

MEMORANDUM

To Senate

From D. R. Birch

Chairman, SCUS

Subject New Program Proposal - Canadian
Studies

Date 1979-12-20

Actions taken by the Senate Committee on Academic Planning at its meetings of October 3 and December 5, 1979 and by the Senate Committee on Undergraduate Studies at its meeting of November 13 and 26, 1979 give rise to the following motion:

MOTION

That Senate approve and recommend approval to the Board of Governors, as set forth in S.80-4, the Canadian Studies proposal including the following:-

I. Canadian Studies

- (a) Change of designation from "Canadian Studies Program" to "The Centre for Canadian Studies"
- (b) Requirements for a B.A. degree with Major in CN.S
 - (i) Lower Division prerequisite courses
 - (ii) Upper Division requirements for the Major in CN.S
 - (iii) Distribution requirements
- (c) Requirements for a B.A. degree with Honors in CN.S
 - (i) Lower Division prerequisite courses
 - (ii) Upper Division requirements for Honors in CN.S
 - (iii) French Language requirements
- (d) Requirements for a Minor in CN.S
 - (i) Lower Division prerequisite courses
 - (ii) Upper Division requirements for the Minor in CN.S
- (e) Joint Program Requirements
 - (i) Joint Major requirements
 - 1. Anthropology
 - 2. Archaeology
 - 3. Commerce
 - 4. Communication

5. Criminology
6. Economics
7. Economics and Commerce
8. English

9. Geography
10. History
11. Political Science
12. Sociology
13. Sociology and Anthropology

(ii) Joint Honors requirements

(f) French Language Training

(g) New "Internal" CN.S courses

- (i) CN.S 160-3 The Social Background of Canada
- (ii) CN.S 210-3 Foundations of Canadian Culture
- (iii) CN.S 280-3 Canadian Political Economy
- (iv) CN.S 350-3 The Francophones Outside Quebec
- (v) CN.S 390-3 Special Canadian Topics
391-3

(vi) CN.S 490-3 Canadian Interdisciplinary Seminar
491-3

(vii) CN.S 495-5 Canadian Studies Honors Essay

(h) Recognized courses from other Departments and Programs

- (i) ARC. 223-3, 360-5, 475-5, 476-5
- (ii) BISC 310-3
- (iii) CMNS 230-3, 333-3, 336-3, 437-5, 445-5
- (iv) CRIM 131-4, 135-3, 230-3, 231-3, 330-3, 335-3
- (v) ECON 101-3, 201-3, 310-3, 353-5, 381-5, 390-3, 480-3
ECON/COMM 280-3, 293-3, 386-5, 397-5, 498-3
COMM 103-3, 393-3
- (vi) ENGL 221-3, 354-4, 356-4, 358-4, 360-4
- (vii) GEOG 262-3, 322-3, 323-3, 385-3, 421-5, 444-5, 445-5,
462-5, 469-5, 470-5
- (viii) HIST 101-3, 102-3, 201-3, 385-3, 423-3, 424-3, 428-3,
429-3, 430-3, 431-3, 432-3, 434-3
- (ix) FREN 230-3, 341-3, 422-3, 430-3, 431-3, 480-2, 481-2,
LING 230-3
- (x) POL. 121-3, 151-3, 152-3, 221-3, 222-3, 251-3, 321-3, 322-3,
323-3, 324-3, 351-3, 356-3, 421-3, 422-3, 423-3, 424-3,
428-3, 429-3, 451-3, 452-3
- (xi) S.A. 100-4, 140-4, 300-4, 386-4, 394-4, 396-4, 401-4, 405-4,
486-4, 487-4, 488-4, 489-4, 490-4

II Bilingual Program for S.F.U.

III French Canadian Studies Certificate Program

NOTE

I Canadian Studies

(a) The designation "Centre" was considered to be more appropriate than "Program" for a unit co-ordinating several programs.

