

SIMON FRASER UNIVERSITY

MEMORANDUM

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

Subject: Undergraduate Curriculum Revisions **Date:** November 15, 1994
Faculty of Arts

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

Motion:

"that Senate approve and recommend approval to the Board of Governors the curriculum revisions for the Faculty of Arts as set forth in S.94-67 as follows:

S.94-67a	Department of Archaeology
S.94-67b	B.C. Studies Certificate
S.94-67c	Community Economic Development
S.94-67d	School for the Contemporary Arts
S.94-67e	School of Criminology
S.94-67f	Department of English
S.94-67g	Department of Geography
S.94-67h	Department of History
S.94-67i	Liberal Arts Program
S.94-67j	Department of Linguistics
S.94-67k	Department of Philosophy
S.94-67l	Department of Political Science
S.94-67m	Department of Sociology/Anthropology
S.94-67n	Department of Spanish/Latin American Studies
S.94-67o	Department of Women's Studies
S.94-67p	Joint Major School of Criminology and Department of Psychology
S.94-67q	Joint Major Programs between Humanities and the Departments of History, English and Philosophy"

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

S.94-67a

Department of Archaeology

SCUS Reference: SCUS 94 - 7a
SCAP Reference: SCAP 94 - 55a

New course ARCH 390 - 5 Introduction to Archaeobotany

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Abbreviation Code: ARCH Course #: 390 Credit Hrs: 5 Vector: 2 Lecture, 3 Lab

Title of Course: Introduction to Archaeobotany

Calendar Description of Course:

An introduction to the recovery and analysis of macroscopic archaeological plant remains. The major methodological and interpretive issues in archaeobotany will be covered, with an emphasis on plant domestication in selected regions of the world.

Nature of Course: Lecture and Laboratory Course

Prerequisites: ARCH 101 and either ARCH 272 or 273

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

2. Scheduling

How frequently will the course be offered? Once every year

Semester in which the course will first be offered? Autumn

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

3. Objectives of the Course:

To provide students with an overview of the general principles and methods of archaeobotany. Lectures will deal with interpretive issues, while laboratories will provide instruction in some field and laboratory techniques used in the retrieval, identification and analysis of archaeological plant remains.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty: None

Staff: None

Library*: None (already acquired in semester 93-1)

Audio Visual: None

Space: None

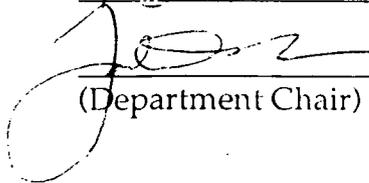
Equipment: Very little new equipment, some upgrading of present equipment.

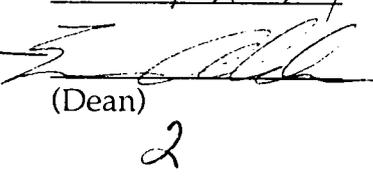
5. Approval

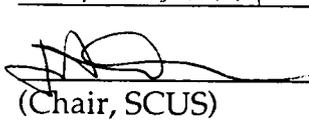
Date: 7 Dec '93

31 Jan 94

Nov 22/94


(Department Chair)


(Dean)
2


(Chair, SCUS)

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF ARCHAEOLOGY

ARCH 390-5 Introduction to Archaeobotany

RATIONALE:

There are three reasons for offering this course. First, it is the major research focus of a new faculty member who was hired specifically to teach a course in archaeobotany. Second, although archaeobotany has developed only recently into a major focus of archaeology, there are few, if any, courses in Canada that offer students extensive laboratory instruction in archaeobotany. Given the significance of plant domestication in human prehistory and the ubiquity of plant remains on many archaeological sites, all archaeology majors should have some background in archaeobotanical analysis and interpretation. Third, this course complements other specialised laboratory courses taught in the Archaeology Department: zooarchaeology, dating methods, ceramic analysis and geoarchaeology. As such, it can be taught with very few additional equipment purchases and upgrades.

Archaeology 335-5
Archaeobotany
Course Requirements: Autumn 1993

Grade Distribution:

Option 1: Laboratory Assignment (15%) and Long Essay (25%)	
<i>or</i> 40%
Option 2: Short Essay (15%) and Flotation Project (25%)	
Laboratory Quizzes (Quiz I, 15%; Quiz II, 25%).....	40%
Lecture Exam (Take Home).....	20%

Option 1: Laboratory Assignment (15%) and Long Essay (25%):

Laboratory Assignment (Due 4 October)

Students will choose one of the laboratory assignments listed below (length is not to exceed **2500** words):

Charring Experiment.

This assignment will involve measuring length, width and thickness of a sample of 50-100 seeds (one species). The specimens are then charred and re-measured. The observed differences in seed dimensions must be described and quantified.

OR

Crop Description and Domestication History.

The student will choose five crops and provide a summary of archaeobotanical identification criteria and domestication history.

OR

Reference Collection Project.

Weather permitting, the student will make a collection of five wild herb species of economic significance. The specimen will be pressed, identified and a summary provided of the use of this species in British Columbia (for any prehistoric or historic period).

AND

Long Essay (Due 30 November)

Students will select an essay topic relating to any aspect of archaeobotany, which **must be approved by the Instructor or the TA.**

This is a formal research paper, the length of which is not to exceed **5000** words.

Option 2: Short Essay (15%) and Flotation Project (25%)

Short Essay (Due 4 October)

Students will select an essay topic relating to any aspect of archaeobotany, which must be approved by the Instructor or the TA.

This is a formal research paper, the length of which should not exceed 2500 words.

AND

Flotation Project (Due 30 November)

This research report will consist of the flotation, sorting, identification and analysis of an archaeobotanical sample, and is not to exceed 3000 words in length. The results are to be written up as a research report including: a discussion of the history and purpose of flotation; a description of the specific flotation technique used; description of laboratory techniques; data presentation; and interpretation of final results.

Lab Quizzes (40%): Quiz I (15%), 7 October; Quiz II (25%), 2 December

These two quizzes will involve identification of plant remains studied during weekly laboratory sessions.

Lecture Take Home Exam (20%): Distributed 22 November, Due 6 December

This take home exam will consist of a number of essay-type questions relating to the lecture materials. There will be a word limit per question and formal referencing is not required.

S.94-67b

B.C. Studies Certificate

SCUS Reference: SCUS 94 - 7b
SCAP Reference: SCAP 94 - 55b

Withdrawal of the B.C. Studies Certificate

Simon Fraser University
Division of Interdisciplinary Studies
MEMORANDUM

To: Andrea Lebowitz
Chair

From: Christine Prisland
Departmental Assistant

RE: BC Studies Certificate Date: 26 January 1994

I am recommending withdrawal of the BC Studies Certificate program from the Calendar. I am basing this recommendation primarily on the lack of demand from students for this Certificate, and secondarily because certain components of the Certificate have not been offered for at least 10 years.

I would also recommend that the two students who appear to be actively trying to complete the Certificate (Jacqueline Begg and Julie Anne Turcotte), be allowed to do so ; and that we write to each student letting them know of the cancellation of the Certificate and giving them the option of completing it under the existing regulations.

1. Lack of Demand:

I have been responsible for advising for the Certificate since August of 1989. In that time, I have received fewer than five queries about it.

Only two students have graduated with the Certificate (according to a search done in the Registrar's office)--one in 87-1 and one in 86-2.

According to my files, there are eight students showing the Certificate active on their records at SFU. Only three of the eight students have taken courses towards the Certificate since 1987 (Begg , Turcotte and Janzen). Please refer to the chart on the next page.

It appears as if only two students may be trying to actively complete the Certificate. One of these students, Jacqueline Begg, declared the Certificate in 85-3, although the regulations state it should be completed within 5 years. All of the students with the exception of Janzen (in 89-1) and Turcotte (in 92-3) declared the Certificate more than 5 years ago.

.../2

Student	Number of Certificate credits completed	Certificate declared semester	Semester last Certificate course taken	Semester last SFU course taken
1. Begg	18	85-3	91-3	92-3
2. Chandler	6	86-3	87-1	88-1
3. Dryden	21	86-1	87-1	88-3
4. Ee	12	82-3	85-3	85-3
5. Janzen	15	89-1	89-1	89-1
6. Sanders	0	83-1	n/a	91-1*
7. Tillson	7	80-1	78-3	92-3
8. Turcotte	9	92-3	93-3	94-1

*this student has only audited courses at SFU

Required Components not offered:

A requirement which appears in the brochure published by Continuing Studies, but does not appear in the Calendar, is "participation in the credit-free component of the program, such as an introductory session (to provide the conceptual framework) and the other sessions offered (to provide integration of program studies)." This has not been done since the early 80s, according to information from Jean Jordan.

Participation in either Arch 433, Geog 498 or a credit free field study course is also listed under requirements, however, the credit-free field study has never been offered that I could find out.

/cp

S.94-67c

Community Economic Development

SCUS Reference: SCUS 94 - 7c
SCAP Reference: SCAP 94 - 55d

Revision to list of approved elective courses in the Post Baccalaureate Program.

COURSE ALTERATION AND RATIONALE

FROM: *Current Calendar Entry of List of Approved Elective courses
in the CED PBD Programme*

BUS	512-4	Introduction to Business Finance
BUS	528-5	Accounting
BUS	536-4	Quantitative Methods in Management
BUS	543-5	Introductory Graduate Marketing
CMNS	322-4	Communication in Conflict and Intervention
CMNS	342-4	Science and Public Policy I: Risk Communication
CMNS	446-4	The Communication of Science and the Transfer of Technology
ECON	360-4	Environmental Economics
ECON	368-3	Regional Economic Analysis
ECON	468-3	Regional Economic Development
GEOG	383-4	Regional Development and Planning I
GEOG	426-4	Multinational Corporations and Regional Development
GEOG	444-4	Regional Development and Planning II
GEOG	445-4	Resource Planning
GERO	405-3	Aging in Rural Canada
REM	641-5	Law and Resources
REM	644-5	Public Policy Analysis and Administration
REM	652-5	Community Tourism Planning and Development
REM	670-5	Introduction to Forestry
POL	352-3	Canadian Local and Urban Government and Politics
POL	353-3	Public Administration (Public Sector Management)
POL	451-3	Public Policy Analysis
PSYC	360-3	Social Psychology
SA	368-4	Economic Processes in Social Life
SA	386-4	Native Peoples and Public Policy
SA	468-4	The Environment and Society

TO: *Proposed Calendar Entry - List of Electives .*

This is the final list updated to include courses carried forward from the above list of current electives (printed in **bold**), former upper-division recommended courses changed to electives, (printed in *italics*) and all proposed new courses.

BUEC	333-3	Elementary Economic & Business Statistics II
BUEC	391-3	Law in the Economic Society
BUEC	433-5	Forecasting in Business and Economics
BUEC	495-3	Legal Aspects of Economic Relationships
BUS	364-3	Information Systems in Organizations and Society
BUS	374-3	Organization Theory
BUS	388-3	Teamwork in Organizations
BUS	402-3	Seminar in Business and Society
BUS	512-4	Introduction to Business Finance
BUS	528-5	Accounting
BUS	536-4	Quantitative Methods in Management
BUS	543-5	Introductory Graduate Marketing
CMNS	322-4	Communication in Conflict and Intervention

CMNS	342-4	Science and Public Policy I: Risk Communication
CMNS	345-4	Communications and Development
CMNS	346-4	International Communication
CMNS	353-4	Social Contexts of Information Technology
CMNS	446-4	The Communication of Science and the Transfer of Technology
CMNS	454-4	Computer Mediated Work and Workplace Communication
CMPT	320-3	Social Implications of a Computerized Society
CNS	491-3	Technology and Canadian Society*
ECON	355-4	Economic Development
ECON	362-4	Economics of Natural Resources
ECON	368-3	Regional Economic Analysis
ECON	395-5	Comparative Economic Systems
ECON	428-3	Seminar in Behavioral and Applied Economics
ECON	468-3	Seminar in Regional Economic Development
EDUC	437-4	Ethical Issues in Education
FNST	301-3	Issues in Applied First Nations Studies Research
FNST	401-3	Aboriginal Rights and Government Relations
FNST	402-3	The Discourse of Native Peoples
GEOG	322-4	World Resources
GEOG	325-4	Geography of Service Activities
GEOG	344-4	Geography of Modern Industrial Societies
GEOG	362-4	Geography of Urban Development
GEOG	375-4	Historical Geography I
GEOG	383-4	Regional Development and Planning I
GEOG	387-4	Geography and Gender
GEOG	<i>421-4</i>	<i>Geography of Resource Development</i>
GEOG	422-4	Geography of the Third World
GEOG	426-4	Multinational Corporations and Regional Development
GEOG	427-4	Selected Topics in the Geography of Tourism
GEOG	444-4	Regional Development and Planning II
GEOG	<i>441-4</i>	<i>Geography of Urban Regions</i>
GEOG	445-4	Resource Planning
GEOG	446-4	Geography of Contemporary Societies
GEOG	448-4	Public Policy, Theory and Human Geography
GEOG	449-4	Environmental Processes and Urban Development
GEOG	469-4	The Canadian North and Middle North
GEOG	470-4	The Geography of Western Canada
GEOG	475-4	Historical Geography II
GERO	405-3	Aging in Rural Canada
GERO	412-3	Special Topics**: Community Development and Aging
HIST	301-3	Heritage Preservation
HIST	410-3	History of Science, Technology and Everyday Live 1870-1950
HIST	<i>428-3</i>	<i>Problems in the Social and Economic History of Canada</i>
HIST	<i>435-3</i>	<i>The Canadian Prairies</i>
HIST	436-3	British Columbia
HIST	459-3	Problems in the Political and Social History of Latin America
HUM	321-3	Humanities & Critical Thinking - Rousseau and Community
HUM	325-3	Nature and Human Community
HUM	327-3	The Study of the Future
LAS	318-3	Political Economy of Latin American Development
LAS	403-3	Special Topics**: Latin American Economy and Society
POL	351-3	The Public Policy Process

POL	352-3	Canadian Local/Urban Government and Politics
POL	353-3	Public Administration (Public Sector Management)
POL	355-3	Government Regulation
POL	357-3	Public Law
POL	411-3	Normative Political Theory
POL	413-3	Nature and Politics
POL	416-3	Feminist Social and Political Thought
POL	417-3	Human Rights Theorists
POL	423-3	BC Government and Politics
POL	451-3	Public Policy Analysis
POL	454-3	Urban Public Policy Making
POL	457-3	Issues in Policy Innovation
POL	458-3	Selected Topics in Local and Urban Government and Politics
POL	481-3	Ethnic Politics and National Identity: Comparative Perspectives
REM	644-5	Public Policy Analysis and Administration
REM	652-5	Community Tourism Planning and Development
REM	670-5	Introduction to Forestry
SA	308-4	<i>Industrial Sociology</i>
SA	316-4	Tourism and Social Policy*
SA	321-4	Social Movements
SA	325-4	Political Sociology
SA	331-4	Sociology of the Family
SA	332-4	Kinship and Domestic Organization
SA	335-4	Gender Relations and Social Issues
SA	340-4	Social Issues and Social Policy Analysis
SA	362-4	Social Change in Modern Industrial Societies
SA	363-4	Processes of Development and Underdevelopment
SA	368-4	Economic Processes in Social Life
SA	369-4	Political Processes in Social Life
SA	386-4	Native Peoples and Public Policy*
SA	411-4	Anthropology of Complex Societies
SA	467-4	Anthropology of the Self
SA	468-4	The Environment and Society
WS	302-3	Special Topics**: Women and the Law
WS	303-3	Special Topics**: Employment Equity
WS	305-3	Women and Utopias
WS	307-3	Women in British Columbia

RATIONALE:

The present list of elective courses was compiled prior to launching the CED Post Baccalaureate Programme and prior to our gaining experience in offering this programme.

General course demand pressures in the university and normal evolution of curriculum in other departments have made it necessary for us to reexamine our elective lists. Some courses have been closed to "outsiders" by departments; others dropped to lower level standing; others eliminated entirely from the calendar; some previously chosen are now rarely offered. As several DAs pointed out when consulted, most of their 400-level courses get filled very quickly by their own majors with high priority. As a result, our

students, mostly employed professionals pursuing Continuing Studies, are finding it extremely difficult to pursue their diploma in a consistent and timely manner given the presently telescoped list of electives.

Fortunately, the broadening interest in CED-related issues in many other departments, apparent in the 1993-94 Calendar, makes it possible to (1) ease the specific course demand pressure on both our students and "host" departments, (2) satisfy the demand for multiple or more current perspectives, and (3) facilitate student progress through the program, by expanding our "pre-approved" list of relevant electives, in consultation with the departments in question.

Proposed inclusions demonstrate, for example, courses with Feminist, First Nations Studies, Latin American, "process" and communications-based analysis, critical humanism, and critical human geography, many of which areas of scholarship have expanded since our original list was approved.

In addition, upper level courses formerly included in our list of "Recommended" courses are being proposed for inclusion among Electives to eliminate the confusing distinction between elective and recommended.

RATIONALE FOR NEW COURSE ADDITIONS

Courses are proposed for addition for the following reasons, all reflecting the dictum of George McRobie, (whose report forms the founding document of SFU's CED Centre) that "CED walks the knife-edge between idealism and realism":

- (1) New courses with content relevant to CED issue;
- (2) Similar content from alternate perspectives, i.e. Political Geography and Geographic Politics; Tourism in Geography, REM or Sociology
- (3) Similar material at a more available level, i.e. Tourism in a 300-level Geography course or 600-level REM course; Business at both 300 and 500 levels.
- (4) Broadened gender and cultural perspectives, i.e. Women's Studies and First Nations Studies;
- (5) International focus for students looking to work in or return to developing countries;
- (6) More choices for rural or urban focus;
- (7) More, practical, business-oriented electives.

Notes: * Designates a current distance education course
 ** Special Topics Courses are eligible when the above, relevant topics are offered.

COURSE DELETION AND RATIONALEDEPARTMENT: COMMUNITY ECONOMIC DEVELOPMENT CENTRECourse Deletions - Electives:

ECON 360-4 Environmental Economics - No longer offered
 REM 641-5 Law and Resources - Closed to non-REM students
 PSYC 360-3 Social Psychology - Demoted to lower-level course standing

The PSYC 360-3, while valuable to CED can no longer be included due to its new lower-level designation by the Psychology Department, as lower level courses are excluded from diploma credit by university regulations.

Course Deletion - Entire "Recommended" Course List,
specifically all lower-division courses:

CNS 280-3 Canadian Political Economy
 ECON 261-3 Resources and the Economy of British Columbia
 GEOG 221-3 Economic Geography
 GEOG 241-3 Social Geography
GEOG 421-4 Geography of Resource Development
GEOG 441-4 Geography of Urban Regions
 HIST 428-3 *Problems in the Social and Economic History of Canada*
 HIST 435-3 *The Canadian Prairies*
 POL 251-3 Introduction to Canadian Public Administration
 POL 252-3 Introduction to Local and Urban Government and Politics
 SA 201-4 Anthropology of Modern Life
 SA 308-4 *Industrial Sociology*

The listing of recommended lower-level courses continue to be a source of error as students enroll in them without realizing that they are not included in the 30 upper-division credits applicable to the diploma. Many are prerequisites for the upper division electives and will be required of students for entry into the electives by the various departments in any case.

Upper level courses, noted above in *italics*, in our present list of "Recommended" courses are being proposed for inclusion among the single list of Electives to eliminate the confusing distinction between elective and recommended.

School for the Contemporary Arts

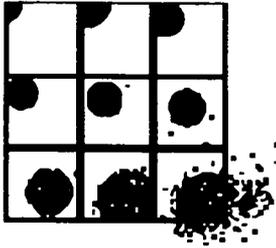
SCUS Reference: SCUS 94 - 7d
 SCAP Reference: SCAP 94 - 55e

New course	FPA 311 - 5	Arts in Context: Selected Topics	
Program changes:	Extended Minor in Music		Change of requirement
	Music Major		Change of requirement
	Visual Art Major		Change of requirement
	Critical Studies Major		Change of credit hours

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 94 - 7 d:

Dance	Change of description FPA 122, 123, 220, 221 Change of prerequisite FPA 423, 424
Interdisciplinary	Change of credit hours FPA 411, 412 Change of description FPA 242 Change of prerequisite FPA 246, 346, 445, 446, 247, 447, 341, 343
Theatre	Change of prerequisite FPA 252, 253
Film and Video	Change of prerequisite, corequisite FPA 233



School for the Contemporary Arts
SUMMARY OF CURRICULUM CHANGES

Rationale

In the fall of 1990 the School for the Contemporary Arts instituted a major curriculum revision in the form of five BFAs and a Critical Studies in the Arts Major Program. The BFAs were developed from existing major programs in each art discipline; the Critical Studies in the Arts Major program was developed from a core of interdisciplinary theoretical and historical courses within the School for the Contemporary Arts.

As a result of the experience of actually teaching these programs, the department has had the opportunity to assess them and propose refinements to the new curriculum. These curricular changes improve the overall curriculum of the School by making course descriptions and requirements reflect actual course teaching practices; encouraging consistency throughout the programs; increasing the ease of access for students registering in courses; enhancing pedagogy; and employing our faculty complement to our greatest advantage.

1. New Course Proposal

FPA 311

2. Course Changes

A. Dance

- | | | |
|------|---------|----------------------|
| i. | FPA 122 | Calendar Description |
| | FPA 123 | Calendar Description |
| | FPA 220 | Calendar Description |
| | FPA 221 | Calendar Description |
| ii. | FPA 423 | Prerequisite |
| iii. | FPA 424 | Prerequisite |

B. Interdisciplinary

FPA 411	Credit Hours
FPA 412	Credit Hours

C. Music

- | | | |
|------|---------|----------------------|
| i. | FPA 242 | Calendar Description |
| ii. | FPA 246 | Prerequisite |
| | FPA 346 | Prerequisite |
| | FPA 445 | Prerequisite |
| | FPA 446 | Prerequisite |
| iii. | FPA 247 | Prerequisite |
| | FPA 447 | Prerequisite |
| iv. | FPA 341 | Prerequisite |
| v. | FPA 343 | Prerequisite |

D. Theatre

- | | |
|---------|--------------|
| FPA 252 | Prerequisite |
| FPA 253 | Prerequisite |

E. Film and Video

- | | |
|---------|---------------------------|
| FPA 233 | Prerequisite, corequisite |
|---------|---------------------------|

3. Program Changes

- | | | |
|----|-------------------------|---------------------|
| A. | Extended Minor in Music | Program Requirement |
| B. | Music Major | Program Requirement |
| C. | Visual Art Major | Program Requirement |
| D. | Critical Studies Major | Credit Hours |

1. New Course Proposal

FPA 311-5 The Arts in Context: Selected Topics

Summary

The introduction of a new course FPA 311-5 The Arts in Context: Selected Topics results from the recognition of the curricular and pedagogical needs of the new major program in the School for the Contemporary Arts: The Critical Studies in the Arts Major. FPA 311, an open topic course, will provide flexibility within our curriculum while using our faculty complement for this program economically and to best advantage.

Rationale

The School for the Contemporary Arts offers a series of interdisciplinary historical courses in the fine and performing arts, The Arts in Context, as a core component of its curriculum. The Arts in Context series consists at present of a five course cycle: FPA 310-5 Renaissance; FPA 312-5 Baroque; FPA 313-5 Romanticism; FPA 314-5 Modernism; FPA 315-5 Contemporary. These courses are regularly taught by two faculty.

FPA 311-5 The Arts in Context: Selected Topics will become part of the Arts in Context series. Its introduction will increase curricular flexibility in the historical and theoretical studies of the Fine and Performing Arts making it possible for Critical Studies faculty to respond to the changing needs of the School. The course has also been designed to offered by one faculty member. This increases teaching flexibility in the Critical Studies in the Arts Major. Student work load in the course will be commensurate with a five credit course.

The thematic or historical focus of FPA 311 will be shaped according to specific curricular needs within the School for the Contemporary Arts as well as to interests of faculty. Suitable topics would integrate the theoretical and cultural aspects of a particular study. Some examples of Special Topics that would be viable proposals for this course are:

Court Cultures and the Arts

The Arts of the Asian Diaspora

Debates on the Body (see attached course outline and bibliography)

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information *Department* : School for the Contemporary Arts

Abbreviation Code: FPA *Course #:* 311 *Credit Hrs:* 5 *Vector:* 2-2-0

Title of Course: Arts in Context: Selected Topics

Calendar Description of Course:

FPA 311-5 Arts in Context: Selected Topics

A specific topic in an historical/theoretical aspect of the fine and performing arts which is not otherwise covered by the Arts in Context courses.

Nature of Course: Lecture/Tutorial

Prerequisites (or special instructions): 45 credit hours which must include FPA 111 or another critical or history course within the School for the Contemporary Arts.

FPA 216 or FPA 211 is strongly recommended.

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

None.

2. Scheduling

How frequently will the course be offered? As part of the Arts in Context series, at least once every five semesters.

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

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

Dr. Heather Dawkins

Donna Zapf

3. Objectives of the Course:

The objectives of this course are specific to the topic proposed but as with all Arts in Context courses it will provide an interdisciplinary and historical understanding of the fine and performing arts. It is also intended that this course will emphasize theory and independent student research and directed reading.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty : none

Staff: none

Library: none

Audio Visual: none

Space: none

Equipment: none

5. Approval

Date: July 19/94

R. Kamrowski
(Department Chair)

20 Sept 94

[Signature]
(Dean)

Nov. 22/94

[Signature]
(Chair, SCUS)

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

FPA 311 Arts in Context: Selected Topics Debates on the Body

Dr. Heather Dawkins

Through lectures, readings, films, discussion and written assignments, the class will develop an understanding of the current literature that analyses the cultural inscription of the body. The course will focus on various examples of the significance of the body in the arts and in order to do that we will have to attend to the wider social sphere.

Textbooks

1. Stallybrass, Peter and Allon White, *The Politics and Poetics of Transgression*, 1986.
2. Leppert, Richard, *The Sight of Sound: Music, Representation and the History of the Body*, 1993.
3. Nead, Lynda, *The Female Nude: Art, Obscenity and Sexuality*, 1992.

Course Requirements

Students will be required to complete two papers on assigned topics as a midterm and final exam. They will research and write a paper on a topic of their choice related to the course material. And finally, in tutorial they will present an open project which is a creative project in the fine and performing arts, integrating the academic course material with the creative studies in the School for the Contemporary Arts.

Grading

- 30% Midterm take home exam
- 30% Final take home exam
- 30% Research term paper
- 10% Open project

Course Outline

A. The Body in History

1. Introduction:
The idea of 'the body' and cultural inscription
The concepts of 'classical' and grotesque bodies.
Some historical and contemporary examples
2. The intensification of the body
The body thought in a topography
Historical examples from dance, theatre and/or the visual arts prior to the Enlightenment
3. Historical Examples from dance, theatre or the visual arts during the Enlightenment
4. The body after the Enlightenment
5. Thinking the Body Elsewhere
Theoretical and historical implications of an example from a non-western culture.

