - i. Official responsibility for a student's supervision must lie within the disciplinary reach of the dean charged with responsibility for the student's fair treatment.
 - ii. Doctoral supervisors must be accorded accurate acknowledgement for their role in postgraduate research.
 - iii. Accordingly a student in the program must be permitted, after any number of terms in the program, and with the approval of both departments, to change registration to the university of his or her proposed principal supervisor.

Accordingly, it is agreed that a student admitted to the program and registered at one of the universities shall be given access to the resources of the other university according to the terms set out below:

2 Registration in courses:

- a. The student will be permitted to register in graduate Philosophy courses in accordance with the terms of the Western Deans' Agreement.
- b. The power to authorise such registrations will be delegated to the Graduate Studies Committee of the department offering the course.
- c. The student will be bound by the same deadlines as those applying to students at the university at which the course is taught.
- d. The student's transcript will record the course in such a way as to make evident in which university it was taken.
- e. The student will be exempted from activity fees at the university offering the course.

3 Credit and Transfer

- a. When the requirements of supervision require it, the student will be permitted to transfer registration to the university with full credit for all graduate courses successfully completed in the program.

4 Library Use

- a. The student will have the use of all library facilities on the same terms as a student registered at that university.