(b,c,d & e) Several questions were raised in SCUS and in SCAP. First, it was noted that at this time the proposal covers a Bachelor of Arts degree through the Faculty of Interdisciplinary Studies with a major or joint major or honors or joint honors in Canadian Studies. Provision for joint major or joint honors degrees through the Faculty of Arts would require an additional proposal which may be forthcoming at a later stage.

Second, although the proposal reflects a strong commitment to the study and understanding of Canada's two mainstream cultures and "emphasizes the importance of acquiring a knowledge of the French language", SCUS and SCAP have approved a recommendation to include functional bilingualism only as a requirement for honors, but to approve for a limited period of time the provision of a French language exemption (if necessary) for Canadian Studies majors. This was by far the most controversial aspect of the proposal as it now stands because there is virtual unanimity at all levels on the desirability of a French language requirement. In the considered judgement of the Director the effect of imposing an immediate and universal requirement would be to restrict severely the number of students who would voluntarily enrol in the program; these students could then be sensitized to the need for a greater understanding of French Canada and a working knowledge of the language. The Committees considered the enrollment increase in French in B. C. high schools to be a promising development, therefore, anticipated a less negative impact from removing the exemption provision in 1985.

Third, concern was expressed about the joint major requirement. Senate has not established firm guidelines for the development of joint majors or joint honors, however, a variety of precedents exist. For example, the joint major in Economics and Commerce requires at least 25 hours of upper division courses in Economics and at least 26 in Commerce. The joint major in Sociology and Anthropology requires 40 upper division hours with 20 in Sociology and 20 in Anthropology. In the case of joint majors between Latin American Studies and other fields the requirements vary; in general 20 hours of upper division courses are required in LAS and from 20 to 30 in the various related disciplines. The proposed joint programs with

Canadian Studies differ somewhat from the precedents in that there is no abatement of the normal major requirements either in Canadian Studies or in the related discipline, however, up to 12 hours of upper division courses available for credit in both Canadian Studies and the other subject may be counted towards the upper division credit requirements of both. Therefore, a joint major in Canadian Studies and another subject which also specifies 30 upper division credit hours will require a minimum of 48 upper division credit hours in the two subjects (30 Canadian Studies plus 30 in the other subject minus 12 overlap). After much discussion this approach was approved. It was seen as desirable to maintain the full requirements of a major in each subject and it was seen as appropriate to the nature of Canadian Studies and the need for integration to permit the crediting of courses to both.

II Bilingual Program for SFU.

Neither Committee raised any serious concerns about the proposed Bilingual Program the purpose of which is to provide an opportunity to take university level studies in the French language in areas other than French language instruction. The program is expected to appeal to Anglophone students at SFU who wish to improve their facility with the French language, local students of French origin who wish to maintain facility in the use of French in the face of the pressures of the Anglophone environment, and Francophone students from elsewhere who wish to become acquainted with B.C. and to improve their facility with English. (At least 30 hours of instruction must be taken in each of English and French.)

III French Canadian Studies Certificate Program.

Neither Committee raised any major concerns with the proposed French Canadian Studies Certificate Program either. This program will serve to identify courses appropriate to French Canadian Studies and which together will "provide a broad understanding of the position of the French Canadian community across the country and of that community's cultural heritage."

APPROVAL, RESOURCES AND IMPLEMENTATION

Should these programs be approved by Senate and the Board of Governors they will be submitted to the Universities Council. Implementation will be contingent on Council approval and the allocation of new and emergent program funding.



D. R. Birch

MEMORANDUM

To DR. J. CHASE, SECRETARY

From H. M. EVANS, SECRETARY

SENATE COMMITTEE ON ACADEMIC PLANNING

SENATE COMMITTEE ON UNDERGRADUATE
STUDIES

Subject CANADIAN STUDIES PROPOSAL -

Date NOVEMBER 28, 1979

Establishment of
Centre for Canadian Studies;Major and Honors in Canadian Studies;
Joint Majors and Joint Honors;
Bilingual Program for SFU; French
Canadian Studies Certificate Program

At its meeting of October 3, 1979, SCAP gave consideration, under SCAP 79-5, to the Canadian Studies Proposal indicated above. SCAP then approved motion as follows:-

"That those elements of the proposal identified in T. Calvert's memorandum of September 13, 1979 to the Secretary of SCAP be approved in principle."