B. The Body, History and Theory

- 6. Critical Theory and the Body: Marx, Nietzsche, or Adorno
- 7. Foucault and the Body
- 8. Theories of the Body in Feminism
- 9. Screening: Issac Julien, *Looking for Langston*, 1989.
- 10. Marginalized Cultures and Debates on the Body.
- 11. Screening: Oawura, Ngozi, *The Body Beautiful*, 1989
- 12. Training Bodies for the Performing Arts: Some Implications
- 13. The Body and Performance
Concluding Discussion

Bibliography

In addition to the course texts, a number of essays or chapters will be assigned and placed on reserve. These would be selected from the following Course Bibliography.

Abelove, Henry, M. Barale & D. Halperin, *The Lesbian and Gay Studies Reader*, 1993.

Adair, Christy, *Women and Dance: Sylphs and Sirens*, 1992.

Adler, Kathleen and M. Pointon, *The Body Imaged: The Human Form and Visual Culture Since the Renaissance*, 1993.

Barbin, Herculine, *Herculine Barbin, Being the Recently Discovered Memoirs of a Nineteenth Century French Hermaphrodite*, intro by M. Foucault, 1980.

Bynum, Caroline Walker, *Fragmentation and Redemption: Essays on Gender and the Human Body in Medieval Religion*, 1991.

Clement, Catherine, *Opera, or the Undoing of Women*, 1988.

Conomima, Beatriz, *Sexuality and Space*, 1992.

Corbin, Alain, *The Foul and the Fragrant: Odor and the French Social Imagination*, 1986.

Crimp, Douglas, ed., 'AIDS, Cultural Analysis, Cultural Activism', *October* 43, 1987.

Duden, Barbara, *The Woman Beneath the Skin: A Doctor's Patients in Eighteenth Century Germany*, 1991.

Eagleton, Terry, *The Ideology of the Aesthetic*, 1990.

Elias, Norbert, *The Civilizing Process*, 1978.

Epstein, Julia and Kristina Straub, *Body Guards: The Cultural Politics of Gender Ambiguity*, 1991.

- Feher, Michel, *Fragments for a History of the Human Body*, Vols 1-3, 1989.
- Ferguson, Russel, et.al., *Out There: Marginalization and Contemporary Cultures*, 1990.
- Foucault, Michel, *The History of Sexuality*, Vol.1-3.
----*Discipline and Punish*, 1979.
- Fout, John C., *Forbidden History: The State, Society and the Regulation of Sexuality*, 1992.
- Franko, Mark, *Dance as Text: Ideologies of the Baroque Body*, 1993.
- Fuss, Diana, ed., *Inside Out: Lesbian Theories, Gay Theories*, 1991.
- Greenblatt, Stephen, *New World Encounters*, 1993.
- Hollander, Anne, *Seeing Through Clothes*, 1975.
- Hunt, Lynn, *The Family Romance of the French Revolution*, 1992
----ed., *Eroticism and the Body Politic*, 1990.
- Jagger, M. Alison and Susan Bordo, eds, *Gender/Body/ Knowledge: Feminist Reconstructions of Being and Knowing*, 1989.
- Jordanova, L., *Sexual Visions: Images of Gender in Science and Medicine Between the Eighteenth and Twentieth Centuries*, 1992.
- Kasulis, Thomas P., Roger Ames and Wimal Dissanayake, eds, *Self as Body in Asian Theory and Practice*, 1993.
- Lajer-Burcharth, Ewa, 'David's Sabine Women: Body Gender and Republican Culture under the Directory', *Art History*, Vol. 14 no.3, September 1991.
- Laqueur, Thomas and C. Gallagher, *The Making of the Modern Body: Sexuality and Society in the Nineteenth Century*, 1987.
----*Making Sex: The Body and Gender From the Greeks to Freud*, 1990.
- Leder, Drew, *The Absent Body*, 1990.
- Mitchell, Timothy, *Colonizing Egypt*, 1989
- Morrison, Toni, *Beloved*, 1987.
- Napier, A. David, *Foreign Bodies: Performance, Art and Symbolic Anthropology*, 1992.
- Nietzsche, Friedrich, *Thus Spoke Zarathustra*, 1969.
- O'Neill, John, *Five Bodies: The Human Shape of Modern Society*, 1985.
- Outram, Dorinda, *The Body and the French Revolution: Sex, Class and Political Culture*, 1989.
- Parker, Russo and Yaegar, *Nationalisms and Sexualities*, 1992.
- Paster, Gail, *The Body Embarrassed: Drama and the Disciplines of Shame in Early Modern England*, 1993.

Plato, *The Collected Dialogues*, 1961.

Pointon, Marcia, *Naked Authority: The Body in Western Painting, 1830-1908*, 1990.

Pollock, Griselda, *Avant-Garde Gambits, 1888-1893: Gender and the Colour of Art History*, 1993.
----'Fathers of Modern Art, Mothers of Invention', in *Differences*, Fall 1992.

Saslow, J., *Ganymede in the Renaissance: Homosexuality in Art and Society*, 1986.

Shaw, Peter, *The War Against the Intellect: Episodes in the Decline of Discourse*, 1989.

Sheets Johnstone, Maxine, ed., *Giving the Body Its Due*, 1992.

Stafford, Barbara, *Body Criticism: Imagining the Unseen in Enlightenment Art and Medicine*, 1991.

Steinberg, Leo, *The Sexuality of Christ in Renaissance Art and in Modern Oblivion*, 1983.

Taussig, Michael, *The Nervous System*, 1992.

Torgovnick, Marianna, *Gone Primitive: Savage Intellectuals, Modern Lives*, 1990.

Turner, Bryan, *The Body and Society: Explorations in Social Theory*, 1984.

Winterson, Jeanette, *Sexing the Cherry*, 1989

---- *Written on the Body*, 1992.

Other Resources

IMC has a range of films on historical and contemporary dance as well as works by contemporary film makers who are contributors to the contemporary debates on the body.

Other faculty in the School for the Contemporary Arts are available for guest presentations exploring the contemporary implications of the body in dance, theatre, music, the visual arts, film and interdisciplinary performance.

Library Report

Titles for this course (including journals) are already in the library.

- 3.A. Music Major Program
- 3.B. Music Extended Minor
- 3.C. Visual Arts Major Program

**Program Alteration Proposal
Change to Program Requirement**

Objective

To include in the lower level requirements of each of the above programs, FPA 227-3 History of Dance: 20th Century.

Rationale

Each of the programs listed above requires students to complete one lower level course selected from a list which is comprised of history and critical courses in the various disciplines within Contemporary Arts. In each of these programs, the list of courses from which students must choose one, includes FPA 127-3 History of Dance: Origins to the 20th Century and excludes FPA 227-3 History of Dance.

At the time the programs listed above were designed, History of Dance: 20th Century was an upper level course and was not included in the list of lower level history/critical courses. Now that the course is a lower level course, it is quite appropriate for inclusion and it is not logical to include only one of two lower level Dance history courses.

Proposals

- A. To change the lower level requirements of the Music Major Program (upper level requirements will remain unchanged)

FROM:

Lower Division Requirements

Minimum of 42 credit hours

all of	FPA	111-3	Issues in the Fine and Performing Arts
		140-3	Music in the 20th Century
		145-3	Introduction to Music Composition and Theory
		147-3	Introduction to Electroacoustic Music
		242-3	Western Music in the 17th through 19th Centuries
		244-3	Theory of Contemporary Music
		245-3	Music Composition I
plus two of	FPA	141-3	Introduction to Music Performance
		240-3	Contemporary Music Performance I
		243-3	Gamelan I
plus one of	FPA	246-3	Music Composition II
		247-3	Electroacoustic Music I
plus one of	FPA	249-3	Selected Topics in Music I
	CMNS	258-3	Introduction to Electroacoustic Communication
plus one of	FPA	127-3	History of Dance: Origins to the 20th Century
		136-3	The History and Aesthetics of Cinema I
		137-3	The History and Aesthetics of Cinema II
		150-3	Basics of Theatre
		166-3	History of Art: Ancient to Renaissance
		167-3	History of Art: Renaissance to Modern
		168-3	History of Art: 20th Century

211-3 Introduction to Contemporary Theory in the Arts
 216-3 Introduction to the Fine and Performing Arts in Canada

plus two FPA studio courses outside Music

TO:

Lower Division Requirements

Minimum of 42 credit hours

all of	FPA	111-3	Issues in the Fine and Performing Arts
		140-3	Music in the 20th Century
		145-3	Introduction to Music Composition and Theory
		147-3	Introduction to Electroacoustic Music
		242-3	Western Music in the 17th through 19th Centuries
		244-3	Theory of Contemporary Music
		245-3	Music Composition I
plus two of	FPA	141-3	Introduction to Music Performance
		240-3	Contemporary Music Performance I
		243-3	Gamelan I
plus one of	FPA	246-3	Music Composition II
		247-3	Electroacoustic Music I
plus one of	FPA	249-3	Selected Topics in Music I
	CMNS	258-3	Introduction to Electroacoustic Communication
plus one of	FPA	127-3	History of Dance: Origins to the 20th Century
		136-3	The History and Aesthetics of Cinema I
		137-3	The History and Aesthetics of Cinema II
		150-3	Basics of Theatre
		166-3	History of Art: Ancient to Renaissance
		167-3	History of Art: Renaissance to Modern
		168-3	History of Art: 20th Century
		211-3	Introduction to Contemporary Theory in the Arts
		216-3	Introduction to the Fine and Performing Arts in Canada
		227-3	<i>History of Dance: 20th Century</i>

plus two FPA studio courses outside Music

- B. To change the lower level requirements of the Music Extended Minor Program (upper level requirements will remain unchanged).

FROM:

Lower Division Requirements

Minimum of 27 credit hours:

all of	FPA	140-3	Music in the 20th Century
		141-3	Introduction to Music Performance
		145-3	Introduction to Music Composition and Theory
		147-3	Introduction to Electroacoustic Music
		242-3	Western Music in the 17th through 19th Centuries
plus three of	FPA	240-3	Contemporary Music Performance I
		243-3	Gamelan I
		244-3	Theory of Contemporary Music
		245-3	Music Composition I

		246-3	Music Composition II
		247-3	Electroacoustic Music I
		249-3	Selected Topics in Music I
plus one of	FPA	111-3	Issues in the Fine and Performing Arts
		127-3	History of Dance: Origins to the 20th Century
		136-3	The History and Aesthetics of Cinema I
		137-3	The History and Aesthetics of Cinema II
		150-3	Basics of Theatre
		166-3	History of Art: Ancient to Renaissance
		167-3	History of Art: Renaissance to Modern
		168-3	History of Art: 20th Century

TO:**Lower Division Requirements**

Minimum of 27 credit hours:

all of	FPA	140-3	Music in the 20th Century
		141-3	Introduction to Music Performance
		145-3	Introduction to Music Composition and Theory
		147-3	Introduction to Electroacoustic Music
		242-3	Western Music in the 17th through 19th Centuries
plus three of	FPA	240-3	Contemporary Music Performance I
		243-3	Gamelan I
		244-3	Theory of Contemporary Music
		245-3	Music Composition I
		246-3	Music Composition II
		247-3	Electroacoustic Music I
		249-3	Selected Topics in Music I
plus one of	FPA	111-3	Issues in the Fine and Performing Arts
		127-3	History of Dance: Origins to the 20th Century
		136-3	The History and Aesthetics of Cinema I
		137-3	The History and Aesthetics of Cinema II
		150-3	Basics of Theatre
		166-3	History of Art: Ancient to Renaissance
		167-3	History of Art: Renaissance to Modern
		168-3	History of Art: 20th Century
		227-3	<i>History of Dance: 20th Century</i>

C. To change the lower level requirements of the Visual Art major program (upper level requirements will remain unchanged).

FROM:**Lower Division Requirements**

Minimum of 43 credit hours:

all of	FPA	111-3	Issues in Fine and Performing Arts
		160-3	Introductory Studio in Visual Art I
		161-3	Introductory Studio in Visual Art II
		164-2	Visual Art Techniques: Photography, Video
		165-2	Visual Art Techniques: Painting, Sculpture
		168-3	History of Art: 20th Century

		211-3	Introduction to Contemporary Theory in the Arts
		260-3	Studio in Visual Art I
		261-3	Studio in Visual Art II
plus one of	FPA	166-3	History of Art: Ancient to Renaissance
		167-3	History of Art: Renaissance to Modern
plus two of	FPA	163-3	Issues in Spatial Presentation
		262-3	Drawing I
		263-3	Painting I
		264-3	Sculpture I
		265-3	Photography I
		269-3	Selected Topics in Visual Art I
plus one of	FPA	127-3	History of Dance: Origins to the 20th Century
		136-3	The History and Aesthetics of Cinema I
		137-3	The History and Aesthetics of Cinema II
		140-3	Music in the 20th Century
		242-3	Western Music in the 17th Through 19th Centuries
		150-3	Basics of Theatre

plus two FPA courses outside visual art, one of which must be a studio course.

TO:

Lower Division Requirements

Minimum of 43 credit hours:

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

plus two FPA courses outside visual art, one of which must be a studio course.

3.D. Critical Studies in the Arts Major

Program Alteration Proposal Change in Credit Hour Requirement

Critical Studies in the Arts Major Program

Objective

To change requirements to reflect credit changes proposed for FPA 411/412.

Rationale

FPA 411 and FPA 412 are being increased from 3 to 5 credit hours. The credit hour requirement for the Critical Studies in the Arts Major must be adjusted to accommodate this change, without eliminating necessary breadth requirements within the program.

FROM:

Lower Division Requirements

Students are required to complete 23-24 credit hours, as follows:

Interdisciplinary Theory Core Courses

all of	FPA	111-3	Issues in the Fine and Performing Arts
		211-3	Introduction to Contemporary Theory in the Arts
		216-3	Introduction to the Fine and Performing Arts in Canada

Disciplinary History Courses

two of	FPA	127-3	History of Dance: Origins to the 20th Century
		136-3	The History and Aesthetics of Cinema I
		137-3	The History and Aesthetics of Cinema II
		140-3	Introduction to Contemporary Music
		242-3	Western Music in the 17th Through 19th Centuries
		150-3	Basics of Theatre
		166-3	History of Art: Ancient to Renaissance
		167-3	History of Art: Renaissance to Modern
		168-3	History of Art: 20th Century

Studio Courses

two of	FPA	120-3	Introduction to Contemporary Dance
		121-3	Contemporary Dance Fundamentals
		129-3	Fundamental Integration of Human Movement
		104-3	Music Fundamentals
		141-3	Introduction to Music Performance
		145-3	Introduction to Music Composition
		151-3	Introduction to Acting I
		152-3	Introduction to Acting II
		160-3	Introductory Studio in Visual Art I
		161-3	Introductory Studio in Visual Art II
		163-3	Issues in Spatial Presentation
		170-3	Introduction to Technical Theatre
		171-3	Introduction to Production Management
		230-5	Fundamentals of Film
		231-3	Filmmaking I

Note: With permission, other studio courses may be substituted for those listed here.

Additional Theory Course

One additional 200-level course from among the following:

*	FPA	279-3	Selected Topics in the Fine and Performing Arts I
*		229-3	Selected Topics in Dance I
		236-3	Cinema in Canada
		237-3	Selected Topics in Film and Video Studies
		244-3	Theory of Contemporary Music
*		249-3	Selected Topics in Music I
*		259-3	Selected Topics in Theatre I
*		269-3	Selected Topics in Visual Art I
	CMNS	259-3	Acoustic Dimensions of Communication I
	PHIL	242-3	Philosophy of Art

*These courses may be offered with either a practical (studio) or a theoretical orientation, or a combination of the two. They may only count toward this requirement when they have a strong theoretical component.

Note: Students should be aware that some of the courses listed in this group have prerequisites beyond those that can be applied to the major requirements.

Note: With permission of the school, other courses that are germane to the student's critical studies program may count toward this requirement.

Upper Division Requirements

Students must complete the following 31 credit hours.

Interdisciplinary Theory Core

Two courses from the Arts in Context series.

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

plus both of

FPA	411-3	Selected Topics in Contemporary Theory
	412-3	Senior Seminar in Critical Studies

Additional Critical Studies Courses

At least 6 credit hours drawn from the following:

FPA	382-3	Aesthetics of Performance
	384-3	Criticism of Performance
*	379-3	Selected Topics in the Fine and Performing Arts II
*	388-3	Directed Studies in Fine and Performing Arts I
	328-3	History of Dance: The 20th Century
	426-3	Dance/Movement Analysis
	429-3	Directed Studies in Dance Research
	335-3	Introduction to Film Theory
	337-3	Intermediate Selected Topics in Film and Video Studies
	436-5	Advanced Seminar in Film and Video Studies
	341-3	World Music
	344-3	Contemporary Music Analysis and Criticism
*	349-3	Selected Topics in Music II
*	359-3	Selected Topics in Theatre II
	456-3	Conceptual Approaches to Drama
	366-3	Problems in Visual Art I

- 367-3 Problems in Visual Art II
- * 369-3 Selected Topics in Visual Art II

or additional courses from the "Arts in Context" series

*These courses may be offered with either a practical (studio) or a theoretical orientation, or a combination of the two. They may only count toward this requirement when they have a strong theoretical component.

The additional 9 hours under this requirement may be drawn from any of the above courses, or from approved courses in other departments, which may include any of the following:

ARCH	301-3	Prehistoric and Primitive Art
	336-3	Special Topics in Prehistoric and Primitive Art
CMNS	321-4	The Cultural Production of Popular Music
	334-4	Cultural Policy
	422-4	Media and Ideology
ENGL	310-4	Elizabethan and Jacobean Drama
	312-4	Shakespeare
	364-4	History and Principles of Literary Criticism
	368-4	Studies in Drama
GS	304-3	Richard Wagner: The Ring of the Nibelung
HIST	303-3	Museum Methods and Use
	385-3	Canadian and BC Art
PHIL	325-3	Philosophy of Art II
SA	416-4	Sociology of Art Forms

Note: Students should be aware that several of the courses listed in this group have substantial prerequisites beyond those that can be applied to the major requirements; waiver of any prerequisites for critical studies majors can only be made by the department offering the course.

Note: With permission of the school, other courses that are germane to the student's critical studies program may be counted toward this requirement.

Note: The courses to be listed from other departments will be the subject of careful discussions with those departments.

TO:

Lower Division Requirements

Students are required to complete 23-24 credit hours, as follows:

Interdisciplinary Theory Core Courses

all of	FPA	111-3	Issues in the Fine and Performing Arts
		211-3	Introduction to Contemporary Theory in the Arts
		216-3	Introduction to the Fine and Performing Arts in Canada

Disciplinary History Courses

two of	FPA	127-3	History of Dance: Origins to the 20th Century
		136-3	The History and Aesthetics of Cinema I
		137-3	The History and Aesthetics of Cinema II
		140-3	Introduction to Contemporary Music
		242-3	Western Music in the 17th Through 19th Centuries
		150-3	Basics of Theatre
		166-3	History of Art: Ancient to Renaissance
		167-3	History of Art: Renaissance to Modern
		168-3	History of Art: 20th Century

Studio Courses

two of	FPA	120-3	Introduction to Contemporary Dance
		121-3	Contemporary Dance Fundamentals
		129-3	Fundamental Integration of Human Movement

104-3	Music Fundamentals
141-3	Introduction to Music Performance
145-3	Introduction to Music Composition
151-3	Introduction to Acting I
152-3	Introduction to Acting II
160-3	Introductory Studio in Visual Art I
161-3	Introductory Studio in Visual Art II
163-3	Issues in Spatial Presentation
170-3	Introduction to Technical Theatre
171-3	Introduction to Production Management
230-5	Fundamentals of Film
231-3	Filmmaking I

Note: With permission, other studio courses may be substituted for those listed here.

Additional Theory Course

One additional 200-level course from among the following:

*	FPA	279-3	Selected Topics in the Fine and Performing Arts I
*		229-3	Selected Topics in Dance I
		236-3	Cinema in Canada
		237-3	Selected Topics in Film and Video Studies
		244-3	Theory of Contemporary Music
*		249-3	Selected Topics in Music I
*		259-3	Selected Topics in Theatre I
*		269-3	Selected Topics in Visual Art I
	CMNS	259-3	Acoustic Dimensions of Communication I
	PHIL	242-3	Philosophy of Art

*These courses may be offered with either a practical (studio) or a theoretical orientation, or a combination of the two. They may only count toward this requirement when they have a strong theoretical component.

Note: Students should be aware that some of the courses listed in this group have prerequisites beyond those that can be applied to the major requirements.

Note: With permission of the school, other courses that are germane to the student's critical studies program may count toward this requirement.

Upper Division Requirements

Students must complete the following **35** credit hours.

Interdisciplinary Theory Core

Two courses from the Arts in Context series.

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

plus both of

FPA	411-5	Selected Topics in Contemporary Theory
	412-5	Senior Seminar in Critical Studies

Additional Critical Studies Courses

At least 6 credit hours drawn from the following:

FPA	382-3	Aesthetics of Performance
	384-3	Criticism of Performance
*	379-3	Selected Topics in the Fine and Performing Arts II
*	388-3	Directed Studies in Fine and Performing Arts I
	328-3	History of Dance: The 20th Century

	426-3	Dance/Movement Analysis
	429-3	Directed Studies in Dance Research
	335-3	Introduction to Film Theory
	337-3	Intermediate Selected Topics in Film and Video Studies
	436-5	Advanced Seminar in Film and Video Studies
	341-3	World Music
	344-3	Contemporary Music Analysis and Criticism
*	349-3	Selected Topics in Music II
*	359-3	Selected Topics in Theatre II
	456-3	Conceptual Approaches to Drama
	366-3	Problems in Visual Art I
	367-3	Problems in Visual Art II
*	369-3	Selected Topics in Visual Art II

or additional courses from the "Arts in Context" series

*These courses may be offered with either a practical (studio) or a theoretical orientation, or a combination of the two. They may only count toward this requirement when they have a strong theoretical component.

The additional 9 hours under this requirement may be drawn from any of the above courses, or from approved courses in other departments, which may include any of the following:

ARCH	301-3	Prehistoric and Primitive Art
	336-3	Special Topics in Prehistoric and Primitive Art
CMNS	321-4	The Cultural Production of Popular Music
	334-4	Cultural Policy
	422-4	Media and Ideology
ENGL	310-4	Elizabethan and Jacobean Drama
	312-4	Shakespeare
	364-4	History and Principles of Literary Criticism
	368-4	Studies in Drama
GS	304-3	Richard Wagner: The Ring of the Nibelung
HIST	303-3	Museum Methods and Use
	385-3	Canadian and BC Art
PHIL	325-3	Philosophy of Art II
SA	416-4	Sociology of Art Forms

Note: Students should be aware that several of the courses listed in this group have substantial prerequisites beyond those that can be applied to the major requirements; waiver of any prerequisites for critical studies majors can only be made by the department offering the course.

Note: With permission of the school, other courses that are germane to the student's critical studies program may be counted toward this requirement.

Note: The courses to be listed from other departments will be the subject of careful discussions with those departments.

School of Criminology

SCUS Reference: SCUS 94 - 7e
SCAP Reference: SCAP 94 - 55f

- i) Proposed Co-operative Education Program including
New courses -
 - CRIM 161 - 0 Practicum I
 - CRIM 261 - 0 Practicum II
 - CRIM 361 - 0 Practicum III
 - CRIM 461 - 0 Practicum IV
- ii) Change in requirements for Major/Honors

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 94 - 7 e:

Change of prerequisites: CRIM 370, 410, 420, 442, 470

COURSE ALTERATION AND RATIONALE

DEPARTMENT OF CRIMINOLOGY

FROM: (No existing entry)

TO: Co-operative Education Program: The School of Criminology offers a co-operative education program to qualified students who wish to acquire practical experience in criminology. The program entails planned semesters of study and employment in the area of the student's choice.

To be eligible for admission to the Co-operative Education Program, students must have completed 30 semester hours, including CRIM 101, CRIM 120, CRIM 131, CRIM 135 plus one of PSYC 210, STAT 101 or STAT 103, and have a CGPA not less than 2.75. Transfer students must have completed at least 15 semester hours at Simon Fraser University.

For further details, students should refer to the Co-operative Education section. Arrangements for work semesters are made through the Faculty of Arts Co-op Co-ordinator, who should be consulted at least one semester in advance.

RATIONALE:

Over the past years the School of Criminology and the Faculty of Arts Co-operative Education program have been approached by students of criminology wishing to participate in the co-operative education program. The School of Criminology has always referred students to our CRIM 462-15 (Field Practice) course, that provides qualified students with one semester of practical experience, but not until the student's third (or usually) fourth year of study at the University. The School of Criminology feels that the Co-operative Education component and our CRIM 462-15 course can co-exist, and we are very willing to provide the co-operative education program as it will be of significant benefit to our students.

RATIONALE FOR NEW COURSE PROPOSAL: CRIM 161-0, 261-0, 361-0, 461-0

DEPARTMENT OF CRIMINOLOGY

RATIONALE:

To provide course numbers for use by Criminology students registering in each of the four-semester Co-operative Education program.

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

1. Calendar Information

Department CRIMINOLOGY

Abbreviation Code: CRIM Course #: 161 Credit Hrs: 0 Vector: 0-0-0

Title of Course: Practicum I

Calendar Description of Course: First semester of work experience in the Criminology Co-operative Education program.

Nature of Course: Co-operative Education Practicum

Prerequisites (or special instructions): Thirty semester hours (at least fifteen completed at Simon Fraser University) including CRIM 101, 120, 131, 135 and one of PSYC 210, STAT 101 or 103, with a cumulative grade point average not less than 2.75. Students should apply to the Faculty of Arts Co-op Co-ordinator one semester in advance.

