

SIMON FRASER UNIVERSITY
MEMORANDUM

TO: Senate

FROM: J. Munro
Chair, Senate
Cttee on Academic
Planning

SUBJECT: Curriculum Revisions -
Faculty of Arts

DATE: November 20, 1990

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

MOTION: "that Senate approve and recommend approval to the Board of Governors, as set forth in S.90-55 curriculum revisions in the Faculty of Arts as follows:

- i) S.90-55a Proposal for a B.A. Degree - General Program
- ii) S.90-55b Department of Archaeology
- iii) S.90-55c Canadian Studies
- iv) S.90-55d Proposed Post Baccalaureate Diploma in Community Economic Development
- v) S.90-55e School for the Contemporary Arts
- vi) S.90-55f School of Criminology
- vii) S.90-55g Department of Economics
- viii) S.90-55h Department of English - Co-op Program
- ix) S.90-55i Department of English - Joint Major in English and Women's Studies
- ix) S.90-55j General Studies
- x) S.90-55k Department of Geography
- xi) S.90-55l Department of Linguistics
- xii) S.90-55m Department of Psychology
- xiii) S.90-55n Department of Sociology/Anthropology
- xiv) S.90-55o Women's Studies"

A PROPOSAL FOR A GENERAL B.A. DEGREE

Proposed is that students be permitted to obtain a general B.A. degree with the following requirements:

1. Students must complete the Faculty of Arts breadth requirements.
2. Students must complete two extended general minor programs - an extended minor consists of the lower division requirements for a major, and the upper division requirements for a minor. These extended minors will normally be from programs offered in the Faculty of Arts. All requests for extended minors from other faculties, or from programs without majors, must be approved in advance by the Program Advisor.
3. Students must have their programs approved by the advisor for the General B.A. degree, as well as the advisors in both extended minor programs.
4. Students must meet the required entrance requirement in those departments where enrolment limitations are in effect. Students must meet the Faculty of Arts Graduation requirements - a CGPA of at least 2.00 in all courses taken in each minor area, except in programs where enrolment limitations stipulate a higher CGPA for entry. Students must also have a CGPA of at least 2.00 in all Upper Division courses taken.

The B.C. College of Teachers, in its requirements for certification, shows a bias against the major degree as the preferred training for teachers. We in the Faculty of Arts would prefer future teachers to complete more than just a minor - it is our opinion that a broad spectrum of lower division courses gives the future teacher the basics of the discipline. Minors in Arts tend to require only 9 lower division credits, whereas majors require between 15 and 20 lower division credits. The Faculty of Arts also is of the opinion that for the majority of teachers, the B.A. degree provides excellent academic preparation for their profession. UBC has established general B.A. and B.Sc. degrees in response to the programs being developed in the colleges where majors are not possible.

It is our opinion that most students who, for some reason, do not want to pursue a major, and are on campus, are not well served by the Bachelor of General Studies degree. The Bachelor of General Studies has no guidelines, no general requirements, and no need even for minors. It is excellent for isolated students who do not have access to the required courses for most programs.

It is possible within a 120-hour program to complete the Faculty of Arts breadth requirements, the lower and upper division requirements for two extended minors, and the required courses for teacher certification.

S. 90 - 55b

**Department of Archaeology
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-7, SCUS 90-22

SCAP Reference: SCAP 90-26, SCAP 90-27

1. Change of Title and Description for ARCH 360
2. Proposed Co-operative Education Program, including new courses
ARCH 350-0, ARCH 351-0, ARCH 450-0, ARCH 451-0

SIMON FRASER UNIVERSITY
DEPARTMENT OF ARCHAEOLOGY
memorandum

To: Ellen Gee, F.A.C.C.
From: Mark Skinner, F.A.C.C. Rep, Archaeology
Subject: Arc 360: Indian Cultures of North America
Date: May 10, 1990

The Department of Archaeology requests that the following minor calendar entries be changed:

Title

From: Indian Cultures of North America
To: Native Cultures of North America

Rationale: Inuit are also covered.

Course Description:

From: Comparative study of the traditional cultures of North American Indians: Prehistory, languages, beliefs and customs. Lecture/Seminar.
To: Comparative study of the traditional cultures of North American Native people north of Mexico: Prehistory, contact history, languages, beliefs and customs.

Rationale: Revised description more accurately reflects typical course content and structure.

Thank you.

OFFICE OF THE DEAN

MAY 15 1990

RECEIVED

Simon Fraser University
Memorandum

To: Ellen Gee
Associate Dean of Arts
Re: Co-op Proposal

From: Mark Skinner, Chair
Archaeology Undergraduate Program
Date: Sept 24, 1990

Please find attached the calendar entry and 4 new course proposals for the Department of Archaeology Co-op Education Program for consideration by the FACC

Add: Archaeology 350, 351, 450, 451

Rationale: Archaeology has historically been quite successful in placing our students in temporary employment positions during their training program. We wish to enhance this process by creating a formal Co-operative Education Program

OFFICE OF THE DEAN
SEP 25 1990
FACULTY OF ARTS

Proposed calendar entry for Archaeology Co-operative Education Program

Department of Archaeology Co-operative Education Program

The Department of Archaeology offers a Co-operative Education Program for students who wish to acquire work experience in archaeology and physical anthropology. The program entails planned semesters of study and employment, termed practicums, in an area of the student's choice.

REQUIREMENTS

In order to be admitted into the Co-operative Education Program, students must be declared majors and have completed at least 30 semester hours with a minimum cumulative Grade Point Average of 3.00, including the following courses (or equivalent, as approved by the Departmental Co-op Coordinator):

Both of (2 courses)

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

Either of (1 course)

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

Three of (3 courses)

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

Students who wish to participate in Co-op Education should contact the Co-op Coordinator (Undergraduate Chair) and/or Departmental Assistant, Department of Archaeology at least one semester before their first work semester for details (see also the Co-operative Education section of the Calendar which describes job competition, responsibilities of the student and employer, student fees, pay rates and evaluation). During work semesters, co-operative education students are formally registered in a job practicum course and assessed a fee.

Continuation in the Co-operative Education Program requires that the student maintain a minimum CPGA of 3.00 in their academic coursework. College transfer students must have completed at least 15 semester hours at SFU before becoming eligible for admission to the Co-op Program. Transfer students who have participated in Co-op Programs elsewhere may be credited with the semester(s) already taken pending evaluation and approval of the Co-operative Education Program.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department Archaeology

Abbreviation Code: ARCH Course Number: 350 Credit Hours: 0 Vector: --

Title of Course: Practicum I

Calendar Description of Course:

First semester of work experience in the Archaeology Co-operative Education Program

Nature of Course Off-campus practicum

Prerequisites (or special instructions): Normally 30 semester hours with a CGPA of 3.0 including: both of ARCH 101, 131, either 272, 273; and three of 372, 373, 376, 377, 386, 442.

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? 1991-3

Which of your present faculty would be available to make the proposed offering possible? The Archaeology Co-op Coordinator.

3. Objectives of the Course

See Co-op Program objectives.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

No additional resources required.
Archaeology Departmental Assistant/Co-op
Personnel to do student advising.

5. Approval

Date: Sept. 26/90 Oct. 9/90 Nov. 2/90

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

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

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department Archaeology

Abbreviation Code: ARCH Course Number: 351 Credit Hours: 0 Vector: --

Title of Course: Practicum II

Calendar Description of Course:

Second semester of work experience in the Archaeology Co-operative Education Program

Nature of Course: Off-campus practicum

Prerequisites (or special instructions): Normally 30 semester hours with a CGPA of 3.0 including: both of ARCH 101, 131, either 272, 273; and three of 372, 373, 376, 377, 386, 442; ARCH 350.

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? 1991-3

Which of your present faculty would be available to make the proposed offering possible? The Archaeology Co-op Coordinator.

3. Objectives of the Course

See Co-op Program objectives.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

No additional resources required.
Archaeology Departmental Assistant/Co-op
Personnel to do student advising.

5. Approval

Date: Sept 26/90 Oct. 9/90 Nov. 2/90

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

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

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department Archaeology

Abbreviation Code: ARCH Course Number: 450 Credit Hours: 0 Vector: --

Title of Course: Practicum III

Calendar Description of Course:

Third semester of work experience in the Archaeology Co-operative Education Program

Nature of Course: Off-campus practicum

Prerequisites (or special instructions): Normally 30 semester hours with a CGPA of 3.0 including: both of ARCH 101, 131, either 272, 273; and three of 372, 373, 376, 377, 386, 442; ARCH 351.

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? 1991-3

Which of your present faculty would be available to make the proposed offering possible? The Archaeology Co-op Coordinator.

3. Objectives of the Course

See Co-op Program objectives.

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

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

No additional resources required.
Archaeology Departmental Assistant/Co-op
Personnel to do student advising.

5. Approval

Date: Sept 26/90 Oct. 9/90 Nov. 2/90

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

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

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department Archaeology

Abbreviation Code: ARCH Course Number: 451 Credit Hours: 0 Vector: --

Title of Course: Practicum IV

Calendar Description of Course:

Fourth semester of work experience in the Archaeology Co-operative Education Program

Nature of Course: Off-campus practicum

Prerequisites (or special instructions): Normally 30 semester hours with a CGPA of 3.0 including: both of ARCH 101, 131, either 272, 273; and three of 372, 373, 376, 377, 386, 442; ARCH 450.

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? 1991-3

Which of your present faculty would be available to make the proposed offering possible? The Archaeology Co-op Coordinator.

3. Objectives of the Course

See Co-op Program objectives.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

No additional resources required.
Archaeology Departmental Assistant/Co-op
Personnel to do student advising.

5. Approval

Date: Sept 26/90 Oct. 9/90 Nov. 2/90

J.P. Vance
Department Chairman

R.C.B.
Dean

J.R. Blackman
Chairman, SCUS

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

S. 90 - 55c

**Canadian Studies
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-16

SCAP Reference: SCAP 90-28

1. Change of credit hours for CN.S 490

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

CHANGE OF CREDIT HOURS ONLY

1. Calendar Information:

Abbreviation Code: CNS Course Number: 490 Credit Hours: 5 Vector: 0-5-0

Title of Course: The Canadian Intellectual Tradition

Calendar Description of Course:

An interdisciplinary seminar examining some of the major forces that have shaped and continue to shape Canadian thought, expression and society. Materials and theories will be drawn from historiography, history, philosophy, religion, politics, political economy, policy studies, literature, art and sport.

Nature of Course: Seminar

Prerequisites (or special instructions): 60 credit hours

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

2. Scheduling:

How frequently will the course be offered?: once a year

Semester in which the course will first be offered?: Spring 1991

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

Robin Mathews, Rowland Lorimer

3. Objectives of the Course:

Rationale: As the attached course outline indicates, this is a very demanding course covering the roots of the major streams of Canadian thought and its current manifestations. The instructor, Robin Mathews, demands that students not select areas of the course to master, but that they master the course as a whole. Students are expected to spend 10 to 15 out-of-class work on the course. NOTE: The attached 11 week outline should be read as 11 topics spread over 13 weeks.

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

What additional resources will be required in the following areas?:

Faculty

Staff

Library

NONE

Audio Visual

Space

Equipment

OFFICE OF THE DEAN

SEP 26 1990

FACULTY OF ARTS

5. Approval:

Date:

Department Chair

Dean

Chairman, SCUS

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

Sept 28/90

CENTRE FOR CANADIAN STUDIES
Canadian Studies 490
Spring 1990
Instructor: R. Mathews

As a supplement to the general description of the course, there follows a set of "packages". The weeks will, naturally, be divided into those packages.

(1.) INTRODUCTION TO THE COURSE. Opening remarks. A general discussion of the major dialectic in Canadian society seen as a methodology - past and present. Brief consideration of some recent theorizing about the nature of the universe: mystics, physicists, and mathematicians, (simply to get a large view of identity and human striving.) With relation to Canada we will consider forces in conflict and the ideology of forces; and Free Trade historically and in the present: fundamental definitions. We will talk about the implications of the dialectic for definitions of historiography and especially historiography as it relates to Canada. The meaning and the uses of historical inquiry. (All considerations of the past are forms of historical inquiry.) Students should read something about historiography: Herbert Butterfield, *Man on His Past*; Carl Berger, *The Writing of Canadian History*; E. H. Carr, *What is History?*; Beaulieu, Hamelin, Bernier, "Historiographie Canadienne ou les fondements de la conscience nationale," in *Guide d'histoire du Canada*; or any other suitable title of the student's own choosing on the subject.

(2.) SECOND WEEK

ASSIGNMENT FOR THE SECOND MEETING.

Very early in the term I want a sample of students' writing, and I want students to begin to engage (actively not passively) with the materials of the course. One hour, therefore, of the second meeting will be devoted to an in-class essay (which will be returned at the next meeting).

Students may use one of the following titles as basis for the in-class piece: George Grant's *Lament for a Nation*, E. H. Carr's *What is History?*; from Harold Innis' *The Bias of Communication* either "The Bias of Communication" or "Minerva's Owl"; any one of a number of "identity" books: Vincent Massey, *On Being Canadian*; In W. L. Morton, *The Canadian Identity*, any one of the first four sections; [French Canadian] Jean-Charles Falourd, *Roots and Values in Canadian Life*; Pierre Berton, *Why We Act Like Canadians*; In Michel Brunet, *La Presence Anglaise et les Canadiens*,

one of "Trois dominantes de la pensee canadienne francaise...", or "Le nationalisme canadien-francais et la politique des deux Canadas"; Pierre Elliot Trudeau, from *Federalism and the French Canadians*, "Federalism, Nationalism, and Reason"; In Garth Stevenson, *Unfulfilled Union*, "Origins and Objectives of Canadian Confederation". .

There will be no trick to the assignment. As I say it is a way of getting the student working with ideas that will be present and will recur. The essay topic when students arrive to write will simply be something like "What are the central ideas (and/or arguments) the writer you are dealing with wishes to make?"

Short reports\presentations on:

- (1) E. H. Carr, "What is History?"
- (2) Pierre Trudeau, in *Federalism and the French Canadians*, "Federalism, Nationalism, and Reason".
- (3) Garth Stevenson, in *Unfulfilled Union*, Chapter two: "Origins and Objectives of Canadian Confederation".

I will discuss methodology (as a subject), and if time allows will consider from Michel Brunet, *La Presence Anglaise et les Canadiens*, "Trois dominantes de la pensee canadienne-francaise...."

(3.) THIRD WEEK

A consideration of Leslie Armour and Elizabeth Trott, *The Faces of Reason, An Essay on Philosophy and Culture in English Canada 1950-1950*, with special attention to "Background and Themes", sections on John Watcon, and "The Idea of Reason and the Canadian Situation".

Presentations:

- (1) "Background and Themes", in Armour and Trott.
- (2) "The Idea of Reason and the Canadian Situation", in Armour and Trott.
- (3) "Faith and Reason: The Catholic Philosophers." in Armour and Trott.
- (4) Venant Cauchy, "Philosophy in French Canada: it's Past and its Future", *Dalhousie Review*, Autumn, 1968, p. 384ff.
- (5) Charles G.D. Roberts, "Introductory: The Animal Story" from *The Kindred of the Wild* (1902)

(6). John Watson (by instructor).

4.) FOURTH WEEK

Canada and Imperial History. In *Theories of Imperialism*, (ed.) Tom Kemp, Chapters V, VI, IX. Garth Stevenson, "Federalism and the political economy of the Canadian State," in (ed) Leo Panitch, *The Canadian State*; George Parkin, *Imperial Federation*; Carl Berger (ed.), *Imperialism and Nationalism, 1884-1914*. J. Gallagher and R. Robinson, "The Imperialism of Free Trade," *Econ. Hist. Review*, Vol. VI, No. 1, August, 1953; R. Owen and B. Sutcliffe, *Studies in the theory of imperialism*, London, Longman's, 1972.

Presentations:

(1) T. Kemp, "Lenin and the Contradictions of Capitalism".

(2) T. Kemp, "Schumpeter: Capitalism vs. Imperialism".

(3) George Grant, in *Technology and Empire*, "Canadian Fate and Imperialism".

(4) In Carl Berger, *Imperialism and Nationalism*, "Introduction" and pages 9 to 26; and Carl Berger, *The Sense of Power*, "Introduction".

(5) Garth Stevenson, in (ed.) Leo Panitch, *The Canadian State*, "Federalism and the political economy of the Canadian State."

(6) L.E. Snyder, in *The Imperialism Reader*, "Modern Imperialism: Nature, Causes, Incentives."

(7) Gallagher and Robinson, in *The Economic History Review* (1953), "The Imperialism of Free Trade".

(5.) FIFTH WEEK

Canadians viewing their history: The Conservative Vision. Donald Creighton and George Grant. George Hogan, *The Conservative in Canada*. Gad Horowitz, in *Canadian Labour in Politics*, "Conservatism, Liberalism, and Socialism in Canadian Interpretation"; A look at the "new conservatism". Madsen Pirie, in *Privatization: Tactics and Techniques*, "Preface" and "Principles of Privatization", and Kenneth Stein, "Privatization - A Canadian Perspective", and James McDavid, "Privatizing Local government Services in Canada"

Presentations.

(1.) George Hogan, *The Conservative in Canada: "The Progressive Conservative Attitude," "Canadian Conservatism and the Canadian Heritage,"* and "Free Enterprise"..

(2) George Grant, *Lament for a Nation*

(3) Gad Horowitz, in *Canadian Labour in Politics, "Conservatism, Liberalism, and Socialism in Canada"*.

(4) W. L. Morton, "Canadian Conservatism Now," in *Contexts of Canada's Past,* (Carleton Library, 1980).

(5) The three privatization articles listed above in (ed.) Michael Walker, *Privatization: Tactics and Techniques.*

(6.) SIXTH WEEK

Canadians viewing their history. The Liberal Vision. J.W. Dafoe, *Canada an American Nation.* L. T. Hobhouse, *Liberalism;* J.S. Mill, *On Liberty;* F. Underhill, *In Search of Canadian Liberalism;* P. E. Trudeau, *Federalism and the French Canadians.*

Presentations

(1.) In L. T. Hobhouse, *Liberalism,* Chapters 1 and 11, "Before Liberalism" and "The Elements of Liberalism", and Chapter VI, "The Heart of Liberalism".

(2) In Carl Berger, *The Writing of Canadian History,* "A North American Nation.

(3) In Deborah Harrison, *The Limits of Liberalism,* Chapter 3, "The Individualist Tradition".

(4) C. B. Macpherson's "Introduction" to John Locke's *Second Treatise on Government.*

(5) R. Mathews in *Canada Limited,* "Canadian Culture and the Liberal Ideology".

(6) Northrop Frye/Robert Fulford in *Auxora,* "From Nationalism to Regionalism: The Maturing of Canadian Culture".

(7.) SEVENTH WEEK

Canadians viewing their history. The Marxist vision and Liberal anti-imperialism. Stanley Ryerson, *Unequal Union,* Herschel Hardin, *A Nation Unaware.* Leandre Bergeron, *The History of Quebec.* Harold Innis and radical theory. Richard Allen, *The Social Passion.*

Presentations

- (1) In Herschel Hardin, *A Nation Unaware*, pp. 2-54; 136-142; 352-370.
- (2) Richard Allen, *The Social Passion*, pp. 3-34; pp. 302-312.
- (3) Stanley Ryerson, *Unequal Union*, "Prologue", pp. 13-29; Chapter 1, pp. 29-41; "Postscript Polemical", pp. 424-435.
- (4) Salem Bland, *The New Christianity*, "Introduction" (by Richard Allen); Chapter 3, "A Labor Christianity".
- (5) Stuart Jamieson, *Industrial Relations in Canada*, Chapter 2 and Chapter 4.
- (6) Leandre Bergeron, *The History of Quebec: a patriote's handbook*. (a popular Marxist history).
- (7) A. E. Smith, *All My Life*.

(8.) EIGHTH WEEK

Religion in Canada. Its character and its effect on the community. John Webster Grant, *The Churches and the Canadian Experience*; H.H. Walsh, *The Christian Church in Canada*; Peter Slater (ed.) *Religion and Culture in Canada*; George W. Brown, *Canada in the Making*; Peter L. Berger, *The Sacred Canopy*; Westfall and Rousseau (eds.), *Religion/Culture*.

Presentation

- (1) H. H. Walsh, *The Christian Church in Canada*, "Introduction", Chapters 11, XV, XVII.
- (2) John Webster Grant, in Peter Slater (ed.) *Religion and Culture*, "Religion and the Quest for National Unity."
- (3) Peter L. Berger, *The Sacred Canopy*, Chapters 5, 6, 7.
- (4) In (eds.) Westfall and Rousseau, *Religion/Culture: Comparative Canadian Studies*, Richard Allen, "Providence to Progress".
- (5) The Same: Roger O'Toole, "Society, the Sacred and the Secular: Sociological Observations on the Changing Role of Religion in Canadian Culture."

(6) Peter L. Berger, from *The Sacred Canopy*, Chapter 5, "The Process of Secularization".

(7) In Westfall and Rousseau: John S. Moir, "A Vision Shared? The Catholic Register and Canadian Identity before World War 1."

(8) Douglas J. Wilson, *The Church Grows in Canada*, "Religious Groups in Recent Times", and "Facing the Future".

(9) S. D. Clark, *The Developing Canadian Community*, "The Religious Sect in Canadian Economic Development".

(10) Charles Gordon (Ralph Connor), *Postscript to Adventure*.

(9.) NINTH WEEK

Religion, Economic forms, and social structures. Max Weber, *The Protestant Ethic and the Spirit of Capitalism*. W. Stanford Reid (ed.) *The Scottish Tradition in Canada*, esp. "The Scottish Protestant Tradition," and "The Scot as Businessman". F.X. Garneau, from *Histoire du Canada* (introductory sections and selected excerpts). R.W. Green (ed.), *Protestantism and Capitalism, The Weber Thesis and its Critics*. [D.C. Heath, Boston. BR/115/E3/G7]

Presentations

(1) Max Weber, *The Protestant Ethic and the Spirit of Capitalism*.