Following that meeting arrangements were made for formal submission of proposals from the Faculty of Interdisciplinary Studies, with adjustments if required, to the Senate Committee on Undergraduate Studies. It was understood that following discussions by that body there would be further submission to SCAP at least for information, or for discussion if required.

The Senate Committee on Undergraduate Studies considered the submissions made to it, at its meetings of November 13 and November 26, with intensive discussion. Some amendments were proposed and adopted by that Committee, primarily related to a mandatory requirement for competency in French for those undertaking a major during the start-up years of the program. There is to be such a requirement in later years. The decision on this matter is reflected on page 7 of the document now submitted covering the Canadian Studies Major and the footnote on page 8. Some other adjustments were made. In particular it was noted that at this time the proposal covers a Bachelor of Arts degree through the Faculty of Interdisciplinary Studies with major or joint major or honors or joint honors in Canadian Studies. At some later stage there may be some provision for degrees in the joint areas through the Faculty of Arts.

With these constraints, the final approval of SCUS was as follows:

"That SCUS approve and recommend approval to Senate, as set forth in SCUS 79-60, 79-60A revised, 79-60B, 79-60C, the Canadian Studies proposal."

The proposal earlier approved by SCAP in principle, and now approved with some adjustments through SCUS, is attached. The intent is that the new program proposals, if acceptable to SCAP, will now go forward to Senate and the Board of Governors and to UCBC for approval and then be fully cleared for implementation effective in September 1981.

If accepted there will be an appropriate transmittal memorandum from SCAP/SCUS to Senate.

It is understood that this item will be placed on the agenda for SCAP for Wednesday, December 5, 1979 and that information concerning the related budget is being provided.

encl.
HME/rn

SIMON FRASER UNIVERSITY

MEMORANDUM

SCUS 79-60
As amended by SCUS to
Nov. 27, 1979

Mr. H.M. Evans, Registrar &

Secretary, SCUS

Subject Canadian Studies Proposal
I.S.C. 79-4

From Janet Blanchet, Secretary to the
Faculty of Interdisciplinary Studies
Undergraduate Curriculum Committee

Date October 31, 1979

We attach the Canadian Studies Proposal as approved by our Faculty of Interdisciplinary Studies Undergraduate Committee at its meeting on October 30, 1979.

Please place this item on the agenda for the next meeting of the Senate Committee on Undergraduate Studies.

Janet Blanchet
Janet Blanchet

JB:jk

Attachments

SIMON FRASER UNIVERSITY

MEMORANDUM

To	Dr. T.W. Calvert, Dean, FIDS (for submission to SCAP)	From	P. Copes, Director, Canadian Studies Program
Subject	Proposed Change of Style - Centre For Canadian Studies	Date	10 September, 1979

In conjunction with the submission of three curriculum proposals in Canadian Studies, I should like to request also that approval be given to changing the designation of the "Canadian Studies Program" to "Centre for Canadian Studies". This change is supported by the Steering Committee of the Canadian Studies Program and was approved "in principle" at a meeting of the FIDS Undergraduate Curriculum Committee. The reasons for seeking the change include the following:

- (1) A multiplicity of "programs" is now developing in the area of Canadian Studies. Curricula for three distinct teaching programs in Canadian Studies have been proposed. A regular seminar program is now being conducted in Canadian Studies and plans are underway for a research program. With so many programs within the Canadian Studies Program, the terminology is becoming confusing. It is desirable to use a different style for the academic unit as a whole, which reflects the multiplicity of our program activities.
- (2) The style "Centre for Canadian Studies" conveys an impression of somewhat more substance than "Canadian Studies Program" and is in keeping with current developments in Canadian Studies at Simon Fraser University. Use of the term "centre" may also have the effect of making it easier to appeal for resources outside the university. A substantial interdisciplinary research proposal in Canadian Studies, designed to attract outside funding, in fact is now being drafted. The term "centre" would tend to convey to outside agencies the university's commitment to substantial activities in Canadian Studies.
- (3) The style "centre" is in keeping with the enhanced support and recognition already given to Canadian Studies by the university, as evidenced by the appointment of a director. It may be noted that the university's other "centre" (Centre for the Arts) also has a director, whereas area "programs" are commonly limited to a co-ordinator.