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

2. Scheduling

How frequently will the course be offered? Every semester

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

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

3. Objectives of the Course:

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

- Faculty
- Staff
- Library*
- Audio Visual
- Space
- Equipment

5. Approval

Date: 12/10/94

[Signature] (Department Chair) *[Signature]* (Dept)

[Signature] (Chair SCUS)

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

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

1. Calendar Information Department **CRIMINOLOGY**

Abbreviation Code: **CRIM** Course #: **261** Credit Hrs: **0** Vector: **0-0-0**

Title of Course: **Practicum II**

Calendar Description of Course: **Second semester of work experience in the Criminology Co-operative Education program.**

Nature of Course: **Co-operative Education practicum**

Prerequisites (or special instructions): **Successful completion of CRIM 161-0 and 45 credit hours with a minimum CGPA of 2.75.**

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

2. Scheduling

How frequently will the course be offered? **Every semester**

Semester in which the course will first be offered? **Spring 1996**

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

3. Objectives of the Course:

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

- Faculty
- Staff
- Library*
- Audio Visual
- Space
- Equipment

Approval	<i>[Signature]</i>	
Date	<i>[Date]</i>	
	<i>[Signature]</i> (Department Chair)	<i>[Signature]</i> (Chair, SCUS)

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

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

1. Calendar Information

Department **CRIMINOLOGY**

Abbreviation Code: **CRIM** Course #: **361** Credit Hrs: **0** Vector: **0-0-0**

Title of Course: **Practicum III**

Calendar Description of Course: **Third semester of work experience in the Criminology Co-operative Education program.**

Nature of Course: **Co-operative Education practicum**

Prerequisites (or special instructions): **Successful completion of CRIM 261-0 and 60 credit hours with a minimum CGPA of 2.75.**

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

2. Scheduling

How frequently will the course be offered? **Every semester**

Semester in which the course will first be offered? **Summer 1996**

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

3. Objectives of the Course:

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

- Faculty
- Staff
- Library*
- Audio Visual
- Space
- Equipment

Approval		
Date	10/18/94	Nov 2 1994
(Department Chair)	(Dean)	(Chair, SCUS)

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

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

1. Calendar Information Department **CRIMINOLOGY**
Abbreviation Code: **CRIM** Course #: **461** Credit Hrs: **0** Vector: **0-0-0**

Title of Course: **Practicum IV**

Calendar Description of Course: **Fourth semester of work experience in the Criminology Co-operative Education program.**

Nature of Course: **Co-operative Education practicum**

Prerequisites (or special instructions): **Successful completion of CRIM 361-0 and 75 credit hours with a minimum CGPA of 2.75**

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

2. Scheduling

How frequently will the course be offered? **Every semester**

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

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

3. Objectives of the Course:

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

- Faculty
- Staff
- Library*
- Audio Visual
- Space
- Equipment

Approval		
Date		NSW 2-3-94
<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
(Department Chair)	(Dean)	(Chair, SCUS)

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

COURSE ALTERATION AND RATIONALE

DEPARTMENT OF CRIMINOLOGY (Lower Division requirements
for Major/Honors)

FROM: plus one of
PSYC 210-3 Data Analysis in Psychology
*STAT 101-3 Introduction to Statistics, Option A
*STAT 102-3 Introduction to Statistics, Option B
*STAT 103-3 Introduction to Statistics for Social Sciences
* Of the three Statistics courses, STAT 103 is recommended for
students in Criminology.

TO:
plus one of
PSYC 210-3 Data Analysis in Psychology
*STAT 101-3 Introduction to Statistics, Option A
*STAT 103-3 Introduction to Statistics for Social Sciences
* Of the two Statistics courses, STAT 103 is recommended for
students in Criminology.

RATIONALE:

Effective with the 94/95 Calendar (S.93-57) Mathematics & Statistics deleted STAT 102-3 from their curriculum, and replaced it with STAT 301-3 at the upper division of their curriculum.

Rather than insert a 300-level course into the lower division requirements for admission to a Major or Honors in Criminology, we wish to simply delete STAT 102-3 from our entry. Students intending to Major or Honors in Criminology will now fulfill our statistics requirement by choosing from three courses instead of four, with STAT 103-3 continuing to be recommended over STAT 101.

Department of English

SCUS Reference: SCUS 94 - 7f
SCAP Reference: SCAP 94 - 55g

- i) Change in requirements for Major
- ii) Change in requirements for Minor
- iii) Change in requirements for Joint Major in English and French
- iv) Change in requirements for Joint Major in English and Women's Studies

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 94 - 7 f:

- i) Change of prerequisite: ENGL 204, 205, 206, 210
- ii) Change of prerequisite: Upper division English
- iii) Change of prerequisite: ENGL 461
- iv) Change of prerequisite: ENGL 221, 222, 228
- v) Change of prerequisite: ENGL 301
- vi) Change of title: ENGL 362

COURSE ALTERATION AND RATIONALE

DEPARTMENT OF ENGLISH

Lower Division Courses

1)

FROM: The department's basic lower division courses are ENGL 101, 102, 103, 104, 204, 205, and 206. Credit or advanced standing in any two of ENGL 101, 102, 103, and 104, and any one of ENGL 204, 205, and 206 is prerequisite to entry into upper division English courses.

TO: The department's basic lower division courses are ENGL 101, 102, 103, 104, 199, 204, 205, and 206. Credit or advanced standing in any two of ENGL 101, 102, 103, 104, and 199, and in any one of ENGL 204, 205, and 206 is prerequisite to entry into upper division English courses.

RATIONALE:

Like ENGL 101, 102, 103, and 104, ENGL 199 is a genre-based course; it focuses on the genre of academic discourse. Its level of difficulty and intellectual seriousness is equivalent to that of ENGL 101, 102, 103, and 104. In view of these parallels and equivalencies, ENGL 199's exclusion from the department's list of prerequisites and major requirements is anomalous. The proposed change will correct this anomaly, and moreover, demonstrate the department's commitment to the study of writing. Consequently, ENGL 199, like all the other 100-level courses, may be used as a prerequisite for subsequent English courses.

2)

FROM: ENGL 101, 102, 103, 104, 212, and 214 have no prerequisites, they may be taken in any order by any student. ENGL 204, 205, and 206 may not be taken without previous credit or standing in two of ENGL 101, 102, 103, and 104. ENGL 210, 221, 222, and 228 may not be taken without previous credit or standing in two of ENGL 101, 102, 103, and 104, except with the permission of the department.

TO: ENGL 101, 102, 103, 104, 199, 212, 214, 221, 222 and 228 have no prerequisites, they may be taken in any order by any student. ENGL 204, 205, 206, and ENGL 210 may not be taken without previous credit or standing in two of ENGL 101, 102, 103, 104, and 199. Note that ENGL 199 and ENGL 210 cannot both be used to fulfil the requirements for the major in English.

RATIONALE:

ENGL 199 - added as per 1) above.

The prerequisites for ENGL 221, 222 and 228 have been waived for all students on request. We are bringing the calendar into line with what has been standard policy.

ENGL 199 and 210 are both composition courses. The department wishes to maintain the range of courses to which the student is exposed at lower levels and therefore does not wish to have a concentration in any one area.

Major Program

3)

FROM: Normally, an English major, before proceeding to an upper division English course, shall obtain credit or standing for three of

ENGL 101-3	Introduction to Fiction
ENGL 102-3	Introduction to Poetry
ENGL 103-3	Introduction to Drama
ENGL 104-3	Introduction to the Essay as Literature

TO: Normally, an English major, before proceeding to upper division English courses, shall obtain credit or standing for three of

ENGL 101-3	Introduction to Fiction
ENGL 102-3	Introduction to Poetry
ENGL 103-3	Introduction to Drama
ENGL 104-3	Introduction to the Essay as Literature
<u>ENGL 199-3</u>	<u>University Writing</u>

RATIONALE: ENGL 199 added as per 1) above.

4)

FROM: Any one but not more than one of ENGL 101, 102, 103, and 104 may be replaced by any one of ENGL 210, 212, 214, 221, 222, or 228; or by any three unspecified transfer credits in English. Under no circumstances will credit for ENGL 199, or its equivalent taken elsewhere, be allowed to count towards a major in English, or to substitute for ENGL 101, 102, 103, or 104 in fulfilling the requirements for a major in English.

TO: Any one but not more than one of ENGL 101, 102, 103, 104, and 199 may be replaced by any one of ENGL 210, 212, 214, 221, 222, or 228; or by any three unspecified transfer credits in English. However ENGL 199 and ENGL 210 cannot both be used to fulfil the requirements for the major in English.

RATIONALE:

ENGL 199 - added as per 1) above.

ENGL 199 and 210 are both composition courses. The department wishes to maintain the range of courses to which the student is exposed at lower levels and therefore does not wish to have a concentration in any one area.

5)

FROM: A student with 18 transfer credits in English (not including ENGL 199) will be deemed to have met the department's lower division requirements for a major in English provided some of those credits are transferable as ENGL 101, 102, 103, or 104 and some as ENGL 204, or 205, or 206.

TO: A student who enters the University with 18 transfer credits in English will be deemed to have met the department's lower division requirements for a major in English provided some of those credits are transferable as ENGL 101, 102, 103, 104, or 199, and some as ENGL 204, or 205, or 206. ENGL 199 and ENGL 210 cannot both be counted towards the 18 credits.

RATIONALES: It has always been required that the 18 transfer credits be obtained prior to the students' entry to Simon Fraser. A phrase has been inserted to make this clear.

ENGL 199 added as per 1) above. Since students taking their lower division courses at SFU may not use both ENGL 199 and 210 toward lower division requirements transfer students should not be allowed to do so either.

Minor Program

6)

FROM: For a minor in English a student must obtain credit or standing in any two of

ENGL 101-3	Introduction to Fiction
ENGL 102-3	Introduction to Poetry
ENGL 103-3	Introduction to the Essay as Literature

TO: For a minor in English a student must obtain credit or standing in any two of

ENGL 101-3	Introduction to Fiction
ENGL 102-3	Introduction to Poetry
ENGL 103-3	Introduction to the Essay as Literature
<u>ENGL 199-3</u>	<u>University Writing</u>

Any one but not more than one of ENGL 101, 102, 103, 104, and 199 may be replaced by any one of ENGL 210, 212, 214, 221, 222, or 228; or by any three unspecified transfer credits in English. However ENGL 199 and ENGL 210 cannot both be used to fulfil the requirements for the major in English.

RATIONALE:

ENGL 199 - added as per 1) above.
Replacement - this substitution has been routinely allowed for minor students.
We are bringing the calendar into line with standard practice.

Joint Major In English and French Literature

7)

FROM: three of

ENGL 101-3	Introduction to Fiction
ENGL 102-3	Introduction to Poetry
ENGL 103-3	Introduction to Drama
ENGL 104-3	Introduction to the Essay as Literature

TO: three of

ENGL 101-3	Introduction to Fiction
ENGL 102-3	Introduction to Poetry
ENGL 103-3	Introduction to Drama
ENGL 104-3	Introduction to the Essay as Literature
<u>ENGL 199-3</u>	<u>University Writing</u>

RATIONALE: ENGL 199 added as per 1) above.

8)

FROM: Any one but not more than one of ENGL 101, 102, 103, and 104 may be replaced by any one of ENGL 210, 212, 214, 221, 222 or 228; or by any three unspecified transfer credits in English.

TO: Any one but not more than one of ENGL 101, 102, 103, 104, and 199 may be replaced by any one of ENGL 210, 212, 214, 221, 222 or 228; or by any three unspecified transfer credits in English. However ENGL 199 and ENGL 210 cannot both be used to fulfil the requirements of the joint major.

RATIONALE: As for 4) above.

Joint Major In English and Women's Studies

9)

FROM: three of

ENGL 101-3	Introduction to Fiction
ENGL 102-3	Introduction to Poetry
ENGL 103-3	Introduction to Drama
ENGL 104-3	Introduction to the Essay as Literature

TO: three of

ENGL 101-3	Introduction to Fiction
ENGL 102-3	Introduction to Poetry
ENGL 103-3	Introduction to Drama
ENGL 104-3	Introduction to the Essay as Literature
<u>ENGL 199-3</u>	<u>University Writing</u>

RATIONALE: ENGL 199 added as per 1) above.

10) .
FROM: Any one but not more than one of ENGL 101, 102, 103, and 104 may be replaced by any one of ENGL 210, 212, 214, 221, 222, or 228; or by any three unspecified transfer credits in English.

TO: Any one but not more than one of ENGL 101, 102, 103, 104, and 199 may be replaced by any one of ENGL 210, 212, 214, 221, 222, or 228; or by any three unspecified transfer credits in English. However ENGL 199 and ENGL 210 cannot both be used to fulfil the requirements for the joint major.

RATIONALE: As for 4) above.

Department of Geography

SCUS Reference: SCUS 94 - 7g
SCAP Reference: SCAP 94 - 55h

- i) Proposed Certificate Program in Spatial Information Systems, including
New course -
GEOG 352 - 4 Methods in Spatial Analysis II

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 94 - 7g:

Change of title and description: GEOG 385 - 4

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department Geography

Abbreviation Code: GEOG Course Number: 352 Credit Hours: 4 Vector: 2-2-0

Title of Course: Methods in spatial analysis II

Calendar Description of Course: Quantitative techniques for the analysis of spatial data and patterns, including trend surface analysis, spatial interpolation methods, and applications of multivariate statistics in geographic analysis.

Nature of Course: Lecture/Laboratory

Prerequisites (or special instructions): One of GEOG 251, STAT 101, STAT 102, STAT 103 or STAT 270; GEOG 250 and 253.

What course (courses), if any, is being dropped from the calendar if this course is approved: GEOG 358-2 and GEOG 498-4 were dropped previously

2. Scheduling

How frequently will the course be offered? every year

Semester in which the course will first be offered? 95-3

Which of your present faculty would be available to make the proposed offering possible? R.D. Moore, R.B. Horsfall

3. Objectives of the Course

To provide a systematic introduction to statistical and analytical methods used in spatial information systems, particularly as background for GEOG 452-4 (Advanced issues in GIS) and 453-4 (Digital image processing).

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty none

Staff none

Library none

Audio Visual none

Space none

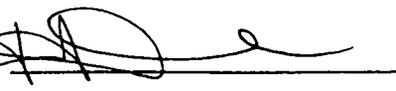
Equipment none

5. Approval

Date: 19/7/94 20 Sept 94 Nov 22/94


Department Chairman


Dean


Chairman, SCUS

COURSE OUTLINE
METHODS IN SPATIAL ANALYSIS II

PREREQUISITES

GEOG 251 or STAT 101 or 102 or 103 or 270; GEOG 250 and 253

DESCRIPTION

Quantitative techniques for the analysis of spatial data and patterns, including trend surface analysis, spatial interpolation methods, and applications of multivariate statistics in geographic analysis.

TEXT

Davis, J.C. 1986. *Statistics and Data Analysis in Geology, Second Edition*. John Wiley and Sons, New York.

The book listed above is required. Some additional readings will be assigned; these will be available on reserve in the library.

ORGANIZATION

One two-hour lecture and one two-hour laboratory/tutorial session per week. There will not be a laboratory the first week.

ASSIGNMENTS AND EVALUATION

Assignments (4, worth 10 marks each)	40
Midterm examination	25
Final examination	35
<hr/>	
Total	100

The final examination will be held in the formally-scheduled university examination period.

MEMORANDUM

Date: April 21, 1994
To: Undergraduate Studies Committee
From: Dan Moore
Subject: Proposal for a Certificate Program in Spatial Information Systems

A committee has been discussing the development of a certificate program in Spatial Information Systems. Suggested requirements are listed on the next page. The rationale for the proposed program is given below.

Three main considerations underlie this proposal.

1. The proposed program would be well received by our undergraduate students. A number of students have expressed interest in the possibility of receiving formal recognition of completion of the technical stream of courses offered in the department.
2. We currently offer a rich selection of courses relevant to Spatial Information Systems. However, an important gap is the lack of a course in spatial statistical analysis. Many of the operations in GIS (e.g. surface modelling) and remote sensing (e.g. classification) require knowledge of techniques such as trend surface analysis, spatial interpolation methods, principle components analysis, cluster analysis and discriminant function analysis. These topics are not covered in the present curriculum, nor are they offered in courses in other departments. Although GEOG 251 is titled "Methods in spatial analysis," it is really taught as a basic statistics course with geographic data examples, and does not currently address spatial statistics. Given that the course has no mathematics or statistics prerequisites, it is unrealistic to try to offer spatial statistics in the current GEOG 251.
3. Given the evolving resource constraints within the university, a proposed program would only "fly" if it required minimal new courses and additional teaching resources.

The proposed program, described on the next page, could be handled with no additional faculty involvement. The program requires creation of one course, GEOG 352-4 (Methods in spatial analysis II). A proposed outline and new course proposal form are attached.

The only impact the proposed certificate program would have on the mainstream B.A. and B.Sc. programs is the possibility of making GEOG 352 a prerequisite to GEOG 453. This would effectively limit access to this course to those students willing to acquire a background in quantitative methods (i.e. an introductory statistics course and the proposed GEOG 352). However, access to all of the current 300-level courses and GEOG 452-4 (Advanced Issues in GIS) would be unchanged.

Certificate Program in Spatial Information Systems: Suggested Requirements

To qualify for the certificate, students must complete all of the following courses (or their equivalents from another department or institution).

1. One course selected from the following list:

GEOG 251-3	Methods in spatial analysis
STAT 101-3	Introduction to statistics
102-3	Introduction to statistics
103-3	Introduction to statistics
270-3	Introduction to probability and statistics

2. All of the following courses:

GEOG 250-3	Cartography I
253-3	Aerial photographic interpretation
352-4	Methods in spatial analysis II
353-4	Remote sensing
354-4	Introduction to GIS

3. An additional 12 credits from the following list:

GEOG 351-4	Cartography II
355-4	Technical issues in GIS
452-4	Advanced issues in GIS
453-4	Digital image processing

Note: Under special circumstances, students may be able to substitute approved courses for at most 8 of the 12 credits in category 3.

Department of History

SCUS Reference: SCUS 94 - 7h
SCAP Reference: SCAP 94 - 55i

- i) Increase of Upper-Level Credit and contact from three to four
- ii) New courses -
 - HIST 329 - 4 Canadian Family History
 - HIST 402 - 4 Renaissance Italy
 - HIST 426 - 4 Law and Society in Historical Perspective
 - HIST 425 - 4 Gender and History
 - HIST 454- 4 Gender and Sexuality in U.S. History
- iii) Revisions to Honours Program
- iv) Concentration in Middle Eastern and Islamic History

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 94 - 7 h:

Change of title, description and vector: HIST 407

Change of title and description: HIST 380

Change of vector: HIST 300, 301, 302, 303, 336, 337, 355

Acting under delegated authority of Senate, SCUS approved a waiver to permit offering HIST 425 and 426 in Spring 95-1.

UPPER-LEVEL CREDIT CHANGE IN HISTORY

Proposal: To raise the credit and contact hours for all third and fourth year history courses from three to four, to change the vectors of these courses, and to make the appropriate changes to History's major and minor requirements.

Rationale:

1. EXCESSIVE COURSE DEMANDS:

The History Department has become aware that the demands placed upon its upper-level students may be excessive. The External Reviewers who recently visited the department examined a full range of recent History course offerings and pointed out that they believed that our upper-level demands were too heavy-- an opinion thoroughly shared by their Internal host, Peter Kennedy of Economics. The extensive survey of student opinion that we carried out in the autumn of 1993 (i.e., student-conducted interviews of all students in 400-level courses and questionnaires from 800 students in first, second and third year courses) conveyed the same complaint. History's undergraduate student representative has repeatedly brought the same message to the Department: we simply assign too much reading and writing in individual history courses, and that three credits fails to reflect the amount of work that students put into our upper-level courses. Students remind us frequently (whether through their representative or in course evaluations) that very few of them are prepared to undertake a load of fifteen credits per semester at the upper levels.

2. AN ADDITIONAL CONTACT HOUR

After careful and lengthy debate, the History Department believes that this problem can best be addressed by increasing the credit and contact hours of all its upper-level three credit courses to four (excluding the Practicum courses-- 370, 375, 470, and 475-- as well as the Honours courses-- 305, 495, 496, 498). Thus the courses as presently taught will have increased contact hours through the addition of one lecture hour or seminar hour, but there will not be a substantial increase in student reading or in written assignments.

At the 300 level an extra hour of lecture will be added to the course. Obviously this will mean a slight increase in student workload, but the extra time will be used by instructors to explain more fully the context of the period or problem under review. To this extent we are confident that the additional contact hour will assist students in their study and analysis of historical materials and issues.

In the fourth-year courses the seminars will be extended to four hours. These will be scheduled in two blocks of two hours or in one block of four hours.

3. IN KEEPING WITH OTHER DEPARTMENTS

There are other departments within the Faculty of Arts such as Criminology, English and Geography which already mount successful upper-level four credit programmes. History's programme will be in keeping with the basic models laid down by these departments. History's major and minor requirements will essentially agree with their practise.

Programme Changes:

The proposed changes do not necessitate any change to History's lower-level requirements, but will lead to the following upper-level programme changes:

1. MAJOR:

FROM: Major students must obtain credit in at least 30 semester hours of 300 and 400 division work in History, including at least 9 hours in 300 division work and at least 9 semester hours in 400 division work; and they must select at least two courses from each of the following groups...

TO: Major students must obtain credit in at least 32 semester hours of 300 and 400 division work in History, including at least 8 hours in 300 division work and at least 8 semester hours in 400 division work; and they must select at least two courses from each of the following groups...

Rationale: This is not only in keeping with the major requirements of some other departments, but it will allow History to serve student enrolment better on account that our majors will now require two rather than three 400 level courses. This will transfer some of the enrolment pressure from the 400 to the 300 level, which is good thing on account that we can provide more spaces at the 300 than at the 400 level. At the same time the fourth-year seminar will remain a necessary step in a History major's education, and the Department looks forward to making rigorous pedagogical use of the fourth seminar hour.

2. MINOR:

FROM: Minor students are required to obtain credit in 300 and 400 division work totaling at least 15 semester hours credit, with at least three semester hours in each level.

TO: Minor students are required to obtain credit in 300 and 400 division work totaling at least 16 semester hours credit, with at least four semester hours in each level.

RATIONALE: This is comparable to the demands placed upon minor students in departments such as Geography.

	FROM	TO	FROM VECTOR	TO VECTOR
Approaches to History	300-3	300-4	SEM 0-4-0	L/T 3-1-0*
Heritage Preservation	301-3	301-4	SEM 0-4-0	L/T 3-1-0*
Archives Methods	302-3	302-4	SEM 0-4-0	L/T 3-1-0*
Museums Methods	303-3	303-4	SEM 0-4-0	L/T 3-1-0*
Women and the Family	310-3	310-4	L/T 2-1-0	L/T 3-1-0
Education and Childhood	311-3	311-4	L/T 2-1-0	L/T 3-1-0
Poverty. Crime. Madness	312-3	312-4	L/T 2-1-0	L/T 3-1-0
England...Middle Ages	314-3	314-4	L/T 2-1-0	L/T 3-1-0
English Society	315-3	315-4	L/T 2-1-0	L/T 3-1-0
English Society	316-3	316-4	L/T 2-1-0	L/T 3-1-0
Early Modern France	318-3	318-4	L/T 2-1-0	L/T 3-1-0
France since 1800	319-3	319-4	L/T 2-1-0	L/T 3-1-0
Atlantic Migration	322-3	322-4	L/T 2-1-0	L/T 3-1-0
Slavery in Americas	324-3	324-4	L/T 2-1-0	L/T 3-1-0
Native People in Canada	326-3	326-4	L/T 2-1-0	L/T 3-1-0
Canadian Labour	327-3	327-4	L/T 2-1-0	L/T 3-1-0
Quebec	328-3	328-4	L/T 2-1-0	L/T 3-1-0
Canadian Family	329-3	329-4	NEW COURSE	L/T 3-1-0**
Germany	331-3	331-4	L/T 2-1-0	L/T 3-1-0
Germany since 1815	332-3	332-4	L/T 2-1-0	L/T 3-1-0
Russia to 1900	334-3	334-4	L/T 2-1-0	L/T 3-1-0
20th Century Russia	335-3	335-4	L/T 2-1-0	L/T 3-1-0
Absolutism & Enl't	336-3	336-4	L/T 2-1-0	L/T 3-1-0*
Balance of Power	337-3	337-4	L/T 2-1-0	L/T 3-1-0*
World War II	338-3	338-4	Dist. 0-0-0	Dist. 0-0-0
United States For. Policy	340-3	340-4	L/T 2-1-0	L/T 3-1-0
Africa and Slave Trade	343-3	340-4	L/T 2-1-0	L/T 3-1-0
East Africa	344-3	344-4	L/T 2-1-0	L/T 3-1-0
Central Africa	346-3	346-4	L/T 2-1-0	L/T 3-1-0
20th Century S. Africa	348-3	348-4	L/T 2-1-0	L/T 3-1-0
Ottoman Empire	350-3	350-4	L/T 2-1-0	L/T 3-1-0
Modern Iran	352-3	352-4	L/T 2-1-0	L/T 3-1-0
Asia and Middle East	354-3	353-4	L/T 2-1-0	L/T 3-1-0
Arab Middle East	355-3	355-4	NONE	L/T 3-1-0
History of Science	360-3	360-4	L/T 2-1-0	L/T 3-1-0
History of Science	361-3	361-4	L/T 2-1-0	L/T 3-1-0
American Culture	379-3	379-4	SEM 0-3-0	SEM 0-4-0
Industrial Culture	380-3	380-4	L/T 2-1-0	L/T 3-1-0*
American Pres.	381-3	381-4	NONE	SEM. 0-4-0
American Dream	383-3	383-4	L/T 2-1-0	L/T 3-1-0
Canadian & B.C. Art	385-3	385-4	L/T 2-1-0	L/T 3-1-0
Studies in History I	390-3	390-4	L/T 2-1-0	L/T 3-1-0
Studies in History II	391-3	391-4	L/T 2-1-0	L/T 3-1-0
Renaissance Italy	402-3	402-4	SEM 0-3-0	SEM 0-4-0

	FROM	TO	FROM VECTOR	TO VECTOR
European Ref.	403-3	403-4	SEM. 0-3-0	SEM. 0-4-0
Civil War	404-3	404-4	SEM. 0-3-0	SEM. 0-4-0
Industrialization	406-3	406-4	SEM. 0-3-0	SEM. 0-4-0
Popular Culture	407-3	407-4	SEM. 0-3-0	SEM. 0-4-0*
Liberty & Auth.	408-3	408-4	SEM. 0-3-0	SEM. 0-4-0
Science	410-3	410-4	SEM. 0-3-0	SEM. 0-4-0
Class and Gender	411-3	411-4	SEM. 0-3-0	SEM. 0-4-0
Great War	414-3	414-4	SEM. 0-3-0	SEM. 0-4-0
Victorian Britain	415-3	415-4	SEM. 0-3-0	SEM. 0-4-0
French Revolution	416-3	416-4	SEM. 0-3-0	SEM. 0-4-0
French Social History	417-3	417-4	SEM. 0-3-0	SEM. 0-4-0
Modern Spain	418-3	418-4	SEM. 0-3-0	SEM. 0-4-0
Reform in Russia	419-3	419-4	SEM. 0-3-0	SEM. 0-4-0
Russian For. Policy	420-3	420-4	SEM. 0-3-0	SEM. 0-4-0
Dipl. & Pol...Canada	423-3	423-4	SEM. 0-3-0	SEM. 0-4-0
Cultural...Canada	424-3	424-4	SEM. 0-3-0	SEM. 0-4-0
Gender & History	425-3	425-4	NEW COURSE	SEM. 0-4-0**
Law & Society	426-3	426-4	NEW COURSE	SEM. 0-4-0**
Soc. & Econ...Canada	428-3	428-4	SEM. 0-3-0	SEM. 0-4-0
New France	430-3	430-4	SEM. 0-3-0	SEM. 0-4-0
British N. Am.	431-3	431-4	SEM. 0-3-0	SEM. 0-4-0
Cdn Prairies	435-3	435-4	SEM. 0-3-0	SEM. 0-4-0
Br. Columbia	436-3	436-4	SEM. 0-3-0	SEM. 0-4-0
United States	446-3	446-4	SEM. 0-3-0	SEM. 0-4-0
Am. Civil War	450-3	450-4	SEM. 0-3-0	SEM. 0-4-0
American Myth	451-3	451-4	SEM. 0-3-0	SEM. 0-4-0
Progressive Era	452-3	452-4	SEM. 0-3-0	SEM. 0-4-0
U.S. Between Wars	453-3	453-4	SEM. 0-3-0	SEM. 0-4-0
Gender and Sexuality	454-3	454-4	NEW COURSE	SEM. 0-4-0**
Latin American	458-3	458-4	SEM. 0-3-0	SEM. 0-4-0
Latin Am.	459-3	459-4	SEM. 0-3-0	SEM. 0-4-0
Israelis and Palests.	465-3	465-4	SEM. 0-3-0	SEM. 0-4-0
Modern Egypt	467-3	467-4	SEM. 0-3-0	SEM. 0-4-0
Islamic Social	469-3	469-3	SEM. 0-3-0	SEM. 0-4-0
South African	473-3	473-4	SEM. 0-3-0	SEM. 0-4-0
Br. India	481-3	481-4	SEM. 0-3-0	SEM. 0-4-0
African Nationalism	482-3	482-4	SEM. 0-3-0	SEM. 0-4-0
Sub-Saharan Africa	483-3	483-4	SEM. 0-3-0	SEM. 0-4-0
Women in N. Am.	484-3	484-4	DIST. 0-0-0	DIST. 0-0-0
Studies in Hist. I	485-3	485-4	SEM. 0-3-0	SEM. 0-4-0
Studies in Hist. II	486-3	486-4	SEM. 0-3-0	SEM. 0-4-0
Studies in Hist.	489-3	489-4	SEM. 0-3-0	SEM. 0-4-0
Studies in Hist.	490-3	490-4	NONE	SEM. 0-4-0

* Assumes Senate approval of item 2.