(2) Arguments with Weber: R.W. Green (ed.), *Protestantism and Capitalism*....

(3) W. Stanford Reid, *The Scottish Tradition in Canada*, "The Scottish Protestant Tradition," "The Scot as Businessman".

(4) Ralph Connor (Charles W. Gordon), *The Man From Glengarry*.

- (a) The view of the English Canadian in the novel.
- (b) The view of the francophone in the novel.
- (c) The role of capitalism and the social gospel in the novel.

10. TENTH WEEK

Quebec: religion, economic forms and social structures. Ramsay Cook, *French Canadian Nationalism*, George Grant, *Lament for a Nation*; Hubert Aquin, "The Cultural Fatigue of French Canada", in *Contemporary Quebec Criticism*. Peter

Slater (ed.), *Religion and Culture in Canada*. Hubert Aquin, *Prochain Episode*. Denis Moniere, *Ideologies in Quebec*.

Presentations

(1) In Ramsay Cook, *French Canadian Nationalism*, Mgr. Lafleche, "On the Missionary Role of French Canada", and Mgr. L. A. Parent, "A Sermon on the vocation of the French Race in America".

(2) F. X. Garneau, *History of Canada*. Introduction and Preliminary Discourse. Also pp 70-77 and 82-113.

(3) In Peter Slater, *Religion and Culture in Canada*, Chapter 2, "Religion and the Quest for National Identity". pp. 7-23.

(4) Hubert Aquin, *Prochain Episode*

(5) Hubert Aquin "The Cultural Fatigue of French Canada".

(6) Denis Moniere, in *Ideologies in Quebec*, Chapter 3, "Catching up with the Modern Age", and "Conclusion".

(11) ELEVENTH WEEK

Constitution Making, Judicial Law Making, Governmental Division of Powers, and the Place of Labour in the Canadian Community. P. A. Crepeau and C. B. Macpherson, *The Future of Canadian Federalism*. G.-A. Beaudoin and E. Ratushny, *The Canadian Charter of Rights and Freedoms, Second Edition*. K. Banting (ed.) *The Court and the Constitution*. Garth Stevenson, *Unfulfilled Union*. M. Gold and D. Leyton-Brown, *Trade-offs on Free Trade*. Roger Gibbins (ed.), *Meech Lake and Canada: Perspectives from the West*. P. W. Hogg, *Meech Lake Constitutional Accord Annotated*.

This daunting section will be covered by the issuance of a chapter I have written on the question - which puts the material into a definite (and manageable) context. It will be presented to students a few weeks in advance, and they will be invited to discuss aspects of it in short presentations as is normal procedure in the course.

In addition, the day will be used to re-focus, and review the general stretch and direction of the course.

S. 90 - 55d

**Community Economic Development
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-23

SCAP Reference: SCAP 90-29

1. Proposed Post Baccalaureate Diploma in Community Economic Development, including new courses - CED 401-5, CED 402-5, CED 403-5, CED 404-5

Post Baccalaureate Diploma Program in Community Economic Development

1. Program Rationale

Given the call for sustainable development in which economic and environmental decisions must be reconciled and integrated, what kind of education for local development makes sense in the 1990s? This proposal for an advanced undergraduate education program (post-baccalaureate) in community economic development places special emphasis on the relationship of the means and ends of sustainable local development and is particularly open to the people in communities who will directly experience both the means and the ends of such development.

As an academic field community economic development is a combination of the theories and ideas about development and the careful study of communities. It includes as well an appreciation of the nature and quality of local government and decision-making processes which preceded the emergence of large-scale state structures. Such local processes have not been entirely eroded, and may indeed become more important in the search for sustainable development. The careful study of community institutions and structures permits a realistic appraisal of whether and how ideas and theories about development will actually work in context and how their effect can be monitored and evaluated.

Community economic development is thus not simply a branch of economics, geography, or anthropology; it is a study of a complex interplay of markets and business, government and policies, technology and social organization, history, gender and culture, and natural environments. It is not itself a "Discipline", but a confluence of disciplines and approaches which focus on economic development at the community level.*

* In this proposal 'communities' is defined both as spatial communities which may be small villages or large cities, and as communities of interest which have historic, linguistic, ethnic, cultural, or economic boundaries. Occasionally these two ideas are combined, as in the case of 'native communities' which have both historic, ethnic and spatial definitions.

As an academic field it is both an analysis of means and ends for communities, and a balance of practice and theoretical abstraction for learners. It draws on the models and insights of economics, geography, anthropology, history, communication, ecology, women's studies, law, political science, and so on - but is not limited to one of these.

By itself none of these disciplines is sufficient for the study of community economic development. The methodologies on which this field rests range from quantitative, statistical analysis to empirical, qualitative and intuitive techniques; in short, the methods of the multiple disciplines which are combined in it. This is why the teaching program is directed to people who have already acquired some of those skills as advanced undergraduates and why students in this program will choose from a list of electives of advanced undergraduate courses in various departments (see following list of Electives).

2. Student Demand

The Centre for Community Economic Development and members of its Steering Committee have received about 45 direct enquiries from students or potential students about a teaching program since the Centre was formally approved in February 1989. Inquiries have also come from officials of government departments such as the federal Department of Indian Affairs and Northern Development, and the provincial Ministry of Economic and Regional Development. Staff in municipal governments and regional financial institutions have also expressed interest in such a program of study. These enquiries are related both to their own present employees and also to the future graduates who may be employed. The interest in education and professional development in community economic development is not restricted to British Columbia, and the proposed teaching program is intended and structured for people in other parts of Canada and other countries (including developing countries).

In British Columbia there are no programs for community economic development; there is a 25 year old school of Community and Regional Planning at University of British Columbia, and a School of Public Administration at University of Victoria. The proposed Simon Fraser University program

complements the approaches of these other two neighbouring institutions. Both Schools at UBC and UVIC operate graduate programs only.

While there are academic research centres at other Canadian universities, there are few established teaching programs. Although the reasons for this vary from place to place there has been discussion in 1989 and 1990 of the need felt by students all across the country. The only source for post-baccalaureate work in this field in Canada is via the University of Waterloo, a program centering more on economic planning and industrial development than on CED as described in this proposal.

3. Program Structure and Administration

The Diploma program consists of a core of three 5-credit courses, a 5-credit Practicum, course and at least 10 credits of electives chosen from a list of suggested courses. The first core course, *Introduction to Community Economic Development*, is to be offered via distance education only [following an initial on campus offering to develop the course] and is to be made available in a credit, audit and non-credit format. The purpose of the course is to provide a broad but sophisticated introduction to the range of issues and topics involved in CED and to alert prospective students to the knowledge base required for the Diploma Program. Students must complete this course before enrolling in the remainder of the core program. Funds to develop this course are being sought by the Centre for Distance Education and that unit will ultimately undertake on-going administration of the course.

The other two core courses - one on "*CED in Context: Ecology, Technology, and Sustainable Development*" and the other on "*Models and Cases*" - will be offered in the Fall and Spring semesters on campus and on alternate Summers during Intersession or Summer ^{sessions} ~~semesters~~, preceded by a 2-week period of assigned reading and other preparation. The special summer session offerings are planned as a 'modified distance education course', with students enrolled in the summer session and required to complete specific readings and assignments prior to the start of in-person classes. The intent of this approach is to allow for maximum participation by students from outside the Lower Mainland area. The required Project course may take place locally

or in the home community of the student, providing appropriate supervision can be obtained.

The elective courses which make up the remainder of the PBD program include a sufficient number offered via SFU's Centre for Distance Education to make this program accessible to a wide range of students, with the maximum residency requirement for successful completion being the two 4-week summer courses. Equivalent courses may be available from the Open Learning University and other institutions. This effort to achieve optimum flexibility in course design and course offerings is an effort to meet the special needs of the groups for whom the program is designed, thus maximizing its accessibility.

The academic home for the Diploma will be the Faculty of Arts. The structure will be comparable to the Gerontology Diploma and the Humanities Diploma and Minor Program. Courses drawn from other faculties (e.g. Business, Applied Science) will have their approval. A select committee drawn from the Centre for Community Economic Development Steering Committee will oversee the administration of the Diploma Program, the chair being the Director of the Centre.

4. Program Funding and Personnel

The Centre was founded with support from foundations and government. In its first financial year (1989-1990), it raised \$75,000 for programs and projects and operated them with the voluntary commitment of its Steering Committee and Projects Committees (see attached). The Simons Foundation committed \$100,000 over the first five years of the Centre's life.

Initial funding for course development will be secured in cooperation with the Centre for Distance Education and teaching resources will be secured from existing SFU faculty, acquired as part-of-load, overload teaching or from release time stipends made available from the C.E.D.C. Funds to appoint a half-time program assistant are required. Once the program is established, funds will be raised from potential user groups (e.g. Provincial Government, Federal Government) and from private sources.

5. Proposed Calendar Entry

Post Baccalaureate Diploma in Community Economic Development

The Post Baccalaureate Diploma in Community Economic Development is designed to provide interested individuals who already have an undergraduate degree or its equivalent with specialized knowledge and skills applicable to a wide range of occupational, professional and academic fields. By combining courses from a number of different disciplines with a specially designed core program of study and opportunities for guided practice, the program will provide unique perspectives on issues of economic, social and cultural development within the context of communities.

Program Requirements:

Students must complete 30 upper division credit hours, including 20 hours in the following courses:

CED 401-5	Introduction to Community Economic Development
CED 402-5	Community Economic Development in Context: Ecology, Technology, and Sustainable Development
CED 403-5	Models and Cases in Community Economic Development
CED 404-5	Project in Community Economic Development

Note: CED is used here, however the General Studies (GS) descriptor could be used.

In addition to these required courses, students must complete at least 10 credits in courses from the following list. At least 21 credit hours of the total requirements must be completed at S.F.U. Students should be aware that some of these courses require the completion of prerequisites outside the Diploma Program; and that other restrictions may apply. A GPA of 2.5 in CED 401 and an average GPA of 2.5 in all courses applied to the diploma are both required for continuance in the program. Note: Students' attention is drawn to the prerequisite requirements of courses in the Electives list. Many departments will waive some introductory courses for students who have extensive experience in the area. Students must check the Calendar entry for each Department, and discuss the requirements with the Advisor prior to registering

in courses. [*More detailed information will be available in "Information for Students of the Post-Baccalaureate Diploma"]

Electives for Community Economic Development

[NB: courses with asterisk* available from Centre for Distance Education]

- BUS 512-4 Introduction to Business Finance
- BUS 528-5 Accounting
- BUS 536-4 Quantitative Methods in Management
- BUS 543-4 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 360-3 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

- MRM 641--5 Law and Resources
- MRM 644-5 Public Policy Analysis and Administration
- MRM 652-5 Community Tourism Planning and Development
- MRM 670-5 Introduction to Forestry

- POL 351-3 Canadian Local Government
- POL 356-3 Public Section Management
- POL 451-3 Public Policy Analysis

- *PSYC 360-3 Social Psychology
- S&A 368-4 Economic Process in Social Life
- *S&A 386-4 Native Peoples and Public Policy
- S&A 468-4 The Environment and Society

The following courses are considered to be useful to the student preparing for the CED Diploma

- CS 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 435-3 The Canadian Prairies
- HIST 436-3 British Columbia
- POL 251-3 Introduction to Canadian Public Administration
- POL 252-3 Introduction to Local Government and Politics
- *S&A 201-4 Anthropology of Modern Life
- S&A 308-4 Industrial Sociology
- S&A 390-4 British Columbia
- WS 302-3 Women and the Law
- WS 303-3 Employment Equity

[Note: these are "special topics"
Women's Studies courses They should
be taken when the subject is relevant to
CED Diploma, as is shown here.]

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Robert Anderson,.....
Community Economic,
Development Centre

From.. Sharon Thomas,.....
Head - Library Collections Management

Subject..... POST BACCALAUREATE DIPLOMA PROPOSAL

Date.. July 11, 1990.....

I have examined the proposal for a Diploma Program in Community Economic Development and find, to my pleasure, that the Library's holdings are sufficient for the initial offering of the three new courses. We already own virtually all of the titles listed in the course outlines and most of the journals cited as well.

However, many of these books are already heavily used and additional copies should be acquired. In addition, the continued development of the program will entail annual additions to the collection and new journals will undoubtedly be required. I suggest an annual allocation of \$2,000 which would provide a reasonable level of support for the new program.

Sharon Thomas

ST:is

Relevant CED-Related Institutions Elsewhere in Canada

Canadian Institute for Research on Regional Development
University of Moncton, New Brunswick

Centre for Community Economic Development
University College of Cape Breton, Nova Scotia

Centre for the Study of Cooperatives
University of Saskatchewan, Saskatoon

Insitut de Formation en Développement Economique Communautaire
Pointe St Charles, Montréal, Québec

Institute of Island Studies
University of Prince Edward Island

Institute of Urban Studies
Univeristy of Winnipeg

Institute for Social and Economic Research
Memorial University, St. Johns, Newfoundland

Rural & Small Town Research and Studies Programme
Mount Allison University, New Brunswick

School for Community and Regional Planning
University of British Columbia

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department C.E.D.C.
Abbreviation Code: CEC Course Number 401 Credit Hours: 5 Vector: 0-5-0
Title of Course: Introduction to Community Economic Development
Calendar Description of Course:

Introduction to the economic issues and factors in the context of communities, their development, and public policy which will lead to sustainable community economic development

Nature of Course: Seminar

Prerequisites (or special instructions): Normally, completion of 90 semester hours

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

2. Scheduling

How frequently will the course be offered? On DISC

Semester in which the course will first be offered? Summer 1992

Which of your present faculty would be available to make the proposed offering possible? Schwandt (Econ.), Munro (Econ), Smith (Poli. Sci.), Anderson (Cmns.)

3. Objectives of the Course

To provide introduction to field, thus allowing senior students to decide whether to continue with post-baccalaureate diploma; the course will be widely accessible on DISC.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: 1 October 1990

Robert S. Anderson
Department Chair
Robert S. Anderson

RC Br
Dean

Nov. 2/90
APB Collier
Chairman, SCUS

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

CED 401-5: INTRODUCTION TO COMMUNITY ECONOMIC DEVELOPMENT

This first course in the Community Economic Development Post Baccalaureate Diploma Program is designed to introduce students to the economic issues and factors which lie at the base of any discussion of CED and to place that economic base within the larger context of community, development, and public policy. The course is offered by distance education and is available on a non-credit basis for students who wish to assess their abilities in the field of economics.

Objectives

1. To give students an understanding of economic activity at the community level.
2. To explore the significance of the concepts of "community" and "development" in the context of community economic development.
3. To offer an introduction to the articulation and implementation of public policy in the field of community economic development.
4. To develop a social science perspective on the functions and structure of policy institutions, with a particular emphasis on development.

Outline

1. Disaggregating the national economy; the importance of local economies and community economic development policies.
2. The idea of community: the city, the town, the village, non-spatial communities, utopian/closed communities.
3. Examples of communities and their economic/ecological/ political basis. Internal organization of communities, relations with the external environment, importance of local government.
4. The idea of development: the roles of external agencies versus the unfolding of inherent properties, sustainable development.
5. Community conceptions of the link between their economic development and their social, cultural, and political development. The significance of the informal economy.
6. Theories of community economic development. Introduction to location theory and the roles of capital and labour markets in community economic development.
7. Introduction to the institutions of community economies. The purpose here is to present the key institutions - local government, business (small and large), community organizations, senior governments - as a system which has a strong influence on the community economy.
8. The nature of public policy. Survey of the range of government influences on the economy, what is possible and what is not, and how public policies are determined.
9. Implementing public policies: how to use institutions and agencies to promote and finance community economic development.

References (Mainly for sections 1. and 6.-9.)

1. Roy T. Bowles, Social Impact Assessment in Small Communities. Butterworths, 1981.
2. British Columbia, Ministry of Industry and Small Business Development, Operations Manual for Economic Development Committees. 1985.
3. Stephen Brooks, ed., Public Policy in Canada: An Introduction. McClelland and Stewart, 1989.
4. S.T. Bruyn and J. Meehan, eds., Beyond the Market and the State: New Directions in Community Development. Temple University Press, 1987.
5. W. Coffey and M. Polese, "Local Development: Conceptual Bases and Policy Implications," Regional Studies, 1985.
6. Craig Davis and Thomas Hutton, "The Two Economies of British Columbia", B.C. Studies, No. 82, Summer, 1989.
7. Floyd K. Harmston, The Community as an Economic System. Iowa State University Press, 1983.
8. G. Hodge and M.A. Quadeer, Towns and Villages in Canada: The Importance of Being Unimportant. Butterworths, 1983.
9. Jim Lotz, Understanding Canada: Regional and Community Development in a New Nation. NC Press, 1977.
10. J.T. Morley et al., The Reins of Power: Governing British Columbia. UBC Press, 1980(?).
11. Lynda W. Newman, D.M. Lyon, and W.B. Philp, Community Economic Development: An Approach for Urban-Based Economies. University of Winnipeg, 1986.
12. Stewart E. Perry, Communities on the Way: Rebuilding Local Economies in the United States and Canada. State University of New York Press, 1987.
13. David P. Ross and Peter J. Usher, From the Roots Up: Economic Development As If Community Mattered. James Lorimer, 1986.
14. Donald J. Savoie, Regional Economic Development: Canada's Search for Solutions. University of Toronto Press, 1986.
15. Ron Shaffer, Community Economics: Economic Structure and Change in Smaller Communities. Iowa State University Press, 1989.
16. Gene Summers (author?), Industrial Invasion of Nonmetropolitan America: A Quarter Century of Experience. Praeger, 1976.
17. Various articles in Plan Canada.
18. Various articles in the Entrepreneurship Development Review.
19. Economic Council of Canada Discussion Papers prepared as part of the Local Development Research Project.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information Department C.E.D.C.

Abbreviation Code: CED Course Number 402 Credit Hours: 5 Vector: 0-5-0

Title of Course: **Community Economic Development in Context**

Calendar Description of Course:

Social and cultural factors and the proper role of technology in an ecologically sustainable process of community economic development.

Nature of Course: **Seminar**

Prerequisites (or special instructions): **CED 401, or permission of instructor**

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

2. Scheduling

How frequently will the course be offered? **annually**

Semester in which the course will first be offered? **Summer 1992**

Which of your present faculty would be available to make the proposed offering possible? **Anderson (Cmns.), Duguid (Cont. St.), Pierce (Geog).**

3. Objectives of the Course

To provide current ideas and data on the interplay of technology and ecology in community economic development.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: 1 October 1990

Robert S. Anderson
Department Chair
Robert S. Anderson

Rebn
Dean

Nov. 2/90
AP Bloodman
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline)
Arts 78-3

CED 402-5: CED IN CONTEXT: ECOLOGY, TECHNOLOGY, AND SUSTAINABLE DEVELOPMENT

The concept of ecologically sustainable development emerged in full force from the 1972 United Nations Stockholm Conference on the Human Environment. The concept became a proposal in 1987, with the publication of *Our Common Future*, the Report of the World Commission on Environment and Development (The Brundtland Commission). Following that Report, the idea of ecologically sustainable development moved from concept and proposal into the arena of plans, projects and controversy. Economic development, in earlier times often abstracted from ecological and even sociological contexts, now became wedded to biosphere issues. The environment was seen, in the now popular language, as "an integral part of long-term sustainable development rather than merely as a resource to be exploited or traded for economic development."

Ecologically sustainable development is closely linked to C.E.D.; indeed for many people they are virtually synonyms. It has become commonplace to see issues of sustainability as requiring smaller size enterprises, smaller, 'appropriate' or even absent technology, and a focus on local community involvement, participation or control. This focus on issues of size, 'appropriate' technology and participatory management has produced a lively debate amongst economists, futurists and ecologists over the nature and extent of the problem or crisis and the nature and value of the proposed solutions.

Objectives

1. Provide an introduction to these issues, starting with an examination of contemporary social and cultural development and a review of the current debate over human-biosphere relations.
2. Examine in detail (1) the debate on sustainable development and (2) the debate on the proper role of technology within an ecologically sustainable process of economic development.

Class Schedule and Suggested Readings:

Week 1-2: Ideas and Contexts.

Ways of organizing economic life are both causal and derivative of social and cultural developments and the two short texts examined in this opening section provide contrasting but related views of that connection. Steiner probes the impact of what he sees as a persistent failure to find a replacement for the decay of formal religion despite a century-long quest for alternative mythologies. Ignatieff speculates on the changing nature of ideas of community and democracy within the modern welfare state, a state in which we are "...responsible for each other, but we are not responsible to each other."

George Steiner, Nostalgia for the Absolute, Massey Lectures 14th Series, CBC Enterprises, 1983.

Michael Ignatieff, The Needs of Strangers: An Essay on Privacy, Solidarity, and the Politics of Being Human, New York: Viking Penguin, 1984.

Week 3-4. The Biosphere Issue and Arcadia

Understanding the extent and nature of the so-called environmental crisis involves both a scientific and a philosophical quest. Judgments about the state of our ecology quickly become entwined with nostalgic, romantic and persistently human longings for a more 'organic' relation between the human and the other species and, for some, between the human and the biosphere itself. Naess provides a full introduction to this 'deep ecology' perspective and at the same time raises its implications for economy and community. Eisenberg and Turner provide an accessible and contemporary look at the nature of the debate that swirls around the deep ecology question, disagreeing completely on the fate of the North American prairie and the diagnosis for its rejuvenation.

Arne Naess, Ecology, Community and Lifestyle: Outline of an Ecosophy, Cambridge University Press, 1989.

Evan Eisenberg, "Back to Eden", The Atlantic Monthly, November 1989.

Frederick Turner, "Toward A New Environmental Ethic", Harper's Magazine, April, 1988.

Week 5-7. Ecologically Sustainable Development

The basic text for defining this concept and outlining a specific agenda for its implementation is the Brundtland Commission Report. While it is too early to reach final conclusions, it does seem that this exercise in global consciousness-raising and global prescription has had an extraordinary impact in both realms. The supplemental readings all flow from the impetus established by the publication of the Report and are concerned with specific aspects or dimensions of the problem.