The change in style is virtually costless to the university and could possibly assist in drawing significant resources.


P. Copes

PC/bl

MEMORANDUM

To: Dr. T.W. Calvert, Dean, FIDS (for submission to SCAP)	From: P. Copes, Director, Canadian Studies Program
Subject: Justification for New Program Proposals in Canadian Studies	Date: 11 September, 1979

Below are responses to the "questions to be asked in considering the establishment/expansion of new academic programs" as suggested in the memorandum of D.R. Birch, dated 12 December, 1978.

- (1) The curriculum proposals do not duplicate existing programs in British Columbia, as only SFU is engaged in Canadian Studies.
- (2) The proposed programs build strongly on existing programs and resources in the university. The overwhelming majority of courses to be utilized in the major/honours proposal are already in place and being taught in the university. The French Canadian Studies Certificate Program would require a small number of additional courses, but these would also be used in the major/honours program. The Bilingual Program would utilize existing courses taught in French in French Literature and Linguistics. It would, however, require the mounting of additional courses in the French language in other areas. These would be courses parallel to existing courses given in the English language. It is apparent that there is sufficient instructional talent already within the university to launch the program. However, it would require some supplementing or shifting of teaching resources elsewhere in the university. The Bilingual Program, potentially, will increase the demand for services in the English language program of the Reading and Study Centre, insofar as it will attract francophones from elsewhere in the country. At the same time anglophone students should increase utilization of French language training lab facilities.
- (3) The new proposals will enrich the existing Canadian Studies Program. The unique features, particularly of the Bilingual Program, have the potential for drawing significant numbers of students from elsewhere in Canada. This should lead to larger course enrollments in many departmental teaching programs that interface with Canadian Studies. In turn, this may allow for additional course offerings in the departments concerned.
- (4) Strong support has come from the Fédération des Franco-Colombiens, representing the francophone community in British Columbia. Canada's Commissioner for Official Languages, Max Yalden, has praised the Bilingual Program proposal highly and has recommended it as a prototype to be followed by other anglophone universities in Canada.
- (5) The programs would help develop skills and competencies that are highly relevant to Canada's current needs. The underdevelopment of French language skills in anglophone Canada, as well as a general

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deficiency of self-knowledge in the country, are widely recognized, even if action to correct these conditions in Canadian universities is not far advanced. With the proposed programs, Simon Fraser University has an excellent opportunity to take the lead.

- (6) The program proposals provide for a range of academic intensity, through major, joint major, honours, and joint honours proposals. Thus opportunities are offered to students with the highest capabilities to achieve excellence in a demanding program, while still leaving ample opportunity for other students to benefit from the program.
- (7) The major/honours proposal and the French Canadian Studies Certificate proposal can be launched with modest additions to teaching resources, as the bulk of courses to be utilized is already being taught. In the case of the Bilingual Program, somewhat greater resources are required in relation to the anticipated volume of enrollment. Nevertheless, the program could be started with modest additional resources. There is also a presumption that significant support would be received from government for an initiative in bilingual education.

P. Copes

FC/b1

Minor Program

A minor program requires completion of at least 14-18 hours of upper division courses as specified in the subject or field concerned. To qualify for a specific Minor on a degree program, at least 7 semester hours of the upper division credit used toward the Minor must have been completed through Simon Fraser University courses. It also requires completion of any stipulated lower division requirements.