** Assumes Senate approval of item 3.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department

Abbreviation Code: Hist

Course #: 329

Credit Hrs: 4

Vector: 3-1-0

Title of Course: Canadian Family History

Calendar Description of Course: A detailed examination of the changing Canadian family, and its relationship to the state, since the eighteenth century.

Nature of Course: Lecture/Tutorial

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

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

2. Scheduling

How frequently will the course be offered? At least once a year

Semester in which the course will first be offered? 95-3

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

Professor Joy Parr

3. Objectives of the Course:

To understand the politics and structure of families, and the ways in which they have been affected by the rise of capitalism and the growth of the state.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual None required

Space

Equipment

5. Approval

Date:

13th 1994

1 July 1994

Nov 22/94

(Department Chair)

(Dean)

(Chair, SCUS)

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

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF HISTORY

Canadian Family History, HIST 329-4

RATIONALE:

For some years the Department has offered courses on "Women and the Family in Europe" and on "The History of Women in North America", as well as on selected problems in Canadian social history. With the appointment of Canada's foremost historian of Gender and the Family to an Endowed Professorship, the Department is anxious to provide Professor Joy Parr with a vehicle for undergraduate instruction in her area of expertise.

COURSE OUTLINE/READING LIST

Department of History

Hist 329-4
Canadian Family History

Joy Parr
Fall Semester

AQ 6050
291-3406

This course will examine changes in childhood, schooling, marriage, parenting, housing, household work, family support for paid work and state regulation of the family from the eighteenth to the twentieth century. The lectures and tutorials will consider families in rural and urban settings, in manufacturing and resource based communities, from the distinctive points of view of women, men and children in order to understand the politics and structure of families, and the ways in which these relationships have changed and been changed by the rise of capitalism, the growth of the modern regulatory state.

Assignments:

Mid-term	20%
Tutorial Participation	20%
Essay	30%
Final Examination	30%

Texts:

Joy Parr, ed. Childhood and Family in Canadian History Toronto: McClelland and Stewart, 1982.

Bettina Bradbury, Canadian Family History Toronto: Copp Clark Pitman, 1992.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: HIST

Course #: 402

Credit Hrs: 4 Vector: 0-4-0

Title of Course: Renaissance Italy

Calendar Description of Course: An assessment of the principal themes in the history of the Italian Renaissance, and of the role of Renaissance Italy in shaping the character of Early Modern Europe. In certain semesters the experience of one or more Italian cities will serve to elucidate these themes.

Nature of Course: Seminar

Prerequisites (or special instructions): 9 hours of lower division History; History 220 recommended

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

2. Scheduling

How frequently will the course be offered? At least once a year.

Semester in which the course will first be offered? 95-96

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

Lawrin Armstrong; Hilmar Pabel

3. Objectives of the Course:

Through a variety of literary and archival sources, to expose students to the major historiographical debates, and hence to the reasons why the Italian Renaissance is considered fundamental to an understanding of European History.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual

None. See library report

Space

Equipment

5. Approval

Date:

12/7/1994

12/7/1994

Nov 22/94

(Department Chair)

(Dean)

(Chair, SCUS)

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

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF HISTORY

Renaissance Italy HIST 402-4

RATIONALE:

The Department of History has long considered the areas of late medieval and early modern history to be underrepresented in its curriculum. With only one advanced course on this period, many important aspects of European history -- the rise of capitalism, the humanist movement, religious reform, the technological and demographic change -- have been dealt with mainly in lower division surveys. The appointment last year of Hilmar Pabel, whose expertise is in northern humanism and the Reformation, and of Lawrin Armstrong, who works on the social and intellectual history of Renaissance Italy, permits us to remedy this situation. This course, dealing with the period between the Black Death and the fall of the Florentine Republic in 1530, will reflect current historiography by emphasizing the social, economic and political context of artistic and intellectual innovation.

HISTORY 402

Renaissance Italy

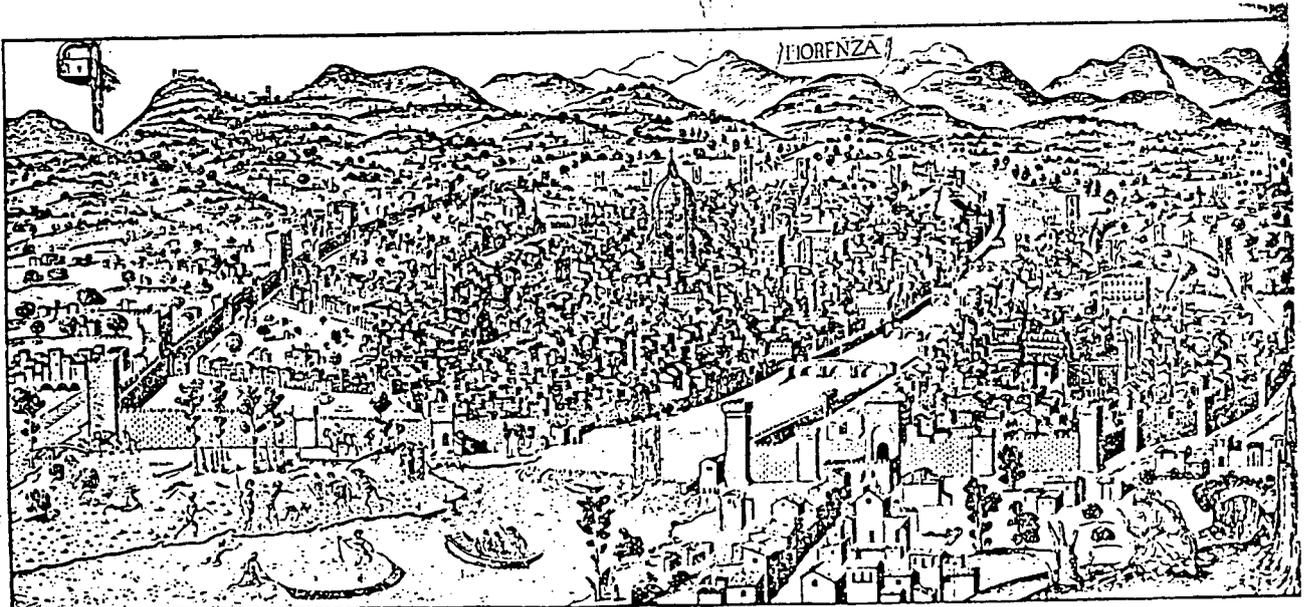
L. Armstrong
AQ 6051
291-5817

Description

In the mid-1430s, the Florentine humanist Matteo Palmieri thanked God "that it has been permitted to [me] to be born in this new age, so full of hope and promise, which already rejoices in a greater array of nobly-gifted souls than the world has seen in the thousand years that preceded it." Palmieri's optimism was echoed by successive generations of scholars who agreed that fifteenth-century Italy witnessed a rebirth of humane letters, sensibility and art after a millennium of darkness and ignorance. This account was given its classic modern statement over a century ago by Jacob Burckhardt and still informs popular conceptions of the Renaissance. But in this century social, economic and political historians have drawn attention to previously neglected aspects of the period and suggested important revisions. The objective of the course will be to consider the cultural phenomena of the Renaissance against the background of the social, economic and political realities of renaissance Italy between 1350 and 1530.

Because of time limitations, the focus of the course will be Tuscany and, in particular, Florence. As the source of many renaissance movements and as a community that experimented with the whole spectrum of political arrangements from commune to oligarchy and finally tyranny, Florence will serve to answer many of our questions. This is a seminar course and students are expected to lead discussions and frame questions suggested by their reading of primary and secondary sources.

Prerequisite: Nine hours of lower division History credit; HIST 220 recommended.



HISTORY 402

Renaissance Italy

L. Armstrong
AQ 6051
291-5817

Course Outline

In the mid-1430s, the Florentine humanist Matteo Palmieri thanked God "that it has been permitted to [me] to be born in this new age, so full of hope and promise, which already rejoices in a greater array of nobly-gifted souls than the world has seen in the thousand years that preceded it." Palmieri's optimism was echoed by successive generations of scholars who agreed that fifteenth-century Italy witnessed a rebirth of humane letters, sensibility and art after a millennium of darkness and ignorance. This account was given its classic modern statement over a century ago by Jacob Burckhardt and still informs popular conceptions of the Renaissance. But in this century social, economic and political historians have drawn attention to previously neglected aspects of the period and suggested important revisions. The objective of the course will be to consider the cultural phenomena of the Renaissance against the background of the social, economic and political realities of renaissance Italy between 1350 and 1530. From this perspective, we shall ask whether the Renaissance was simply a continuation of the Middle Ages, as many historians now maintain, or whether a decisive break occurred in the late fourteenth century, as historians of art insist. How (if at all) is our view of the Renaissance modified by the consideration that it was marked by a degree of depopulation, warfare, political instability and economic recession unknown, for example, in the thirteenth century? How widely diffused and influential was humanism? What, indeed, was humanism and what was its function in the political context of renaissance Italy? When did the Renaissance end, and what were the causes of Italy's cultural and political decline in the early sixteenth century?

Because of time limitations, the focus of the course will be Tuscany and, in particular, Florence. As the source of many renaissance movements and as a community that experimented with the whole spectrum of political arrangements from commune to oligarchy and finally tyranny, Florence will serve to answer many of our questions. This is a seminar course and students are expected to lead discussions and frame questions suggested by their reading of primary and secondary sources.

Prerequisite: Nine hours of lower division History credit; HIST 220 recommended.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1: Calendar Information

Department History

Abbreviation Code: Hist

Course #: 426

Credit Hrs: 4

Vector: 0-4-0

Title of Course: Law and Society in Historical Perspective

Calendar Description of Course: An investigation of the social role of law, the courts, policing, crime and punishment from an historical perspective.

Nature of Course: Seminar

Prerequisites (or special instructions): 9 hours lower division History; Philosophy 120 or 220 also recommended.

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

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 95-1 (waiver requested)

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

T. Loo; L. Armstrong.

3. Objectives of the Course:

To examine the relationship between law and society and to introduce some of the themes in legal history.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual

Space

Equipment

None: see Library report.

5. Approval

Date:

13-1-1994

1 July 1994

Nov 22/94

(Department Chair)

(Dean)

(Chair, SCUS)

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

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF HISTORY

Law and Society in Historical Perspective HIST 426-4

RATIONALE:

There are two main reasons for introducing this course:

- (1) To take advantage of the expertise in this area of two recently appointed faculty members;
- (2) To develop an upper-level course in this area that will be a main component of the Legal Studies Program now being designed.

COURSE OUTLINE/READING LIST

Department of History

Hist 426-4

Law and Society in Historical Perspective

Tina Loo
Fall Semester

AQ 6015
291-5814

Course Syllabus

This course attempts to do two things: show you some of the ways scholars in fields other than history approach the relationship between law and society and to introduce you to some of the themes in legal history. These two objectives are not unrelated. As you will see, all of these scholars ask similar questions: what is law, how does it work and what do the answers to these two questions reveal about the society in question?

You will notice that each week's material is prefaced by a series of questions. Think about them: they are the queries and issues I bring to the discussion and they may also be used to structure your reading -- but you will have your own questions. This is a seminar course, so I expect students to participate actively. Rather than have one person lead the seminar each week, we will all share the responsibility for generating discussion. To this end, I want each of you to come up with a question about the readings for me and your fellow classmates. It may be something as simple as a passage or an argument you don't understand, or a criticism of the material. Though we may not get through all of them, we will use them to guide our discussions. In addition to class participation, you will be expected to do three pieces of written work. The mark breakdown is as follows:

Participation	30%
Reading Notes (Five, indicated by *)	15%
Short Assignment	15%
Essay	40%

There are no textbooks for this course. Students will purchase xeroxed copies of the readings from the instructor as well as the following monographs:

Constance Backhouse, Petticoats and Prejudice: Women and Law in Nineteenth Century Canada. Toronto: Women's Press, 1991.

Rupert Ross, Dancing with a Ghost: Exploring Indian Reality. Markham, Ontario: Octopus Publishing Group, 1992.

Christine Stansell, City of Women: Sex and Class in New York, 1789-1860. Chicago: University of Chicago Press, 1986.

Those wanting some background may refer to the following: J.M. Beattie, Crime and the Courts in England, 1660-1800 (Princeton, 1986); J.A. Sharpe, Crime in Early Modern England, 1550-1750 (London, N.Y., 1984) and Clive Emsley, Crime and Society in England, 1750-1900 (London, N.Y., 1987). For those wanting direction to more material in both Canadian and English legal history, see the critical bibliographies by Jim Phillips and J.M. Beattie in Jane Gladstone, Richard V. Ericson and Clifford D. Shearing, eds., Criminology: a reader's guide (Toronto, 1991).

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist

Course #: 425

Credit Hrs: 4

Vector: 0-4-0

Title of Course: Gender and History

Calendar Description of Course: This course will study historical changes in masculinity and femininity. It will examine the ways in which gender identities of women and men are formed and changed, and it will consider the influences of gender relationships upon politics, society and the economy.

Nature of Course: Seminar

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

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

2. Scheduling

How frequently will the course be offered? At least once a year

Semester in which the course will first be offered? 95-1 (waiver requested)

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

Professor Joy Parr

3. Objectives of the Course:

To discuss both the ways in which gender identities of women and men are formed and changed, and the influences of gender relationships upon politics, society and the economy.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual None required

Space

Equipment

5. Approval

Date:

1 July 1994

1 July 1994

Nov. 22/94

(Department Chair)

(Dean)

(Chair, SCUS)

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

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF HISTORY

Gender and History, HIST 425-4 Vector (0/4/0)

RATIONALE:

For some years the Department has offered courses on 'Women and the Family in Europe,' 'Class and Gender in Modern Europe' and 'The History of Women in North America,' as well as on various themes in Canadian and American social and cultural history. Now we would like to add a seminar course for senior undergraduates which treats gender primarily in a North American context, and at the same time draws upon British and European theories and examples. The course is designed by and for our Endowed Professor, Dr. Joy Parr, a leading expert in the field.

COURSE OUTLINE/READING LIST

Department of History

Hist 425-4
Gender and History

Joy Parr
Fall Semester

AQ 6050
291-3406

This is a course about historical changes in masculinity and femininity. We will discuss both the ways in which gender identities of women and men are formed and changed, and the influences of gender relationships upon politics, society and the economy.

Students will take turns leading weekly seminars. The themes for discussion are:

gender as relation and process -- gender and labour history -- gender, family and work -- differences within gender identities -- masculinity and work -- gender, feminism and reproduction -- gender and state assistance -- the discourse of difference -- gender, class and ethnicity -- gender and representation

Grading:

In addition to class participation, students will be expected to complete two pieces of written work. The mark breakdown is as follows:

participation	25%
seminar presentation report	25%
longer essay	50%

Texts:

Franca Iacovetta and Mariana Valverde, Gender Conflicts, new essays in women's history. Toronto: University of Toronto Press, 1992.

Ava Baron, Work Engendered, toward a new history of American Labor. Cornell, 1991.

Prerequisites: 9 hours of lower division History credit.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department History
Abbreviation Code: HIST Course #: 454 Credit Hrs: 4 Vector: 0/4/0

Title of Course: Gender and Sexuality in U.S. History

Calendar Description of Course: This course will explore changing constructions of gender roles and sexuality in United States history. It will examine how prescribed norms have shaped definitions of acceptable and respectable behavior, and how these norms have been regulated over time. We shall also explore how gender and sexual relations have created and reflected power relations between men and women. Special emphasis will be placed on the nineteenth and twentieth centuries.

Nature of Course: Seminar

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

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

2. Scheduling

How frequently will the course be offered? At least once a year

Semester in which the course will first be offered? 95-3

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

Dr. Andrea Tone

3. Objectives of the Course:

To introduce historiographical models guiding the study of gender and sexuality in U.S. history, and to explore the impact of gender roles and standards of sexual behavior on politics, economics, and society.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual None required

Space

Equipment

5. Approval

Date: 1 July 1994

(Department Chair)

1 July 1994

(Dean)

Nov 22/94

(Chair, SCUS)

COURSE OUTLINE/READING LIST

Department of History

History 454 Gender and Sexuality in U.S. History

Andrea Tone
Fall Semester

AQ 6013
291-6013

This course explores changing constructions of gender roles and sexuality in United States History. We will examine how prescribed norms have shaped definitions of acceptable and respectable behavior, and how these norms have been regulated over time. We shall also explore how gender and sexual relations have created and reflected power relations between men and women. Special emphasis will be placed on the nineteenth and twentieth centuries.

Grading: Student's grades will be determined as follows:

Seminar participation	20%
Book review	15%
Research paper presentation & critique	15%
Historiographical essay	50%

- a) **Seminar participation:** Attendance at seminars is mandatory, not optional. You must come to class prepared to discuss assignments;
- b) **Book review:** You will select from the attached bibliography a book to analyze in a three to four page (double-spaced) review. You will summarize this review for the class during your designated week;
- c) **Paper presentation & critique:** You will be assigned a "partner" whose paper you will read and critique. During the final two weeks of the semester, you will review your own paper for the class, and serve as the principal commentator for your "partner's" paper. The commentary should be carried out in a constructive, professional manner;
- d) **Historiographical review:** You will write a 15-20 page paper examining a topic or theme relating to this course. The paper should reflect your awareness of the important points of debate surrounding this topic, and offer your evaluations of the merits and limitations of varying approaches.

Texts: Stephanie Coontz, The Way We Never Were: American Families and the Nostalgia Trap
Kristin Luker, Abortion & the Politics of Motherhood
Harriot A. Jacobs, Incidents in the Life of a Slave Girl
Donald G. Mathews and Jane De Hart, Sex, Gender, and the Politics of Era
* reading packet of secondary articles

Prerequisites: 9 hours of lower division History credit.

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF HISTORY

Gender and Sexuality in U.S. History, HIST 454-4 Vector (0/4/0)

RATIONALE:

The Department of History offers a large number of courses on the history of the United States, but does not offer a course which explores specifically the history of women, gender or sexuality. Historians of the United States have paid considerable attention to these fields during the past two decades and have generated a vast and important body of scholarship. Further, the Department intends that this course will be taught by our recently-appointed colleague Dr. Andrea Tone, much of whose research is in this field.

COURSE ALTERATION AND RATIONALE

DEPARTMENT OF HISTORY

FROM: The four required honors courses must be completed in four semesters in a fall/spring/fall/spring sequence and all other Upper Division work must be completed within six semesters of admission to the program.

Honors students must take:

History 300/305-4

History 495-4

History 496-4

History 498-6

In addition to the 18 hours of Honors courses Honors students must complete 54 credit hours of upper division work at least 24 but no more than 32 of which shall be in history courses numbered 300 or above. Up to 8 credit hours may be in upper division courses offered in other departments and designated as acceptable for History credit by the Honors Program Supervisor.

TO: The three required honors courses must be completed in three semesters in a fall/spring/fall sequence and all other work for completion of the degree must be completed within six semesters of admission of the program.

Honors students must take:

History 300/305-6

History 495-4

History 498-8

In addition to the 18 credit hours of Honors courses Honors students must complete 44 credit hours of upper division work. Students are encouraged to take courses outside the history department but at least 50 of the 62 upper division credit hours must be in history courses.

RATIONALE: Hannah Gay, Honors Supervisor

We are now roughly half way through the first year of the new honors program and a few problems have emerged that we did not foresee when we set things up two years ago. The problems are listed below with some suggestions for change. Attached are excerpts from the calendar with some new suggested wording. It is worth noting that, overall, the program is working well and that students are pleased with it. This is true despite a fairly high attrition rate (4 out of 14 have dropped, but for reasons other than the quality of the program.) They very much like the cohort experience, the courses, meeting people with similar interests and having someone (the honors supervisor) to discuss problems with.

The breadth requirement at the upper levels is proving impossible to meet. Students are unable to get into other courses easily, unless registered in a minor program in another

Excerpts from the Simon Fraser University Calendar relating to the History Honors Programme

Honors Programme

The Honors Programme provides eligible undergraduates with an opportunity to enhance the quality of their undergraduate experience. In an intensive format of small seminars, students will be encouraged to refine their skills in discussion, expository writing, and critical thought. No more than 30 students will be enrolled in the Programme at any one time. Students who wish to pursue the Honors Programme will apply to the Programme Supervisor, ordinarily at the end of the fourth level. Those admitted will be expected to maintain an average GPA of 3.33 in Honors courses, and a minimum of 3.0 in all other upper-division courses. The three required Honors courses must be completed in four semesters in a fall/spring/fall/spring sequence and all other Upper Division work must be completed within six semesters of admission to the Programme.

Honors students must take:

History 300/305-6	Seminar in the Philosophy of History
History 495-4	Seminar in Historical Methods
History 498-8	Honors Essay

Honors Courses (Open Only to Honors Students)

History 305-2 Honors Tutorial
To be taken in conjunction with History 300-4 (Approaches to History)

History 495-4 Seminar in Historical Methods
A study of methodology, including such subjects as principles of historical criticism, annotation and transcription of source material, generalization, and the techniques of history and the social sciences. Examples will be drawn from all areas in which the department teaches.

History 498-8 Honors Essay
Written under the direction of an individual faculty member, the honours essay will reflect familiarity with the events and literature of a particular area of study.

Overview of Degree Programme

History 300/305	6
History 495	4
<u>History 498</u>	<u>8</u>
Honors total	18
Upper Division History courses (Major Requirements)	32
Other Upper Division courses (Elective courses)	<u>12</u>
Total Required *	62

* Of the 62 upper division credit hours required for a History Honors degree, 50 of those credit hours MUST be in history courses (including the honors courses). The requirements for a history major must be met within the 50 credit hours.

department. We are, perhaps, expecting a little too much given that the university requirement is simply 132 credit hours, 50 of which have to be in the Hons/Maj discipline, and that most other departments require no more than that. (We currently expect our students to complete a total of 72 upper division credit hours including the honors courses). Indeed, our students feel that a little too much is expected of them. They would like to be able to complete an honors degree in four years of hard work, or, at most, in four years plus one semester. The latter is just possible with our present set up but it should be made more so.

Suggestion: Given that, as a department, we are very stretched, we could help both the students and ourselves by dropping the special topics course (496-4) in the second year of the honors program. We would then simply require that they take the two methodology courses (300/305-4 and 495-4) in the fall/spring progression and complete an honors essay. A further reason for dropping the special topics seminar is that attrition will make for small numbers in the second year of the program. We are likely to have only 8 or 9 students left from the first enrollment.

COURSE ALTERATION AND RATIONALE

DEPARTMENT OF HISTORY

FROM:

TO: **Concentration in Middle Eastern and Islamic History**
Faculty: William L. Cleveland, Edward R. Ingram, Derryl N. MacLean,
John P. Spagnolo.

Students may qualify for this concentration by completing the courses specified below:

Two of:

- HIST 151-3 The Modern Middle East
- HIST 249-3 The Origins of Islam and the Emergence of Islamic Civilization
- HIST 251-3 The Western Imperial Presence in the Middle East and North Africa
- HIST 252-3 Islamic India

and

Four of:

- HIST 350-4 Continuity and Change in the Ottoman Empire and Turkey from 1453 to 1938
- HIST 352-4 Religion and Politics in Modern Iran
- HIST 354-4 Imperialism and Modernization in Asia and the Middle East
- HIST 355-4 The Arab Middle East in the Twentieth Century
- HIST 465-4 The Emergence of the Israelis and Palestinians in Historical Perspective
- HIST 467-4 Change and Revolution in Modern Egypt
- HIST 469-4 Islamic Social and Intellectual History

RATIONALE: This proposal is modeled loosely on the 'concentrations' in Business Administration (p. 134 of the 1993-94 Calendar). A 'concentration' is an official calendar term and is recorded on students' transcripts. The Business Administration concentrations require from 5 to 7 courses. The concentration proposed here will require 6 courses. It is flexible but its upper division requirements insure that only committed students will complete.

Simon Fraser University's undergraduate curriculum in Middle Eastern and Islamic history is one of the most comprehensive in Canada. Measured in terms of enrollments, Simon Fraser teaches more undergraduate students in this subject than any other Canadian university with the possible exception of the University of Toronto. The combined fall and spring headcount enrollments in Middle Eastern-Islamic history courses during 1993-94 were 579.

The adoption of this concentration should not require an increase in the frequency with which Middle Eastern and Islamic history courses are offered. That is because the courses listed in this proposal make up the regular teaching load of three full-time History faculty. The normal combined annual course offerings of three full-time faculty members total twelve (four offerings per faculty member). In the case of the three faculty involved, all twelve offerings would be from courses specified in the Middle Eastern-Islamic concentration. Moreover, a fourth faculty member teaches History 251 every other year, thus providing an additional offering to the twelve that already exist. Even with sabbatical leaves and an occasional teaching load reduction, faculty depth in this subject area is sufficient to insure that students will be able to complete the concentration. (See attached table).