World Commission on Environment and Development, Our Common Future, New York, Oxford University Press, 1987

David Simon, "Sustainable Development: Theoretical Construct or Attainable Goal?", Environmental Conservation, v.16:1, 1989.

Julia Gardner and Mark Roseland, "Acting Locally: Community Strategies for Equitable Sustainable Development", Alternatives, v.16:3, 1989.

Ian Burton and Peter Timmerman, "Human Dimensions of Global Change - a Review of Responsibilities and Opportunities", International Social Science Journal, v.121, 1989.

Gilberto Gallopin, et.al., "Global Impoverishment, Sustainable Development and the Environment: A Conceptual Approach", International Social Science Journal, v.121, 1989.

Week 8-11. The Issue of Technology

Within the field of community economic development, the notion of 'appropriate technology' posits a model or means for blending community control with the use of technology in ways that are economically and environmentally sustainable. The readings from Carr, McRobie and Jequier make the case for this approach to technology while the selections from Teich offer some critical perspectives. To enrich this section, students can read Frankel's critique or caution from the political left, Pirsig's still fascinating paean to human-scale technology and intimacy between human and machine and Skinner's still-persuasive scientific utopia.

M. Carr, ed., The Appropriate Technology Reader, ITDG Publications, London, 1985.
Ursula Franklin, The Real World of Technology, Massey Lectures, CBC Enterprises, 1990
George McRobie, Small Is Possible, New York: Harper and Row, 1981.
Nicholas Jequier, Appropriate Technology: Problems and Promises, OECD, 1976.
William Leiss, Under Technology's Thumb, Montreal, McGill Queens Press, 1990
Albert Teich, ed., Technology and Man's Future, New York: St. Martin's Press, 1981.
Boris Frankel, The Post-Industrial Utopians, The University of Wisconsin Press, 1987.
Robert Pirsig, Zen and the Art of Motorcycle Maintenance, New York Bantam, 1974.
B.F. Skinner, Walden Two, New York, Macmillan, 1948.

Week 12-13. Community Economic Development and Sustainability

The text by Ross and Usher is the most cogent case for linking CED, sustainability and community within a North American context, a case also made in the 1986 CBC Ideas program on "New Ideas in Ecology and Economics". These readings can be supplemented by various case studies of local CED projects described in various SPARC publications and elsewhere.

David Ross and Peter Usher, From the Roots Up: Economic Development As If Community Mattered, New York: Bootstrap Press, 1986.

CBC, "New Ideas in Ecology and Economics", Ideas, May-June, 1986.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information Department C.E.D.C.
Abbreviation Code: CED Course Number 403 Credit Hours: 5 Vector: 0-5-0
Title of Course: **Models and Cases in Community Economic Development**
Calendar Description of Course:

A review and integration of economic issues and ecological issues from CED 401 and 403 with the methods for case studies of communities and their socio-economic development.

Nature of Course: **seminar**

Prerequisites (or special instructions): **CED 402, or permission of instructor**

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

2. Scheduling

How frequently will the course be offered? **annually**

Semester in which the course will first be offered? **Summer 1992**

Which of your present faculty would be available to make the proposed offering possible? **Anderson (Cmns.), Duguid (Cont. Studies.), Munro (Econ), Gill (Geog).**

3. Objectives of the Course

To allow synthesis of CED material in 401, 402 in terms of specific models and cases which allow students to qualify for the case study work in the CED 404 project.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: October 1990

Robert S. Anderson
Department Chair
Robert S. Anderson

Rebn
Dean

Nov. 2/90

ACB
Chairman, SCUS

CED 403-5: MODELS AND CASES IN COMMUNITY ECONOMIC DEVELOPMENT

The study of communities and community economic development must eventually be grounded in examples, both historic and contemporary. These examples, viewed in this course through a case study approach, offer an approach to the various models employed in studying communities at work.

Objectives:

1. To illuminate the two other core courses and be a bridge between them.
2. Ties in with co-op/field placement and the CED 403-3 Practicum
3. Uses Knowledge Network, Globe-Infonet, C.E.D.C. data base, Economic Council case studies etc: combines history and knowledge of current events.
4. Builds the C.E.D.C. fund of models and cases - this course relies on case-studies, and students contribute to them.

Weekly Outline

week. 1-2 Issues for Review

This course reviews and integrates issues from previous courses, and shows how they can be build into case studies:

- (i) macro forces/micro environments
- (ii) structure and sentiment (values)
- (iii) communication and conflict in CED
- (iv) politics of economic development policies
- (v) growing communities/declining communities
- (vi) technology and organization
- (vii) gender and CED
- (viii) small business, big business
- (ix) the informal economy
- (x) planning, planners, and resistance

week. 3-4 Methodology for Models and Cases

Abstracting from case studies in order to 'model' them is not easy; the methodological limitations must be recognized. This module focuses on methods for the study of communities and their development, their power structure and communication networks, their decision-making process, their histories of conflict and intervention, and their interaction with governments and corporations. Field work techniques are described.

week. 5

Planned Multiple-purpose Communities

The "shopping-mall and subdivision community" is a forty year old model and presents special problems for CED: it is usually the main vehicle for urban sprawl, and implies a transient population (e.g. Burnaby, Bangkok)

week. 6

Single-Industry Communities

If the industry is part of an unstable economy, and if the community is attached to a mega-project, it may approach CED in an atmosphere of crisis. What are the models of transition from a single-industry to a complex, more stable economy? (e.g. Tumbler Ridge, Whistler, Caribbean)

week. 7-8

Ethnicity, Intention, and Community Economic Development

In native communities and intentional communities there are special forms of inclusion and exclusion which are non-economic. Such a basis can be a disadvantage or an advantage in CED: What is the experience of these communities? (e.g. Shuswap Nation, Hutterites, rural Thailand)

week. 9-11

Models of Economic Development in Context

Credit unions, regional banks, loan funds, cooperatives, small business networks and consortia, and local government etc. are all vehicles of CED: What is the result of experiments by these agencies and groups?

week. 12-13

Review of Issues by Presentation of Student Case Studies

A conference, with invited discussants, to show-case the results of student projects during the course.

Readings will be drawn from 24 case studies published in 1990 by Economic Council of Canada, plus cases in B.C. Studies, Community Economic Development Review, etc.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information Department C.E.D.C.
Abbreviation Code: CED Course Number 404 Credit Hours: 5 Vector: Project
Title of Course: Project
Calendar Description of Course:

Provides a situation in which a student applies ideas and models acquired in the Program to a practical problem in Community Economic Development.

Nature of Course: **on-site by permission**

Prerequisites (or special instructions): **successful completion of CED 401, 402, 403**

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

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible? **Anderson (Cmns.), Duguid (Cont. Studies.) Munro (Econ.), Pierce (Geog.) Schwindt (Econ.), Smith (Poli. Sci.), Toohey (Education).**

3. Objectives of the Course

To allow independent on-site application of CED studies, and testing of problem solving abilities.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: 1 October 1990

Robert S. Anderson
Department Chair
Robert S. Anderson

RCB
Dean

Nov. 2/90
AB Bladen
Chairman, SCUS

CED 404-5: PROJECT IN COMMUNITY ECONOMIC DEVELOPMENT

This course is the vehicle through which students in the Diploma Program explore, and implement and evaluate the models of Community Economic Development examined in CED 403-5. This activity may occur in a variety of contexts and locations and will be supervised and graded by CED Centre academics, and advised by on-site personnel as appropriate. A proposal for each program will be submitted and approved prior to the commencement of practicum. Project supervisors and students will be in regular communication, site visits will occur where possible, and detailed evaluation will be sought from on-site personnel. The project will result in a permanent record (written, plus other media) of the proposed or attempted solutions to the problem.

**School for the Contemporary Arts
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-24

SCAP Reference: SCAP 90-30

1. Change in prerequisite - FPA 238-3, FPA 338-3
2. Change in title and prerequisite - FPA 339-3
3. New Courses - FPA 334-3, FPA 358-2, FPA 434-3, FPA 450-3, FPA 453-3,
FPA 454-2
4. Change of credit hours for Directed Studies Courses

PROPOSED COURSE CHANGES - FILM AREA

1.) 238-3 Introduction to Screenwriting: Change in Prerequisite

Former prerequisite:

FPA 231 Filmmaking I or 252 Playmaking, and permission of the Department. Students who have taken FPA 332 for credit may not take FPA 238 for further credit.

Change to:

FPA 136 or 127, The History and Aesthetics of Cinema I or II, or 253 Playmaking II, and permission of the Department. Students who have taken FPA 332 for credit may not take FPA 238 for further credit.

Rationale:

The Film Area prerequisites are being changed from a film studio course (FPA 231) to a film studies course (FPA 136 or 137) to make the course more accessible to students from outside the Film Area. FPA 253: Playmaking II is recommended by the Theatre Areas as more appropriate than FPA 252 because more writing is involved.

2.) FPA 338-3 Advanced Screenwriting: Change in Prerequisite.

Former Prerequisite:

FPA 238 and permission of the department.

Change to:

FPA 238 or FPA 353 or FPA 456; and permission of the department.

Rationale:

We make this change at the request of the Theatre Area so that it can become an elective course for senior students. Both FPA 353: (Playmaking IV) and FPA 456 (Conceptual Approaches to Theatre) are primarily writing courses, which address many of the same formal and aesthetic concerns as FPA 238 (Introductory Screenwriting).

3.) FPA 339-3 Directing Actors for Film and Video: Change in name and prerequisite.

Former Prerequisite:

FPA 230; FPA 151 and permission of the department. Students with upper division standing in Theatre and demonstrated familiarity with film directing practices may be considered for admission.

Change Title to:

Directing and Acting for Film and Video

Change Prerequisite to:

FPA 331 or FPA 251 and permission of the department.

Rationale:

In the first offering of this course it has proven invaluable to include Theatre students in significant numbers; the change in title and prerequisite structure will make it more accessible to them. At the same time, the Theatre Area recommends 251 as the most appropriate preparation for Theatre students. FPA 331 is recommended rather than FPA 230 for Film students for two reasons: first, they will by this time have had sufficient experience in filmmaking to benefit from the training; and, secondly, they will be guided toward taking the course in Third year when their workloads are less onerous than in Second year.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information:

Department: School for the Contemporary Arts

Abbreviation Code/No.: FPA 334 Credit Hours: 3 Vector: 0-2-3
FPA 434 Credit Hours: 3 Vector: 0-2-3

Title of Course: Selected Topics in Film and Video Production

Calendar Description of Course: This course will cover a specific topic within the field of Film and Video production not covered in depth in regularly scheduled courses, such as: The Apparatus of Cinema; Optical Printing Techniques; Film and/or Video Editing; Film Sound; Video Special Effects; Documentary Film and Video Production.

The course number chosen for any offering will reflect the level of the material to be covered.

Nature of Course: Seminar/studio

Prerequisites (or special instructions): FPA 330 and permission of department. This course is not a duplicate of FPA 334-3: Film Analysis, offered prior to 1990-3.

What course (courses), if any, is being dropped from the calendar if this course is approved? None; see Rationale.

2. Scheduling:

How frequently will the course be offered? At least every two years.

Semester in which the course will first be offered: Fall 1991

Which of your present faculty would be available to make the proposed offering possible? Browne, Gruben, Levitin, or Visiting Faculty.

3. Objectives of the course: To address special topics of interest which cannot be investigated in detail in the regular production courses, as the need and opportunity arises.

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: Oct. 10, 90

R. Komarow
Department Chair

Oct. 11/90

R. C. B.
Dean

Nov. 2/90

A. B. ...
Chair, SCUS

RATIONALE
for the Introduction of FPA 334-3/434-3.

We are not presently able to offer a yearly course in editing, film sound, or special visual effects, although there is much interest in doing so and from time to time we do have the opportunity on an ad hoc basis. A Selected Topics studio course would allow us the flexibility to offer these courses when means permit. At present we have no course number appropriate for such topics, and consequently we are co-opting FPA 237, a Film Studies course number, to offer a class in the Apparatus of Cinema in Fall 1990. We would prefer to save this number for its proper purpose in future.

COURSE OUTLINE

334-3: Special Topics in Film and Video Production Sample Topic: Film Editing

This course is designed to increase the student's mastery of the techniques of picture and sound editing on film, and to introduce the technology of post-production in video for finishing in video or film. The picture editor is often responsible for all phases of postproduction, including the shooting of titles, sound editing, dubbing and mixing, optical printing and negative cutting. The creative and organizational skills involved in these activities will be discussed in some detail.

Coursework will consist of lectures and screening of pertinent film clips examining the aesthetic choices open to the editor, and a thorough grounding in the technical aspects of editing; accompanied by exercises in cutting picture and sound. In addition to completing a number of small assignments, each student will undertake an editing project -- either alone or in collaboration with others in the class. This project may consist of post-production on the student's own film; on another film shot in one of the production courses; or, at the instructor's discretion, as an apprenticeship on a professional film.

Textbooks:

Burder, John. Film Editing Handbook. Focal Press: 1982.

Grading Criteria:

Project #1	20%
Project #2	20%
Major Project	50%
Attendance & Participation in Class	10%

Week 1 Lecture: The Evolution of Editing Styles.

Week 2 Technical Review: Picture cutting tools and techniques. Organizing the cutting room and setting up paperwork; edge numbers; syncing rushes. Continuity and coverage: communicating with the production crew.
Project #1: Assembly of rushes (Gunsmoke episode)

Week 3 Communicating with the lab. Field trip: Visit to the lab.
Project #1 due: screening & critique.

- Week 4 The Rough Cut: editing rhythm and sequences.
Project#2: Cutting to music.
- Week 5 The Fine Cut: cutting out the non-essentials. Solving picture problems. Working with the director and others.
Project #2 due: screening & critique.
- Week 6 Working with Sound: dialogue, effects, music.
Dividing the workload. Splitting tracks.
- Week 7 Overcoming problems on the dialogue tracks: When and how to dub dialogue. Foley technique.
- Week 8 Working with the composer to develop a style. Setting music cues. Synchronizing music and effects.
- Week 9 Working with the optical house. Fades, wipes, dissolves.
Special effects. Titles.
Private sessions: Screening and critiques of individual projects -- rough cuts.
- Week 10 Video options: (1.) Editing on video, finishing on film.
(2.) Shooting on film, finishing on video.
(3) Editing on film, mixing on video, finishing on film.
- Week 11 The Sound Mix: preparing tracks. Cue sheets. Your role in the mix.
Private session with each student in the cutting room.
- Week 12 Negative cutting. Necessary record-keeping. Preservation of cutting materials. The answer print; working with the timer.
- Week 13 Screening and critiques of individual projects -- fine cuts.

SCHOOL FOR THE CONTEMPORARY ARTS

NEW COURSE PROPOSALS: THEATRE

INTRODUCTION

The recent addition of a new faculty member in Theatre in 1990-91 has made it imperative to institute the following courses. Our new faculty member is currently teaching these courses under the rubric of Selected Topics, and this is proving awkward. The proposed courses are part of our long term curricular plan, and are designed specifically to take advantage of the new position and to further the pedagogical objectives of the Area.

There are four courses proposed. As the School now has the new faculty member in place the four proposed courses require no new resources.

NEW COURSE PROPOSALS (See also attached forms.)

FPA 358-2 Speech and Oral Interpretation I. This course provides an introduction to the elements of English speech and their use in the dramatic setting. Students will be introduced to basic practices leading to the creation of a theatrical standard of speech.

Prerequisites: FPA 251 and FPA 255 or permission of the Department.

Rationale: The new courses in Speech and Oral Interpretation reflect current attention in the field of Theatre focused on the nature of spoken English and its analysis by means of the International Phonetic Alphabet as it applies to the work of the performer. The new position of Assistant Professor instituted in 1989 is intended to address issues of speech, regional dialect, articulation, history of spoken language, and problems of oral interpretation.

FPA 450-3 Advanced Studio Skills I. This course will undertake advanced performance work with research into specific skills that will enrich the repertoire of technique acquired in the earlier studios. Course content may be adjusted according to needs and interests of specific students. This could include the theatrical techniques of Commedia dell'arte, classical and contemporary acting styles, circus skills, advanced period movement, stage combat, and contact improvisation.

Prerequisites: FPA 350, 351 and permission of the Department.

Rationale: The contemporary theatre requires more than the traditional repertoire of studio skills. The objective of the course is to broaden the base of performance technique to be acquired by the BFA students, by giving them the opportunity for advanced study in specific performance skills.

FPA 453-3 Theory and Practice of Directing. An introduction to the fundamentals of directing. Directorial topics such as composition, picturization, movement, rhythm, staging choices, and play selection will be considered. There will be practical problems in directing style.

Prerequisites: FPA 253, 350.

Rationale: At this level of the program students have considerable experience with the theory of the theatre and the work of the actor. They are in a position to consider directing. The nature of the program, which encourages students to develop their own work, requires that they develop some directorial skills in order to successfully produce the work.

FPA 454-2 Speech and Oral Interpretation II. Advanced work in the elements of spoken English with attention given to relationship between oral use of the language and elements of oratory and story telling. Elements of story and story telling will be considered through active interpretation of myths, fairy tales, biblical psalms, carnival pitches, patter songs, anecdotes, and Choral work from the classical Greek canon.

Prerequisites: FPA 358.

Rationale: This course applies the analytical work done in FPA 358-2 (Speech and Oral Interpretation I) to the interpretive work of the actor. It deals with problems faced by the performer in bringing text from the printed page to theatrical life. It completes the work begun in the earlier course by applying theory to practice in various settings.

NEW COURSE PROPOSAL FORM

Calendar Information

ABBREVIATION CODE: FPA
COURSE NUMBER: FPA 358
CREDIT HOURS: 2
VECTOR: 0-0-4
TITLE OF COURSE: Speech and Oral Interpretation I

1. Calendar Description of Course

This course provides an introduction to the elements of English speech and their use in the dramatic setting. Students will be introduced to basic practices leading to the creation of a theatrical standard of speech.

Nature of Course:
Studio

Prerequisites or Special Instructions:
FPA 251 and FPA 255.

What course, if any, is being dropped from the Calendar if this course is approved?

None

2. Scheduling

How frequently will this course be offered?

Once a year.

Semester in which the course will first be offered.

Fall 1991

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

Ian Raffel, Penelope Stella

3. Objectives of the Course

The course is intended to introduce students to the phonemes of English and their notation in the International Phonetic Alphabet. The goal of the work is the creation of a theatrical standard of speech. Practical work will be given in the form of oratory and monologues from the classical and modern repertoire.

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.

Rationale: The new courses in Speech and Oral Interpretation reflect current attention in the field of Theatre focused on the nature of spoken English and its analysis by means of the International Phonetic Alphabet as it applies to the work of the performer. The new position of Assistant Professor instituted in 1989 is intended to address issues of speech, regional dialect, articulation, history of spoken language, and problems of oral interpretation.

5. Approval

Date:	<u>Oct. 10/90</u>	<u>Oct. 11/90</u>	<u>Nov. 2/90</u>
	<u>R. Korman</u>	<u>R. Brown</u>	<u>A. P. Baker</u>
	Dept. Chairman	Dean	Chairman, SCUS

SENATE COMMITTEE UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

ABBREVIATION CODE: FPA
COURSE NUMBER: 450
CREDIT HOURS: 3
VECTOR: 0-0-6
TITLE OF COURSE: Advanced Studio Skills I

1. Calendar Description of Course

This course will undertake advanced performance work with research into specific skills that will enrich the repertoire of technique acquired in the earlier studios. Course content may be adjusted according to needs and interests of specific students. This could include the theatrical techniques of Commedia del'arte, classical and contemporary acting styles, circus skills, advanced period movement, stage combat, and contact improvisation.

Nature of Course:
Studio

Prerequisites or Special Instructions:
FPA 350, 351 and permission of the Department

What course, if any, is being dropped from the Calendar if this course is approved?

None

2. Scheduling

How frequently will this course be offered?
Once a year. This course will be offered concurrently with FPA 350 (Acting III).
Semester in which the course will first be offered.
Fall 1992

Which of the present faculty would be available to make the proposed offering available?
Marc Diamond, Ian Raffel, Penelope Stella

3. Objectives of the Course

The contemporary theatre requires more than the traditional repertoire of studio skills. The objective of the course is to broaden the base of performance technique to be acquired by the BFA students, by giving them the opportunity for advanced study in specific performance skills.

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.

Rationale: The contemporary theatre requires more than the traditional repertoire of studio skills. The objective of the course is to broaden the base of performance technique to be acquired by the BFA students, by giving them the opportunity for advanced study in specific performance skills.

5. Approval:

Date: Oct. 10/90 Oct. 11/90 Nov. 2/90

R. K... RCB... _____
 Dept. Chairman Dean Chairman, SCUS

SENATE COMMITTEE UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

ABBREVIATION CODE: FPA

COURSE NUMBER: 453

CREDIT HOURS: 3

VECTOR: 0-3-3

TITLE OF COURSE: Theory and Practice of Directing

1. Calendar Description of Course

An introduction to the fundamentals of directing. Directorial topics such as composition, picturization, movement, rhythm, staging choices, and play selection will be considered. There will be practical problems in directing style.

Nature of Course:

Seminar

Prerequisites or Special Instructions:

FPA 253, 350

What course, if any, is being dropped from the Calendar if this course is approved?

None

2. Scheduling

How frequently will this course be offered?

Alternate Spring Semesters. Course to be offered concurrently with FPA 353 (Playmaking IV).

Semester in which the course will first be offered.

Spring 1992

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

Marc Diamond, Ian Raffel, Penelope Stella

3. Objectives of the Course

The offering in Theory and Practice of Directing will introduce basic directing and survey the history of directing. Students will undertake research into various directorial styles and undertake practical assignments based on the research.

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.

Rationale: At this level of the program students have considerable experience with the theory of the theatre and the work of the actor. They are in a position to consider directing. The nature of the program which encourages students to develop their own work requires that they develop some directorial skills in order to successfully produce the work.