It may be utilized as part of the requirements on a degree program:

Double Major Program

The general degree may include completion of two major programs. The student must complete (i) the lower division requirements for each of the major subjects selected, (ii) at least 28 hours of upper division courses as specified in each of the two subjects in which the majors are to be claimed, (iii) any other requirements of the departments concerned in which the majors are taken, (iv) the requirements of the Faculty in which he/she will receive the degree. This permits the undertaking of two majors within a single faculty or across faculties. The Bachelor's degree awarded will be determined according to the Faculty for which all requirements have been met or, if the requirements of more than one Faculty have been met, then from whichever one Faculty the student selects.

*(See notes following)

Major-Minor Program

The general degree may include the completion of a major program and of a minor program. The student must complete at least 28 hours of upper division courses as specified in the major subject or field and at least 14-18 hours of upper division courses as specified in the minor subject or field. The student must complete the lower division requirements for the major subject selected, all other requirements of the Department concerned in which the major is taken, the lower division requirements and upper division requirements for the minor selected, and the requirements of the Faculty in which he/she will receive his/her degree.

This permits the undertaking of a major and of a minor within a single Faculty or across Faculties.

*(See notes following)

*Special Notes: Double Major Program, Major-Minor Program

1. In the Double Major program, for the requirement of at least 28 hours of upper division courses in each of two major subjects, the student cannot use the same upper division course for formal credit toward both majors. Similarly in the Major-Minor program, for the requirement of at least 28 hours of upper division courses in the major subject and of 14-18 hours of upper division courses in the minor subject, the student cannot use the same upper division course for formal credit toward both major and minor. One course might fulfill "content" requirements of two related areas, but in such a case additional replacement credits in upper division

Degree Program, Honors, General — Major, Minor

There are two main types of undergraduate programs at the University: Honors programs leading to the honors degree and General programs leading to the general degree. These two types of programs are offered in most departments, and reference will be found to Honors, Majors, Minors.

To be granted a degree a student must satisfy certain requirements which usually ensure a depth of study as well as a reasonably meaningful combination of courses. These requirements, called a degree program, are mainly expressed in terms of the number of credit hours in lower and upper division courses to be taken in and outside of the subject(s) of concentration. Depending on the extent of concentration or depth of study in a subject area, the degree program may include an Honors program, a Major program, a Minor program or certain combinations.

Students are encouraged to sample a wide range of courses before focusing on any one particular subject area of concentration but normally must commit themselves as to their subject(s) of concentration before they enter the second half of the degree program. They should be cognizant of any prerequisite studies which they may need to undertake in the first four levels for their particular program. These may range from very few as needed for the Bachelor of General Studies degree to a relatively heavy requirement for an Honors program in some science subjects. For the specific requirement of any particular Honors program, or Major program, or Minor program, please refer to the Calendar entries for the appropriate Faculty and Department.

Honors Program

An honors degree requires completion of at least 132 semester hours credit, and completion of an honors program. An honors program requires completion of approximately 48-50 semester hours credit in specified upper division courses in the honors subject or field, normally taken in the upper levels. There are varying semester hour requirements in the lower division courses needed for different honors programs. (See Faculty and Department requirements.)

Major Program

A general degree requires completion of at least 120 semester hours credit and normally completion of a major program. A major program requires completion of approximately 28-30 semester hours credit in upper division courses as specified in the subject or field of the major, normally taken in the upper levels. There are varying semester hour requirements in the lower division courses needed for different major programs. (See Faculty and Department requirements. With special approval two minors may be substituted for a major on the B.Ed. degree. The B.G.S. degree has broad requirements.)

vice versa. A first university degree or the equivalent normally is a prerequisite but, if stipulated, mature applicants particularly suited to a program because of experience also may be admitted.

work satisfactory to one of the departments or program committees must be taken in one of the subjects to fulfil overall credit requirements for the two majors or for the major plus minor respectively. For the lower division requirements, a single course could fulfil both content and credit requirements as a prerequisite, but no course can carry double credit value towards total credits needed for a degree. Note that, in a number of combinations possible in the B.A. or B.G.S. degree (since many usable courses for both these degrees are offered through the Faculty of Arts), there are certain constraints on usage of both lower and upper division courses.