Despite the existence of a unique and well-enrolled curriculum and the presence of four faculty members whose work is widely-known in the larger scholarly community, Middle Eastern-Islamic history has no designated identity at SFU. In part this is due to the reorganization of the Faculty of Interdisciplinary Studies and the resultant elimination of the Middle East minor. By establishing a concentration in Middle Eastern and Islamic history, the university will provide recognition and identity to a regional and topical specialization in which it offers a unique program nationally and in which it has a high international profile.

The number of history majors who focus on Islam and the Middle East during their undergraduate careers is not known for certain. An educated estimate suggests that roughly 20 graduands per year have completed the requirements of this proposed concentration. We regularly receive requests from students to develop a mechanism by which their focus on the Middle Eastern-Islamic courses in the departmental curriculum can be noted on their transcripts. This proposed concentration is intended to achieve that purpose; it will recognize the accomplishments of students who have devoted forty percent of their upper division major requirements to the study of a particular area of history in which Simon Fraser University possesses special strengths.

Costs:

As mentioned above and as shown in the attached table, the proposed concentration utilizes existing courses and faculty and thus makes no new demands on library or CFL resources. It should be noted in particular that the pool of full-time faculty members associated with the concentration is of sufficient size as to enable an adequate number of courses to be offered without recourse to sessional instructors. Nor will the concentration incur much in the way of administrative costs. Harvey Nagel of the Registrar's Office has assured the Department of History's representative that the task of recording concentrations on diplomas is a simple computer-controlled operation.

Middle Eastern and Islamic History: Past Offerings and Future Projections

90-3:	Hist. 151; 350; 465
91-1:	Hist. 151; 251; 355; 467
91-2:	Hist. 251; 467
91-3:*	Hist. 151; 249; 354; 355; 465
92-1	Hist. 249; 355; 467; 485 (as future 469)
92-2:	Hist. 467;
92-3:**	Hist. 151; 249; 352 (new course); 465
93-1:**	Hist. 251; 350; 352; 469 (new course)
93-2:**	Hist. 151; 467
93-3:**	Hist. 151; 249; 251; 355; 469
94-1:	Hist. 151; 252; 350; 465; 467
94-2:	Hist. 251; 350; 467
94-3:	Hist. 151; 252; 352; 467
95-1:	Hist. 249; 251; 354; 355; 465; 469
95-2:	Hist. 350; 465
95-3:***	Hist. 151; 352; 355; 465
96-1:***	Hist. 249; 251; 354; 467
96-2:***	Hist. 350; 465
96-3:	Hist. 151; 252; 352; 467
97-1:	Hist. 249; 251; 354; 355; 465; 469

* Professor MacLean becomes full-time faculty member

** Professor Cleveland on sabbatical/administrative leave

*** Professor MacLean projected on sabbatical leave

[The point in noting these leaves is to demonstrate that we have in the past and will continue in the future to mount our program even during the absence of one faculty member].

S.94-67i

Liberal Arts Program

SCUS Reference: SCUS 94 - 7i
SCAP Reference: SCAP 94 - 55j

New course - LBRL 402 - 0 Practicum V



memo

from: Janis Home, Paulette Johnston
Faculty of Arts Co-op

to: Chair, FACC

date: January 17, 1994

re: New Course Description

At your next meeting of the FACC on January 27, could you please include the following new course proposal:

LIBERAL ARTS 402-0 Practicum V

Optional fifth semester of work experience in the Liberal Arts Co-operative Education program. *Pre-requisites: Successful completion of Liberal Arts 401-0 and at least 90 semester hours with a minimum CGPA of 3.00. Students should apply to the Faculty of Arts Co-op Coordinators by the end of the third week of the semester preceding the employment semester.*

Thank you.

Faculty of Arts Co-op, 2100 East Academic Annex
Phone 291-3041 Fax 291-5875

Department of Linguistics

SCUS Reference: SCUS 94 - 7j
SCAP Reference: SCAP 94 - 55k

- i) Changes to Lower Division requirements: Major program
Changes to Upper Division requirements: Major program
Changes to Lower Division requirements: Honors program
Changes to Upper and Lower Division Requirements: Minor program
- ii) New courses -
 - LING 241 - 3 Languages of the World
 - LING 331 - 3 Description and Analysis of a First Nations
Language I
 - LING 332 - 3 Description and Analysis of a First Nations
Language II
- iii) Proposed Certificate in First Nations Language Proficiency
- iv) Cognitive Science Program: Changes to Lower Division requirements

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 94 - 7 j:

Change of title and number: LING 350
Change of prerequisite: LING 406

RATIONALE: For changes to the Lower Division requirements, see the rationale under *Changes to Lower Division Requirements: Major program* on page 2. Likewise, the 300 vs. 400 distinction is removed from the upper division requirements in the minor for the same reasons as for the major, proposed previously under *Changes to Upper Division Requirements: Major program* on page 2 on page 1.

3. New Course: LING 241-3 Languages of the World

From:

[no entry]

To:

LING 241-3 Languages of the World

A survey of the languages of the world. An examination of the linguistic structure of selected languages. (*Lecture*)

Prerequisites: LING 220

RATIONALE: The purpose of the course is to give students an exposure to various types of languages, thereby illustrating the diversity of the languages of the world. Given today's complex multicultural society, university students (especially those majoring in Linguistics) should have some conception of the basic properties of the major languages of the world. Many of these languages are spoken around them daily in the Lower Mainland. This course provides students with the opportunity to learn about the core characteristics of these languages and also to explore some of their particularly interesting properties. After a brief introduction to the classification and typology of the world's languages, the linguistic structure of several of the world's major languages will be surveyed. These will vary depending on the research interests of the faculty member teaching the course but will typically include languages spoken in British Columbia, such as Chinese, Japanese, Hindi, Punjabi, and First Nations languages.

With the move of LING 250 to the 300-level and the streaming of majors, minors, and honors students into electives at the 200-level only, this new offering will maintain flexibility for students in rounding out lower-division programs. The subject matter has long been seen as an area that needs to be addressed earlier in the curriculum; efforts to fold it into core offerings (LING 221, 222) have been frustrated by already-full syllabi in those courses. Feedback from LING 441, a more advanced and theoretical course in this area, indicates that material of this kind is highly useful, and would be all the more valuable if encountered earlier in the program. Its broad comparative approach makes it a suitable option in the proposed Certificate in First Nations Language Proficiency, and a candidate for inclusion in the TESL Certificate and Diploma when they are reviewed in the coming year.

4. New Course: LING 331-3 Description and Analysis of a First Nations Language I

From:

[no entry]

To:

LING 331-3 Description and Analysis of a First Nations Language I

An intermediate course in the structure of a native language of the Americas, including writing systems, texts, and examination of the general linguistic properties of the language and the language family in which it is situated. The course will be based on a designated language to be named each time it is taught, and will usually be chosen from the Northwest Coast area. (*Tutorial*)

Prerequisites: LING 232 or equivalent credit in the same language.

RATIONALE: Successful offerings of LING 231 and 232, which are introductory courses in a language native to the Americas, have brought calls from interested students for further courses to be available in this area. As an interim solution, the department has used LING 431 and 432 (Language Structures I and II) to mount follow-on courses, although in level and intent these courses should be more abstract and theoretical than is intended in the proposed courses.

These courses form part of the proposed *Certificate in First Nations Language Proficiency* (see C. below). It should also be pointed out that the study of these languages is at present a somewhat different enterprise than the study of well-documented languages such as French or Japanese, for which commercial instructional materials are available. The linguistic analyses and even the dictionaries available to support instructional materials for these languages are themselves incomplete. Consequently, there is a consideration of grammatical structure, phonetics, and vocabulary issues in these courses that is more directly dependent on the ongoing linguistic analysis of the language than is customary in more refined commercial offerings used in the familiar European and Asian languages.

5. New Course: LING 332-3 Description and Analysis of a First Nations Language II**From:**

[no entry]

To:**LING 332-3 Description and Analysis of a First Nations Language II**

A continuation of the intermediate course in a native language of the Americas, including writing systems, texts, and examination of the general linguistic properties of the language and the language family in which it is situated. The course will be based on a designated language to be named each time it is taught, and will usually be chosen from the Northwest Coast area. (*Tutorial*)

Prerequisites: LING 331 or equivalent credit in the same language.

RATIONALE: See the rationale under *New Course: LING 331-3 Description and Analysis of a First Nations Language I* on page 6

C. New Program: Certificate in First Nations Language Proficiency

1. Introduction

The department has been offering basic language instruction in the indigenous languages of the Americas for several years now. Courses in several different languages have been mounted, all indigenous to B. C. and mostly from the Salish family. While there will never be a mass market for instruction in these languages, this work is culturally significant, and when a language can be offered in the area to which it is indigenous, it can be of great local importance. Experience has shown that there are two basic interest groups to which courses in these languages can appeal: First Nations people who want to gain a more thorough knowledge of the language of their own heritage, and those who have professional goals in mind, either teachers of the given language or linguists interested in acquiring knowledge of one or more of the languages as part of their professional development.

2. Rationale

With the proposed addition of LING 331 and 332 (see above), the department will be able to offer 12 credit hours of instruction in First Nations languages. This forms a suitable basis for a coherent set of courses that could be used to certify proficiency in one of these languages. Indeed there is demand for such a certificate; offerings through the Secwepemc Cultural and Education Society/SFU joint program in Kamloops have led to requests for such a certificate. In particular, the program would be useful for bands and school districts in providing a course of study which practicing or prospective teachers of a given First Nations language could complete to assure that they had the requisite general and language-particular background to be teaching in schools and adult classes. In this function, the certificate will hopefully become a useful instrument in the preservation and re-establishment of First Nations languages in B. C.

The language courses themselves form the bulk of the required course set for the certificate. LING 130 is required because it is a prerequisite for LING 231, the first language course. LING 220 is required because it is a prerequisite to most of the courses in the elective option list, of which 3 must be taken. The courses in the option list were selected because they provide the linguistic and cultural context for the language of study (LING 241, 260, 430), provide background for language teaching (360, 361), or provide further explorations in the language of study (431, 432). Since all of the language-specific courses are variable-topic courses, the provision is made that all courses taken for a certificate must have the same language as their focus.

3. Proposed Calendar Entry

Certificate in First Nations Language Proficiency

This certificate program is intended for students who wish to acquire conversational and literacy skills in a particular First Nations language for purposes of teaching this language in elementary or secondary schools or to enhance their knowledge of a First Nations language for cultural reasons or professional objectives.

The certificate consists of 27 credits hours of course work. At least 12 of these credit hours must be earned by completing courses in the First Nations language itself.

The certificate program can be taken on a full-time or part-time basis. Advanced placement through course challenge to maximum of 9 credit hours is possible for individuals who are already fluent in their language. Credit may be applied to a specific language and can be achieved by examination from an instructor in that language with the approval of the Department.

Course requirements

Students are required to complete or achieve equivalent credit for the following courses:

LING 130-3 Practical Phonetics

LING 220-3 Introduction to Linguistics

LING 231-3 Introduction to an Amerindian Language I*

LING 232-3 Introduction to an Amerindian Language II*

LING 331-3 Description and Analysis of a First Nations Language I*

LING 332-3 Description and Analysis of a First Nations Language II*

In addition, students must complete at least 9 credit hours selected from among the following courses:

LING 241-3 Languages of the World

LING 260-3 Language, Culture, and Society

LING 360-3 Linguistics and Language Teaching: Theory

LING 361-3 Linguistics and Language Teaching: Practice

LING 430-3 Native American Languages

LING 431-3 Language Structures I*

LING 432-3 Language Structures II*

* these courses may only be counted towards a certificate if the subject matter of each is the *same* First Nations language.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department **LINGUISTICS**

Abbreviation Code: **LING** Course Number **241** Credit Hours: **3** Vector: **3-0-0**

Title of Course: **Languages of the World**

Calendar Description of Course:

A survey of the languages of the world. An examination of the linguistic structure of selected languages.

Nature of Course: **Lecture**

Prerequisites (or special instructions): **LING 220**

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

2. Scheduling

How frequently will the course be offered? **Twice a year**

Semester in which the course will first be offered? **95-3**

Which of your present faculty would be available to make the proposed offering possible? **Gerdts, McRobbie, Lincoln, Saunders**

3. Objectives of the Course

To provide students with an overview of grammatical structures of some of the world's major languages, especially those represented in British Columbia, and to elaborate concepts and principles of linguistic analysis taught in the prerequisite course in the context of descriptions of specific languages.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

- | | |
|--------------|-------------|
| Faculty | None |
| Staff | None |
| Library | |
| Audio Visual | None |
| Space | None |
| Equipment | None |

5. Approval

Date: 27 May 1994 20 Sep 194 Nov 22 194

Thomas A. Rye Alde [Signature]

Department Chair Dean Chairman, SCUS

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

Languages of the World LING 241

Dr. Donna B. Gerdtz

Prerequisite: LING 220

Course Description:

The purpose of this course is to give students an exposure to the structure of various languages, thereby illustrating the diversity of the languages of the world. After a brief introduction to classification and typology, the linguistic structure of several of the world's major languages will be surveyed. Particular focus will be given to languages spoken in British Columbia, including Chinese, Japanese, and First Nations languages. For each language, properties of the phonological, morphological, and syntactic structure will be discussed, as well as sociolinguistic factors regarding their use.

Required Text: Bernard Comrie (ed.), *The World's Major Languages*, Oxford: Oxford University Press, 1990.

Course Requirements:

Students are responsible for reading the sketches of each language before class. These provide an outline of the core properties of each language. The course lectures will briefly review these properties and then concentrate on a particularly interesting facet of the language under discussion. Weekly assignments will consist of problems of analysis based on data from the languages under study or closely related languages. For the final project, each student will write a short sketch of a language based on a reference grammar (see the attached list of suggested grammars) and a checklist of central phenomena.

Course Grading: Weekly Assignments 50%, Midterm 20%, Final Project 30%

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department **LINGUISTICS**
Abbreviation Code: **LING** Course Number **331** Credit Hours: **3** Vector: **0-3-0**
Title of Course: **Description and Analysis of a First Nations Language I**
Calendar Description of Course:

An intermediate course in the structure of a native language of the Americas, including writing systems, texts, and examination of the general linguistic properties of the language and the language family in which it is situated. The course will be based on a designated language to be named each time it is taught, and will usually be chosen from the Northwest Coast area.

Nature of Course: **Tutorial**

Prerequisites (or special instructions): **LING 232 or equivalent credit in the same language.**

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

2. Scheduling

How frequently will the course be offered? **Once a year**

Semester in which the course will first be offered? **95-3**

Which of your present faculty would be available to make the proposed offering possible? **Lincoln, Saunders, Gerds**

3. Objectives of the Course

This course is intended to build on the introductory sequence (231-232) to permit a sustained study of a First Nations language as well as a detailed introduction to the linguistic characteristics of such languages. It is intended to be useful both for students interested purely in proficiency in the language, and those interested in linguistic structure per se.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

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

5. Approval

Date: May 27, 1994

20 Sept 94

Nov 22/94

Thomas C. Perry
Department Chair

E. Allen
Dean

[Signature]
Chairman, SCUS

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

DEPARTMENT OF LINGUISTICS
Linguistics 331-3 (Kamloops)
Description and Analysis of a First Nations Language:
Secwepemctsin

FALL SEMESTER 1994

COURSE CHAIR: Dwight Gardiner (with Mona Jules, Joe Michel)

PREREQUISITES: Linguistics 232

COURSE DESCRIPTION:

In this course, students will be formally introduced to the Secwépemctsin practical writing system. Daily practice in the discrimination and writing off the distinctive sounds of the Secwépemctsin language will be provided. In addition, this course will continue to introduce the learner, from a practical and elementary linguistic perspective, to the general linguistic properties of Secwépemc and Salish in general. A substantial portion of the course will be devoted to the analysis of short texts to provide student with practice in recognizing common grammatical structures. These texts will also be used to develop sight reading skills to assist in the production of Secwepemctsin. Concurrently, students will continue to be introduced to simple phrases useful for conversation. Students, by the end of this course will have knowledge of, tested through comprehension tests, of some 250 new lexical items and expressions from everyday settings and culturally important settings.

REQUIRED TEXTS:

- Jules, Mona, ed. *Sptékwles Re Qelmúcw*. Ms. SCES, Kamloops. 1993.
Gardiner, Dwight. *A Grammatical Sketch of Secwepemctsin*. (in preparation). SCES, Kamloops.
Kuipers, A.H. *Shuswap-English Dictionary*. University of Leiden, Leiden. 1982.
English-Shuswap Dictionary. Version 2. SCES, Kamloops. 1993.
English-Shuswap Word-List. Version 2. SCES, Kamloops. 1993.

GRADES:

- 1) weekly comprehension quizzes
- 2) grammatical drills
- 3) cultural project
- 4) journal
- 5) oral final

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department **LINGUISTICS**
Abbreviation Code: **LING** Course Number **332** Credit Hours: **3** Vector: **0-3-0**
Title of Course: **Description and Analysis of a First Nations Language II**
Calendar Description of Course:

A continuation of the intermediate course in a native language of the Americas, including writing systems, texts, and examination of the general linguistic properties of the language and the language family in which it is situated. The course will be based on a designated language to be named each time it is taught, and will usually be chosen from the Northwest Coast area.

Nature of Course: **Tutorial**

Prerequisites (or special instructions): **LING 331 or equivalent credit in the same language.**

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

2. Scheduling

How frequently will the course be offered? **Once a year**

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

Which of your present faculty would be available to make the proposed offering possible? **Lincoln, Saunders, Gerdts**

3. Objectives of the Course

This course is intended to build on the introductory sequence (231-232) and the first intermediate course (331) to permit a sustained study of a First Nations language as well as a detailed introduction to the linguistic characteristics of such languages. It is intended to be useful both for students interested purely in proficiency in the language, and those interested in linguistic structure per se.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

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

5. Approval

Date: May 27, 1994 20 Sept 94 Nov 22, 1994

Thomas A. Perry E. Allen [Signature]

Department Chair Dean Chairman, SCUS

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

DEPARTMENT OF LINGUISTICS
Linguistics 332-3 (Kamloops)
Description and Analysis of a First Nations Language II:
Secwepemctsin

FALL SEMESTER 1994

COURSE CHAIR: Dwight Gardiner (with Mona Jules, Joe Michel)

PREREQUISITES: Linguistics 331

COURSE DESCRIPTION:

In this course, students will continue to have practice in the discrimination and writing of the Secwépemctsin practical writing system. In addition, this course will continue to introduce the learner, from a practical and elementary linguistic perspective, to the general linguistic properties of Secwépemc and Salish in general. A substantial portion of the course will be devoted to the analysis of short texts to provide student with practice in recognizing common grammatical structures. Topics that will be covered include the focus system, the deictic system and transitive derivation and control. Concurrently, students will continue to be introduced to simple phrases useful for conversation. Students, by the end of this course will have knowledge of, tested through comprehension tests, of some 250 new lexical items and expressions from everyday settings and culturally important settings.

REQUIRED TEXTS:

- Jules, Mona, ed. *Sptékwles Re Qelmúcw*. Ms. SCES, Kamloops. 1993.
Gardiner, Dwight. *A Grammatical Sketch of Secwepemctsin*. (in preparation). SCES, Kamloops.
Kuipers, A.H. *Shuswap-English Dictionary*. University of Leiden, Leiden. 1982.
English-Shuswap Dictionary. Version 2. SCES, Kamloops. 1993.
English-Shuswap Word-List. Version 2. SCES, Kamloops. 1993.

GRADES:

- 1) weekly comprehension quizzes
- 2) grammatical drills
- 3) cultural project
- 4) journal
- 5) oral final

Cognitive Science Program

Reference: Cognitive Science calendar entry, p. 90 of the 1994/95 calendar.

FROM: **Major Program**
Lower Division Requirements
.....

TO: **Major Program**
A grade point average of 2.0 or higher in each discipline is required for continuation in and graduation from the program and only courses from each discipline which satisfy the requirements of the program (listed below) will be used in calculating this grade point average for continuation and graduation.
Lower Division Requirements
.....

RATIONALE: The continuation and graduation requirement of a 2.0 GPA has been in force since the inception of the program, and communicated to students through the advising process. In order to make it more clearly known that this requirement makes it necessary to maintain the minimum GPA separately in *each* of the academic areas that make up the program, not just in the required courses *overall*, the insertion of an explicit notice to this effect is being proposed. It is further being clarified that only such courses that are specified in the Cognitive Science requirements from each department are taken into account for the calculation of the minimum GPA. In the past, It has been unclear to some students how the minimum GPA is calculated; this addition is intended to point out this requirement in a prominent place.

A. Linguistics Department Program Changes: Synopsis and Rationale

1. Changes to Lower Division Requirements: Major program

<i>From:</i>	<i>To:</i>
Major Program	Major Program
Lower Division Requirements	Lower Division Requirements
LING 130-3	LING 130-3
LING 220-3	LING 220-3
LING 221-3	LING 221-3
LING 222-3	LING 222-3
plus 3 additional semester hours in 100 and 200-level Linguistics courses	plus 3 additional semester hours in 200-level Linguistics courses

RATIONALE: Except for LING 130 (which is required), the 100-level Linguistics courses are neither prerequisites for more advanced courses nor essential for success in the degree programs. They are structured rather as general interest courses for students outside the department as well as within; LING 220 is seen as the entry-level general introduction to the field for majors and minors. In order to provide a more solid background in the lower division by channeling students to other 200-level offerings, the department proposes to leave the 100-level courses except for LING 130 outside the degree program requirements (major, minor, and honors).

2. Changes to Upper Division Requirements: Major program

<i>From:</i>	<i>To:</i>
Major Program	Major Program
Upper Division Requirements	Upper Division Requirements
LING 321-3 Phonology	LING 321-3 Phonology
LING 322-3 Syntax	LING 322-3 Syntax
plus any two of	plus any two of
LING 323-3 Morphology	LING 323-3 Morphology
LING 324-3 Semantics	LING 324-3 Semantics
LING 330-3 Phonetics	LING 330-3 Phonetics
plus 12 additional semester hours chosen from the 400 series courses in Linguistics, and a further 6 semester hours in upper division Linguistics. Approved substitutes from outside the department may be counted for up to 3 of those semester hours.	plus 18 additional semester hours in upper division Linguistics courses. Approved substitutes from outside the department may be counted for up to 3 of those semester hours.

RATIONALE: The external review of the department pointed out that many of our undergraduate majors and minors are having difficulty efficiently fulfilling our 400-level requirements due to (i) the relatively infrequent scheduling of courses at this level and (ii) the number of prerequisite courses required for some of them. In contrast, we have many 300-level courses on topics that would be of interest to majors.

Noting that many other departments in the faculty, including Political Science, Psychology, and Sociology and Anthropology, do not distinguish 300 level from 400 level courses in their upper division requirements, we seek to simplify our problems with scheduling and vertical streaming by following suit.

3. Changes to Lower Division Requirements: Honors program

From:

Major Program

Lower Division Requirements

LING 130-3

LING 220-3

LING 221-3

LING 222-3

plus 3 additional credit hours in 100 and 200-level Linguistics courses

To:

Major Program

Lower Division Requirements

LING 130-3

LING 220-3

LING 221-3

LING 222-3

plus 3 additional credit hours in 200-level Linguistics courses

RATIONALE: See the rationale under *Changes to Lower Division Requirements: Major program* on page 2.

4. Changes to Upper and Lower Division Requirements: Minor program

From:

Minor Program

Lower Division Requirements

LING 130-3 Practical Phonetics

LING 220-3 Introduction to Linguistics

plus 9 additional semester hours in 100 and 200 level Linguistics courses

Upper Division Requirements

9 semester hours chosen from the 300 series courses in Linguistics, and 6 semester hours chosen from the 400 series courses in Linguistics.

To:

Minor Program

Lower Division Requirements

LING 130-3 Practical Phonetics

LING 220-3 Introduction to Linguistics

plus 9 additional semester hours in 200 level Linguistics courses

Upper Division Requirements

15 semester hours of upper division Linguistics courses.

Department of Philosophy

SCUS Reference: SCUS 94 - 7k
SCAP Reference: SCAP 94 - 551

New course -
PHIL 232 - 3 Selected Topics

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 94 - 7 k:

Change of title and description: PHIL 120, 220, 321, 421
Change of prerequisites: PHIL 214
Change of description: PHIL 320

Acting under delegated authority of Senate, SCUS has approved a waiver to permit offering of PHIL 232 in Spring 95-1.

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF PHILOSOPHY

PHIL 232-3

RATIONALE:

The Philosophy Department would like to add a second selected topics course at the 200-level. The Department is currently considering three new courses at the 200-level. These are intended to be service courses for other departments, but in order to test their viability we would like to offer them under special topics numbers to adjust their content should it become feasible to create a permanent place for them in the curriculum. The additional special topics course will allow the Department to offer more than one such course per semester at the 200-level. Specific courses are presently under development by the Department but none will not be completed before the Fall 94 Term. Therefore, specific course outlines and bibliographies are not yet available. These courses will, however, be introductory in nature and place little demand on the Library with virtually all assignments resting on required course books. Examples of specific special topics courses are appended for information.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department: Philosophy
Abbreviation Code: PHIL Course #: 232 Credit Hrs: 3 Vector: Lect/Tut.
Title of Course: Selected Topics
Calendar Description of Course: A specific topic, philosopher or philosophical work to be dealt with as occasion and demand warrant.

Nature of Course: Selected topics.
Prerequisites (or special instructions): None, or specified by specific course offerings.
What course (courses), if any, is being dropped from the calendar if this course is approved: None.

2. Scheduling
How frequently will the course be offered?
Semester in which the course will first be offered?
Which of your present faculty would be available to make the proposed offering possible?

3. Objectives of the Course: To provide flexibility in lower-level course development.

4. Budgetary and Space Requirements
What additional resources will be required in the following areas:
Faculty
Staff
Library*
Audio Visual
Space
Equipment

5. Approval

Date: 31 Mar 94 20 Sept 94 Nov 22/94
L Resnick S. Allen [Signature]
(Department Chair) (Dean) (Chair, SCUS)

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

EVENING

PHILOSOPHY 231
ENVIRONMENTAL ETHICS

FALL SEMESTER 1993

P. HANSON

REQUIRED TEXTS:

Earthbound, Tom Regan (ed).
Respect for Nature, Paul W. Taylor.
Xeroxed material, to be made available at cost.

PREREQUISITES:

Open to all students, but Phil 120 a definite asset.

COURSE DESCRIPTION:

Environmental ethics concerns the (would-be) moral relations that hold between humans and the (rest of the) natural world. A *theory* of environmental ethics attempts rationally to justify a system of moral principles which the theory claims ought to guide human treatment of natural eco-systems and their wild communities. Such a theory would have implications not only for our individual personal moralities but also for public environmental policy.

This course will:

- (1) consider a broad sampling of environmental issues that are thought to give rise to the need for an environmental ethics, issues like pollution, land use planning, agricultural practices, alternative energy technologies, preservation of endangered species, life styles, population control;
- (2) provide an introductory overview of ethics and of current philosophical debate about the nature or even possibility of an environmental ethic;
- (3) look in a more detailed way at one recently elaborated environmental ethic.