5. Approval:

Date: <u>Oct. 10/90</u>	<u>Oct. 11/90</u>	<u>Nov. 2/90</u>
<u>R. Kuman</u>	<u>R. C. Brown</u>	<u>A. C. Black</u>
Dept. Chairman	Dean	Chairman, SCUS

SENATE COMMITTEE UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

ABBREVIATION CODE: FPA

COURSE NUMBER: 454

CREDIT HOURS: 2

VECTOR: 0-4-0

TITLE OF COURSE: Speech and Oral Interpretation II

1. Calendar Description of Course

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

Nature of Course:

Studio

Prerequisites or Special Instructions:

FPA 358

What course, if any, is being dropped from the Calendar if this course is approved?

None

2. Scheduling

How frequently will this course be offered?

Once a year.

Semester in which the course will first be offered.

Spring 1992

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

Ian Raffel, Penelope Stella

3. Objectives of the Course

The objective of the course is to confront the theatre artist with technical problems faced by the performer in bringing text from the printed page to theatrical life. Text analysis will be undertaken with a view to developing individual style and vocal expressiveness.

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.

Rationale: This course applies the analytical work done in FPA 358-2 (Speech and Oral Interpretation I) to the interpretive work of the actor. It deals with problems faced by the performer in bringing text from the printed page to theatrical life. It completes the work begun in the earlier course by applying theory to practice in various settings.

5. Approval:

Date: Oct. 10/90 Oct. 11/90 Nov. 2/90
R. Kumara R. C. Brown J. P. Baker
 Dept. Chairman Dean Chairman, SCUS

RATIONALE FOR CHANGES TO DIRECTED STUDIES COURSES

It has been the experience of the faculty that directed study projects rarely merit the amount of work produced in the expectations of a five credit course. This may be due to the inexperience of undergraduate students in their artistic process and at this stage projects of a limited scope are more beneficial.

INTERDISCIPLINARY

change from

FPA 389-5 Directed Studies in Fine and Performing Arts II
to

FPA 389-3 Directed Studies in Fine and Performing Arts II

DANCE

change from:

FPA 423-5: Directed Studies in Choreography
FPA 424-5 Directed Studies in Dance Performance
FPA 429-5 Directed Studies in Dance Research

to:

FPA 423-3 Directed Studies in Choreography
FPA 424-3 Directed Studies in Dance Performance
FPA 429-3 Directed Studies in Dance Research

MUSIC

change from:

FPA 448-5: Directed Studies in Music I
FPA 449-5 Directed Studies in Music II

to:

FPA 448-3: Directed Studies in Music I
FPA 449-3 Directed Studies in Music II

THEATRE

change from:

FPA 458-5: Directed Studies in Theatre I
FPA 459-5 Directed Studies in Theatre II

to:

FPA 458-3: Directed Studies in Theatre I
FPA 459-3 Directed Studies in Theatre II

VISUAL ARTS

change from

FPA 460-5 Directed Studio in Visual Arts V
FPA 469-5 Directed Project in Visual Arts

to

FPA 460-3 Directed Studio in Visual Arts V
FPA 469-3 Directed Project in Visual Arts

S. 90 - 55f

**School of Criminology
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-9

SCAP Reference: SCAP 90-31

1. Prerequisite Revisions - CRIM 120, CRIM 310

1-A-2
90-29.

SIMON FRASER UNIVERSITY
SCHOOL OF CRIMINOLOGY
UNDERGRADUATE CURRICULUM COMMITTEE

To: Sheila Roberts
Secretary, F.A.C.C.

From: Judith Osborne
Chair

Re: Calendar Changes

Date: April 26, 1990

The following Calendar changes have been approved unanimously by the School's Undergraduate Curriculum Committee. I am now forwarding them for consideration by F.A.C.C.

(1) CRIM 320-3 (Advanced Research Issues in Criminology).
CMPT 103 and PSYC 210 should no longer appear as "strongly recommended for this course".

Rationale: Pascale Programming (CMPT 103) has no current relevance to the methods used for teaching Advanced Research Issues in Criminology. Regarding PSYC 210, this is only one of a selection of statistical courses (STAT 101/102/103 or PSYC 210) of which students must complete one before they will be admitted as a major in the Criminology program.

(2) CRIM 120 (Research Methods in Criminology).
MATH 110 should be inserted as an alternate prerequisite to MATH 100 for those students who do not have Algebra 12.

Rationale: MATH 100 (Precalculus) and MATH 110 (Introductory Mathematics for the Social and Management Sciences) serve similar functions for those students lacking Algebra 12, and the addition of MATH 110 as an alternate prerequisite would give students more options and flexibility.

**Department of Economics
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-25

SCAP Reference: SCAP 90-32

1. Change of prerequisite - ECON 205-3, ECON 381-5, ECON 342-3, ECON 345-3
2. Change Upper Division Requirements - Minor Program
3. Change Calendar statement re grade requirement for courses accepted as fulfilling a prerequisite or required course
4. Change of requirements for Major, Joint Major and Honors Programs
5. New courses - ECON 360-4, ECON 422-3, ECON 428-3,

SIMON FRASER UNIVERSITY

MEMORANDUM

TO: Sheila Roberts
Administrative Assistant
Dean of Arts

From: Clyde Reed
Undergraduate Chair
Dept. of Economics

RE: Calendar Changes 1991-92

DATE: October 11, 1990

The Undergraduate Curriculum Committee of the Department of Economics, at the meetings held on November 14, 1989 and April 19, 1990, approved the following:

I. COURSE CHANGES

1. Changing the prerequisite for ECON 205-3 -

TITLE: Principles of Economics (II) Macroeconomic Principles

DESCRIPTION: The principal elements of theory concerning money and income, distribution, social accounts, public finance, international trade, comparative systems, and development and growth.

FROM:

Prerequisite: Any 100 division Economics course.

TO:

Prerequisites: Any 100 division Economics course and ECON 200-3

RATIONALE:

Unless all students have taken an introduction to MICROECONOMICS prior to enrolling in MACROECONOMICS then it is necessary to spend the first three weeks of the course teaching the micro tools required for macro.

2. Changing the prerequisites for ECON 381-5

TITLE: Labour Economics

DESCRIPTION: Analysis of the economics of the labor market with particular emphasis on wage determination, the concept of full-employment, and manpower policies.

FROM:

Prerequisites: BUEC 280-3 (formerly ECON/COMM 280) or permission of the department; 60 credit hours.

TO:

Prerequisites: BUEC 280-3 (formerly ECON/COMM 280) and ECON 301-5, or permission of the department; 60 credit hours.

RATIONALE:

The change is required by the complexity of the course material and the difficulty of teaching the course when some students have taken ECON 301 while others have not.

3. ECON 342-3

TITLE: International Trade

Change of Prerequisites:

DESCRIPTION: Topics discussed in this course are: gains from trade in a classical world; the modern theory of international trade; factor price equalization; empirical tests and extensions of the pure theory model; economic growth and international trade; the nature and effects of protection; motives and welfare effects of factor movements; multinational enterprises; the brain drain; customs union theory; pollution control and international trade.

FROM:

Prerequisites: ECON 301 and ECON 305 ; 60 credit hours or permission of the department. Students with credit for ECON 442 cannot take this course for further credit.

TO:

Prerequisites: ECON 200 and ECON 205; 60 credit hours or permission of the department. Students with ccredit for ECON 442 cannot take this course for further credit.

RATIONALE:

Given the level of presentation and the background of most students who are interested in these courses, students only require the 200 Division courses as prerequisites.

ECON 345-3

TITLE: International Finance

Change of Prerequisites:

Description: Foreign exchange markets; determination of spot and forward exchange rates; Euro-currency markets; balance of payment statistics; international adjustment theory; income price and exchange rate effects; the role of international short term capital flows; the international monetary system; gold standard, freely floating rates, dollar gold exchange standard, centrally created reserves.

FROM:

Prerequisites: ECON 301-5 and ECON 305-5; 60 credit hours or permission of the department. Students with credit for ECON 445-3 cannot take these courses for further credit.

TO:

Prerequisites: ECON 200 and 205; 60 credit hours or permission of the department. Students with credit for ECON 445 cannot take this course for further credit.

RATIONALE:

Given the level of presentation and the background of most students who are interested in these courses, students only require the 200 Division courses as prerequisites.

II. OTHER CHANGES - CALENDAR

1. Changing the calendar entry for Economics Minor Program, Upper Division Requirements:

FROM:

At least 15 semester hours of upper division credit in Economics or BUEC courses.

TO:

At least 15 semester hours of upper division credit in Economics or BUEC courses, taken following the completion of 60 credit hours.

RATIONALE:

To clarify departmental policy.

2. A number of calendar entries for required courses and prerequisites contain the phrase "with a minimum grade of C-" or its equivalent. These phrases are to be replaced with the following sentence.

In order for a course to be accepted as fulfilling a prerequisite, or for a required course to be accepted in a student's program in Economics, a student must have obtained a grade of C- or higher. (See attached).

RATIONALE:

Formerly the C- grade applied to all required courses in the major but the 400 Division courses, and to most in the Honours. The Department has decided to extend this grade to all required course in its program.

3. Change of requirements for major, joint major and honors programs.

FROM:

plus at least one 400 division Economics course.

TO:

plus at least two 400 division Economics courses.

RATIONALE:

To ensure that majors are sufficiently exposed to seminar classes with substantive essay requirements.

III. NEW COURSE PROPOSAL

1. ECON 422-3 Introduction to Noncooperative Game Theory
(Documentation attached)

RATIONALE:

Noncooperative game theory has become a standard tool of economics in the last decade. The bulk of the economic theory now being published uses noncooperative game theory as a primary tool, and a great deal of applied work draws on it. In most graduate programs game theory is an integral, and major part of micro theory--recent texts aimed at the graduate theory market devote large segments to it. In addition, game theory is increasingly used in other social sciences and in evolutionary theories from a variety of disciplines.

2. ECON 360-4 Environmental Economics
(Documentation attached)

RATIONALE:

Concern over the issues of exhaustion of resources, destruction of environments and ecosystems and the effects of residual (air and water pollution) has grown considerably over the last decade. These issues all involve the allocation of scarce resources among competing uses, which is the central focus of economics. These tools have been used to make a significant contribution to the understanding of environmental issues. The role of the course is to make this contribution more widely known.

3. ECON 428-3 Behaviour and Applied Economics
(Documentation attached)

RATIONALE:

Behavioural economics has developed in recent years to become an important area of research, incorporating newly developed experimental economic methods. It is important that students at SFU are exposed to this innovative field of investigation.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department ECONOMICS

Abbreviation Code: ECON Course Number: 360 Credit Hours: 4 Vector: 3-1-0

Title of Course: ENVIRONMENTAL ECONOMICS

Calendar Description of Course: Economic analysis of the use of environmental resources (water, air, etc.). Evaluation, market failures due to externalities, public and amenity goods. Market and non-market solutions to environmental problems.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions):

MATH 157, ECON 200, ECON 205 and BUEC 232, 60 credit hours.

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

2. Scheduling

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

Semester in which the course will first be offered? 91-3

Which of your present faculty would be available to make the proposed offering possible? Olewiler, Heaps, Friesen, Knetsch, Marks, Bowe

3. Objectives of the Course

To provide students with a basic understanding of the economic issues involved in the management of the environment.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

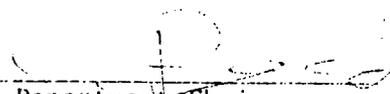
Space

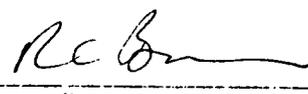
Equipment

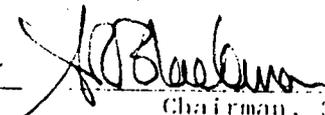
5. Approval

Date: Oct. 11/90

Nov. 2/90


Department Chairman


Dean


Chairman, SCUS

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

SIMON FRASER UNIVERSITY
Department of Economics

COURSE: ECON 360-3

SEMESTER: FALL 1991

TITLE: Environmental Economics

INSTRUCTOR: Nancy Olewiler

PREREQUISITES: ECON 200 and 205 with a minimum grade of C-; 60 credit hours

Office Hours: Tuesdays and Thursdays 10:30 - 11:45 a.m.

Course Format & Grading: Assignments 25% of term mark
Exams 75% of term mark

OUTLINE AND READINGS

The text book for this course is:

David W. Pearce and R. Kerry Turner, (1990) *Economics of Natural Resources and the Environment*.

You may also want to purchase Kneese, Allen V., (1984) *Measuring the Benefits of Clean Air and Water*, Washington, D.C.: Resources for the Future.

Additional readings will be on reserve.

1. Introduction to Environmental Problems and Issues

Pearce & Turner: Chapters 1, 2, and 3

The World Commission on Environment and Development (1987) *Our Common Future*, Oxford University Press: Forward, Overview and Chapter 1 (pp ix-xv and 1-42)

2. Economic Principles of Environmental Pollution and Assessment

A. Welfare Economics and Introduction to Pollution Control Policies

Pearce & Turner: Chapters 4, 5, 6, 7, 8, 14, 15.

Oates, W. (1988) "Taxing Pollution: An Idea Whose Time Has Come?" *Resources*, pp. 5-7.

Hahn, Robert W. (1989) "Economic Prescriptions for Environmental Problems: How the Patient Followed the Doctor's Orders" *Journal of Economic Perspectives* 3, Spring 1989, pp. 95-114.

B. Measurement of Environmental Damages & Benefit Cost Analysis

Pearce & Turner: Chapters 9, 10, 20, and 21.

Kneese: Chapters 1, 2, and 4.

3. **Pollution Problems and Policies in Practice**

A. Water Quality and Pollution

Pearse, P. (1986) "Fresh Water Issues" in Economic Council of Canada
Managing the Legacy, pp. 15-31.

Pearse, P. et. al. (1985) **Currents of Change**, Ottawa: Environment Canada:
Chapters 5-8)pp. 49-82).

Gramlich, F. "The Demand for Clean Water: The Case of the Charles River" *National Tax Journal* 30, pp. 183-194.

Menz, F. and J. Mullen (1984) "Acidification Impact on Fisheries: Substitution and the Valuation of Recreation Resources" in Thomas D. Crocker, ed., *Economic Perspectives on Acid Deposition Control*, Vol. 8, Boston: Butterworth, pp. 135-155.

Kneese, A.V.: Chapter 10, and pages 114-119.

B. Air Quality and Pollution

Pearce & Turner: Chapter 13.

Kneese: Chapters 5, 6, 7, 8, and pages 104-111.

Smith, D.A. and K. Vodden (1989) "Global Environmental Policy: The Case of Ozone Depletion" *Canadian Public Policy* 15, 413-423.

Shapiro, M. and E. Warhit (1983) "Marketable Permits: The Case of Chlorofluorocarbons" *Natural Resources Journal* 23, pp. 577-591.

C. Land Quality and Waste Disposal

Portney, P.R., ed., (1990) *Public Policies for Environmental Protection*, Washington, D.C.: Resources for the Future, Chapters 5 & 6: Hazardous Wastes and Toxic Substances Policy.

Mitchell, R. et. al. (1986) "Sitting of Hazardous Facilities" Papers in *American Economic Review, Papers and Proceedings*, May 1986, pp. 85-299.

Opaluch, J. and R. Kashmainian (1985) "Assessing the Viability of a Marketable Permit System, An Application to Hazardous Waste Management" *Land Economics* 61, pp. 263-271.

Pollock, C. (1987) "Realizing Recycling's Potential" in Brown, Lester R. ed., **State of the World**, 1987, pp. 101-121.

Chant, D. (1986) "Management and Disposal of Toxic Wastes" in Economic Council of Canada, *Managing the Legacy*, pp. 47-61.

Gough, M. (1988) "The Most Potent Carcinogen" (Dioxin), *Resources*, Summer 1988, pp. 2-5

4. **Critiques of Environmental Policy and Strategies for the Future**

Brown, L. and E. Wolf (1985) "Getting Back on Track" in *State of the World*, 1985, pp. 222-246.

The World Commission on Environment and Development (1987) *Our Common Future*: Chapter 12 (pp. 308-347).

Other readings may be added if time permits.

THERE WILL BE NO TUTORIALS DURING THE FIRST WEEK OF CLASSES

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department ECONOMICS

Abbreviation Code: ECON Course Number: 422 Credit Hours: 3 Vector: 0-3-0

Title of Course: INTRODUCTION TO NONCOOPERATIVE GAME THEORY

Calendar Description of Course:

An introduction to the basic concepts of game theory and their application to problems in a number of areas.

Nature of Course SEMINAR

Prerequisites (or special instructions):

ECON 301, 60 credit hours; or permission of the department.

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

2. Scheduling

How frequently will the course be offered? ONCE A YEAR

Semester in which the course will first be offered? FALL OF 91 (91-3)

Which of your present faculty would be available to make the proposed offering possible? EATON, HARRIS, SCHMITT, FRIESEN, ALLEN

3. Objectives of the Course The course would cover the core concepts in noncooperative game theory, and would illustrate their application to a wide range of topics. It would include at least the following technical topics: the extensive and normal forms of games, pure strategies and mixed strategies, dominant strategy equilibrium, Nash equilibrium, and sub-game perfect equilibrium. It would include a variety of applications, drawn primarily from but not limited to, economics.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

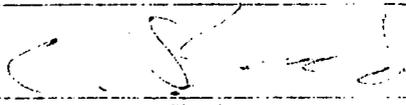
- Faculty
- Staff
- Library
- Audio Visual
- Space
- Equipment

5. Approval

Oct. 11/90

Nov. 2/90

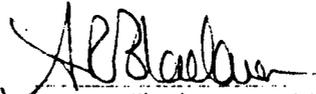
Date: _____



Department Chairman



Dean



Chairman, SCUS

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

SIMON FRASER UNIVERSITY

Department of Economics

Course: ECON 422-3

Semester: Fall 1991

Title: Introduction to Noncooperative Game Theory

Instructor:

Prerequisites: ECON 301, 60 credit hours; or permission of the department

I. Fundamental Concepts of Game Theory

- 1) Actions
- 2) Payoffs
- 3) Strategies

II. Equilibrium Concepts

- 1) Dominant strategy equilibrium
- 2) Nash equilibrium
- 3) Subgame perfect Nash equilibrium
- 4) Bayesian Nash equilibrium

III. Applications

Game theory is a tool that is widely used in economics and related disciplines. Indeed, it's fair to say that game theory is the natural language of economics. This course will familiarize the student with the basic concepts of game theory, and their application to problems in a number of areas.

This course carefully defines what a game is, develops a number of non co-operative equilibrium concepts for such games, and applies these game theoretic concepts to a number of areas in economics and related disciplines.

Text: Eric Rasmusen; ed. Games and Information, Introduction to Game Theory; Basil Blackwell.

Grade Distribution: Assignments 20%
 Examinations 40%
 Term Paper 40%

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department ECONOMICS

Abbreviation Code: ECON Course Number: 428 Credit Hours: 3 Vector: 0-3-0

Title of Course: BEHAVIOURAL AND APPLIED ECONOMICS

Calendar Description of Course: This is a research seminar course covering topics in experimental economics, tests and economic behaviour, and issues in applied economics. Experimental economic methods, results, and their implications for economic analyses will be reviewed. Individual projects will be designed and carried out by participants.

Nature of Course SEMINAR

Prerequisites (or special instructions):

ECON 301, ECON 305, 60 credit hours; or permission of the department.

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

2. Scheduling

How frequently will the course be offered? ONCE PER YEAR

Semester in which the course will first be offered? 92-1

Which of your present faculty would be available to make the proposed offering possible? KNETSCH, ALLEN, EATON

3. Objectives of the Course The major objectives are to acquaint students with the growing body of recent work in experimental and behavioural economics in which these methods and results have been used to test economic assumptions and to improve the design of economic policies. The course will also provide students an opportunity to examine an area of economic research and to take part in the design of a related project. A further purpose is to demonstrate the relationship between research results and their implications on how economics is used.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

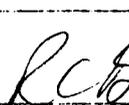
Equipment

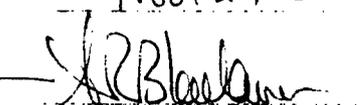
5. Approval

Date: Oct. 11/90

Nov. 2/90


Department Chairman


Dean


Chairman, SCUS

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

SIMON FRASER UNIVERSITY

Department of Economics

COURSE: Economics 428-3

SEMESTER: Spring 1992

TITLE Behavioural and Applied Economics

INSTRUCTOR: J. Knetsch

PREREQUISITES: Permission of the Department; ECON 301, ECON 305, 60 credit hours

This is a seminar course that will cover a range of topics dealing with applied welfare economics, and the use of economics in the analysis of public policy issues and legal institutions.

Specific subjects to be discussed may include: (1) the conduct and lessons from market experiments; (2) valuation disparity evidence and economic and legal implications; (3) economic assumptions and observed behaviour; (4) special problems in benefit-cost analysis; (5) assessment of non-pecuniary values; (6) contingent valuation methods; (7) fairness judgments of market exchanges and public policies; (8) assignment and protection of property rights; (9) the standard of reasonable negligence; (10) compensable losses; (11) compulsory acquisition of property; (12) market failures and alternative governing instruments; (13) matrimonial property issues; (14) implementing alternative pollution control regulations; and (15) historic building preservation policy.

A major emphasis of the course will be on recent research in experimental and behavioural economics. Recent tests of economic assumptions, using varying experimental and survey designs, will be reviewed and the usefulness of such methods will be discussed. Each participant in the seminar will be responsible for carrying out a project involving the collection of primary experimental or survey data. Participants will also report on various assigned topics and all will be responsible for discussing the design and conduct of projects proposed by other members of the seminar.

The course enrollment will be limited to facilitate discussions and to assure that individual interests and projects are covered.

Course grades will be based on participation and assigned topic reports; one examination; and the presentation and written report on the results of the individual experiment/exercise.