2. Students are cautioned to refer carefully to overall requirements of the faculties of the University for degree requirements, as the requirements for a specific degree must be fulfilled. If in doubt seek advice from the Academic Advice Centre. Some departments require specific prerequisite courses for entry to some upper division courses, and some faculties require completion of a minimum number of upper division courses taken in the upper levels of study to fulfil degree conditions. Some faculties require completion of a minimum number of credits within the Faculty to qualify for a degree. In some instances, therefore, a student desiring a double major or a major-minor involving subjects in more than one faculty may require more than 120 semester hours to fulfil the requirements of the general degree with two majors or with a major-minor.

3. A student who may have elected a double major program or a major-minor program may change his/her decision to graduate with a major only and may do so provided the normal requirements for the major and requirements for the Faculty concerned have been fulfilled. Notification of such changes should be filed with the departments concerned and the Registrar's Office.

Certificate Program

A certificate program should in the main consist of regular lower division courses. Upper division courses may be included. The study program should be the equivalent of between one-half and one full year of university study (18-30 credit hours). Credits applied to one certificate may be applied also to major programs or minor programs or to a Bachelor's degree under the normal regulations governing these programs but cannot be applied to another Simon Fraser University certificate or diploma. Admission to the University is required.

Diploma Program

A diploma program should, in general, consist of regular upper division university courses; graduate courses may be included. The study program should be the equivalent of one full year or more of university study (30 or more semester hours). Semester hour credits applied to one diploma cannot be applied to another Simon Fraser University certificate or diploma or degree, and

FOR INFORMATION - JOINT MAJOR

EXTRACT FROM SCAP MINUTES OF 1977 WHEN THE MOST RECENT PROPOSAL FOR A JOINT MAJOR WAS APPROVED BY SCAP - (AND FROM SUPPORT PAPERS IN FEBRUARY 1979 WHEN CONSIDERING THE PROPOSAL FOR AN AFRICA/MIDDLEEAST STUDIES JOINT MAJOR)

It was noted that the submission fell in line with recent formal approvals for some joint majors, and general background information was given. Although the Academic Planning Committee in 1971 had given formal approval to joint majors requiring at least 45 hours of upper division courses with not less than 22 hours in each of the disciplines, and joint honors requiring at least 60 hours of upper division courses with at least 30 in each discipline, these have not been finalized into complete regulations through SCUS and Senate but had been used as guidelines when specific joint majors have been discussed. As examples, the joint major in Economics and Commerce requires in upper division courses at least 25 hours in Economics and at least 26 in Commerce. The joint honors in Economics and Commerce requires at least 30 hours in Economics and at least 30 hours in Commerce. The recently approved joint major in PLP requires at least 45 upper division hours with specific discipline requirements. The joint major in S.A. has been approved with 40 upper division hours, with 20 in Sociology and 20 in Anthropology, whereas the joint honors in S.A. calls for at least 60 upper division hours with 32 in one of the disciplines and 28 in the other. The usual type of provision for preventing multiple credit count pertains in the same fashion as applies to double majors, major-minors, and similar combinations. The present paper on LAS calls for completion of the full major requirements for some of the related joint disciplines but not for each one of them. The general provision is for not less than 40 upper division hours with at least 20 in LAS and variations from 20 through 30 in the various related joint disciplines. A student who selects the joint major in LAS is entitled to have that officially recorded but the transcript will not reflect completion of a double major although the related joint discipline's full major might be completed. It was accepted that a number of minor adjustments to the paper are required for further consideration.

SIMON FRASER UNIVERSITY

MEMORANDUM

SCUS 79-60A
APPENDIX I

To Mr. H.M. Evans, Registrar and
Secretary, SCUS
Subject Canadian Studies Major Proposal

From Dr. Thomas W. Calvert, Dean
Faculty of Interdisciplinary Studies
Date 20 November 1979

This is to clarify the Canadian Studies Major proposal currently before SCUS. A motion for the approval of the proposal previously distributed (SCUS 79-60A) has been moved and seconded. This proposal requires that all students complete French courses up to the equivalent of FREN 101 or FREN 111 to qualify for the major or joint major.