COURSE REQUIREMENTS:

3 short written assignments and a term paper worth 40% of the final grade.

EVENING

PHILOSOPHY 231

SPECIAL TOPIC: THEORIES OF MODERN ART

FALL SEMESTER 1991

D.D. TODD

REQUIRED TEXT:

Theories of Modern Art, ed. H.B. Chipp

COURSE DESCRIPTION:

The 'Modern Art' of the title of this course is the art of painting; sculpture will receive scant, if any, attention; music, dance, literature and drama are entirely outside the scope of this course.

This will not be a course in the history of modern painting. It will be a course in the history of theories about painting from Cezanne in the last century to around 1945. Obviously these are related histories, but they are not the same history. Theories of art are concerned with a wide range of matters, e.g., form and content in painting, politics and art, art and nature, representation and abstraction, expression, symbolism, art and psychology, the autonomy of art, the act of painting, and many other matters. The ultimate interest in theories treating these subjects is, of course, in the light they shed both upon the history of modern art and many particular works of art.

We are very far from having a sound ideological foundation to our understanding of modern art. There are several reasons for this lacuna in our thought. Most of the important texts needed for our task were originally published in such obscure publications that they have been extremely difficult to come by, and many of these texts have not been translated, or have not been circulated extensively. Moreover, even when available, important texts have not been taken seriously as significant theoretical documents by many art historians and critics. All too frequently historians and critics have simply quoted small chunks and snippets out of context as illustrative material supporting their own theorizing. Only very seldom have the important writings by the founders of modern art been accorded the serious close reading and analysis which they deserve. The textbook for this course makes available for the first time, in one place and in English, many of the most important documents required for a sound theoretical understanding of modernism in painting, and also contains an excellent supplementary bibliography of important secondary sources. It is the best and most authoritative anthology of such theoretical source material to be published so far. We will read and analyze these writings as extensively as possible in the time available. No philosophical training is presupposed, and no reasonably intelligent student should find the work in this course beyond his grasp. Of necessity most of the class time will be taken up by lectures, but there will be some time available for discussion of the issues by students, and all students will be expected to participate in such discussions.

COURSE REQUIREMENTS:

Three short papers (5-7 pp.), several in-class quizzes, and possibly a mid-term or a final exam.

Note: Philosophy 231 may be applied towards the Certificate in Liberal Arts.

Department of Political Science

SCUS Reference: SCUS 94 - 71
SCAP Reference: SCAP 94 - 55m

- i) New courses:
 - POL 315 - 4 Quantitative Methods in Political Science
 - POL 447 - 3 Theories of International Political Economy
- ii) Deletion of -
 - POL 383 - 3 Government and Politics: India
- iii) Change of requirements for Major
- iv) Changes to course listings Field A, Field B, Field C, Field D
- v) Changes to Lower Division requirements
- vi) Changes to Joint Major in Political Science and Latin American Studies
- vii) Changes to Joint Major in Political Science and Canadian Studies
- viii) Changes to Joint Major in Political Science and Business Administration

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 94 - 71:

Change of number: POL 213

Change of description, number and title: POL 421, 442

Change of prerequisites: POL 422, 313, 312, 311,

Change of description: POL 343

Change of title: POL 210

Department of Political Science
SIMON FRASER UNIVERSITY

Burnaby, B.C. Canada V5A 1S6
[tel. (604) 291-4782; fax (604) 291-4786; email via 'douglasr@sfu.ca']

Memorandum

FROM: Professor Douglas A. Ross
TO: Prof. Andrea Lebowitz, Associate Dean and
Chair, Faculty of Arts Curriculum Committee

SUBJECT:

- A) 'New Course Proposal, POL 447-3',
- B) 'New Course Proposal, POL 315-4',
- C) Related 'New Lower Division Calendar Requirement for POL 201-3 [formerly POL 213-3] or STAT 103-3',
- D) Other Related 'Main Entry and Course Description Textual Revisions for Political Science',
- and E) Revised Prerequisites for Field A Offerings and Course Title Change for POL 210-3

DATE: 10 May 1994

re. A) Please find attached one submission, **with library evaluation appended**, for a proposed new course in the Department of Political Science, "Theories of International Political Economy", POL 447-3, to be taught by Professor Theodore Cohn. This memorandum was circulated in the department for approval which it duly received from the International Relations field committee and the Chair of the Department. Please place this proposal on the agenda of the next meeting of the Faculty of Arts Curriculum Committee.

B) At its meeting of 15 March 1994, the Department of Political Science approved the attached proposal for a new course to be taught by Professor Paul Warwick, POL 315-3 "Quantitative Methods in Political Science". Material for the proposal is enclosed for consideration by FACC along **with the library report**. Please place this proposal on the agenda of the next meeting of the FACC.

C) At the meeting of 15 March 1994, it was approved by the department that effective for semester 1995-3 all majors in Political Science must complete either POL 213-3 ("Research Methods in Political Science") or STAT 103 ("Introduction to Statistics for Social Sciences"--or any future equivalent) **before declaration** of 'major' status. It was also decided by the department at its meeting of April 19, 1994, to alter the numerical designation of POL 213-3

to POL 201-3. Accordingly I have enclosed a calendar revision request pertaining to this new requirement.

D) Fourthly, please place on the agenda the enclosed material regarding other proposed amendments intended to clarify the language of the main calendar entry for Political Science on pp. 121-22 of the 1994-95 calendar, and to revise the course listings suitably on pp. 233-36. Would you please ensure that all these items are on the agenda of the next meeting of the Faculty of Arts Curriculum Committee.

E) Finally, please include in the next FACC meeting consideration of 'Revised Prerequisites for Political Philosophy Offerings' all of which were approved in principle by the Department meeting of 19 April 1994 which endorsed the negotiation of a new arrangement with the Department of Philosophy.

Thank you.



Prof. Douglas A. Ross,
Chair, Undergraduate Studies
and Curriculum Committee,
Department of Political Science

DEPARTMENT OF POLITICAL SCIENCE

Pol. 447-3 Theories of International Political Economy (3 credit hours)

RATIONALE:

There are several major reasons for offering this course. First, International Political Economy (IPE) has become an important area of international relations, and the Political Science Department currently offers only one undergraduate course on IPE. Second, a number of students who have taken the introductory IPE course (Pol. 343 - Global Political Economy), have expressed interest in taking a more advanced course in this area. Third, Pol.447 is designed to provide a more in-depth examination of IPE theories than is provided in Pol. 343. Fourth, we are converting our Canadian Foreign Policy course (has been Pol. 421) to a third-year 300-level course, and Pol 447 will provide us with a replacement advanced course at the 400-level.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department: Political Science
Abbreviation Code: Course #: 447 Credit Hrs: 3 Vector: 0/3/0
Title of Course: Theories of International Political Economy

Calendar Description of Course: An examination of the major theories of international political economy, and their application to such issues as the politics of trade, aid, monetary relations, and transnational corporations."

Nature of Course: advanced undergraduate course in international relations.

Prerequisites: Pol. 241 and Pol. 343

The Political Science Department has recently dropped a course in international relations: Pol. 342-3: "Relations between Developed and Developing Nations."

2. Scheduling

How frequently will the course be offered? one per year.

Semester in which the course will first be offered? When first offered: Spring or Fall, 1996

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

Theodore Cohn Douglas A. Ross and Alexander Moens

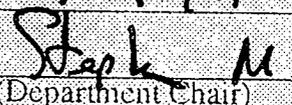
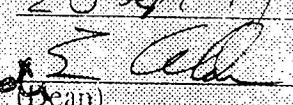
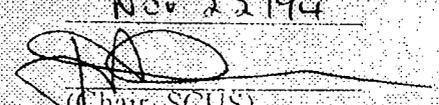
3. Objectives of the Course:

To familiarize the student with the major theoretical approaches to International Political Economy.

4. Budgetary and Space Requirements

There will be no additional budgetary or space requirements.

5. Approval

Date: 19 Sept/94	20 Sept 94	Nov 22 1994
		
(Department Chair)	(Dean)	(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-3-1a. Attached course outline). Arts 92-3 (* note: a separate library report is now required)

DEPARTMENT OF POLITICAL SCIENCE

Pol. 315-4 Quantitative Methods in Political Science (4 credit hours)

RATIONALE:

The current offering of but one course in quantitative techniques of political analysis has proved to be inadequate for many students who wish to pursue such study in depth. Accordingly this new course will allow students to build on their lower division introduction to quantitative methods and will enable them to become much more effectively prepared for employment after graduation with government agencies and departments or private sector firms who require advanced social science skills. Because a sizeable proportion of the literature in the field of Political Science is quantitatively oriented our graduates will be much better equipped to pursue graduate studies as well.

The provision of this course will be done in a way that is **complementary to the offering of SA 355**. POL 315 will be offered once a year in the semester when the SA course is not. Under a cooperation agreement with the Department of Sociology and Anthropology [see attached memorandum to Prof. Andrea Lebowitz, Chair of FACC] Political Science students may choose to take SA 355 for equivalent credit to POL 315. Similarly S&A students may take POL 315 for credit equivalent to SA 355. The prerequisites for both courses have been appropriately amended to facilitate such flexibility.

POL 315 will have a vector of 2/1/1--not the 2/1/0 that would be customary for Political Science courses of its type. Such vectoring will permit students from S&A to take it for credit without disrupting their programme.

Department of Political Science
SIMON FRASER UNIVERSITY

Burnaby, B.C. Canada V5A 1S6
[tel. (604) 291-4782; fax (604) 291-4786; email via 'douglasr@sfu.ca']

Memorandum

TO: Prof. Andrea Lebowitz, Chair FACC
FROM: Professor Douglas A. Ross, Chair Undergraduate Studies Committee
and Prof. Michael Kenny, Chair Undergraduate Studies Committee, S&A
SUBJECT: Shared Methods Course between Political Science and S&A
DATE: 7 September 1994

Further to our memorandum to you of 12 July 1994 , the two departments have now agreed on the following arrangements for mounting SA 355 and the new POL 315 on a fully complementary basis. SA355 is a required course for Sociology majors and Sociology/Anthropology majors. POL 315 is not required for Political Science majors at this time. S&A would very much like to have SA355 offered in all 3 semesters annually. Having POL 315 regularly available for the third semester will improve flexibility and course access for S&A majors, just as the provision of SA355 will assist Political Science students who wish to pursue quantitative analytical methods.

- 1) Each course will have equivalent prerequisites. For POL 315: STAT 103 (soon to be 203) and POL 213, Research Methods in Political Science. For SA355: STAT 103 (soon to be 203) and SA255, Introduction to Social Research. Each course will be taught in the same facility, the new S&A/Poli Sci joint computing facility.
- 2) POL 315 and SA355 are to be designated as equivalent courses. Credit for one will count as credit for the other.
- 3) To prevent prerequisite overlap/duplication problems, it will be specified in the calendar that students with credit for SA 255 cannot take POL 213 for further credit, and vice versa. SA255 and POL 315 are roughlyly equivalent with respect to their political-sociological analytical content but differ in that SA255 also has a qualitative component drawn from anthropology.
- 4) POL 315 will be offered once a year. It is agreed that SA355 will be offered twice a year in the two semesters when POL 315 if not offered. Departmental Assistants of the two deparments (and if necessary the two Chairs) will coordinate the scheduling of the courses at least one year in advance.
- 5) After further consultation it has been agreed that POL 315 will be a four (4) credit hour course, with a vector of 2/1/1. While Political Science courses normally would have a 2/1/0 vector, a fourth hour of additional tutorial work in the joint computer facility will be added to POL 315 so that S&A students taking the course will not have their programmes disrupted by a variation in credit hours. The two departments have agreed further that the most quantitatively skilled graduate student in the two departments will be assigned to provide the fourth hour when POL 315 is being offered. Costing of the provision of this TA will be negotiated by the two departments in light of student enrolments by disciplinary distribution.

The above arrangements provide an efficient and equitable solution to the overlap issue that will fully utilize existing faculty resources and improve course access for students in both departments.

cc. Prof. Ellen Gee, Chair Sociology and Anthropology
Prof. Stephen McBride, Chair Political Science

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department **Political Science**
- Abbreviation Code: **POL** Course #: **315** Credit Hrs: **4** Vector: **2/1/1**
- Title of Course: **Quantitative Methods in Political Science**
- Calendar Description of Course: **An examination of the principal methods of empirical research in political science. This course is equivalent to SA 355. Students who have completed POL 315 may not take SA 355 for further credit.**
- Nature of Course:
- Prerequisites (or special instructions): **STAT 103; POL 201 or SA 255.**

What course (courses), if any, is being dropped from the calendar if this course is approved:
No courses are being dropped.

2. Scheduling
- How frequently will the course be offered? **Once per year.**
- Semester in which the course will first be offered? **95-3 or 96-1**
- Which of your present faculty would be available to make the proposed offering possible?
Paul Warwick, Laurent Dobuzinskis and Lynda Erickson

3. Objectives of the Course:
The objective of the course is to provide political science majors with an adequate preparation in the quantitative methods commonly used in political science.

4. Budgetary and Space Requirements
- What additional resources will be required in the following areas:
- | | |
|--------------|-------------|
| Faculty | None |
| Staff | None |
| Library* | None |
| Audio Visual | None |
| Space | None |
| Equipment | None |

-
5. Approval
- | | | |
|--|---------------------------|-------------------------------------|
| Date: <u>19 Sept. 1994</u> | <u>20 Sept 95</u> | <u>Nov. 22 1994</u> |
| <u>S. Mc-Rie</u>
(Department Chair) | <u>J. Allen</u>
(Dean) | <u>[Signature]</u>
(Chair, SCUS) |

READING LIST

1. Introduction
2. Concepts and Concept Formation
3. Univariate Statistics
Fox, Ch. 1-4
4. Bivariate Tabular Analysis
Fox, Ch. 5-6
5. Multivariate Tabular Analysis
Fox, Ch. 10
6. Measures of Association of Tables
Fox, Ch. 7.
7. Midterm Exam
8. Differences of Means Texts
9. Analysis of Variance
Fox, Ch. 8.
10. Correlation and Regression
Fox Ch. 9.
11. Multiple Regression and Correlation
Fox Ch. 11.
12. Applications of Multivariate Statistics in Political Science
13. Review of Course Material and a Glimpse at More Advanced Statistics
Fox, Ch. 12

PS 315 BIBLIOGRAPHY

As a course exclusively devoted to development of quantitative analytical skills, with no research essay requirement, PS 315 has only one book on its bibliography:

William Fox, Social Statistics Using Microcase (Bellevue, WA: Microcase Social Sciences Software, 1993):

This text comes with an interactive software disc program, two large data sets, and a lab workbook with data analysis exercises. Other data for assignments, exams, etc., will be supplied by the instructor. There are consequently no library requirements for this course.

Social Statistics Using MicroCase

by William Fox, Skidmore College



This is the first *complete* package for introductory social statistics.

It emphasizes both the fundamental principles that underlie social statistics and the practical applications of statistics to real data. This package includes: (1) a complete hardcover statistics textbook, (2) a lab workbook with data analysis exercises and discussion questions, (3) a student version of the MicroCase Analysis System, and (4) two large data sets (SURVEY with 1,372 cases and 103 variables from the 1990 General Social Survey, and STATES based on the 50 states with 103 variables).

The software requires an IBM compatible computer with 512K RAM, graphics capacity, and one 3.5 inch or two 5.25 inch floppy drives. The *wholesale* price for the complete package is \$38--actual retail price varies. (ISBN 0-922914-10-9)

CONTENTS

PART I-INTRODUCTION AND UNIVARIATE ANALYSES 1) Statistics and Variables 2) Frequency and Percentage Distributions 3) Codebooks and Data Manipulation 4) Averages and Measures of Variation *PART II-BIVARIATE ANALYSES* 5) Bivariate Tabular Analysis 6) The Chi-Square Test of Statistical Significance 7) Measures of Association for Tabular Data 8) Analysis of Variance 9) Regression and Correlation *PART III-MULTIVARIATE AND ADVANCED ANALYSIS* 10) Multivariate and Tabular Analysis 11) Multiple Regression and Correlation 12) A Glance at More Advanced Statistical Techniques

Complimentary examination copies are available for course adoption purposes only. To receive your copy, return the request form located in the center of this catalog or call us at (800) 682-7367 or (206) 635-0293.

"It's that rare combination in a statistics book--accessible to students and statistically sound."

Richard Rosenfeld
University of Missouri, St. Louis

"Fox writes clearly and does a good job of simplifying complex topics. I liked the conversational style and humor. The text is very readable, the graphics are good, and I think a strength of this approach is that it will teach statistics while reducing students' computer phobia."

David Royse
University of Kentucky

DEPARTMENT OF POLITICAL SCIENCE

New Lower Division Calendar Requirement for POL 201-3 [formerly POL 213-3] or STAT 103-3 or its equivalent

FROM (p. 122 of the calendar) :

" Major Program

Students are required to complete 30 semester hours of upper division Political Science courses, including courses from at least three of the five fields."

TO:

" Major Program

Students are required to complete 30 semester hours of upper division Political Science courses, including courses from at least three of the five fields to finish their program. At the lower division level, students must complete POL 100-3, one of POL 201-3 or STAT 103-3 or its equivalent, and 15 hours of course work distributed in 4 of 5 fields.

To be approved as an honours student, a major, double major, or extended minor in Political Science, all students seeking admission to such programs must first successfully complete POL 100-3 (Introduction to Politics and Government), and either POL 201-3 (Research Methods in Political Science) or STAT 103-3 (Introduction to Statistics for the Social Sciences) before any such status can be confirmed. Students in Joint Major programs are encouraged but not required to meet this quantitative methods requirement.

Students may claim a Field A credit if they complete both POL 201-3 and STAT 103-3, but students should note that only POL 210 (Introduction to Political Philosophy), or its equivalent, serves as a prerequisite for upper division courses in the Political Philosophy stream within Field A. For those students electing to do both courses, it is recommended that POL 201-3 should be completed prior to undertaking STAT 103-3."

[Note that STAT 103-3, "Introduction to Statistics for the Social Sciences", is in the process of being renumbered to STAT 203-3, "Introduction to Statistics for the Social Sciences".]

[Note also that POL 210-3 is being renamed as part of this present package of alterations. See part E.]

RATIONALE: Many of our graduates are disadvantaged by a lack of quantitative analytical training in the social sciences. The addition of compulsory training in quantitative analytical techniques will strengthen our graduates' marketability after graduation with regard to both public and private sector employment and will prepare them more thoroughly for graduate work should they choose to pursue further academic training.

PART D:

Main Entry and Course Description Textual Revisions for Political Science

N.B.

For clarity in light of the large number of textual changes to the 1993-94 calendar text approved in September of 1993, the "FROM" portions of each alteration are drawn from the galleys of the 1994-95 calendar text, not the 1993-4 text.

DEPARTMENT OF POLITICAL SCIENCE
MAIN ENTRY ALTERATION

New quantitative methods requirement for majors in Political Science.

FROM:

a] re. third para. in left-hand column of p. 121 which now reads:

The basic introductory course is POL 100-3 Introduction to Politics and Government. All other courses in the Political Science curriculum are distributed among the five fields within the discipline.

TO:

" The basic required introductory course is POL 100-3, Introduction to Politics and Government. For honors students, majors, double majors, and extended minors, but not joint majors, there is a second required introductory course POL 201-3 (Research Methods in Political Science), or its equivalent STAT 103-3 (Introduction to Statistics for the Social Sciences). All other courses in the Political Science curriculum are distributed among the five fields within the discipline."

RATIONALE:

To bring the description into conformity with the new quantitative methods requirement being added by the department to enhance the analytical skills and employability of our graduates. [See also Part C of this package.]

DEPARTMENT OF POLITICAL SCIENCE
MAIN ENTRY ALTERATION

b) renumber sequence of courses and titles in Field A Political Theory p. 121 as follows:

FROM:

Field A Political Theory

POL 210-3 Political Theory
213-3 Research Methods in Political Science
311-3 History of Political Thought I
312-3 History of Political Thought II
313-3 Political Ideologies
314-3 Theory and Explanation in Political Science
411-3 Normative Political Theory
412-3 Marxist Political Theory
413-3 Nature and Politics
414-3 Theories of Political Development
415-3 The Liberal Tradition
416-3 Feminist Social and Political Thought

POL 417-3 Human Rights Theories
** 418-3 Selected Topics in Political Theory I
* 419-3 Selected Topics in Political Theory II

**Students should be aware that these courses may require special prerequisites.*

TO:

"Field A Political Theory

POL 201-3 Research Methods in Political Science
210-3 Introduction to Political Philosophy
311-3 History of Political Thought I
312-3 History of Political Thought II
313-3 Political Ideologies
314-3 Theory and Explanation in Political Science
* 315-3 Quantitative Methods in Political Science
411-3 Normative Political Theory
412-3 Marxist Political Theory
413-3 Nature and Politics
414-3 Theories of Political Development
415-3 The Liberal Tradition
416-3 Feminist Social and Political Thought
417-3 Human Rights Theories
** 418-3 Selected Topics in Political Theory I
** 419-3 Selected Topics in Political Theory II

** SA 355 may substitute for POL 315*

*** Students should be aware that these courses may require special prerequisites.* "

RATIONALE:

To bring the listing into conformity with course alterations being proposed in this package.

DEPARTMENT OF POLITICAL SCIENCE
MAIN ENTRY ALTERATION

c) re. listings of courses in Field B, **Canadian Government and Politics**, on p. 121 in the right-hand column:

FROM:

Field B Canadian Government and Politics

POL	221-3	Introduction to Canadian Government
	222-3	Introduction to Canadian Politics
	321-3	The Canadian Federal System
	322-3	Canadian Political Parties
	323-3	Provincial Government and Politics
	324-3	The Canadian Constitution
	421-3	Canadian Foreign Policy
	422-3	Canadian International Security Relations
	423-3	BC Government and Politics
	424-3	Quebec Government and Politics
	425-3	Political Leadership in Canada
	427-3	The Legislative Process in Canada
	426-3	Canadian Political Behaviour
*	428-3	Selected Topics in Canadian Government and Politics I
*	429-3	Selected Topics in Canadian Government and Politics II

**Students should be aware that these courses may require special prerequisites.*

TO:

DELETE: "POL 421-3 Canadian Foreign Policy "

ADD: "POL 347-3 Introduction to Canadian Foreign Policy"

CORRECT: the numbering sequence to 425, 426, 427, 428 from present erroneous format

RATIONALE:

POL 421 course is being moved to the 300-level as part of the departmental restructuring of upper division courses for possible enrolment expansion. See course alteration form enclosed in this package. The numbering error slipped into the calendar last year.

N.B. As in previous years when the course was POL 421, the redesignated POL 347 will continue to serve as either Field B or D credit for departmental requirements.

DEPARTMENT OF POLITICAL SCIENCE
MAIN ENTRY ALTERATION

d) re. change in listing of courses in **Field C, Comparative Government and Politics**, in right-hand column of p. 121

FROM:

Field C Comparative Government and Politics

- POL 231-3 Introduction to Comparative Government and Politics
- 330-3 Government and Politics: Selected West European Nations
- POL 332-3 Government and Politics: United States
- 333-3 Soviet and Post-Soviet Political Systems
- 334-3 East European Political Systems
- 335-3 Government and Politics: People's Republic of China I
- 336-3 Government and Politics: People's Republic of China II
- 337-3 Government and Politics: Selected Latin American Nations I
- 338-3 Government and Politics: Selected Latin American Nations II
- 381-3 Government and Politics: Japan I
- 382-3 Government and Politics: Japan II
- 383-3 Government and Politics: India
- 430-3 Government and Politics: Selected Asian Nations
- 431-3 Comparative Western European Systems
- 432-3 Comparative Communist and Post-Communist Political Systems
- 433-3 Comparative Developing Systems
- 435-3 Comparative Federal Systems
- * 438-3 Selected Topics in Comparative Government and Politics I
- * 439-3 Selected Topics in Comparative Government and Politics II
- 441-3 Comparative Foreign Relations: Selected Political Systems
- 481-3 Ethnic Politics and National Identity: Comparative Perspectives
- 482-3 Comparative Political Elites

**Students should be aware that these courses may require special prerequisites.*

TO:

DELETE:

POL 383-3 Government and Politics: India

RATIONALE:

This course will no longer be offered because of the retirement of a faculty member and the low likelihood of hiring in this area in the foreseeable future.

DEPARTMENT OF POLITICAL SCIENCE MAIN ENTRY ALTERATION
e) re. listing of courses under Field D **International Relations** on p. 121:
FROM:

Field D International Relations

- POL 241-3 Introduction to International Politics
- 341-3 International Integration and Regional Association
- 342-3 Relations between Developed and Developing Nations
- 343-3 Global Political Economy
- 344-3 Public International Law
- 345-3 The Nation-State and the Multinational Corporation
- 346-3 International Organizations
- 421-3 Canadian Foreign Policy
- 422-3 Canadian International Security Relations
- 441-3 Comparative Foreign Relations: Selected Political Systems
- 442-3 International Conflicts Resolution
- 443-3 Nuclear Strategy, Arms Control and International Security
- 444-3 Politics and Foreign Policy in the European Economic Community
- 446-3 International Relations in East Asia
- 445-3 American Foreign Policy: Processes, Issues
- 448-3 Selected Topics in International Relations I
- 449-3 Selected Topics in International Relations II

**Students should be aware that these courses may require special prerequisites.*

TO:

ADD to the list:

- POL 347-3 Introduction to Canadian Foreign Policy
- POL 348-3 International Conflict Resolution
- POL 447-3 Theories of International Political Economy

DELETE from the above list:

- POL 421-3 Canadian Foreign Policy
- POL 442-3 International Conflicts Resolution

RATIONALE:

The course POL 347-3 (formerly POL 421-3) is being moved to a 300-level designation because it has been deemed suitable for possible enlargement on a regular basis, should this prove necessary in future years. Other upper-level courses at the 400-level build upon this introductory course, specifically POL 422 and the new course POL 447. See course alteration form enclosed in this package for POL 421-3.

The course POL 348-3 (formerly POL 442-3) is being moved to the 300 level because it has been designated for possible regular enlargement by the Field D committee within the Department of Political Science. See also the course alteration form enclosed in this package.

POL 447-3 is a new course. See materials in this package in Part A.

DEPARTMENT OF POLITICAL SCIENCE
MAIN ENTRY ALTERATION

f) re. two paras. describing **Lower Division Requirements** , the section [in left-hand column of p. 122 should read:

FROM:

"Lower Division Requirements

Students who plan to major or to take an honors degree in Political Science must obtain at least 18 semester hours in lower division courses, ensuring that they take courses in at least four of the five fields of Political Science. It is strongly recommended that POL 213-3 is included in this section.

Students who plan to minor in Political Science must obtain at least 12 semester hours in lower division courses, ensuring that they take courses in at least two of the five fields of Political Science."