TEXT: Robin M. Hogarth and Melvin W. Reder, eds. Rational Choice, The University of Chicago Press, 1987.

Grade Distribution:	Class Participation	30%
	Final Examination	30%
	Term Paper	40%

Outline of the course: **BEHAVIOURAL AND APPLIED ECONOMICS**

I. Introduction to experimental economic methods

- Induced value markets
 - Review of procedures
 - Conduct of actual markets
- Real goods markets
- Survey methods

II. Results of recent studies of welfare changes and economic valuations

- Traditional views of welfare analyses
- Experimental tests
- Implications

III. Examples of other behavioural tests

- Economic management and policy options
- Legal rules and institutions
- Fairness and economic behaviour
 - Conventional views
 - Results of survey and experimental tests
 - Implications

IV. Contingent valuation methods

- Use in benefit-cost analysis and behavioural economics research
 - Operation markets
 - Individual consumer and firm action
 - Legal remedies
 - Public and legal policies

S. 90 - 55h

**Department of English
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-26

SCAP Reference: SCAP 90-33

1. Proposed Co-operative Education Program, including new courses - ENGL 461-0, ENGL 462-0, ENGL 463-0, ENGL 464-0

Calendar Entry For Proposed English Co-operative Education
Program

English Co-operative Education Program

The Department of English offers a Co-operative Education Program for students who wish to acquire work experience in areas related to English Studies. The program entails planned semesters of study and employment in an area of the student's choice.

REQUIREMENTS:

In order to be admitted into the Co-operative Education Program students must have completed 30 semester hours with a minimum cumulative CGPA of 3.00. Prior to admission, students must have completed 5 English courses (15 seminar credit hours) including the following:

two 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

one of

- ENGL 204-3 - Literature of the Anglo-Saxon Period
Middle Ages and Renaissance
- ENGL 205-3 - Literature of the Late Renaissance
and Enlightenment
- ENGL 206-3 - Literature of the Romantic and
and Victorian Periods

and two other English courses

ENGL 210, 212, 214 are recommended

College transfer students must complete at least 15 semester hours at SFU before becoming eligible for admission to the Co-op Program. They also must satisfy the requirements above or their equivalents.

Transfer students who have participated in Co-op Programs elsewhere may be credited with the semester(s) already taken. The applicability of such semesters depends on the evaluation of the Co-operative Education Program.

continued--

continued--

Arrangements for the work semesters are made through the Department's Co-op Coordinator, and the Faculty of Arts Co-op Coordinator.

In order to continue in the Co-operative Education Program, students must maintain a minimum cumulative CGPA of 3.00 in their academic coursework.

For further details, students should refer to the Co-operative Education section in the Calendar.

Interested students should contact the Department of English for further information.

RATIONALE FOR THE COOPERATIVE EDUCATION PROGRAM IN ENGLISH

The Cooperative Education Program will acquaint our students with career possibilities where English majors are needed, and enable them to gain experience in these areas, thus correcting the impression many students have that a degree in English does not qualify them for employment as well as degrees in some other disciplines. The Cooperative Education Program has placed our students in positions involving administration and social research in general, and also in work involving more specific literary skills such as editing magazines, writing public relations material, or doing technical writing for computer companies. This sort of experience will give our students a sense of what kind of career choice they might want to make after graduation, and will also provide them with an employment history that will help them get the job they want.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department ENGLISH

Abbreviation Code: ENGL Course Number: 461 Credit Hours: 0 Vector: _____

Title of Course: Practicum I

Calendar Description of Course:

First semester of work experience in the English Co-operative Education Program

Nature of Course Off-campus practicum

Prerequisites (or special instructions): Normally 30 semester hours with a CGPA of 3.0 including any two of English 101, 102, 102 and 104 and any one of English 204, 205 and 206. Students should apply to the Faculty of Arts Co-op Co-ordinator by the end of the third week of the semester preceding the employment semester.
What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

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

3. Objectives of the Course

See Co-op Program objectives

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library No additional resources required (English Departmental Assistant/ Co-op personnel to do student advising)

Audio Visual

Space

Equipment

5. Approval

Date: August 10, 1990 Oct. 9/90 Nov. 2/90
David Struck RC Am JR Black
Department Chairman Dean Chairman, SCUS

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

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department ENGLISH

Abbreviation Code: ENGL Course Number: 462 Credit Hours: 0 Vector: _____

Title of Course: Practicum II

Calendar Description of Course:

Second semester of work experience in the English Co-operative Education Program

Nature of Course Off-campus practicum

Prerequisites (or special instructions): Successful completion of English 461 and normally 45 semester hours with CGPA of 3.0. Students should apply to the Faculty of Arts Co-op Co-ordinator by the end of the third week of the semester preceding the employment semester.

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?

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

3. Objectives of the Course

See Co-op Program objectives

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library No additional resources required (English Departmental Assistant/ Co-op personnel to do student advising)

Audio Visual

Space

Equipment

5. Approval

Date: August 10/90 Oct. 9/90 Nov. 2/90

David Stock
Department Chairman

Reber
Dean

AP Blackman
Chairman, SCUS

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

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department ENGLISH

Abbreviation Code: ENGL Course Number: 463 Credit Hours: 0 Vector: _____

Title of Course: Practicum III

Calendar Description of Course:

Third semester of work experience in the English Co-operative Education Program

Nature of Course Off-campus practicum

Prerequisites (or special instructions): Successful completion of English 462 and normally 60 hours with CGPA of 3.0. Students should apply to the Faculty of Arts Co-op Co-ordinator by the end of the third week of the semester preceding the employment semester

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?

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

3. Objectives of the Course

See Co-op Program objectives

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library No additional resources required (English Departmental Assistant/ Co-op personnel to do student advising)

Audio Visual

Space

Equipment

5. Approval

Date: August 10 / 90 Oct. 9 / 90 Nov. 2 / 90

[Signature] [Signature] [Signature]
Department Chairman Dean Chairman, SCUS

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

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department ENGLISH

Abbreviation Code: ENGL Course Number: 464 Credit Hours: 0 Vector: _____

Title of Course: Practicum IV

Calendar Description of Course:

Fourth semester of work experience in the English Co-operative Education Program

Nature of Course Off-campus practicum

Prerequisites (or special instructions): Successful completion of English 463 and normally 75 hours with CGPA of 3.0. Students should apply to the Faculty of Arts Co-op Co-ordinator by the end of the third week of the semester preceding the employment semester.

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?

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

3. Objectives of the Course

See Co-op Program objectives

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library No additional resources required (English Departmental Assistant/Co-op personnel to do student advising)

Audio Visual

Space

Equipment

5. Approval

Date: August 10 / 90 Oct. 9/90 Nov. 2 / 90

David Stock
Department Chairman

RC Bon
Dean

AB Calder
Chairman, SCUS

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

**Department of English
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-15

SCAP Reference: SCAP 90-34

1. Proposed Joint Major in English and Women's Studies

SIMON FRASER UNIVERSITY
memorandum

TO Sheila Roberts
Administrative Assistant
Dean of Arts

FROM Sue Wendell, Chair
Curriculum Committee
Women's Studies

RE Calendar Amendment: Joint Major
in English and Women's Studies

DATE 1 August 1990

Attached please find the Women's Studies and English proposal for a joint major. Could you please take this to the FACC as soon as possible?

/sgs

cc: English

PROPOSED JOINT MAJOR: ENGLISH AND WOMEN'S STUDIES

Joint Majors (or prospective joint majors) in English and Women's Studies must plan their program in consultation with the program faculty advisors and should consult the *Guidelines for Course Selection* available from each department.

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.

Program Advisors:

Honoree Newcombe 291-3171
Department of English

Sandy Shreve 291-3593
Women's Studies Program

Students are encouraged to consult both advisors.

LOWER DIVISION COURSES

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

all three 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)

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, and 228; or by any three unassigned transfer credits in English.

Women's Studies

W.S. 100-4

Perspectives on Women: An Introduction to Women's Studies

plus any three of

W.S. 200-3	Women in Cross-Cultural Perspective
W.S. 201-3	Women in Canada, 1600-1920
W.S. 202-3	Women in Canada, 1920 to the Present
W.S. 203-3	Female Roles in Contemporary Society
W.S. 204-3	Women, Science and Technology
W.S. 205-3	Women and Popular Culture

(13 semester hours)

Total: 31 semester hours

UPPER DIVISION COURSES

20 upper division hours in English and 20 upper division hours in Women's Studies according to the following requirements and guidelines:

English

20 semester hours in upper division English courses.
Students must take:
One course from within the series ENGL 300-308; and
One from within the series ENGL 310-322.

The following courses are recommended if the student is interested in critical theory:

ENGL 364-4	History and Principles of Literary Criticism
ENGL 366-4	Studies in Critical Approaches to Literature

Students are encouraged to select courses which focus on women writers and/or offer an explicit feminist perspective.

Women's Studies

20 semester hours in upper division Women's Studies courses.
One course must be WS 400-5 and two must come from the following:

W.S. 304-3	Women and Religion
W.S. 305-3	Women and Utopias
W.S. 306-3	Women's Autobiographies, Memoirs and Journals
W.S. 311-5	Feminist Psychoanalytic Theories

The remaining semester hours will be chosen from 300 and 400 level Women's Studies courses. Exceptionally, and only with the permission of the Program, a maximum of 3 semester hours of designated Women's Studies credit for a course offered by another department may be substituted for 3 of these remaining semester hours.

Total: 40 semester hours

The remaining Upper Division hours required for the degree may be selected at the discretion of the student.

RATIONALE

Since the inception of the Women's Studies Program, many students majoring in English have taken Women's Studies courses, seeking to complement their programs in English. In addition, a large proportion of Women's Studies minors has always come from among English majors. The present proposal seeks to formalize and facilitate the high degree of scholarly co-operation and interchange that already exists between English and Women's Studies. Student demand for a joint major is indicated by the many inquiries both the English Department and the Women's Studies Program have received about it over the years, and by the enthusiasm expressed by students in the English Department when the joint major was proposed. Thus, students already recognize the complementarity of English and Women's Studies courses at S.F.U., which will be formally combined in this proposed major.

A Joint Major in English and Women's Studies will encourage studies of literature which take into account the social, political and cultural context of the literary text - its historical conditions of production and reception. It will encourage students to examine the role of writing in ordinary women's lives as well as the historical, economic, and sociological conditions that influence and are influenced by women's writings.

All required and recommended courses in both English and Women's Studies are offered frequently enough that students should find it easy to complete the joint major in the usual time required to complete a major.

**General Studies
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-10

SCAP Reference: SCAP 90-35

1. Change to prerequisites - GS 498-10, GS 499-15

SIMON FRASER UNIVERSITY
FACULTY OF ARTS
DEAN OF ARTS OFFICE

MEMORANDUM

To: Ron Heath
Secretary
S.C.U.S.

From: Sheila Roberts
Secretary
F.A.C.C.

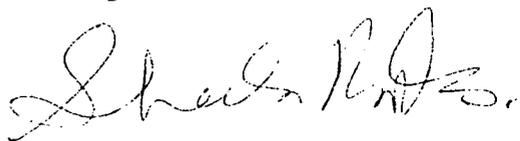
Re: Change of
Pre-requisite
G.S. 499-15

Date: 21 September, 1990

The Faculty of Arts Curriculum Committee at its meeting of September 6, 1990, approved the attached changes to the pre-requisite to G.S. 499-15. The Committee had approved a similar motion in 1987, but due to expected changes in the Communication Curriculum, the paper was held, and was never forwarded. The Committee recommends that the University institute a regulation preventing students from taking more than one complete semester directed studies course (15 to 18 credits) during their undergraduate degree program. As far as we are aware only Communications and General Studies have such courses. (Please refer to attached for details)

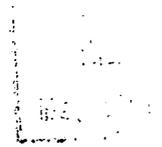
Please place this item on the agenda of the next meeting of S.C.U.S.

Thank you.



Sheila Roberts
Secretary
F.A.C.C.

SR/dgg
encls.



GS 498 - 10 Individual Study Project

An intensive study project of the student's own selection. (Directed Study)

Prerequisites:

- completion of 75 semester hours of undergraduate work;
- completion of at least two upper division courses in a relevant area;
- the signature of two faculty members who are willing to provide supervision and other support necessary to the completion of the project;
- Students must apply to the Dean for admission at least two months prior to the beginning of the semester in which they wish to enrol.

Note: Students who have completed an individual study semester course for at least 10 semester hours of credit (e.g. G.S. 499-15, CMNS 498-16, CMNS 499-15) may not take this course for further credit towards a degree in the Faculty of Arts or for the degree Bachelor of General Studies.

GS 499 - 15 Individual Study Semester

A full semester spent on an intensive study project of the student's own selection.

Prerequisites:

- completion of 75 semester hours of undergraduate work;
- completion of at least two upper division courses in relevant areas;
- the signature of three faculty members who are willing to provide supervision and other support necessary to the completion of the project. The supporting faculty should be from at least two separate disciplines;
- students must apply to the Dean for admission at least two months prior to the beginning of the semester in which they wish to enrol.

Note: Students who have completed an individual study semester course for at least 10 semester hours of credit (e.g. G.S. 498-10, CMNS 498-16, CMNS 499-15) may not take this course for further credit towards a degree in the Faculty of Arts or for the degree Bachelor of General Studies.

MEMORANDUM

To... All Members

From... Evan Alderson, Chairman

Faculty of Arts Curriculum Committee

Faculty of Arts Curriculum Committee

Subject... Change of Prerequisite: G.S. 499-15

Date... January 6, 1987

It has come to our attention that it has been possible for a student to take CMNS 498-16 or CMNS 499-15, resulting in 30 or 33 of the required 45 Upper Division hours being taken in two courses of directed studies.

Although Communication is dropping CMNS 499 and modifying CMNS 498, it seems desirable to limit student admission to a single full semester directed study course by changing the prerequisites to G.S. 499 as indicated on the attached.

The Communication Department has indicated an intention to deny admission to CMNS 498 to students who have already completed G.S. 499.

EA/sjc


E. Alderson

cc: M. Roberts, Associate Dean



RON HEATH
Secretary, Senate
Rationale, G.S. 499-15

SHEILA ROBERTS
Secretary, FACC

The rationale for the change in pre-requisite for G.S. 499-15, is given by Evan Alderson and Michael Roberts, both former Associate Deans of the Faculty of Arts. This faculty does not wish students to graduate with 30 Upper Division credits earned in only two courses. It wishes to retain G.S. 499-15 as it fills a unique function for students to undertake interdisciplinary work under the direction of three faculty members. However, students should only be able to take one such course in an undergraduate degree, and this motion will prevent Arts students from counting more than one such course towards an Arts B.A. degree. The change was unanimously approved by the Faculty of Arts Curriculum Committees of 1987 and 1990.

**Department of Geography
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-11, SCUS 90-27

SCAP Reference: SCAP 90-36, SCAP 90-37

1. New courses - GEOG 316-4, GEOG 327-4, GEOG 427-4
2. Delete GEOG 417, GEOG 423-4
3. Change of title and description - GEOG 354-4, GEOG 355-4, GEOG 452-4
4. Change of description - GEOG 414-4

NEW COURSE PROPOSAL FORM

1. Calendar Information Department GEOGRAPHY

Abbreviation Code: GEOG Course Number: 327 Credit Hours: 4 Vector: 2-2-0

Title of Course: GEOGRAPHY OF TOURISM AND OUTDOOR RECREATION

Calendar Description of Course:

Factors underlying the changing geography of tourism and outdoor recreation.

Issues of demand, supply and impact are examined.

Nature of Course: Lecture/Tutorial

Prerequisites (or special instructions): 221 or 241, or permission of instructor

What course (courses), if any, is being dropped from the calendar if this course is approved: GEOG 423 (the proposed course is essentially the same as GEOG 423).

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 1991-3

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

3. Objectives of the Course

To present a comprehensive overview of the tourism and outdoor recreation systems and relate these to geographic concepts.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty)

Staff)

Library)

Audio Visual) None

Space)

Equipment)

5. Approval

Date: Oct 25/90 _____ Nov. 2/90

[Signature] RC Brown
Department Chairman Dean

[Signature]
Chairman, SCUS

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

Course Outline

Geography of Tourism and Outdoor Recreation

Objectives:

1. To examine factors (social, economic, psychological and environmental) associated with the demand and supply of outdoor recreation and tourist facilities.
2. To examine geographic concepts relating to tourism and outdoor recreation.

Course Structure:

One two-hour lecture and one two-hour tutorial each week.

Course Grading:

Term paper	25%
Mid-term examination	25%
Final examination	50%

Topic outline:

1. INTRODUCTION
 - a) Nature and scope of the geography of tourism and outdoor recreation, definitions
 - b) Concepts and models of tourism and outdoor recreation
2. DEMAND
 - a) Historical development - changing social, economic and technological factors
 - b) Travel motivation
 - c) Socio-economic characteristics of the tourist, market segmentation
 - d) Measuring and predicting demand
 - e) Patterns of tourism, travel trends
3. SUPPLY
 - a) Supply inventory methods
 - b) Publically-administered outdoor recreation and tourist areas - parks
 - c) Privately-owned areas and facilities
4. IMPACTS OF TOURISM AND OUTDOOR RECREATION
 - a) Economic impacts
 - b) Environmental impacts
 - c) Social impacts
5. PLANNING FOR TOURISM AND OUTDOOR RECREATION

Required texts:

Murphy, P. (1985), Tourism: A Community Approach, New York: Methuen.

Wall, G. (ed.) (1989), Outdoor Recreation in Canada, Toronto: Wiley.

****TUTORIALS WILL BE HELD THE FIRST WEEK OF CLASS****

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

Department GEOGRAPHY

1. Calendar Information

Abbreviation Code: GEOG Course Number: 427 Credit Hours: 4 Vector: 2-2-0

Title of Course: SELECTED TOPICS IN THE GEOGRAPHY OF TOURISM

Calendar Description of Course:

Selected topics in the geography of tourism. Topics emphasize policy, planning and management issues associated with tourism.

Nature of Course: Lecture/Seminar

Prerequisites (or special instructions): GEOG 327 or 423, or permission of the instructor

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

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 1992-1

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

3. Objectives of the Course

To examine in depth selected aspects of the geography of tourism.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty)

Staff)

Library)

Audio Visual) None

Space)

Equipment)

5. Approval

Date: Oct 25 / 90 _____ Nov. 2 / 90

[Signature]

Department Chairman

[Signature]

Dean

[Signature]

Chairman, SCUS

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

Course Outline

Topics in the Geography of Tourism

Objectives

1. To examine selected topics in the geography of tourism. These topics will emphasise policy, planning and management issues associated with demand for, and supply of tourism resources.
2. To examine conceptual, theoretical and methodological aspects of the geography of tourism

Lecture topics

Tourism marketing - the destination image, tourist decision-making.
Tourism community planning and development
Tourism and regional economic development
Resort design and development
Tourism policy development
Tourism in developing countries
Sustainable development of tourism - social and environmental impacts

Grading

Term paper (15 pages)	25%
Research project and seminar presentation	40%
Final examination	35%

Text

There is no required text for this course.

Two basic reference texts are:

- J. B. Ritchie, and C. Goeldner (1987) *Travel Tourism and Hospitality Research: A Handbook for Managers and Researchers*, New York: Wiley.
- S. F. Witt and L. Mouthino (1989) *Tourism Marketing and Management Handbook*, New York: Prentice Hall.

Readings will be assigned from the following journals:

- Annals of Tourism Research*
- Journal of Travel Research*
- Journal of Leisure Research*

Tourism Management (currently on order [with back issues] in the SFU Library through the Centre for Tourism Policy and Research)

Other readings will be from texts listed on reserve for Geog 423 (to be changed to Geog 327)

F.A.C.C. 90-30

Shenanigan

OFFICE OF THE DEAN

APR -31990

S I M O N F R A S E R U N I V E R S I T Y

FACULTY OF ARTS

MEMORANDUM

TO: Ellen Gee
Associate Dean
Faculty of Arts

FROM: R.B. Horsfall
Chair, UGSC
Department of Geography

SUBJECT: Changes, Geography
Tourism Curriculum

DATE: March 30, 1990

Please bring the following proposed changes in the Geography undergraduate curriculum to FACC for consideration and approval.

1. Replace GEOG 423 with GEOG 327-4 (proposal and outline attached).
Rationale: The subject matter of the course is best suited to third year level, and demand is such that a lecture/tutorial format is most appropriate.
2. Add a new GEOG 427-4: Selected Topics in the Geography of Tourism.
Rationale: Allows students to explore and treat in some depth emerging issues in this rapidly evolving field.
3. Delete the course GEOG 423-4.

R.B. Horsfall

R.B. Horsfall
Chair, UGSC

RBH/mgc

Encl.

SIMON FRASER UNIVERSITY

F.A.C.C. 1990 047

M E M O R A N D U M

TO: Ellen Gee
Assoc: Dean of Arts

FROM: R.B. Horsfall
Chair, UGSC

SUBJECT: Courses for FACC Approval

DATE: Sept. 18, 1990

In its 13 September 1990 meeting, the Department of Geography approved one course, Geog. 316 (Ecosystem Biogeochemistry), and revised names and descriptions for the three course (354, 355, 452) sequence in Geographic Information Systems and for Geography 414-4 (Climatology III).

Proposals and a memo from the Dean of Science regarding 316 are attached. Please bring them before FACC for consideration.

New: Geog. 316-4

Revise: Geog. 354-4
Geog. 355-4
Geog. 452-4

Geog. 414-4

Deletion: GEOG 417

R.B. Horsfall

rbh:eds

OFFICE OF THE DEAN

SEP 19 1990

FACULTY OF ARTS

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

1. Calendar Information

Department of Geography

Abbreviation Code: GEOG Course Number: 316 Credit Hours: 4 Vector: 2-0-2

Title of Course: Ecosystem Biogeochemistry

Calendar Description of Course: Introduction to the cycling of essential chemical elements through ecosystems. Interactions among biological, hydrological, and geological controls on the structure and function of ecosystems and the spatial-temporal scales of elemental cycling are emphasized. Environmental problems resulting from disturbance to natural equilibria in the elemental cycles are examined.