TO:

"Lower Division Requirements

Students who plan to major, do a double major, or take an honours degree or extended minor in Political Science must obtain at least 21 semester hours in lower division courses, with the requirement that they successfully complete POL 100-3, POL 201-3 or STAT 103-3 (or its equivalent), plus 15 other semester hours in lower division course work spanning four of the five fields of Political Science. Students who elect to take both POL 201-3 and STAT 103-3 will be granted a Field A credit.

Students who plan to minor in Political Science must complete POL 100-3 and at least 12 semester hours in lower division courses, ensuring that they take courses in at least two of the five fields of Political Science."

RATONALE:

These alterations to the main entry text will bring the description into conformity with the new course and course requirement additions described elsewhere in the package.

DEPARTMENT OF POLITICAL SCIENCE
MAIN ENTRY ALTERATION

g) re. description of requirements under **Joint Major in Political Science and Latin American Studies** at bottom of the right-hand column on p. 122.

FROM:

Joint Major in Political Science and Latin American Studies

Political Science Requirements

Students must satisfy the lower division requirements of both disciplines.

In addition to the special requirements in Latin American studies, students must complete 30 upper division semester hours in three of the five fields of Political Science, as required for Political Science Majors. POL 337-3 and POL 338-3 may not be used to satisfy Latin American Studies requirements.

For further information see the Political Science Latin American Studies coordinator or the *Department of Spanish and Latin American Studies* section.

TO:

Section should begin:

"Political Science Requirements

Students must satisfy the lower division requirements of both disciplines. In Political Science this means that students must complete successfully POL 100-3, plus 15 semester hours of course work spanning at least four of the five fields of Political Science.

In addition to the special requirements in Latin American studies, students must complete 30 upper division hours in three...."

[[rest of section remains the same]]

RATIONALE:

The altered wording gives greater specificity to lower division requirements and should help to avoid confusion. The addition of POL 100-3 to this section is **not a new requirement**, but it will clarify matters for students who may not follow the language of the prologue to the main entry on p. 121.

DEPARTMENT OF POLITICAL SCIENCE
MAIN ENTRY ALTERATION

h) re. clarification of requirements in the **Joint Major in Political Science and Canadian Studies**

FROM: [p. 122]

Joint Major in Political Science and Canadian Studies

Political Science Requirements

Students must satisfy the lower division requirements of both disciplines.

In addition to the special requirements for a major in Canadian Studies, a student must complete 30 upper division semester hours in three of the five fields of Political Science, as required for Political Science majors. Up to 12 semester hours that are available for credit in both Political Science and Canadian Studies may be counted towards the upper division requirements of both departments.

For further information, see the Political Science/Canadian Studies co-ordinator or the *Centre for Canadian Studies* section.

TO:

This section that begins in the right hand column of p. 122 should read:

"Political Science Requirements

Students must satisfy the lower division requirements of both disciplines. In Political Science this means that students must complete successfully POL 100-3 plus 15 semester hours of course work spanning four of the five fields in Political Science.

In addition to the special requirements for a major in Canadian Studies...."

[[rest of section is unchanged]]

RATIONALE:

The altered wording gives greater specificity to lower division requirements and should help to avoid confusion. The addition of POL 100-3 in this section is **not a new requirement**, but it will clarify matters for students who do not follow the logic of the prologue to the main entry on p. 119.

DEPARTMENT OF POLITICAL SCIENCE
MAIN ENTRY ALTERATION

i) re. clarification of wording under the section **Joint Major in Political Science and Business Administration** near bottom right-hand column on p. 122

FROM:

Joint Major in Political Science and Business Administration

Students wishing to pursue this program must discuss these plans with the appropriate advisors.

Lower Division Requirements

Students must take a minimum of 15 semester hours in at least three fields of Political Science, including POL 151-3 and POL 251-3, and must qualify for admission to the Faculty of Business Administration. Students must also satisfy the Faculty of Arts requirements if they elect to take their degree in the Faculty of Arts, or the Faculty of Business Administration requirements if they elect to take their degree in that Faculty. (Refer to the *Business Administration* section for upper division requirements.)

TO:

Section should read under **Lower Division Requirements:**

"Students must take a minimum of 15 semester hours of course work in at least three fields of Political Science, including POL 100-3, POL 151-3 and POL 251-3, and must qualify for admission to the Faculty of...."

[[rest of section is unchanged]]

RATIONALE:

The altered wording gives greater specificity to lower division requirements and should help to avoid confusion. The addition of POL 100-3 to the list is **not a new requirement**, but it will clarify matters for students who do not follow the logic of the prologue to the main entry on p. 121.

Department of Sociology/Anthropology

SCUS Reference: SCUS 94 - 7m
SCAP Reference: SCAP 94 - 55n

- i) New courses:
 - SA 231 - 4 The Sociology of Domestic Life
 - SA 401 - 4 The Politics of Culture in Contemporary Societies
- ii) Deletion of -
 - SA 308 - 4 Industrial Sociology
 - SA 331 - 4 Sociology of the Family
 - SA 369 - 4 Political Processes in Social Life
 - SA 411 - 4 Anthropology of Complex Societies
 - SA 469 - 4 Symbol, Myth and Meaning
 - SA 477 - 4 Southern Africa
- iii) SA 355 and POL 315 to be listed as equivalent courses
- iv) Changes in methods requirement for Sociology Major Program
- v) Changes in methods requirement for Joint Major in Sociology and Anthropology

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 94 - 7 m

Change of title and description: SA 201, 202, 323, 332, 362, 374, 450, 451

Change of prerequisite: SA 218, 356, 467, 447, 255, 355

Change of description: SA 260

Change of title: SA 263

Change of title, number and description: SA 468

Change of title, description and prerequisite: SA 472

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF Sociology & Anthropology

SA 231-4 **The Sociology of Domestic Life (S)**

An examination of families and households in social, cultural, political, and economic context. This course focusses on the diversity of family forms in contemporary societies (particularly Canada) in relation to various social institutions and processes, including demographic trends, ideology, the economy, the state and social policies. (Lecture/Tutorial). *Prerequisite: SA 150.*

RATIONALE:

What is proposed is not so much a new course as a change in level, vector, name and description of an already existing course (SA331 -- Sociology of the Family) which will be deleted accordingly.

The change of level is to be made because of demand, to enhance departmental enrollment at the lower levels, and to bring the S&A offering in line with the practice in other Canadian colleges and universities, which generally offer a 'family' course in the second-year. The proposed change will simplify transfer credit allocation.

The change of name and description reflects the actual content of the course; it is recognized that, so far as domestic arrangements are concerned, there is no longer just "the family," but many kinds of families. "Domestic Life" is therefore a more neutral and accurate term.

Though the course is listed as 'Lecture/Tutorial' there are likely to be times when, with the approval of FACC and the Dean of Arts, it will be offered as a lecture course only. If enrollments prove to be high in a given semester TAship allocation may not be sufficient to support a non-required course of this nature, in which case assistance will be sought in the form of a Tutor-Marker.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department Sociology & Anthropology

Abbreviation Code: SA Course #: 231 Credit Hrs: 4 Vector: 2-2-0

Title of Course: The Sociology of Domestic Life (S)

Calendar Description of Course: An examination of families and households in social, cultural, political, and economic context. This course focuses on the diversity of family forms in contemporary societies (particularly Canada) in relation to various social institutions and processes, including demographic trends, ideology, the economy, the state and social policies. (Lecture) Prerequisite: SA 150.

Nature of Course: Lecture/Tutorial

Prerequisites (or special instructions): SA 150

What course (courses), if any, is being dropped from the calendar if this course is approved: SA 331 - 4

2. Scheduling

How frequently will the course be offered? at least once a year

Semester in which the course will first be offered? 95-3

Which of your present faculty would be available to make the proposed offering possible? Ellen Gee; Arlene McLaren; Dara Culhane (CFL status in 94-3)

3. Objectives of the Course: To provide basic introduction to the sociology of the family and domestic life, particularly in the Canadian context.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty none (to be taught by same faculty now teaching SA331)

Staff none

Library: SFU library contains 47 of the listed 50 books in the course outline, and all four listed journals.

Audio Visual none

Space Course presently a seminar capped at 24 students; going up to 90 student lecture format. Lecture room required

Equipment none

5. Approval

Date: 17 June

20 Sept 94

Nov 22 1994

(Department Chair)

(Dean)

(Chair, SCUS)

SAMPLE COURSE OUTLINE
SA 231-4 SOCIOLOGY OF DOMESTIC LIFE

Topical Outline

1. Conceptualizing Families
LGH - Chapter 1

2. Family Theories and Methods
LGH - Chapter 2

3. Family Structure
 - Cross-cultural Variations
LGH - Chapter 5

 - Historical Change in Western Family Structure
LGH - Chapter 4

 - Diversity in Contemporary Canadian Families
LGH - Chapter 5
TS - 15 - Children of Divorce: Are they at Greater Risk?
5 - Should Gays and Lesbians Fight for the Right to Marry?

4. Family Relations
 - Marital Relationships
LGH - Chapters 9, 15 and 16
TS - 4- Is Marriage Good for You?
 - 13 - Husband Battering: Is it a Social Problem?
 - 17 - Is the Success of Remarriage Doomed?

 - Parent-Child Relationships
LGH - Chapters 13 and 14

5. Gender, Work and Families
LGH - Chapter 11
TS - 2 - Are Women Only Victims in Their Roles as Social Support Providers?
 - 3 - Have Men's Family Roles Changed?

6. Family Policy Issues

LGH - pp. 533-543

TS - 8 - Should Surrogate Parenting be Permitted for Infertile Couples?

-11- Would a "Mommy Track" Benefit Employed Women?

-16- Do Stepchildren Need Special Policies and Programs on their Behalf?

REQUIRED READING

LGH - Larson, Goltz and Hobart, Families in Canada: Social Context, Continuities and Change. Scarborough, Prentice-Hall, 1994.

TS - Bird and Sporkowski, Taking Sides: Clashing Views of Controversial Issues in Family and Personal Relationships. Guilford, Conn., Dushkin, 1992.

COURSE REQUIREMENTS

one mid-term examination - 25%

one book report -25%

final examination - 50%

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF Sociology & Anthropology

SA 401 - 4 **The Politics of Culture in Contemporary
Societies (A)**

RATIONALE:

Anthropology has increasingly shifted its attention from traditional ethnographic settings to examine the use of the 'culture' concept in political discourse in the contemporary world: for example, in the claims of Canadian native peoples, and in the resurgence of ethnonationalism more generally. This course allows for a detailed look at the burgeoning literature on the subject. The course number indicates conceptual continuity with SA201 (Anthropology of Contemporary Life) and SA301 (Key Ideas in Anthropology).

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department Sociology & Anthropology
Abbreviation Code: SA Course #: 401 Credit Hrs: 4 Vector: 0-4-0
Title of Course: The Politics of Culture in Contemporary Societies (A)

Calendar Description of Course:

Anthropological explorations of the relationship between political, cultural, and social processes in contemporary societies. Topics may include: social organization and symbolic systems; the use of political rhetoric and symbolism; the mobilization of social, cultural, and political constituencies; the articulation of political processes between local, national, and international levels. (Seminar) *Prerequisites: SA 301; SA 356 highly recommended.*

Nature of Course: Seminar

Prerequisites (or special instructions): SA 301; SA 356 highly recommended

What course (courses), if any, is being dropped from the calendar if this course is approved: SA 369 (Political Processes in Social Life); SA 411 (The Anthropology of Complex Societies)

2. Scheduling

How frequently will the course be offered? once a year

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

Which of your present faculty would be available to make the proposed offering possible? Noel Dyck; Stacy Pigg; Dara Culhane (CFL in 94-3)

3. Objectives of the Course: A detailed examination of the rapidly developing literature concerning the use of the culture concept in contemporary political discourse.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty: none

Staff: none

Library: resources already in place. Library Report Attached

Audio Visual: none

Space regular seminar room for maximum of 24 students

Equipment none

5. Approval

Date: 20 Sept 94
(Department Chair)

20 Sept 94
(Dean)

Nov 22 1994
(Chair, SCUS)

(example of proposed new course offering)

SA 401-4 THE POLITICS OF CULTURE IN CONTEMPORARY SOCIETIES

Seminar Course

Course Content:

In recent years an increasing number of social and cultural anthropologists have shifted their attention from traditional ethnographic settings and concerns in order to examine what may be described as the politicization of culture across the contemporary world as well as within the discipline of anthropology. In this course we shall be investigating the manner in which anthropological understandings of "culture" and of "politics" are being refashioned theoretically and employed in ethnographic studies of the contemporary social world.

Course Organization:

The seminar will address four topics through a consideration of course readings as well as individual student essay projects (to be reported upon within the seminar at different stages in the course). The four topics to be examined are: (1) contemporary theoretical developments in political and cultural anthropology; (2) social identities and nationalism; (3) the politics of ritual; and (4) cultural politics in urban settings.

Course Grading:

Midterm Examination	30%
Term Paper	50%
Seminar Participation	20%

Required Readings:

Anderson, Benedict

1991 Imagined Communities: Reflections on the Origin and Spread of Nationalism.

Barth, Frederik

1993 Balinese Worlds.

Hannerz, Ulf

1992 Cultural Complexity: Studies in the Social Organization of Meaning.

McDonald, Maryon

1990 We Are Not French: Language, Culture, Identity in Brittany.

COURSE DELETION AND RATIONALE

DEPARTMENT OF Sociology & Anthropology

Course Deletions:

SA 308 - 4 Industrial Sociology (S)

Rationale: Not taught by CFI faculty. Content merged in redescribed SA 202

SA331 - 4 Sociology of the Family (S)

Rationale: Replaced by new SA231 -- The Sociology of Domestic Life

SA 369 - 4 Political Processes in Social Life

Rationale: Content merged in new course, SA 401 -- The Politics of Culture in Contemporary Society.

SA 411 - 4 Anthropology of Complex Societies (A)

Rationale: Seldom offered; content merged in SA 401 -- The Politics of Culture

SA 469 -4 Symbol, Myth and Meaning (A)

Rationale: Content more appropriately offered at 300 level. Title transferred to existing SA323; course content elided with same.

SA 477 - 4 Southern Africa (SA)

Rationale: Content accommodated in renamed SA374 -- South Africa: Socio-Political Development. SA495 (Selected Regional Areas) remains available for 400 level offering on this subject if so needed.

To: Andrea Lebowitz, Chair FACC

7/19/94

From: Michael Kenny, Chair Undergraduate Studies, S&A

Subject: Additional changes to S&A calendar listings

The following changes have been proposed to the S&A calendar listing in consequence of the FACC decision to ratify the request of S&A and Political Science to have our respective quantitative methods courses, SA355 and Pol315, listed as equivalent courses. FACC has given advance approval for these changes, though the overall agreement is still pending ratification by the Dept. of Political Science.

cc: Doug Ross, Acting Chair, Political Science
Ellen Gee, Chair S&A

OFFICE OF THE CLERK

JUL 21 1994

FACULTY OF ARTS

PROGRAM ALTERATION AND RATIONALE (please note that the following changes pertain to changes in methods requirement section only)

DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY

FROM: SOCIOLOGY MAJOR PROGRAM

(...)

Methods Requirements

Methods requirements should be taken as early as possible in the student's upper level program.

Sociology majors must take the following course.

- SA 355-4 Quantitative Methods
- and one of
- SA 356-4 Qualitative Methods
 - SA 357-4 Survey Methods

Note: Students are strongly urged to balance theory courses with methods courses over and above the required minimum.

TO: SOCIOLOGY MAJOR PROGRAM

(...)

Methods Requirements

Methods requirements should be taken as early as possible in the student's upper level program.

Sociology majors must take one of the following courses.

- SA 355-4 Quantitative Methods, or POL 315-4 (Quantitative Methods in Political Science)
- and one of
- SA 356-4 Qualitative Methods
 - SA 357-4 Survey Methods

Note: Students are strongly urged to balance theory courses with methods courses over and above the required minimum.

RATIONALE: This change is necessitated by the agreement between S&A and Political Science to list SA355 and POL315 as equivalent courses.

PROGRAM ALTERATION AND RATIONALE (please note that the following changes pertain to changes in methods requirement section only).

DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY

FROM: JOINT MAJOR IN SOCIOLOGY AND ANTHROPOLOGY

(...)

Methods Requirements

Methods requirements should be taken as early as possible in the student's upper level program.

Sociology/Anthropology joint majors must take the following courses.

- SA 355-4 Quantitative Methods
- SA 356-4 Qualitative Methods

TO:

Methods Requirements

Methods requirements should be taken as early as possible in the student's upper level program.

Sociology/Anthropology joint majors must take the following courses.

- SA 355-4 Quantitative Methods, or POL 315-4 (Quantitative Methods in Political Science)
- SA 356-4 Qualitative Methods

Note: Students are strongly urged to balance theory courses with methods courses over and above the required minimum.

RATIONALE: This change is necessitated by the agreement between S&A and Political Science to regard SA355 and POL315 as equivalent courses.

Department of Spanish/Latin American Studies

SCUS Reference: SCUS 94 - 7n
SCAP Reference: SCAP 94 - 55o

- i) New courses -
 - SPAN 202 - 3 Intermediate Spanish II
 - SPAN 465 - 6 Honors Essay
- ii) Challenge credit changes
- iii) Changes to Spanish Honors Program
- iv) Language Course Placement

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 94 - 7 n:

Change of credit hours: SPAN 102, 103
Change of title: SPAN 201
Change of prerequisite: SPAN 220, 240, 303

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department of Spanish and Latin American Studies

Abbreviation Code: SPAN Course #: 202 Credit Hrs: 3 Vector: (0.0/4.0/0.0)

Title of Course: Intermediate Spanish II

Calendar Description of Course:

Continues the work of Span 201 with emphasis on oral command and writing skills. Reading of selected texts will be introduced to expose the students to Hispanic culture.

Nature of Course: Language

Prerequisites: Span 201

2. Scheduling

How frequently will the course be offered?
Every semester

Semester in which the course will first be offered?
Spring 96

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

Mónica Lee, Juan Sosa, Dolores Clavero, as well as any Continuing Language Instructor, Language Instructor and Teaching Assistant.

3. Objectives of the Course:

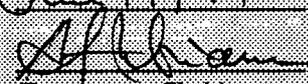
To ensure that after two years of studies students are proficient in the language and appropriately prepared to engage in further work in the Spanish language and literature.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty	n/a
Staff	n/a
Library*	n/a
Audio Visual	n/a
Space	one 20 seat seminar room per semester
Equipment	n/a

5. Approval

Date:	<u>Aug 17, 1994</u>	<u>20 Sept 94</u>	<u>Nov. 22, 1994</u>
			
	(Department Chair)	(Dean)	(Chair, SCUS)

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SPAN 202-3 Intermediate Spanish II

RATIONALE:

The creation of Span 202 is part of an overall effort to restructure the Spanish Language component of our department. Compared to Spanish programs offered at other post secondary institutions, ours lacks one second year course. The addition of another intermediate course will result in sufficient preparation for students proceeding to third year Spanish courses or second year linguistics and literature courses taught in Spanish. Spanish 202 will help strengthen the basic structures learned in Span 102, Span 103 and Span 201 and will ensure that the students develop the necessary competence for the accurate use of the Spanish language. The additional of SPAN 202 will allow more time to cover the material, which will now be spread out over 4 courses instead of 3. The fourth course will extend the breadth and range of in-class activities, allowing further acquisition of skills in reading and writing, as well as the overall oral proficiency of the students.

DEPARTMENT OF SPANISH AND
LATIN AMERICAN STUDIES

SPANISH 202-3

INTERMEDIATE SPANISH II

COURSE CONTENT:

Continuation of the work of SPAN 201. This course continues the further development of oral command and accurate idiomatic expression, as well as the development of reading skills through selected readings. More writing required with strong emphasis on accurate use of the Spanish language (grammar and orthography).

REQUIRED TEXTS:

Pasajes - Lengua: Bretz-Dvorak-Kirschner (McGraw-Hill Inc.) 3rd Ed.
Pasajes - Cultura: Bretz-Dvorak-Kirschner (McGraw-Hill Inc.) 3rd Ed.
Pasajes - Literatura: Bretz-Dvorak-Kirschner (McGraw-Hill Inc.) 3rd Ed.
Pasajes - Cuaderno de práctica: Bretz-Dvorak-Kirschner (McGraw-Hill Inc.) 3rd Ed.

GRADING:

In-class activities, including unannounced quizzes:	20%
Announced quizzes - consult the syllabus for dates:	50%
Assignments:	30%

(Make-up tests will only be given in exceptional circumstances)

Grading equivalents:

A+ 96-100	B+ 84-87	C+ 72-75	D 60-63
A 91-95	B 80-83	C 68-71	F 0-59
A- 88-90	B- 76-79	C- 64-67	

PREREQUISITE: SPAN 201

NOTE: This course is a component of the Certificate Program in Spanish Language Proficiency.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department of Spanish and Latin American Studies

Abbreviation Code: SPAN Course #: 465 Credit Hrs: 6 Vector: (0.0/6.0/0.0)
Title of Course: Honors Essay

Calendar Description of Course:

An honors essay on a topic to be agreed upon by the student and a member of faculty. A copy will be permanently filed with the department. On completion, the essay is to be defended orally in a departmental seminar.

Nature of Course: Independent Study

Prerequisites: Permission of the supervisor.

2. Scheduling

How frequently will the course be offered? As required.

Semester in which the course will first be offered?
When required.

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

All faculty

3. Objectives of the Course:

To give students an opportunity to engage in major research in a specific topic.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty	n/a
Staff	n/a
Library*	n/a
Audio Visual	n/a
Space	n/a
Equipment	n/a

5. Approval

Date:

June 17, 1994

20 Sept 94

Nov. 22 1994

[Signature]

[Signature]

[Signature]

(Department Chair)

(Dean)

(Chair, SCUS)

RATIONALE FOR NEW COURSE PROPOSAL

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

SPAN 465-6 Honors Essay

RATIONALE:

This course would make the Spanish Honors program complete in that an Honors Essay course would be required as part of the 50 upper division credit hours. Students would gain the opportunity to do major research in an area of their choice (in consultation with a supervisor). Most departments include an Honors Essay course as part of their requirements. This course, therefore, would follow current practices in the Faculty of Arts.

DEPARTMENT OF SPANISH AND
LATIN AMERICAN STUDIES

SPANISH 465-6

Honors Essay

COURSE CONTENT:

Students will conduct research and complete a major paper on a topic mutually agreed upon by student and supervisor. (Adequate resources on topic will have to be taken into consideration)

REQUIRED TEXTS:

Will vary depending on topic.

GRADING:

Paper: 100%

PREREQUISITE:

90 credits and permission of supervisor

PROGRAM REQUIREMENTS ALTERATION AND RATIONALE

CHALLENGE CREDIT REVISIONS

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

FROM: p. 126 of 93/94 calendar

Challenge Credit

Up to 11 semester hours of lower division Spanish courses may be challenged for credit. These courses include only Span 102-4, 103-4, and 201-3. Students wishing to challenge any of these courses must obtain a grade of at least C in any following courses taught in Spanish.

TO: Up to 12 semester hours of lower division Spanish courses may be challenged for credit. These courses include only Span 102 -3, 103-3, 201-3, and 202-3. **Students wishing to challenge any or all of these courses must register in the courses to be challenged and any following 300 or 400 division courses taught in Spanish. A grade of at least a C in the 300 or 400 division course must be obtained to receive the challenge credit.**

RATIONALE: The increase to 12 semester hours is a reflection of the proposal to add another 2nd year Spanish course which would also be challengable and the change in credit hours to Span 102 and 103 giving a total of 12 lower division language credit hours.

The addition of "300 or 400 division" is to ensure that students are challenging courses by completing an upper level course thus exhibiting their competence in the language rather than completing, for example, Span 240 Introduction to Hispanic Literature which will have Span 202 as a prerequisite but is still an introductory course focusing on analysis of literature.

PROGRAM REQUIREMENTS ALTERATION AND RATIONALE

REVISION OF SPANISH HONORS PROGRAM

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

FROM: p. 127 of 93/94 calendar

Honors Program

(first sentence is fine)

(second sentence) In addition to the requirements for the major program as shown above, students must also obtain 50 semester hours of upper division and will be expected to acquire a proficiency (ie. the equivalent of two semesters) in an additional language other than English.

TO: Students must complete the lower division requirements as listed above for the Spanish Major program and obtain 50 upper division semester hours including SPAN 349-3, SPAN 350-3, (Basic Texts in Hispanic Literature 1 and II) and SPAN 465-6.(Honors Essay). Students will be also be expected to acquire a proficiency (ie. the equivalent of two semesters) in an additional language other than English.

RATIONALE: The way the Honors Program is entered now it seems that a student is to complete 50 semester hours of upper division credit in addition to the upper division Major requirements. The 50 semester hours includes the upper division Major requirements. The alteration is really a clarification of requirements and the addition of the Honors Essay course as a requirement.

PROGRAM REQUIREMENTS ALTERATION AND RATIONALE

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

FROM: (Does not exist in calendar.)

TO: Language Course Placement

Students with knowledge of the Spanish language should take a short test in order to be placed in a language course best suited to their abilities in Spanish. The test is also used to advise students of the possibility of obtaining advance placement or challenge credit. Please note that students will not usually be able to take courses below the level in which they have been placed. Native speakers of Spanish or students who received their secondary education entirely within a Spanish-speaking community will not normally be admitted to a 100 or 200 level Spanish language course.

Consult the Course Timetable and Registration Instructions tabloid for the placement test schedule for the upcoming semester.

(This text should be entered after "Challenge Credit" in the calendar.)

RATIONALE: We have had this language course placement test in our department for approximately 3 years but have never included the information in the calendar.

S.94-67o

Department of Women's Studies

SCUS Reference: SCUS 94 - 7o
SCAP Reference: SCAP 94 - 55p

Proposed Major in Women's Studies

193

Women's Studies Department

memorandum

OFFICE OF THE DEAN
FACULTY OF 1993

To: Andrea Lebowitz
Chair, FACC

From: M.L. Stewart
Chair, Women's Studies

Date: March 2, 1994

Re: Proposal for Major in
Women's Studies

I enclose a copy of a proposal for a Major in Women's Studies in the form of a complete calendar entry for Women's Studies with the proposed addition of a Major (and for the related option of an Extended Minor) in bold type.

In reviewing the calendar entry of Joint Major options, as well as the Minor, Certificate and PBD options, you can see the addition of a Major is both a logical and a feasible next step for the Department. Since 1991-3, Women's Studies has had a Joint Major with English; since 1992-3, we have had a Joint Major with Psychology. Twenty-nine students are enrolled in the Joint Majors. We feel that this experience has prepared us for a Major in Women's Studies.

Over the past two years, the D.A.'s in Women's Studies have recorded forty-three requests for a Major (time pressures precluded recording all requests). Most came from students enrolled in the Minor (presently 76 students); a few came from Joint Majors. At the last meeting of the Coordinating Committee for Women's Studies, where we completed our discussions of a Major, twelve undergraduates attended to show their support for the proposal and to assist in our deliberations. They were enthusiastic. Accordingly, we feel that there is both sufficient interest in a Major and a clear indication that the Major will not increase our enrollments beyond our capacity to offer courses.