Nature of Course: lecture/laboratory

Prerequisites (or special instructions): GEOG 215 or BISC 204 or permission of instructor.

What course (courses), if any, is being dropped from the calendar if this course is approved: GEOG 417 is being dropped.

2. Scheduling

How frequently will the course be offered? Once per year

Semester in which the course will first be offered? Fall 91

Which of your present faculty would be available to make the proposed offering possible? Lesack, Hutchinson, Moore

3. Objectives of the course To develop awareness of the role of essential chemical elements as capital in the economy of ecosystems; the spatial and temporal scales with which elements cycle through ecosystems; interactions between biological, hydrological, and geological controls on the structure and function of ecosystems; and the potential consequences of anthropogenic disturbance to natural equilibria in the elemental cycles.

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:

Sept 18/90
[Signature]
Department Chairman

[Signature]
Dean

Nov. 2/90
[Signature]
Chairman, SCUS

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

Ecosystem Biogeochemistry
Course Outline

Description: Introduction to the cycling of essential chemical elements through ecosystems. Interactions among biological, hydrological, and geological controls on the structure and function of ecosystems and the spatial-temporal scales of elemental cycling are emphasized. Environmental problems resulting from disturbance to natural equilibria in the elemental cycles are examined.

Prerequisites: Geog 215 or BISC 204 or permission of the instructor.

Literature Sources: Readings drawn from reference volumes and the research literature will be assigned through the term.

Organization: Two one-hour lectures and one two-hour laboratory session per week.
There will be no laboratory session in the first week of classes.

Course Topics:

Introduction to the biogeochemical cycles
Elemental movement through the biosphere
Interactions with the hydrologic cycle
Terrestrial vs aquatic environments
Nutrient supply: input vs recycling
Nutrient storage and export processes
Rock weathering
Exchange processes with the atmosphere
Nutrient uptake and turnover processes
Microbial controls
Geochemical controls
Terrestrial and aquatic ecosystem interactions
The C, N, P, and S cycles
Global warming
Acid rain
Eutrophication of aquatic ecosystems
Deforestation and desertification

Department of Geography
Summary of Course Revisions

Old

GEOG 414-4 Climatology III

The influence of climate on human activities, with emphasis on such broad fields as agriculture and hydrology, and on climatic variation. (Lecture/Laboratory) Prerequisite: GEOG 214

New

GEOG 414-4 Climatology III

An examination of recent advances in climatology; theory and application of atmospheric process models. (Lecture/Laboratory) Prerequisite: GEOG 314

Rationale

A different faculty member has main responsibility for the climate stream of geography and the new description and prerequisite reflects a change in the streaming of the climatology courses.

Old

GEOG 354-4 Digital Cartography

Computational aspects of cartography. Map projections; data input; spatial data manipulation; computer-assisted mapping. Students who do not know any programming will have to take a short introduction to FORTRAN. (Lecture/Laboratory)
Prerequisite: GEOG 251, and GEOG 250 or 253, or permission department. Students who completed GEOG 452 prior to 88-3 may not take this course for further credit.

New

GEOG 354-4 Introduction to Geographic Information Systems

This course gives a basic overview of GIS. The emphasis is on: the nature and characteristics of spatial data; a review of software and hardware for GIS; data structures and data base models; data capture and sources of data; GIS operations and basic functions; applications of GIS and GIS products. (Lecture/Laboratory) Prerequisite: GEOG 250 or 253 or permission of the instructor. Students who completed GEOG 452 prior to Fall 1988 may not take this course for further credit.

Old

GEOG 355-4 Geographic Information Systems

Introduction to Geographic Information Systems; cadastral systems; thematic mapping and census systems; resource systems; digital elevation systems; topographic mapping systems. Data bases; data analysis. (Lecture/Laboratory)
Prerequisite: GEOG 251, and GEOG 250 or 253, or permission of department.

New

GEOG 355-4 Technical Issues in Geographic Information Systems

This course emphasizes the technological side of GIS. The main issues are: GIS algorithms; data structures; advanced computational topics; error analysis in GIS. (Lecture/Laboratory) Prerequisite: GEOG 250 or 253 or permission of the instructor.

Old

GEOG 452-4 Advanced Topics in Geoprocessing

An in-depth treatment of selected subjects in computer mapping and Geographic Information Systems. Topics will vary in accordance with trends in the subject and with faculty and student interests. (Lecture/Laboratory)
 Prerequisite: GEOG 354 or 355. Students who completed GEOG 452 prior to Fall 1988 may take this course for further credit.

New

GEOG 452-4 Advanced Issues in Geographic Information Systems

This course explores operational and management issues in GIS. Topics covered are: data exchange standards and large data bases; the use of spatial analysis techniques in the GIS context; applications of GIS in various fields; social impact of GIS; legal aspects; effects on management decisions; implementation of GIS in an institutional setting, including cost and benefit, benchmarking, request for proposals; future directions in GIS.
 (Lecture/Laboratory) Prerequisite: GEOG 354 or 355.
 Students who completed GEOG 452 prior to Fall 1988 may take this course for further credit.

Rationale

In the last years, the names for this field (Geographic Information Systems, computer cartography, digital cartography, Land Information Systems, Spatial Information Systems, etc) have converged to one name: Geographic Information Systems.

In 1989 the "GIS Core Curriculum" by the National Center for Geographic Information and Analysis became available (we are a test site for the material). This material focuses the topic but in our case means some shifting around of subjects. The three courses together offer very closely the same as before, but the new structure gives the topic more strength.

These changes are therefore only a consolidation of the GIS program.

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

1. Calendar Information

Department: Geography

Abbreviation Code: GEOG Course Number: 354 Credit Hours: 4 Vector: 2-1-1

Title of Course: Introduction to Geographic Information Systems

Calendar Description of Course:

This course gives a basic overview of GIS. The emphasis is on: the nature and characteristics of spatial data; a review of software and hardware for GIS; data structures and data base models; data capture and sources of data; GIS operations and basic functions; applications of GIS and GIS products.

Nature of Course: Lecture/Laboratory

Prerequisite (or special instructions):

GEOG 250 or 253 or permission by the instructor; Students who completed GEOG 452 prior to Fall 1988 may not take this course for further credit.

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

This is the old GEOG 354 with a new name and a new description.

2. Scheduling

How frequently will the course be offered? Once/year

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

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

T.K. Poiker

3. Objectives of the course

To give students an introductory view of Geographic Information Systems.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty No Change

Staff No Change

Library No Change

Audio Visual No Change

Space No Change

Equipment No Change

5. Approval

Date:

Sept 18, 1990

[Signature]
Department Chairman

[Signature]

Dean

Nov. 21, 1990

[Signature]
Chairman, SCUS

GEOG 354 - 4

INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS

OUTLINE

This course gives a basic overview of GIS. The emphasis is on: the nature and characteristics of spatial data; a review of software and hardware for GIS; data structures and data base models; data capture and sources of data; GIS operations and basic functions; applications of GIS and GIS products.

INTRODUCTION

1 - What is GIS?

Examine various definitions of GIS; determine origins of the field; give a brief overview of the relevant application areas; historical evolution; disciplines involved; GIS as a set of interrelated subsystems; applications of GIS technology

2 - Maps and Map analysis

What is a map? Thematic maps; The concept of scale; Map projections; what are maps used for? automated and computer-assisted cartography; GIS compared to maps and map analysis

3 - Related Technology

Remote sensing; photogrammetry; image interpretation; Computer Aided Design (CAD)

HARDWARE AND SYSTEM SOFTWARE OVERVIEW

4 - Output Peripherals; dot matrix printer; plotter; CRT (cathode ray tube) terminal; technical concepts

5 - Input Peripherals

Manual locating devices; automated devices

6 - System software

Operating systems; coding systems; editors and word processors; databases; spreadsheets; statistical packages; graphics standards

RASTER-BASED GIS

7 - The Raster GIS; raster GIS conventions; cell values; example raster database; steps in a raster GIS projects; example project in a raster GIS; user interface

8 - Raster GIS capabilities

Displaying layers; local operations; operations on local neighborhoods; operations on extended neighborhoods; operations on zones (groups of pixels); commands to describe contents of layers; essential housekeeping

9 - Raster GIS Systems

Data input; system review; examples of raster GIS implementations; advantages and disadvantages of raster GIS

DATA ACQUISITION

10 - Socio-Economic Data

Socioeconomic data for GIS; sources of socioeconomic data; census of population and housing

11 - Environmental and Natural Resource Data

Environmental databases; standards; errors in environmental data; example database

NATURE OF SPATIAL DATA

12 - Spatial Databases as Models of Reality

Database content, reality and an organization's mission; fundamental database elements; database model and data model; creation of a database framework; spatial dimensions; spatial object types; location and; spatial sampling; attributes of spatial objects; issues in database design

13 - Examples of Spatial Database Models
Point data; line data; area data; continuous surfaces

SPATIAL OBJECTS AND RELATIONSHIPS

14 - Relationships Among Spatial Objects
Examples of spatial relationships; coding relationships as attributes; object pairs; cartographic and topological databases; planar enforcement; relationships in raster and vector systems

15 - Spatial Relationships in Spatial Analysis
Analysis of one class of objects; analysis of one class using locational information; analysis of object pairs; analysis of more than one class of objects; analysis which defines new objects; example - "polygon overlay"

GIS FUNCTIONALITY

16 - The Vector or Object GIS
"Arcs", chains; example application - canada geographic information system; data input to vector GIS; database creation

17 - Vector GIS: Using the Data
Simple display and query; reclassify, dissolve and merge; topological overlay; buffering

18 - GIS Products
Types of analysis functions; types of output; map output; text output

19 - Current Market for GIS
Types of application areas; major vendors' products and public domain software; market extent; market trends

20 - Generating Complex Products
Example GIS product; complications

21: Modes of User/GIS Interaction
Typical queries; query mode; product mode; user interfaces

22 - GIS as Archives
Nature of archives; example of spatial data archive - naris; what happened to naris

RASTER/VECTOR CONTRASTS AND ISSUES

23 - The Raster/Vector/Object Database Debate
Coordinate precision; speed of computing; mass storage; characteristics of phenomena

24 - History of GIS
CGIS (mid 1960s); harvard laboratory for ; computer graphics and spatial analysis; bureau of the census; Esri; "maps in computers"; geographical query system

TRENDS IN GIS

25 - Trends in GIS
Hardware; software; new applications of GIS technology; new sources of data

Geography 354-4
Introduction to Geographic Information Systems
Thomas Poiker

Geography 354, an introduction into the field of Geographic Information Systems, is one of a series of three courses that cover the field of GIS. A list of topics is enclosed.

Requested Readings

Tomlin, C. Dana: Geographic Information Systems and Cartographic Modeling. Prentice Hall, 1990.

Course Material created by Tom Poiker

Recommended Readings

Burrough, P.A., 1986. Principles of Geographical Information Systems for Land Resources Assessment. Clarendon, Oxford.

Grade Distribution

3- 4 Assignments	25%
Presentation	15%
Midterm	30%
Final Project	30%

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM
REVISION

1. **Calendar Information**

Department: Geography

Abbreviation Code: GEOG Course Number: 355 Credit Hours: 4 Vector: 2-0-2

Title of Course: Technical Issues in Geographic Information Systems

Calendar Description of Course:

This course emphasizes the technological side of GIS. The main issues are: GIS algorithms; data structures; advanced computational topics; error analysis in GIS.

Nature of Course: Lecture/Laboratory

Prerequisite (or special instructions):

GEOG 250 or 253 or permission by the instructor;

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

This is the old GEOG 355 with a new name and a new description.

2. **Scheduling**

How frequently will the course be offered? Once/year

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

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

T.K. Poiker

3. **Objectives of the course**

To give students an overview of the technical side of Geographic Information Systems.

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

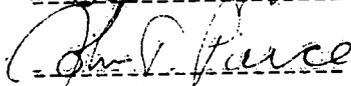
What additional resources will be required in the following areas:

Faculty	No Change
Staff	No Change
Library	No Change
Audio Visual	No Change
Space	No Change
Equipment	No Change

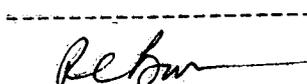
5. **Approval**

Date:

Sept 18 / 90

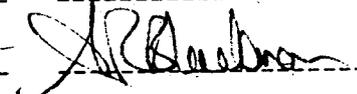


Department Chairman



Dean

Nov. 2 / 90



Chairman, SCUS

GEOG 355 - 4

TECHNICAL ISSUES IN GIS

OUTLINE

This course emphasizes the technological side of GIS. The main issues are: GIS algorithms; data structures; advanced computational topics; error analysis in GIS.

PROJECTIONS AND GEOCODING

1 - General Coordinate Systems

Plane coordinate systems - cartesian coordinates; storing coordinates; plane coordinate systems - polar coordinates; global coordinates - latitude and longitude

2 - Map Projections

Distortion properties; figure of the earth; geometric analogy; projection based coordinate systems

3 - Affine and Curvilinear Transformations

Affine transformation primitives; complex affine transformations; affine transformations in GIS; curvilinear transformations

4 - Discrete Georeferencing

Methods of discrete georeferencing; issues concerning indirect/discrete georeferencing

DATA STRUCTURES AND ALGORITHMS: VECTOR

5 - Storage of Complex Objects

Representation of simple spatial objects; storage of object attributes; representation of topology; disadvantages of arc-based representations; other issues about data structures

6 - Simple Line Handling

Storing lines; other techniques for representing irregular lines; storing chains (arcs); applications of chain codes; intersection of lines; definitions; simplest case; special cases; complex lines

7 - Simple Algorithms - Polygons

Polygon area; point in polygon algorithm; centroid location

8 - The Polygon Overlay Operation

General concepts of polygon overlay operations; overlay algorithms; computational complexity; intersection problems

9 - Line Handling - Strip Trees

Generalization; elements of line generalization; justifications for simplifying linear data; linear simplification algorithms; linear smoothing

DATA STRUCTURES AND ALGORITHMS: RASTER

10 - Raster Storage

Vector-to-raster conversion (rasterization); storage options for raster data; scan order; decoding scan orders

11 - Hierarchical Data Structures

Indexing pixels; the quadtree; variants of quadtrees; advantages of quadtree and similar addressing systems

12 - Quadtree Algorithms and Spatial Indexes

Quadtree algorithms; indexing using quadtrees and alternatives

DATA STRUCTURES AND ALGORITHMS FOR SURFACES, & VOLUMES AND TIME

13 - Digital Elevation Models

Estimating elevation; estimating slope and aspect; determining drainage networks

14 - The Tin Model

How to pick points; how to triangulate a tin; algorithms on tins

15 - Spatial Interpolation I

Classification of interpolation procedures; point based spatial interpolation - exact methods; point based interpolation methods - approximate methods

16 - Spatial Interpolation II

Areal interpolation - non-volume preserving (point based); areal interpolation - volume-preserving; special cases of spatial interpolation; expert systems for spatial interpolation algorithms

17 - Temporal and Three-Dimensional Representations

Vertical dimension ("3D"); character of the phenomenon; methods of representation; time dependence

DATABASES FOR GIS

18 - Database Concepts I

Concepts in database systems; database management systems; hierarchical model; network model; relational model

19 - Database Concepts II

Data security; concurrent users; security against data loss; unauthorized use

ERROR MODELING AND DATA UNCERTAINTY

20 - Accuracy of Spatial Databases

Definitions; components of data quality; error in database creation; data quality reports

21 - Managing Error

Error propagation; artifacts of error; storing accuracy information

22 - Fractals

Some introductory concepts; scale dependence; self-similarity and scaling; error in length and area measurements

VISUALIZATION

23 - Visualization of Spatial Data

Cartographic background; perceptual and cognitive limitations; graphic limits; representing uncertainty; temporal dependence; showing a third dimension

24 - Color

Components of color vision; color measurement; physical color specification systems; perceptual color specification systems; crt color specification systems

Geography 355-4

Technical Issues in Geographic Information Systems

Thomas Poiker

Geography 355 is one of a series of three courses that cover the field of Geographic Information Systems (GIS). Whereas Geog 354 was an introduction into the field, Geog 355 concentrates on the technical Issues of GIS. A list of topics is enclosed.

Requested Readings

Clarke, Keith C: Analytical and Computer Cartography, Prentice Hall, 1990

Course Material created by Tom Poiker

Recommended Readings

Burrough, P.A., 1986. Principles of Geographical Information Systems for Land Resources Assessment. Clarendon, Oxford.

Grade Distribution

3- 4 Assignments	35%
Midterm	30%
Final Project	35%

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

1. Calendar Information

Department: Geography

Abbreviation Code: GEOG Course Number: 452 Credit Hours: 4 Vector: 2-1-1

Title of Course: Advanced Issues in Geographic Information Systems

Calendar Description of Course:

This course explores operational and management issues in GIS. Topics covered are: data exchange standards and large data bases; the use of spatial analysis techniques in the GIS context; applications of GIS in various fields; social impact of GIS; legal aspects; effects on management decisions; implementation of GIS in an institutional setting, including cost and benefit, benchmarking, request for proposals; future directions in GIS.

Nature of Course: Lecture/Laboratory

Prerequisite (or special instructions):

GEOG 354 or GEOG 355. Students who completed GEOG 452 prior to Fall 1988 may take this course for further credit. What course (courses), if any, is being dropped from the calendar if this course is approved:

This is the old GEOG 452 with a new name and a new description.

2. Scheduling

How frequently will the course be offered? Once/year

Semester in which the course will first be offered? Spring after approval.

Which of your present faculty would be available to make the proposed offering possible? T.K. Poiker

3. Objectives of the course

To give students an advanced view of Geographic Information Systems, especially in the areas of GIS administration and GIS and analysis.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty	No Change
Staff	No Change
Library	No Change
Audio Visual	No Change
Space	No Change
Equipment	No Change

5. Approval

Date: Sep 18/90 Nov. 2/90

John T. Pierce RCB RCB

Department Chairman Dean Chairman, SCUS

GEOG 452 - 4

ADVANCED ISSUES IN GEOGRAPHIC INFORMATION SYSTEMS

OUTLINE

This course explores operational and management issues in GIS. Topics covered are: data exchange standards and large data bases; the use of spatial analysis techniques in the GIS context; applications of GIS in various fields; social impact of GIS; legal aspects; effects on management decisions; implementation of GIS in an institutional setting, including cost and benefit, benchmarking, request for proposals; future directions in GIS.

APPLICATION AREAS AND TECHNIQUES

1 - Review of GIS Applications

GIS as a decision support tool; urban information systems; facilities management; resource inventory and management

2 - Review of GIS Applications II: Land Information Systems (Lis)

Land surveys and land records; geometry of cadastral maps; the tax assessor and cadastral surveys; examples of the need for mpc/lis; adding multipurpose land information layers; GIS and the multipurpose cadaster

3 - Review of GIS Applications III

Marketing and retailing; vehicle routing and scheduling; science; surveying and engineering; cartography; remote sensing

4 - Example Applications I

Prototype; simple spatial analysis; cartographic modeling; risk assessment model

5 - Example Applications II

Big darby creek

DECISION MAKING IN A GIS CONTEXT

6 - Decision Making Using Multiple Criteria

Spatial decision making; what is multiple criteria analysis?; multiple criteria analysis and GIS; the concept of non-inferiority; basic multiple criteria solution techniques; north bay bypass example

7 - Network Models in GIS

Location-allocation problems; example - oil field brine disposal; GIS implementation; location-allocation analysis module

8 - Spatial Decision Support Systems

Definitions and characteristics; decision-making processes; system architecture; implementation

SYSTEM PLANNING

9 - Needs Awareness

Problem recognition; management of the project; system installation and training

10 - System Planning Overview

AM/FM project lifecycle; project evaluation and plan; present system and functional requirements analysis; system selection pilot operation and conversion; system development

11 - Functional Requirements Analysis

Overview and objectives; methods; components of the completed frs; preparation of rfp; typical concerns

12 - Benchmarking

Qualitative benchmarks; quantitative benchmarks; a model of resource utilization; example application; limitations; GIS product definition exercise

13 - System Choice

Agg project background; functional requirements analysis; rfp stage; benchmark test evaluation

14 - Pilot Project

Nature of pilot projects; planning a pilot project; examples of pilots

15 - Principles of Database Planning

Key parameters; tiles and layers; building the database; scheduling database creation

16 - Case Study of Database Planning

Background; examples of products; proposed database contents; database creation plan; system specific issues

SYSTEM IMPLEMENTATION

17 - Costs and Benefits

Defining costs; benefits of a GIS; comparing costs and benefits; a case study; orphan roads project

18 - Legal Issues

Information as a legal and economic entity; spatial information in the land management process; liability liability scenarios; access and ownership

19 - Introducing GIS Into Organizations

Organizational factors; stage theories of computing growth; resistance to change; implementation problems

20 - Implementation Strategy for a Large Organization

Early GIS activities; technical issues background; the national GIS plan; components of the plan

21 - Development of National GIS Policy

Background; recommendations; general findings; related activities in other countries; outcomes

22 - GIS And Global Science

Sources of global data; challenges to data integration; examples of databases at global scales

NEW DIRECTIONS IN GIS

23 - GIS and Spatial Cognition

Spatial information from GIS; spatial learning; form of spatial representation; effects of internal representation on spatial reasoning; how does natural language structure space?; relevance to GIS

24 - Knowledge Based Techniques

Knowledge acquisition; knowledge representations; search mechanisms; inference; issues

25 - The Future of GIS

The remote sensing analogy; convergence or divergence?; prospects for the future

Geography 452-4
Advanced Issues in Geographic Information Systems
Thomas Poiker

Geography 452 is one of a series of three courses that cover the field of Geographic Information Systems (GIS). Whereas Geog 354 was an introduction into the field and Geog 355 concentrated on the technical Issues of GIS, Geog 452 explores operational and management issues and has an extended application period. Particular issues are Ways in which traditional planning and management theories and techniques can be implemented in GISs. Students will learn which issues need to be considered when proposing and implementing a new GIS and will have opportunities to evaluate how GIS can be used to answer specific planning problems. Topics covered will help students to: discuss the problems of data exchange standards and large databases; evaluate the use of spatial analysis techniques in the GIS context; describe applications of GIS in various fields; discuss social impacts of GIS, including legal aspects and effects on management decisions; describe relevant aspects of the implementation of GIS in an institutional setting, including incorporation into an agency, cost and benefit, benchmarking, request for proposals; identify future directions in GIS.