I am confident that we will be able to offer the Major with the present faculty component. We have tracked our course offerings over the past four years and projected our future offerings by regular faculty or their replacements for the next four years. To expand the range of courses, we have permanently designated courses with a significant component of the course material on women in other departments: Criminology 333-3 (Women, Law and the State), History 310-3 (Women and the Family in Modern Europe), Political Science 416-3 (Feminist Social and Political thought), Sociology and Anthropology 331-4 (Sociology of the Family), and Sociology and Anthropology 335-4 (Gender Relations and Social Power).

In addition to the above, there is another group of courses frequently designated for Women's Studies credit. Since 1992-3, seventeen other courses in six other departments (Communication 421, Criminology 416, Criminology 418, Education 472, English 314, English 328, English 334, English 340, English 348, English 349, English 360, English 361, English 374, English 376, History 411, History 485, and Latin American Studies 323) have received Women's Studies designated credit. We assume that these courses will continue to be designated. We are also exploring designating appropriate courses in Contemporary Arts.

We are confident that we can provide enough courses at appropriate levels to allow a regular student to graduate with a Major in four years. Student representatives assisted in these calculations.

In conclusion, we have proposed a Major that draws upon a basic group of interdisciplinary Women's Studies courses complimented by a broad range of disciplinary and interdisciplinary options. To ensure this combination of depth and breadth we have included "breadth" requirements in each of the three streams..Science and Technology, Social Sciences and Humanities and Fine Arts..in Women's Studies.



M.L. Stewart

MLS/cs
Attachment

Note: Material in boldface type is the material for which FACC approval is being sought.

This proposal incorporates changes previously approved by Senate which will appear in the 94-95 calendar.

Department of Women's Studies

Location: 6203 Academic Quadrangle

Telephone: 291-3333

Chair: M.L. Stewart, B.A. (Calg), MA, Ph.D (Col.)

Professors

MG. Cohen BA (Iowa Wesleyan), MA (NY), PhD (York), joint appointment with Political Science

M.L. Stewart BA (Calg), MA, PhD (Col), joint appointment with History

Associate Professors

M.M. Kimball BA (Macalester), PhD (Mich), joint appointment with Psychology

J. Levitin BA, MA (Wash), PhD (NYState), joint appointment with Contemporary Arts

S. Wendell BA (NYState), PhD (Br.Col)

Assistant Professor

M. MacDonald, BEd (Qu), BSc (Mount Allison), PhD (W.Ont)

Ruth Wynn Woodward Endowed Chair

The Ruth Wynn Woodward Endowed Chair in Women's Studies will be filled in 1994-95 by Dr. Vanaja Dhruvarajan.

Women's Studies Major

For the major, students must take twelve lower division credit hours in Women's Studies, including WS 101-3 Introduction to Women's Issues in Canada and WS 102-3 Introduction to Western Feminisms.

Completion of WS 101-3 and WS 102-3 will be waived for students who, prior to 1994-3, completed WS 100-4 or its equivalent in transfer credits.

Women's Studies majors must also take thirty upper division semester credit hours in Women's Studies, including WS 400-5, Issues in Feminist Methodologies. Students may substitute up to eight semester credit hours of upper division courses offered by other departments and approved by the Women's Studies Department. Students will be required to take at least one course in each of the three following groups of courses:

1. **Science and Technology:**
 - WS 204-3, Women, Science and Technology**
 - WS 206-3, Issues in Women's Health and Health Care**
 - WS 313-3, Women and the Environment**

2. **Social Sciences:**
 - WS 200-3, Women in Cross-Cultural Perspective**
 - WS 201-3, Women in Canada 1600-1920**
 - WS 202-3, Women in Canada 1920 to the Present**
 - WS 203-3, Female Roles in Contemporary Society**
 - WS 307-3, Women in British Columbia**
 - WS 311-5, Feminist Psychoanalytic Theories**

3. **Humanities and Fine Arts:**
WS 205-3, Women and Popular Culture
WS 304-3, Women and Religion
WS 305-3, Women and Utopias
WS 306-3, Women's Autobiographies, Memoirs and Journals
WS 312-5, Women and Film

Joint Major in English and Women's Studies

The joint major in English and Women's Studies is an inter-departmental program designed for students who are interested in exploring the various relationships between the study of English literature and Women's Studies.

Interested students must plan their program in consultation with the program faculty advisors and should consult the Guidelines for Course Selection available from each department.

Advisors H. Newcombe, 291-3371
 Department of English
 B. Korstrom, 291-3593

Students are encouraged to consult both advisors.

Lower Division Requirements

English

Three of

- ENGL 101-3 Introduction to Fiction
- 102-3 Introduction to Poetry
- 103-3 Introduction to Drama
- 104-3 Introduction to the Essay as Literature

Any one, but not more than one of the above courses may be replaced by any one of ENGL 210, 212, 214, 222 and 228; or by any three unassigned transfer credits in English.

All of

- ENGL 204-3 Literature of the Anglo-Saxon Period, Middle Ages and Renaissance
- 205-3 Literature of the Late Renaissance and Enlightenment
- 206-3 Literature of the Romantic and Victorian Periods

(18 semester hours)

Women's Studies

- WS 101-3 Introduction to Women's Issues in Canada
- WS 102-3 Introduction to Western Feminisms

Completion of WS 101-3 and WS 102-3 will be waived for students who, prior to 1994-3, completed WS 100-4 or its equivalent.

plus any three of

- WS 200-3 Women in Cross-Cultural Perspectives
- 201-3 Women in Canada, 1600-1920
- 202-3 Women in Canada, 1920 to the present
- 203-3 Female Roles in Contemporary Society
- 204-3 Women, Science and Technology
- 205-3 Women and Popular Culture
- 206-3 Issues in Women's Health and Health Care

(15 semester hours)

Total 33 semester hours

Total 33 semester hours

*Upper Division Requirements**English*

Students are encouraged to select courses which focus on women writers and/or offer an explicit feminist perspective.

Students must complete 20 semester hours in upper division English courses, including one of

- ENGL 300-4 Old English I: Introductory Old English
- 301-4 Old English II: Advanced Old English
- 304-4 Topics in Medieval Literature
- 306-4 Chaucer
- 308-4 Tudor Poetry and Prose

and one of

- ENGL 310-4 Elizabethan and Jacobean Drama
- 312-4 Shakespeare
- 314-4 Seventeenth Century Prose and Verse
- 316-4 Milton
- 318-4 Major Authors of the Restoration and Eighteenth Century: Dryden, Swift, Pope, Johnson, Blake
- 320-4 Topics in Literature and Culture in the Restoration and Eighteenth Century
- 322-4 Eighteenth Century Novelists

The following courses are recommended if the student is interested in critical theory.

- ENGL 364-4 History and Principles of Literary Criticism
- 366-4 Studies in Critical Approaches to Literature

Women's Studies

Students must complete 20 semester hours in upper division Women's Studies courses, including

- WS 400-5 Methodological Issues in Women's Studies

plus any two of

- WS 304-3 Women and Religion
- 305-3 Women and Utopias
- 306-3 Women's Autobiographies, Memoirs and Journals
- 311-5 Feminist Psychoanalytic Theories
- 313-3 Women and the Environment

The remaining semester hours will be chosen from 300 and 400 division Women's Studies courses. Exceptionally, and only with the permission of the department, a maximum of 3 semester hours of designated Women's Studies credit for a course offered by another department may be submitted for 3 of these remaining semester hours.

Total 40 semester hours

The remaining upper division semester hours required for the degree may be selected at the discretion of the student.

Joint Major in Psychology and Women's Studies

Advisors H. Chicoine, 291-3359
 B. Davino, 291-4840
 Department of Psychology

B. Korstrom, 291-3593
 Department of Women's Studies

Students are encouraged to consult advisors from both departments.

The joint major in Psychology and Women's Studies is an interdepartmental program designed for students who are interested in exploring various relationships between the study of Psychology and Women's Studies.

Joint major students (or prospective students) must plan their program in consultation with the program faculty advisors and should consult the Guidelines for Course Selection available from each department.

*Lower Division Requirements**Psychology*

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

Plus any two of

- PSYC 221-3 Introduction to Cognitive Psychology
- 241-3 Introduction to Abnormal Behavior
- 250-3 Child Psychology
- 260-3 Social Psychology
- 270-3 Introduction to Personality
- 280-3 Biological Bases of Behavior

(18 credit hours)

Women's Studies

- WS 101-3 Introduction to Women's Issues in Canada
- 102-3 Introduction to Western Feminisms
- 203-3 Female Roles in Contemporary Society

Completion of WS 101-3 or WS 102-3 will be waived for students who, prior to 1994-3, completed WS 100-4 or its equivalent.

plus any two of

- WS 200-3 Women in Cross-Cultural Perspective
- 201-3 Women in Canada, 1600-1920
- 202-3 Women in Canada, 1920 to the Present
- 204-3 Women, Science and Technology
- 205-3 Women and Popular Culture
- 206-3 Issues in Women's Health and Health Care

(15 credit hours)

Total 33 credit hours

Upper Division Requirements

Psychology

20 credit hours in upper division Psychology courses are required, including either PSYC 307-3 or 308-3. No more than 5 of these may be in directed studies courses. Students are encouraged to select courses within their particular area(s) of study in psychology which include information on sex/gender differences and psychology of women.

Women's Studies

Twenty credit hours in upper division Women's Studies courses are required including WS 311-5 and 400-5.

The remaining 10 credit hours will be chosen from 300 and 400 division Women's Studies courses. Exceptionally, and only with the permission of the department, a maximum of 3 credit hours of designated Women's Studies credit for a course offered by another department may be submitted for 3 of these remaining credit hours.

Total 40 credit hours

Minor Program

A minor program in Women's Studies may be taken in conjunction with any major or honors bachelor's degree, or with a Bachelor of General Studies degree. The program is designed to offer students the maximum opportunity to integrate their understanding of the role of women in their society and culture.

The nucleus of the program consists of the faculty at the University with full, joint or semester appointments in Women's Studies.

Students wishing further information should contact the department prior to the normal registration time.

Lower Division Requirements

Nine semester hours credit including WS 101-3 Introduction to Women's Issues in Canada and WS 102-3 Introduction to Western Feminisms. Completion of WS 101-3 and WS 102-3 will be waived for students who, prior to 1994-3 completed WS 100-4 or it's equivalent.

Plus any one of

- WS 200-3 Women in Cross-Cultural Perspectives
- 201-3 Women in Canada 1600-1920
- 202-3 Women in Canada 1920 to the present
- 203-3 Female Roles in Contemporary Society
- 204-3 Women, Science and Technology
- 205-3 Women and Popular Culture
- 206-3 Issues in Women's Health and Health Care

Unassigned Women's Studies transfer credit at the 200 division may be substituted for the above 200 division course.

Upper Division Requirements

Fifteen semester hours, including WS 400-5 Methodological Issues in Women's Studies. Students pursuing a minor normally must fulfill lower division requirements before enrolling in 400 division courses for credit toward the minor, except with permission of the department.

Additional courses in the various departments at Simon Fraser University are designated for inclusion in the minor; a list of these is available from the department. Other courses which may have a high Women's Studies content will be considered for designated credit toward the minor in Women's Studies upon application by the student to the department. Only the semester hours of designated courses will count toward the minor.

Candidates for an honors or a major in History may count either or both of WS 201-3 and WS 202-3 toward the 18 lower division History semester hours they are required to take.

Women's Studies Extended Minor

An extended minor consists of the lower division major requirements and the upper division minor requirements in a subject area. For further information refer to the Faculty of Arts Extended Minor requirements.

Certificate Program

The certificate program provides a combination of academic training in Women's Studies and practical training in community work on behalf of women. It is open to all students who meet normal Simon Fraser University requirements for admission.

Lower Division Requirements

Eighteen Semester hours credit including WS 101-3 Introduction to Women's Issues in Canada and/or WS 102-3 Introduction to Western Feminisms. **Completion of WS 101 or 102 will be waived for students who prior to 1994-3, completed WS 100-4 or its equivalent.**

Plus five of the following:

- WS 200-3 Women in Cross Cultural Perspectives
- 201-3 Women in Canada 1600-1920
- 202-3 Women in Canada 1920 to the present
- 203-3 Female Roles in Contemporary Society
- 204-3 Women, Science and Technology
- 205-3 Women and Popular Culture
- 206-3 Issues in Women's Health and Health Care

Upper Division Requirements

12 credit hours taken from any 300 or 400 division. Women's Studies course. One course in another department or program may be taken fulfilling this requirement, provided that the course has been designated for Women's Studies credit.

Practicum

The practicum consists of satisfactory completion of supervised training and work in a community group which promotes the well-being of women. (Students will not receive a grade for this practicum). The terms of the practicum will be arranged among the Women's Studies Curriculum Committee, the community group and the student. The student will be expected to work at the practicum two and a half days a week for 13 weeks. At the end of the practicum period the Women's Studies Curriculum Committee, in consultation with the community group and the student, will evaluate the student's performance. Students who have past experience in an appropriate community group, and/or who are working in an appropriate community group while they are enrolled in the certificate program, may apply to the Women's Studies Department to count that

while they are enrolled in the certificate program, may apply to the Women's Studies Department to count that work toward partial or full completion of the practicum. The purpose of the practicum is for students to gain skills and experience in a) applying the knowledge they have acquired in their academic Women's Studies courses to their community work and/or b) applying their community work experiences to their academic work.

Co-operative Education

Women's Studies students may participate in co-operative education through the Co-operative Education Program in Liberal Arts.

S.94-67p

**Joint Major School of Criminology and
Department of Psychology**

SCUS Reference: SCUS 94 - 7p
SCAP Reference: SCAP 94 - 55q

Proposed Joint Major in Criminology and Psychology

Simon Fraser University
Department of Psychology

James R.P. Ogloff
Associate Chair
291-3093

MEMORANDUM

To: Andrea Leibowitz, Chair, Faculty of Arts Curriculum Committee
Date: March 4, 1994
Topic: Joint Major Criminology/Psychology

Further to your February 16, 1994 memorandum, please find enclosed a revised calendar description of the proposed joint major that includes information about continuing GPA.

To address the general issue of the different G.P.A. requirements between Psychology and the proposed joint major, we would like to note that the higher G.P.A. for the joint major is necessary as a result of the higher G.P.A. for the School of Criminology. To make the admission and continuance G.P.A. of the joint major lower than that required in Criminology would not be feasible. Indeed, if this were the case, students could enter the joint major as a method of becoming a Criminology major without meeting the requirements of that department. Therefore, joint major students must meet the admission and continuance G.P.A. requirements for Criminology. Should their G.P.A. fall below 2.25, they will be permitted to adopt a Major in Psychology as long as their G.P.A. is at least 2.00.

cc Dennis Krebs, Chair, Psychology UGSC
John Ekstedt, Associate Director, School of Criminology

u:\office\prof\ogloff\jointm94

Proposed Joint Major in Psychology/Criminology

RATIONALE:

The proposal for a joint major program emerges primarily from two factors:

- 1) Increasing student interest in such a program. The two respective undergraduate program committees were in fact surprised that the joint major was not already in existence. This past year there have been a number of student inquiries about such an arrangement.
- 2) Increasing connections between Psychology and Criminology. With the development of the Mental Health, Law and Policy Institute in Psychology; with the cross-appointments of two associates; Ray Corrado in Psychology and James Ogloff in Criminology; with the assumption of the Chair in Psychology by Christopher Webster also appointed as an Associate in Criminology with strong research interests in the area, the time is right to further strengthen our connections in this manner.

Many research and teaching emphases between the two departments are complimentary and some exchange teaching has already taken place, and, as well, several research projects have joint participation from faculty in Criminology and Psychology.

No new resources are required for the monitoring of this program which encourages collaboration and satisfies student interest.

Joint Major in Criminology and Psychology

Advisors: H. Chicoine, 291-3359
Department of Psychology

D. Palliser, 291-3527
School of Criminology

The joint major in Criminology and Psychology is an interdepartmental joint major designed for students who are interested in exploring various relationships between the study of criminology and psychology. Students are encouraged to consult advisors in both the Department of Psychology and the School of Criminology.

To be admitted to the joint major, students must satisfy the admission requirements for majors in both Criminology and Psychology (refer to those sections of the Calendar). Students continuing in the joint major must maintain a cumulative grade point average of 2.25, and will not be permitted to register in upper division Criminology courses until their cumulative grade point average is restored to 2.25. If a student's cumulative grade point average falls below 2.25 will be permitted to adopt a Major in Psychology as long as his or her G.P.A. is 2.0.

Criminology Requirements

Group A - Lower Division Requirements

all of

CRIM	101-3	Introduction to Criminology
	103-3	Psychological Explanations of Criminal and Deviant Behaviour
	104-3	Sociological Explanations of Criminal and Deviant Behaviour
	*120-3	Research Methods in Criminology (or PSYC 201 Research Methods in Psychology)
	131-3	Intro to the Criminal Justice System - A Total System Approach
	135-3	Intro to Canadian Law and Legal Institutions: A Criminal Justice Perspective
	230-3	Criminal Law

plus one of

CRIM	151-3	Introduction to Policing
	203-2	Historical Reaction to Crime and Deviance
	210-3	Law, Youth, and Young Offenders
	213-3	The Female Offender
	231-3	Introduction to the Judicial Process
	241-3	Introduction to Corrections

Group B - Lower Division Requirements

all of

SA	150-4	Introduction to Sociology
POL	151-3	The Administration of Justice

plus one of

PHIL	001-3	Critical Thinking
	100-3	Knowledge and Reality
	110-3	Introduction to Philosophical Concepts and Reasoning
	120-3	Facts and Values

Upper Division Requirements

all of

CRIM	320-3	Advanced Research Issues in Criminology
CRIM	330-3	Criminal Procedure and Evidence

plus a minimum of 18 hours of upper division Criminology Group A courses and 6 hours of upper division Criminology Group B courses (excluding CRIM 369 and 462, and any Psychology courses).

Psychology Requirements

all of

PSYC 100-3	Introduction to Psychology I
102-3	Introduction to Psychology II
*201-3	Research Methods in Psychology (or CRIM 120-3 Research Methods in Criminology)
210-3	Data Analysis in Psychology

plus one of

PSYC 221-3	Introduction to Cognitive Psychology
280-3	Biological Bases of Behaviour

plus one of

PSYC 241-3	Introduction to Abnormal Behaviour
250-3	Child Psychology
260-3	Social Psychology
270-3	Introduction to Personality

Upper Division Requirements

A minimum of 21 hours of upper division Psychology courses including either PSYC 307 or 308.

S.94-67q

**Joint Major Programs between Humanities
and the Departments of History, English and
Philosophy**

SCUS Reference: SCUS 94 - 7q
SCAP Reference: SCAP 94 - 55r

Proposed Joint Major between Humanities and the Departments of
History, English and Philosophy

**SIMON FRASER UNIVERSITY
Humanities Program
Memorandum**

To: Andrea Lebowitz, Chair
Faculty of Arts Curriculum Committee

From: Mary-Ann Stouck,
Co-ordinator
Humanities Program

Re: New Program Proposal:
Addition of Joint Major: History and Humanities
Addition of Joint Major: English and Humanities
Addition of Joint Major: Philosophy and Humanities

Date: 12 April 1994

At its meeting of 11 April 1994, the Humanities Program Steering Committee approved the attached Additions of Joint Major Programs with History, English and Philosophy.

Copies of the memoranda from each Joint Major Program Curriculum chair approving the Proposal is attached as Appendix A.

The full Calendar description for each joint major will appear under Humanities and reference will be made under the individual departments as follows: Joint Major in English(History/Philosophy) and Humanities. See the Humanities Program section for requirements.

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


Mary-Ann Stouck
Mary-Ann Stouck
Co-ordinator

/cp

NEW PROGRAM PROPOSAL GENERAL RATIONALE

Proposal: To establish joint major programs with:

- English and Humanities
- History and Humanities
- Philosophy and Humanities

Rationale:

1. Increase in student demand for Humanities courses:

The Humanities Program has shown steady growth, as indicated by the following statistics:

<i>Year</i>	<i>Number of Courses Offered</i>	<i>Enrolment</i>
1988	10	142
1989	12	174
1990	15	190
1991	18	276
1992	20	304
1993	22	495

We expect the popularity of the program to continue to grow, and we should offer students the maximum flexibility in using our courses.

2. Increase in Humanities course offerings and programs:

We now have a coherent program of 26 course offerings in the calendar. We give a minor and a post baccalaureate diploma; next fall (1994) we will also be offering an extended minor. We can offer students joint major programs comparable to those already being offered by other departments, e.g., Women's Studies/English, Women's Studies/Psychology, French/English.

The introduction of joint major programs would not require the addition of any courses to the current Humanities offerings at this time.

3. The existing close relationship between Humanities and English, History, and Philosophy:

(a) The Humanities program promotes interdisciplinary approaches to English, History and Philosophy which complement and enrich the course offerings of those departments. The majority of Humanities minor students currently are or have been enrolled as majors in these departments, including all of the Bach Scholarship winners.

(b) The Humanities program already uses faculty from all three of these areas to teach its courses: two faculty have joint appointments with History and Humanities and one has a joint appointment with English and Humanities. A member of the Philosophy department has been on the Steering Committee since the program's inception, and has taught Humanities courses; a second member of Philosophy taught HUM 320 in 94-1.

The current program co-ordinator belongs to the English Department; the previous one came from History. The close and ongoing relationships between Humanities and English, History and Philosophy make joint majors with these departments a logical development.

4. Benefits to students of the proposed programs:

A joint major with Humanities would provide students with an undergraduate degree which could enhance their access to M.A. programs of an interdisciplinary nature. In addition, the creation of joint majors with Humanities would provide increased options for PDP (Education) students since Humanities is a teachable area. Finally, although the university has no departments of Classics or Religious Studies, many undergraduates are interested in taking the courses in these areas offered by the Humanities Program. The proposed joint majors would allow them to structure their degree programs coherently in terms of these interests.

5. Proposed programs can use existing resources:

The introduction of these joint major programs will not require any additional resources, but can be accommodated using existing courses and faculty.

In addition, since the Humanities requirements will be the same for all three proposed joint majors programs, no one Humanities course or group of courses will need to be given more often. The current course rotation and frequency will be sufficient.

New Program Proposal

Addition of Joint Major Program in English and Humanities:
(to be included under the Humanities Program listing in the Calendar.)

Joint Major in English and Humanities

Advisors: Honoree Newcombe, 291-3371
Department of English
Christine Priland, 291-4509
Humanities Program

The joint major in English and Humanities is an inter-departmental program designed for students who are interested in exploring the various relationships between the study of English literature and Humanities.

Interested students must plan their program in consultation with the advisors in each department.

Lower Division Requirements**English**

18 semester hours including: three of Engl 101, 102, 103, 104 and 199 (see calendar entry under English for possible substitution); and all three of Engl 204, 205 and 206.

Humanities

15 semester hours including all three of Hum 102, 201 and 202, and two of Hum 151, 152, 161, 162, 227 or 230.

Upper Division Requirements**English**

20 hours in upper division English courses, one of which must come from within the series ENGL 300 to 308; and one from within the series ENGL 310 to 322; and the remainder may be chosen from anywhere among the series ENGL 300 to 387 and ENGL 441 to 446. A 2.00 cumulative GPA in English.

Humanities

21 hours (total of 7 courses) or 20 hours (5 courses plus HUM 400-5). Recommended: HUM 305, 307, 311, 312, 321.

New Program Proposal**Addition of Joint Major Program in History and Humanities:**

(to be included under the Humanities Program listing in the Calendar.)

Joint Major in History and Humanities

Advisors: Joanna Koczwarski, 291-4429
History Department
Christine Priland, 291-4509
Humanities Program

The joint major in History and Humanities is an inter-departmental program designed for students who wish to explore the various relationships between the two disciplines.

Interested students must plan their program in consultation with the advisors in each department.

Lower Division Requirements**History**

18 hours of History courses including 6 hours at the 100 level.

Humanities

15 semester hours including all three of Hum 102, 201 and 202, and two of Hum 151, 152, 161, 162, 227 or 230.

Upper Division Requirements**History**

30 hours including at least 9 hours in 300 division work and at least 9 hours in 400 division work. Students must complete at least two courses from each of the following groups of courses: Group 1-Europe, Group 2-North America, and Group 3-Latin America, the Middle East and Africa. (All students must obtain credit in at least 9 hours of lower division history credit before enrolling in upper division work.)

Humanities

21 hours (total of 7 courses) or 20 hours (5 courses plus HUM 400-5). Recommended: HUM 302, 303, 305, 307, 311, 312.

New Program Proposal

Addition of Joint Major Program in Philosophy and Humanities:
(to be included under the Humanities Program listing in the Calendar.)

Joint Major in Philosophy and Humanities

Advisors: Dennis Bevington, 291-4852
Philosophy Department
Christine Priland, 291-4509
Humanities Program

The joint major in Humanities and Philosophy is an inter-departmental program designed for students who wish to explore the various relationships between the two disciplines.

Interested students must plan their program in consultation with the advisors in each department.

Lower Division Requirements**Philosophy**

PHIL 100, 120, 150 or 151 and 203 for a total of 12 semester hours.

Humanities

15 semester hours including all three of Hum 102, 201 and 202, and two of Hum 151, 152, 161, 162, 227 or 230.

Upper Division Requirements**Philosophy**

21 semester hours which must include PHIL 301.

Humanities

21 hours (total of 7 courses) or 20 hours (5 courses plus HUM 400-5). Recommended: HUM 320 and 321.

SIMON FRASER UNIVERSITY

Memorandum

To: Mary-Ann Stouck, Co-ordinator
Humanities Program From: Mason Harris, Chair
UGCC, English

Re: English/Humanities Joint Major Date: 31 March 1994

At its March meeting the department of English formally approved the English/Humanities joint major. Our requirements have been forwarded to you under separate cover.

The proposal can now be submitted to FACC.

Mason Harris

c Sandra Djwa, Chair, English

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....	Mary-Ann Stouck	From.....	Ian Dyck
	Co-ordinator, Humanities Programme		Chair, UGSC, History
Subject.....	History/Humanities Joint Major	Date.....	16 March 1994

At its February meeting the department of history formally approved the History/Humanities joint major. Our requirements have been forwarded to you under separate cover.

The proposal can now be submitted to FACC.

Ian

SIMON FRASER UNIVERSITY

Department of Philosophy

MEMORANDUM

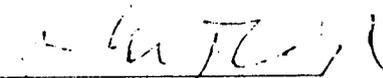
TO: Mary-Ann Stouck
English Department

FROM: John Tietz
Philosophy Department

RE:

DATE: January 31, 1994

The Philosophy department has approved the Philosophy/Humanities minor program as outlined in my previous memo.


John Tietz

JT:ma