Requested Readings

Aronoff, Stanley: Geographic Information Systems: A Management Perspective. Ottawa, WDL Publications, 1989.

Course Material created by Tom Poiker

Recommended Readings

Burrough, P.A., 1986. Principles of Geographical Information Systems for Land Resources Assessment. Clarendon, Oxford.

Grade Distribution

2 Assignments	20%
Presentation	20%
Midterm	25%
Final Project	35%

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

REVISION

1. Calendar Information

Department GEOGRAPHY

Abbreviation Code: GEOG Course Number: 414 Credit Hours: 4 Vector: 2-0-2

Title of Course: Climatology III

Calendar Description of Course:

An examination of recent advances in climatology; theory and application of atmospheric process models.

Nature of Course: Lecture/Laboratory

Prerequisites (or special instructions):

GEOG 314

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

2. Scheduling

How frequently will the course be offered?

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

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: Sep 18/90

Nov 2/90

J. H. Pearce
Department Chairman

L. Brown
Dean

X. R. Blackman
Chairman, SCUS

S. 90 - 551

**Department of Linguistics
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-17

SCAP Reference: SCAP 90-38

1. New Courses - LING 231-3, LING 232-3

Rationale

The proposed course sequence is intended to provide an introduction to a native language of the Americas in order to fill a variety of needs in our program. The courses will find a primary use in outreach programs in native communities. In fact, the first offering of these courses would come in the framework of the SFU/Secwepemc Cultural Educational Society (Shuswap) program taught in Kamloops [see sample outlines]. These new courses will likewise be of use within the Burnaby Mountain program for Linguistics majors and graduate students who are encouraged (or required, in the case of graduate students) to have familiarity with a non-Indo-European language [presently the only courses offered at SFU that fulfill this requirement are Chinese and Japanese]. Other potential registrants for the course would come from programs where there is an interest in native cultures (Anthropology, Education, Archaeology).

The courses are designed to provide two semesters of exposure to the language, which should suffice to gain a reasonable mastery of the overall structure of the language. It is thus a comprehensive or 'overview' concept being used here. The courses are hence not conceived as part of a larger program of language instruction. They are likewise formulated as generic courses so that the focus language can be varied from offering to offering. The department has expertise across a reasonable variety of such languages. The courses are designed for the lower division because extensive linguistic training is not a necessary prerequisite for such surveys, and it is important to provide accessibility for native students in off-campus programs.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department LINGUISTICS

Abbreviation Code: LING Course Number 231 Credit Hours: 3 Vector: 0-3-0

Title of Course: Introduction to an Amerindian Language I

Calendar Description of Course:

An introductory course in the structure of a native language of the Americas, including phonetics, vocabulary, word formation, and grammatical constructions. 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 130

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

2. Scheduling

How frequently will the course be offered? Every 2 years

Semester in which the course will first be offered? Fall 1991

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

3. Objectives of the Course

To provide a first acquaintance with a native language for students with ongoing interests in this area.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas: None

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: July 27, 1990

Sept 27, 90

Nov. 2/90

Thomas Cherry
Department Chair

RCB
Dean

RPB
Chairman, SCUS

DEPARTMENT OF LINGUISTICS
Linguistics 231
Introduction to an Amerindian Language I

PREREQUISITES: Linguistics 130

COURSE DESCRIPTION:

This course will be a detailed examination of the grammatical structures of the Shuswap language.

- Wk1. Introduction to the goals and structure of the course.
General properties of the Salish languages.
Survey of the existing materials on the Shuswap language.
- Wk2/3. Phonetic and Practical alphabets.
Phonological differences in the Shuswap dialects.
The Shuswap sound system.
- Wk4. Spatial, temporal and personal deixis.
Commands.
Existential constructions.
- Wk5. The intransitive pronominal system.
Diminutive reduplication.
- Wk6. Question constructions.
Possession.
- Wk7. Negation.
Nominalizations.
The possessive pronominal system.
- Wk8. Lexical categories.
The syntactic function of reduced deictics.
Reduplicative processes.
- Wk9. Lexical suffixes.
- Wk10. Lexical suffixes, continued.
Affixation.
How to use the root dictionary in A.H. Kuipers *The Shuswap Language*
and the computer dictionary.
- Wk11. Introduction to the transitive system.
Subject pronouns.
- Wk12. Mode, tense and aspect.
Extensions of the continuative aspect.
- Wk13. Review.

REQUIRED TEXTS

- (A packet including the texts and accompanying tapes will be provided to the students the first week of classes.):
- Dixon, May and A.H. Kuipers. *A Shuswap Course*. University of Leiden, Leiden. 1974.
- Kuipers, A.H. *A Classified English-Shuswap Word List*. The Peter de Ridder Press, Louvain. 1975.
- Kuipers, A.H. *Shuswap-English Dictionary*. University of Leiden, Leiden. 1982.
- Powell, Jay, Vickie Jensen and Phyllis Chelsea. *Learning Shuswap*. Book 1. Shuswap Language Committee. 1979.
- Powell, Jay, Vickie Jensen and Phyllis Chelsea. *Learning Shuswap*. Book 2. Shuswap Language Committee. 1979.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department LINGUISTICS

Abbreviation Code: LING Course Number 232 Credit Hours: 3 Vector: 0-3-0

Title of Course: Introduction to an Amerindian Language II

Calendar Description of Course:

A continuation of the introductory course in a native language, including phonetics, vocabulary, word formation, and grammatical constructions. 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 231 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? Every 2 years

Semester in which the course will first be offered? Spring 1992

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

3. Objectives of the Course

To provide a first acquaintance with a native language for students with ongoing interests in this area.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas: None

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: July 27, 1990 Sept 25, 90 Nov. 2/90

Thomas G. Perry McB AP Bladner
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 232
Introduction to an Amerindian Language II

PREREQUISITES: Linguistics 231 in Shuswap

COURSE DESCRIPTION:

This course will be a detailed examination of the grammatical structures of the Shuswap language. This course is a continuation of Linguistics 231.

- Wk1. Introduction to the goals and structure of the course.
Review of material presented in LING231.
- Wk2/3. The Shuswap sound system.
Sight reading and production.
- Wk4. The transitive system.
Object suffixes.
- Wk5. Ditransitives.
- Wk6. Benefactives.
- Wk7. Habituals and causatives.
Desideratives.
- Wk8. The control system.
Evidentials.
- Wk9. Complex clauses.
Dependent clauses./Subordination.
- Wk10/12. Textual analysis.
- Wk13. Review.

REQUIRED TEXTS

(A packet including the texts and accompanying tapes will be provided to the students the first week of classes.):

- Dixon, May and A.H. Kuipers. *A Shuswap Course*. University of Leiden, Leiden. 1974.
- Dixon, May and Mary Palmantier, assisted by A.H. Kuipers. *A Western Shuswap Reader*. University of Leiden, Leiden. 1982.
- Kuipers, A.H. *A Classified English-Shuswap Word List*. The Peter de Ridder Press, Louvain. 1975.
- Kuipers, A.H. *Shuswap-English Dictionary*. University of Leiden, Leiden. 1982.
- Powell, Jay, Vickie Jensen and Phyllis Chelsea. *Learning Shuswap. Book 1*. Shuswap Language Committee. 1979.
- Powell, Jay, Vickie Jensen and Phyllis Chelsea. *Learning Shuswap. Book 2*. Shuswap Language Committee. 1979.

**Department of Psychology
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-12 (revised)

SCAP Reference: SCAP 90-39

1. New courses - PSYC 307-3, PSYC 308-3
2. Deletion of PSYC 207-3
3. Change of title, description and prerequisite - PSYC 402-5
4. Change in Lower Division Requirements - Major and Honors Program
5. Change in Upper Division Requirements - Major and Honors Program

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Psychology

Abbreviation Code: Psyc Course Number: 307

Credit Hours: 3 Vector: 2-0-2

Title of Course: HISTORICAL FOUNDATIONS OF PSYCHOLOGY

Calendar Description of Course:

EXAMINES THE DEVELOPMENT OF PSYCHOLOGICAL THOUGHT THROUGH THEORIES OF ONTOLOGY, EPISTEMOLOGY AND ETHICS THAT LAID THE FOUNDATIONS FOR MODERN PSYCHOLOGY. PROVIDES A BACKGROUND FOR PSYCHOLOGY COURSES BY ANALYZING HOW VARIOUS VIEWPOINTS ON THE MIND-BODY RELATIONSHIP, EMPIRICISM, RATIONALISM AND THE NATURE OF SCIENCE CONTRIBUTED TO THE DEVELOPMENT OF MODERN PSYCHOLOGY. EK

Nature of Course: LECTURE/TUTORIAL

Prerequisites (or special instructions):

PSYCHOLOGY 101, OR 100 AND 102, 201, OR PERMISSION OF THE DEPARTMENT.

What course (courses), if any, is being dropped from the calendar if this course is approved: PSYCHOLOGY 207

2. Scheduling

How frequently will the course be offered? 1-2 TIMES PER YEAR

Semester in which the course will first be offered? SEPTEMBER 1991

Which of your present faculty would be available to make the proposed offering possible? DRS. ALEXANDER, PARANJPE

3. Objectives of the Course:

TO PROVIDE THE STUDENTS WITH A BASIC UNDERSTANDING OF APPROACHES TO HUMAN PSYCHOLOGY PRIOR TO THE DEVELOPMENT OF MODERN PSYCHOLOGY. THE MAIN FUNCTION OF THIS COURSE IS TO PROVIDE THE STUDENTS WITH SUFFICIENT KNOWLEDGE TO UNDERSTAND THE HISTORICAL AND PHILOSOPHICAL ROOTS OF CURRENT AREAS OF PSYCHOLOGY.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following

areas: NONE

Faculty NONE

Staff NONE

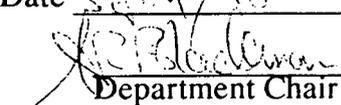
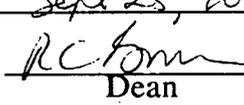
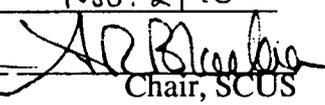
Library NONE

Audio Visual NONE

Space NONE

Equipment NONE

5. Approval

Date	<u>Sept 4/90</u>	<u>Sept 25, 90</u>	<u>Nov. 2/90</u>
			
	Department Chair	Dean	Chair, SCUS

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

Arts 78-3

Course outline for the proposed course:
Historical Foundations of Psychology: PSYC 307

Rationale:

The purpose of this course is to outline the history of ideas that led psychology to its formation as a modern scientific discipline. The major thinkers whose ideas will be discussed include Plato, Aristotle, St. Augustine, Plotinus, St. Thomas Aquinas, Francis Bacon, Locke, Hume, Kant, Darwin, Helmholtz, Fechner, William James and Wundt, among others. The focus is on acquainting the student with how fundamental conceptions of human nature, of the nature of reality, of the possibility and justification of knowledge, and of the nature of science contributed to the development of psychology. Attempt will be made to identify distinctive views of the human condition--in health, pathology as well as happiness--as they developed in the history of Western thought, and how they are often reflected in various contemporary approaches to theory and practice in psychology. Keeping in mind the rival viewpoints in contemporary psychology--psychoanalysis, behaviorism, humanism, cognitive psychology etc.--special effort will be made to identify and explain their historical roots and conceptual foundations, so as to provide a basis for their meaningful comparison and scholarly critique. Attempt will also be made to acquaint the students with historical contributions to psychological thought in Eastern intellectual traditions.

TEXTS:

The following is a list of texts that would be typically used in this course:

- Leahy, T.H. *A history of psychology: Main currents in psychological thought*. Prentice Hall, 1986.
- Watson, R.L., Sr. *The great psychologists*, 4th ed. Philadelphia: J.B. Lippincott, 1978.
- Hergenhahn, B.R. *An introduction to the history of psychology*. Belmont, Calif.: Wadsworth, 1986.
- Brennan, J.F. *History and systems of psychology*, 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1986.
- Robinson, D. *An intellectual history of psychology*. New York:

- Macmillan, 1976.
-- Boring, E.G. *A history of experimental psychology*, 2nd ed.
Englewood Cliffs, N.J.: Prentice-Hall, 1950.

The following may be used as source for supplementary material:

- Jones, W.T. *History of Western Philosophy*, 4 volumes (5 volumes in the latest edition). New York: Harcourt, Brace, Jovanovich, 1969/1975.

Assessment:

A typical formula for the evaluation of student performance may be:

- 25% mid-term examination
- 10% tutorial participation
- 20% term paper or essay of about 8 pages
- 45% final examination

Personnel:

Persons most commonly teaching this course would be: Profs. Bruce Alexander and Anand Paranjpe.

Topical Outline:

(Chapter or page numbers of the basic text are not given here since the students can easily identify the appropriate material on any thinker or topic from whatever text a given instructor might use. Each Instructor would recommend selected additional source material for each topic for each topic. Following is a typical week-by-week list of topics.)

Week 1 : Introduction: Why study of history of psychology? A historical perspective on the development of knowledge: The views of Comte and Kuhn: paradigms and revolutions in scientific thought.

Week 2 : Presocratic thinkers: Thales; Parmenides and Heraclitus: Being versus Becoming; Democritus: origins of materialism. Plato: on ideal society; the tripartite psyche; the ideal of inner harmony in

society and in the mind.

Week 3 : Plato: Allegory of the Cave: psychological implications; the theory of "forms"; theory of the origin of ideas. Aristotle: humans as political animals; method in thinking: deductive logic; the distinction between "matter" and "form".

Week 4 : Aristotle: Four types of "causes" and their counterparts in contemporary psychology; biology and the psyche: *scala naturae*; Aristotle's concepts of happiness and good: the concept of self-actualization and its contemporary parallels. Glimpses from Roman civilization; Galen's character typology; the Roman view of law.

Week 5 : Plotinus: the psychology of mystical states. The development of Judeo-Christian thought: St. Augustine: the doctrine of free will; personal introspection and the subjectivist legacy. The middle ages: Problem of universals: nominalism, realism, conceptualism and their implications for psychology. Faith-reason controversy: St. Thomas Aquinas' reconciliation of faith and reason.

Week 6 : The rise of science: the changing views of the universe and the place of human within it: Copernicus, Vesalius, Harvey. Francis Bacon: attack on Aristotelian teleology and deductive reasoning. Galileo: science versus the Inquisition. Descartes' separation of the domains of science and causally determined matter on the one hand and theology and free soul on the other. The "mind-body problem."

Week 7 : Hobbes: mental events as motion of particles in the brain; modern parallels of the Hobbesian view of human beings; freedom as lack of obstruction.

MID-TERM EXAMINATION: in class

Week 8 : Locke: rejection "innate ideas": mind as empty slate; simple and complex ideas and the association of ideas; mental atomism and the "Lockean model" of the mind and of theory building; the parable of the prince and cobbler: memories as basis of personal identity. Leibniz: rejection of the Lockean empty mind, and of Cartesian dualism: "pre-established harmony" and psychophysical parallelism.

Week 9 : Berkeley: solidity and depth perception as mind-dependent; "esse est percipi"; idealism and solipsism. Hume: the "laws of association of ideas"; cause as habit of mind and the denial of necessity in nature; no empirical basis for personal identity: mind as a bundle of ideas. The empiricist legacy of behaviorism.

Week 10 : Kant: cause as rational necessity: cause, effect and other "categories of the understanding"; mind is not an empty entity, but equipped with categories *a priori* ; a self-same transcendental self-as-knower as necessary condition for the very possibility of knowledge; the distinction between noumena and phenomena; the Kantian roots of phenomenological and Piagetan psychology. Hegelian dialectics and idealism.

Week 11 : Nineteenth century science: Astronomical observations and "personal error"; mental chronometry. Physiology: the Bell-Magendie Law; Broca and the localization of brain functions; Weber and "j.n.d."; Fechner's psychophysics; Helmholtz's anti-vitalism, law of conservation of energy, and the measurement the speed of neural impulses. Biology: the Darwinian revolution: natural selection; the the birth of comparative psychology; phylogenesis and ontogenesis.

Week 12 : The Darwinians: Galton, Romanes and Lloyd Morgan. Jacques Loeb: tropism; Ebbinghaus and the measurement of memory. The founding of the Psychological laboratories in Germany and the U.S. William James: the stream of consciousness and the self; "functionalism" and Dewey's critique of the reflex arc. Wilhelm Wundt and the method of experiment in psychology; The Wundtian psychology of consciousness at Wurzburg.

Week 13 : Some Eastern parallels of Western psychology: Plotinus's journey to the East, and the similarity between his "philosophy of the One" with monism of the Upanishads. St. Augustine and Sankara on evil and free will. Parallels in Indian and Western mysticism. The "mind-river" in Yoga and James's "stream of consciousness". Twentieth century links between Eastern and Western psychology: Vivekananda and William James; D.T. Suzuki, Jung and Erich Fromm. Overview and concluding remarks.

On the overlap of this course with courses in history of philosophy:

The focus in this course is on the *relevance* of ontological and epistemological issues--particularly the mind-body problem, conceptions of causality, British empiricism, and Continental rationalism as they shaped the modern conceptions of science--insofar as they affect the business of psychology: of observing, describing, explaining, and improving human experience and behavior. Constant effort to relate back and forth between the historical and philosophical issues on the one hand, and the scientific and therapeutic concerns of contemporary psychology, sharply distinguishes this course with courses in the history of philosophy. Emphasis on contributions from medicine in early times (Galen, Harvey, Vesalius), and from biology and physiology in the nineteenth century (Darwin and Galton, Fechner and Helmholtz) also marks the difference between this course and its counterparts in philosophy.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department: Psychology

Abbreviation Code: Psyc Course Number: 308

Credit Hours: 3 Vector: 2-2-0

Title of Course: HISTORY AND SYSTEMS OF MODERN PSYCHOLOGY

Calendar Description of Course:

EXAMINES THE DEVELOPMENT OF MODERN PSYCHOLOGY FROM THE FOUNDING OF THE FIRST LABORATORIES IN THE LATE 19TH CENTURY TO THE PRESENT. THE DEVELOPMENT AND REVISIONS OF THE MAJOR THEORETICAL SYSTEMS OF PSYCHOLOGY ARE EXAMINED FROM A COMPARATIVE AND CRITICAL PERSPECTIVE.

Nature of Course: LECTURE/TUTORIAL

Prerequisites (or special instructions):

PSYCHOLOGY 101, OR 100 AND 102, 201, OR PERMISSION OF THE DEPARTMENT.

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

if this course is approved: PSYCHOLOGY 207

2. Scheduling

How frequently will the course be offered? 1-2 TIMES PER YEAR

Semester in which the course will first be offered? SEPTEMBER 1991

Which of your present faculty would be available to make the proposed offering possible? DR. DIAMOND, ALEXANDER, PARANJPE

3. Objectives of the Course:

TO PROVIDE THE STUDENTS WITH AN UNDERSTANDING OF THE THEORETICAL ISSUES CENTRAL TO THE DEVELOPMENT OF DIFFERENT SCHOOLS OF MODERN PSYCHOLOGY. THE MAIN FUNCTION OF THIS COURSE IS TO PROVIDE THE STUDENTS WITH SUFFICIENT KNOWLEDGE TO CRITICALLY EVALUATE THE THEORETICAL ASSUMPTIONS AND SCIENTIFIC RATIONAL OF CURRENT PSYCHOLOGICAL ISSUES.

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 Sept 4/90 Sept 25 90 Nov. 2/90
[Signature] [Signature] [Signature]
Department Chair Dean Chair, SCUS

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

Arts 78-3

Course Outline for Proposed Course
Psyc 308: History and Systems of Modern Psychology

Rationale:

Modern psychology began in the 19th century with a clear break from the older speculative tradition and a union with the new traditions of experimental physiology and psychiatric medicine. Psychology 308 deals with the immediate antecedents of the 19th century break, considers the founders of the new psychology, and traces its evolution until the present.

Key figures in this history include Fechner, Wundt, Ebbinghaus, Brentano, Freud, Wertheimer, and Kohler in Germany, Galton, Spearman, Burt, and Bowlby in England; James, Dewey, Cattell, Hall, Watson, Hull, Allport, Murray, and Skinner in the United States. Key events include the measurement of reaction times, the discovery of the lawful decay of memories, the development of techniques for controlled introspection, the interpretation of the "phi-phenomenon", the discovery of clinical techniques for investigating the unconscious, the systematic measurement of intelligence, the application of psychological theory to education, the utilization of the conditioned reflex as a paradigm for human learning, the measurement of personality traits, the elucidation of "reinforcement" theory.

The course has two main aims. The first is to organize the multitude of ideas that populate modern psychology into coherent traditions with distinct but inter-related histories. The second is to describe the entire history in terms of its common themes and its emerging sense of direction.

Possible Texts:

Brennan, J.F. (1982). *History and Systems of Psychology*. Englewood Cliffs, New Jersey: Prentice-Hall.

Fancher, R.E. (1990). *Pioneers of Psychology* (2nd Ed.). New York, Norton.

Hothersall, D. (1990). *History of Psychology* (2nd Ed.). New York, McGraw-Hill.

Kendler, H.H. (1987). *Historical Foundations of Modern Psychology*. Chicago, Dorsey.

Koch, S. and Leary, D.E. (Eds.) *A century of Psychology as Science*. New York, McGraw-Hill.

Murray, D.J. (1983). *A History of Western Psychology*.

Englewood Cliffs, New Jersey, Prentice-Hall.

- Rose, N. (1985). *The Psychological Complex: Psychology, Politics and Society in England 1869-1939*. London, Routledge and Kegan Paul.
- Rose, N. (1990). *Governing the Soul*. London, Routledge and Kegan Paul.
- Stagner, R. (1988). *A History of Psychological Theories*. New York, Macmillan.
- Watson, R.I. (1979). *Basic Writings in the History of Psychology*. New York, Oxford University Press.

Topical Outline (Based on Murray's Text)

Week 1...Introduction to course, Psychology before the 19th century...Murray, chaps. 1-3.

Week 2...19th century antecedents of psychology, the philosophical and physiological traditions...Murray, chap. 4.

Week 3...British empirical psychology...Murray, chap. 5.

Week 4...German experimental physiology...Murray, chap. 6.

Week 5...Wundt and the beginnings of experimental psychology in German...Murray, chap. 7.

Week 6...Reactions against Wundt I, James and Brentano...Murray, chap. 8.

Week 7...Mid-term Exam and discussion of results.

Week 8...Reactions against Wundt II, Wertheimer and Lewin...Murray, chap. 9.

Week 9...The new American psychology, Behaviorism...Murray, chap. 10.

Week 10...Freud and Psychoanalysis...Murray, chap. 11.

Week 11...The period between world wars, Psychology branches out...Murray, chap. 12.

Week 12...Modern eclectic psychology...Murray, chap. 13.

Week 13...Psychology in the future, a sense of direction. Final review.

Marking

The marking will be based on a miderm exam (25%), a final exam (50%), and a term paper (25%). The term paper will be an exploration of a student's area of special interest within the history of psychology.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
REVISION TO EXISTING COURSE

1. Calendar Information Department: Psychology

Abbreviation Code: PSYC Course Number: 402

Credit Hours: 5 Vector: 0-0-5

Title of Course: HISTORICAL AND THEORETICAL ISSUES IN PSYCHOLOGY

Calendar Description of Course:

EXAMINES BASIC IDEAS CONCERNING THE RELATIONSHIP BETWEEN MIND AND BODY AND THE EMPIRICAL AND RATIONAL FOUNDATIONS OF SCIENTIFIC THOUGHT AS APPLIED TO MODERN PSYCHOLOGY. STUDENTS WILL BE EXPECTED TO ANALYZE EITHER THE HISTORICAL DEVELOPMENT OF CONTEMPORARY APPROACHES OR THEORETICAL ISSUES THAT ARE RELEVANT TO THEIR AREA OF INTEREST IN PSYCHOLOGY.

Nature of Course: SEMINAR

Prerequisites (or special instructions):

PSYCHOLOGY 101, OR 100 AND 102, 201, 207 OR 307 OR 308, AND 90 HOURS OF CREDIT OR PERMISSION OF THE DEPARTMENT.

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

2. Scheduling

How frequently will the course be offered?

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:

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date	<u>Sept 4/90</u>	<u>Sept 25, 90</u>	<u>Nov. 2/90</u>
	<u>AR Blackman</u>	<u>UCBm</u>	<u>AR Blackman</u>
	Department Chair	Dean	Chair, SCUS

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

Arts 78-3

Historical and Theoretical Issues in Psychology
PSYC 402: Course outline

REVISION
TO
EXISTING COURSE

Rationale:

This course examines classical issues of historical and theoretical significance in various areas of contemporary psychology: the mind-body problem with reference to approaches to consciousness; empiricism vs. rationalism with reference to behaviorism and phenomenology; nature-nurture problem in human development; hedonist and other views of happiness in relation to current research in emotion, self-actualization, or higher reaches of mental health, and so on. Since many students begin to develop interest in specific areas of psychology while taking upper level courses, participants in this seminar are usually encouraged to undertake historical analysis of issues in their areas of interest.

The seminar in the history of psychology, like seminars in most other areas, offers flexibility in terms of focus on specific topics, emphasis, or approach within designated fields of study. Students are often encouraged to write papers or make seminar presentations on particular topics of their interest, and these assignments often count for a significant portion of their course credit. The instructors tend to rely on a selection of book chapters and journal articles placed on reserve, rather than single standard, survey type texts commonly used for the lower level courses. Whatever be the specific area of interest for the student or the instructor--developmental, social, physiological and so on--historical analysis of issues is most usually combined with interest in theory. Relatively few instructors who teach courses in the history of psychology are interested in actually digging into archives and practice historiography. Indeed, currently hardly any one in the psychology department is involved with historiography or archival research. For many instructors, it is the interest theory (often meaning various issues in the philosophy of science) that stimulates interest in teaching history.

Interest in Theoretical Psychology is growing rapidly over the past several years in North America and Europe. It is a relatively new label for an area of study that integrates the traditionally allied areas of history, philosophical psychology, and the philosophy of science. Separate divisions or interest groups have recently developed in APA and CPA in the area of Theoretical Psychology, and a new International Society for Theoretical Psychology has been founded and is flourishing during the past five years. The change in title of the former "Seminar in the History of Psychology" to "Historical and Theoretical Issues in Psychology" indicates first, the close relationship between history and theory in psychology, and second, the current trend in the field at the national and international levels. It is natural to expect that important current trends in the field are reflected appropriately in our graduate as well as undergraduate curricula. At the University of Victoria, for instance, a separate undergraduate seminar in theoretical psychology is already in place. In our department, since we have always had a seminar in the history of psychology where theoretical issues have usually been discussed, the proposed change in its name partly reflects the already existing state of affairs, while at the same time reflecting the growing usage of the label "theoretical psychology".

Texts:

Despite the fact that prescribed readings for most 400 level seminars commonly involve selections of book chapters and journal articles rather than single text books, some instructors teaching the seminar in history in recent years have chosen the following types of texts:

- Koch, S., & Leary, D. (Eds.) (1985). *Century of psychology as a science*. New York: McGraw Hill. (This impressive volume indicates the interest in history triggered by the completion of a century since the founding of the first psychology laboratories Harvard and Leipzig universities in the late 1870s.)
- Hilgard, E. (1987). *Psychology in America: A historical survey*. San Diego: Harcourt Brace Jovanovich. (Written by one of the most respected senior members of the community of psychologists in the world today, this impressive work shows the increasing interest in history among the most successful experimental psychologists of our times. It illustrates the kind of historical analysis with which many of us would like our students to become acquainted.)
- Robinson, D.N. (1979). *Systems of modern psychology: A critical sketch*. New York: Columbia University Press. (This text represents the growing trend in critical and comparative *theoretical* discussion of psychoanalysis, behaviorism, phenomenology, and other "systems" of modern psychology.)

Personnel:

The following persons have taught this course several times in recent years, and all except one of them have expressed in continuing to teach it: Bruce Alexander, Paul Bakan, Charles Crawford, Len Diamond, and Anand Paranjpe.

PSYCHOLOGY

Change in requirements. Major and Honors - Lower Division.

From:

-successfully complete the following lower division courses

PSYCH 100-3	Introduction to Psychology I
PSYCH 102-3	Introduction to Psychology II
PSYCH 201-3	Research Methods in Psychology
PSYCH 207-3	History of Psychology
PSYCH 210-3	Data Analysis in Psychology

To:

-successfully complete the following lower division courses

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

Change in requirements. Major - Upper Division.

From:

-successfully complete 30 semester hours in upper division Psychology courses. No more than 8 of these credits may be in directed studies courses.

To:

-successfully complete 33 semester hours of upper division Psychology, including either PSYCH 307-3 or PSYCH 308-3. No more than 8 of these credits may be in directed studies courses.

Change in requirements. Honors - Upper Division.

From:

Completion

To receive honors in Psychology students must meet the honors graduation requirements of the University and the Faculty of Arts.

-successfully complete 50 semester hours of upper division Psychology courses (up to 12 of these credits may be approved options from other departments.) No more than 8 of these semester hours may be in directed studies courses.

-successfully complete PSYCH 402-5 Seminar in the History of Psychology

-successfully complete an honors project (PSYCH 490-5 and PSYCH 499-5).

Students must have completed at least 90 semester hours of university work, with at least 20 semester hours in upper division Psychology courses before enrolling in the honors project. A plan must be approved by the Faculty supervisor and by the PSYCH 490 instructor before work is begun. A pamphlet describing the requirements for the honors project can be obtained from the General Office.

-obtain certification by the Undergraduate Studies Committee that the program has been satisfactorily completed.

To:

Completion

To receive honors in Psychology students must

-meet the honors graduation requirements of the University and the Faculty of Arts.

-successfully complete 53 semester hours of upper division Psychology courses (up to 12 of these credits may be approved options from other departments). No more than 8 of these semester hours may be in directed studies courses.

-successfully complete either PSYCH 307 or PSYCH 308 - both are recommended.

-successfully complete PSYCH 402-5 Historical and Theoretical Issues in Psychology

-successfully complete an honors project (PSYCH 490-5 and PSYCH 499-5).

Students must have completed at least 90 semester hours of university work, with at least 20 semester hours in upper division Psychology courses before enrolling in the honors project. A plan must be approved by the Faculty supervisor and by the PSYCH 490 instructor before work is begun. A pamphlet describing the requirements for the honors project can be obtained from the General Office.

-obtain certification by the Undergraduate Studies Committee that the program has been satisfactorily completed.

Rationale -- see attached.

SIMON FRASER UNIVERSITY

FACC 90-33

MEMORANDUM

To..... Ellen Gee	From..... Meredith Kimball
..... Chair, FACC Chair, Undergraduate Studies
Subject..... Psychology History Courses	Date..... July 9, 1990

The Psychology Department proposes the following changes in our history of psychology courses:

1. That Psychology 207-3, History of Psychology be dropped from the calendar
2. That two new courses Psychology 307-3, Historical Foundations of Psychology and Psychology 308-3, History and Systems of Modern Psychology be added to the curriculum.

Majors would be required to take either PSYC 307-3 or PSYC 308-3 and the number of upper division credits required for a major would be increased from 30 to 33. Given that PSYC 207 is no longer required, the change in the number of upper division credits will result in the same total number of credits for the major.

Honors would be required to take either PSYC 307-3 or PSYC 308-3 and it would be recommended that honors students take both courses. The total number of upper division credits required for an honors degree would be increased from 50 to 53. Given that PSYC 207 is no longer required, the change in the number of upper division credits will result in the same total number of credits for the honors degree.

3. That the course title, description, and prerequisites for Psychology 402-5, Seminar in the History of Psychology be changed.

These changes reflect the difficulty of adequately teaching history of psychology in one semester at the second year level. The amount of material that must be covered when teaching the history of psychology from the ancient philosophers to the latest theoretical developments in modern psychology. The material divides quite naturally into two bodies of study -- before and after the establishment of the first psychology laboratories in the late 1800s. Each period can easily be expanded to a full semester, allowing students to approach the material in more depth, thus the change from the second to the third year level. The decision to require only one of the two courses of both majors and honors is based partly on financial considerations and partly on the rationale that an adequate background in either period is useful and sufficient to give students an understanding and appreciation of the historical and philosophical issues on which modern Psychology is based. In fact the greater depth with which each period can be covered in the new courses will better help students appreciate their modern content courses than does the current course with its broad scope at the second year level. That is, covering either historical period in greater depth will better educate majors and honors than the current attempt to cover both periods in far too short a time.

The changes in title and description of PSYC 402-5 are designed to more adequately reflect the content of the seminar as it is now taught. The change in prerequisites is necessary given the addition of the new history courses.

M. Kimball

S. 90 - 55n

**Department of Sociology/Anthropology
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-13

SCAP Reference: SCAP 90-40

1. Change of title and description - SA 100-4, SA 468-4

To: Ellen Gee: Chair FACC

31/08/90

From: Michael Kenny, Chair Sociology/Anthropology\

Subject: S&A Calendar Revisions

Sociology & Anthropology proposes two course description revisions for incorporation in the 1991-1992 Calendar. The first pertains to SA100-4 (Canadian Social Issues), the second to SA468-4 (Ecological Anthropology).

The description for SA100 now reads:

"SA 100-4 **Canadian Social Issues (SA)** An introductory examination of Canadian social issues. The course will focus on topical questions and problems, providing both a social scientific analysis and a set of analytical tools for the student. Topics will vary from semester to semester, but might include such issues as: multiculturalism, gender inequality, class structure, demographic change, native rights, free trade, and the future of Canada. (Lecture/Tutorial)"

We wish to rename the course and revise the description as follows:

SA100-4 Perspectives on Canadian Society (SA) An examination of Canadian society from the perspective of the social sciences -- an introduction both to the nature of Canadian society and to the use of sociological and anthropological concepts applied to the analysis of modern societies in general. This course is meant to appeal to those who specifically wish to expand their knowledge of Canadian society, and also to those who may be considering further work in sociology and anthropology. Topics to be considered include class structure, the nature of Canada's population, regional variation, gender relations, multiculturalism, native issues. (Lecture/Tutorial)

Rationale: This redescription is more reflective of the intent of this course as a general introduction to Canada *and* social scientific reasoning, as well as of the way it is actually taught

The description for SA468-4 now reads:

"**SA468-4 Ecological Anthropology (A)** A review of anthropological studies of the dynamic interrelationships between environment and culture. (Seminar). *Prerequisites:* SA 101 and one of SA 201, 263, 286, or 293."

We wish to rename and redescribe it as follows.

SA468-4 The Environment and Society (SA): An examination of environmental issues in their social context. Environmental issues are on the leading edge of contemporary public concern and public policy debates. This course will examine such issues as the relationship between social organization and mode of subsistence, the politics of hunger, and the way in which human societies in their particular social, historical, and cultural contexts view and interact with the natural world. Content may differ from semester to semester. (Seminar)

Rationale: This redescription brings the course up to date with contemporary concerns about the environment as well as intellectual shifts in anthropology and sociology, and expands its possible content to include a variety of approaches without excluding its original intent as a seminar in ecological anthropology.

S. 90 - 55o

**Women's Studies
Summary of Curriculum Revisions**

SCUS Reference: SCUS 90-14

SCAP Reference: SCAP 90-41

1. New course - WS 312-5

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department Women's Studies

Abbreviation Code: W.S. Course Number: 312

Credit Hours: 5 Vector: 0-5-0

Title of Course: Women and Film

Calendar Description of Course: Problems such as the relevance of Freudian theory, the debate over the definition of "feminine vision" versus the problem of essentiality, and issues such as the notion of public and private space, and pornography have been incorporated into the theories and practices of feminist film culture. This course will show how these questions were addressed by feminist filmmakers and critics, and at the same time, survey the evolution of feminist film theory and engage in its debates.

Nature of Course: Seminar

Prerequisite (or special instructions): At least 9 credit hours in Women's Studies, including WS 100.

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? 91-3

Which of your present faculty would be available to make the proposed offering possible? J. Levitin, also visiting faculty and sessional instructors.

3. Objectives of the Course

To examine key issues that have engaged feminist film theorists and filmmakers. Films that illustrate these issues will complement seminar discussions.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None. (All the resources are already provided, as the course has been taught

Staff five times as Special Topics.)

Library

Audio Visual

Space

Equipment

5. Approval

Date: <u>Aug 13/90</u>	<u>Sept 25, 90</u>	<u>Nov. 2/90</u>
<u>[Signature]</u>	<u>[Signature]</u>	<u>[Signature]</u>
Department Chairman	Dean	Chairman, SCUS

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

WOMEN'S STUDIES PROGRAM

FALL 1989

JACQUELINE LEVITIN

Screenings/Seminars: Fri. 12:00-16:50
Additional Screenings: Thur. 18:30-20:50
(one required) Fri. 9:00-11:20

W.S. 300-5

WOMEN AND FILM: Films And Theories

The evolution of feminist film theory reflects questions that have engaged the feminist movement as a whole. Problems such as the relevance of Freudian theory, the debate over the definition of "feminine vision" versus the problem of essentiality, issues such as the notion of public and private space, pornography, etc., have been incorporated into the theories and practices of feminist film culture. This course will show how these questions were addressed by feminist filmmakers and critics at the same time as it surveys the evolution of feminist film theory and engages in its debates. Films that have been pivotal to feminist film theory will complement the seminar discussions.

REQUIRED READING

Several copies of a binder of articles will be available on reserve in the library and/or be available for purchase at cost.

Note: Readings will average from 40 to 50 pages per week.

RECOMMENDED READING

Issues of Women and Film & Camera Obscura.
Haskell, Molly, From Reverence to Rape.
Johnston, Claire, Notes on Women's Cinema.
Kuhn, Annette, Women's Pictures: Feminism and Cinema.
de Lauretis, Teresa, Alice Doesn't: Feminism, Semiotics, Cinema.
Doane, M., Mellencamp, P., & Williams, L. (eds) Revision: Essays in Feminist Film Criticism.

ASSIGNMENTS

55% Journal:

- an academic journal composed of weekly reflections inspired by the films viewed in class as they relate to the readings or reflections on the readings themselves (journal entries will be two or three typed pages each week and presented in three installments during the term)

30% Seminar Presentation:

- an oral (20-30 min.) research presentation based on the week's readings and/or topics of discussion to be chosen in conjunction with the instructor and completed by two students per topic

(cont'd)

10% Seminar Participation:

- The grade for this aspect will be based on attendance in class and at course screenings (two per week), and on the quality of the student's contribution to class discussions.

Prerequisites: 9 credit hours including WS 100 and any two 200 division Women's Studies courses.

THIS COURSE MAY BE APPLIED AS 3 UPPER DIVISION CREDITS IN COMMUNICATION.

THIS COURSE IS BEING CONSIDERED FOR POSSIBLE P.P.A. FILM CREDIT. STUDENTS SHOULD CHECK WITH THE CENTRE FOR THE ARTS TO CONFIRM THIS DESIGNATION.

3. Sept. 22 Althusserian Marxism, Cine-semiotics: New Theories for Feminist Film Criticism; Hollywood and the Backstage Musical: Early Breaks in the Codes of Cinema
- Screening: DANCE GIRL DANCE, Dorothy Arzner, U.S.A., 1940, 90 min.
- Readings: Vol. I, pp. 52-55
Vol. II, pp. 1-19, 45-57
4. Sept. 29 Freud, Film Codes and Feminist Strategies: Destroying Visual Pleasure; The Oedipal Drama and Women
- Screening: BLONDE VENUS, Josef von Sternberg, U.S.A., 1932, 97 min.
- Readings: Vol. II, pp. 58-80, 166-170
5. Oct. 6 Psychoanalytic Criticism, cont.; Feminist Aesthetics; What the Women Directors Think
- Screening: CALLING THE SHOTS, Janis Cole and Holly Dale, Canada, 1989, 118 min.
- Readings: Vol. II, pp. 20-44
Vol. IV, pp. 154-160
6. Oct. 13 Breaking Through the Codes: Rewriting Film Aesthetics: New Thoughts on Pleasure; The Off-screen Voice
- Screening: GOLDDIGGERS, Sally Potter, Great Britain, 1983, 90 min.
- Readings: Vol. III, pp. 266-276
Vol. I, pp. 151-160
7. Oct. 20 The New Feminist Avant Garde: The Off-Screen Voice, cont.;
- Screening: FILM ABOUT A WOMAN WHO..., Yvonne Rainer, U.S.A., 1974, 105 min. (video version)
- Readings: Teresa de Lauretis, TECHNOLOGIES OF GENDER, Bloomington, Indiana University Press, 1987, pp. 107-126
8. Oct. 27 Films By/About Lesbians; Representing the Female Body; The Relevance of the Intended vs. Actual Audience
- Screening: HOME MOVIE, Jan Oxenberg, U.S.A., 1972, 12 min.
HOLDING, Connie Beeson, U.S.A., 1971, 15 min.
- Barbara Hammer films: SAPPHO (7 min.), MENSES (4 min.), OUR TRIP (4 min.), DYKE TACTICS (1974, 4 min.), PSYCHO SYNTHESIS (8 min.), X (min.)

(Oct. 27; cont.)

STRIPTEASE, Kay Armatage, Canada, 1980, 24 min.

Readings: Vol. I, pp. 90-102
 Vol. IV, pp. 219-224 (Note: the copies of this article were made from over-size sheets; to follow a column down you must turn to the next page of the article)
 Vol. IV, pp. 256-258

9. Nov. 3 Women and Narrative, I: Women and Socialist Realism: Can Narrative Still Be A Feminist Strategy?

Screening: GOOD RIDDANCE (FREE BREATHING), 1973, Marta Mészáros, Hungary, 79 min.

Readings: Vol. III, pp. 337-348
 Vol. I, pp. 175-177
 Vol. II, pp. 162-165

10. Nov. 10 Women and Narrative II; Feminist Filmmaking in Germany

Screening: ONE HUNDRED YEARS OF WOMEN'S DAILY LIFE (HUNGERJAHRE), Jutta Brückner, Germany, 1980, 114 min.

Readings: Vol. IV, pp. 259-270

11. Nov. 17 Women and Narrative III; Revolutionary Strategies

Screening: ONE WAY OR ANOTHER (DE CIERTA MANERA), Sara Gomez, Cuba, 1974/1977, min.

Readings: Julia Lesage, "ONE WAY OR ANOTHER: Dialectical, Revolutionary, Feminist," JUMP CUT, No. 20, 1979

12. Nov. 24 Women and Narrative IV: Fantasy and Power; Public Space / Private Space; Breaking Through the Genre Codes

Screening: GLORIA, John Cassavetes, U.S.A., 1980, 121 min.

Readings: Vol. IV, pp. 112-118 (begin mid-article), and 119-120

13. Dec. 1 Utopias, Fantasy and Power; Addressing the Spectator as Female: New Directions in Feminist Film Theory

Screening: BORN IN FLAMES, Lizzie Borden, U.S.A., 1983, 85 min.

Readings: Vol. I, pp. 178-183
 Teresa de Lauretis, TECHNOLOGIES OF GENDER, Bloomington, Indiana University Press, 1987, pp. 127-148

*****NOTE: DUE DATES FOR JOURNAL: OCTOBER 6, NOVEMBER 3, DECEMBER 1*****