An amendment was moved and seconded which would have the effect of waiving the French requirement for an initial three year period; after three years the waiver would be reviewed in accordance with the procedures approved by the Canadian Studies Steering Committee on 31 October 1979 (copy attached). The intent is that the review will be carried out in the summer of the third year of operation of the major so that any change recommended could be acted on for inclusion in the calendar for the fifth year. A copy of the major proposal which would result if the amendment is passed is attached. Note the following:

- (1) The distribution requirements have been increased by two courses and one area for those who do not complete the two courses in the French requirement; also those not qualifying in French must include one course in French-Canadian literature in translation (FREN 341).
- (2) A footnote has been added to inform students of the intent that, subject to review, a French requirement may be made mandatory in the fifth year of the program.

As the mover of the amendment, I want to emphasize that the norm for all students in the major will continue to be a working knowledge of French. I certainly hope that we can work towards making this mandatory. However, in the interim, until students entering university from B.C. high schools and colleges have a better preparation in French, I believe that a mandatory French requirement would have the effect of denying the Canadian Studies major to many students who could benefit from it. In coming to this position I have been quite impressed by the evidence on this topic summarized by Dr. Copes in a memo circulated to SCUS.


Thomas W. Calvert, Dean

TWC:jk

cc: Dr. P. Copes
Dr. J. Dickinson

THE CENTRE FOR CANADIAN STUDIES

The purpose of the Centre for Canadian Studies is to promote the study and understanding of Canada from a comprehensive cultural, social, political and economic perspective, emphasizing both historical context and contemporaneous development. The Centre aims at utilizing to the fullest extent possible those programs developed by the academic departments of Simon Fraser University that contain relevant Canadian subject matter. While striving to avoid duplication of the effort of the regular departments in their respective subject areas, the Centre does offer directly a limited amount of course work of an interdisciplinary character this is designed to integrate knowledge drawn from several relevant disciplines.

For students with a predominant interest in Canadian Studies a full major and honours program in Canadian Studies is provided. However, the Centre seeks also to accommodate students who retain a primary interest in one of the regular disciplines. Such students are encouraged to enrol in a joint major or honours program, combining specialization in the department of their choice with complementary work in Canadian Studies.

Of critical importance in the Canadian experience is the existence and interaction of two mainstream cultures; one with an English and the other with a French linguistic base. The Canadian Studies curriculum emphasizes the importance of acquiring a knowledge of the French language in order to broaden access to relevant materials and deepen understanding of the total Canadian environment. To qualify for honours in Canadian Studies, students are required to be functionally bilingual. The curriculum

for the major in Canadian Studies includes as a norm a working knowledge of French, though an option is available without this requirement. The Centre also offers two special programs with a French emphasis: a Bilingual Program and a French Canadian Studies Certificate Program. These programs may be taken concurrently with, and in conjunction with, specialization in Canadian Studies at the honours, major or minor level. Also, they may be taken independent of such specialization. Details are given at the end of the Canadian Studies entry in this calendar.

Requirements for a B.A. with a Major in Canadian Studies

Students may qualify for a B.A. degree with a major in Canadian Studies in the Faculty of Interdisciplinary Studies. Students should consult Sections 1.3 and 6.4 of this calendar regarding the applicable general degree requirements. The particular requirements that must be met for the B.A. degree with a major in Canadian Studies are as follows:

Lower Division Requirements as Prerequisites

Students must complete CN.S 160-3, CN.S 210-3, CN.S 280-3 and HIST 102-3. They must also demonstrate a working knowledge of French, unless exempted by the completion of alternative courses listed in the distribution requirements (see below). For purposes of this section a working knowledge of French is determined by completion of FREN 101-3 or FREN 111-3, or by prior qualification equivalent to either of these courses, or by passing a placement exam at this level (see section on French Language Training below).

Upper Division Requirements for the Major in Canadian Studies

Students must complete CN.S 490-3, at least three other CN.S courses

in the 300 or 400 division and 18 additional credit hours in upper division courses carrying Canadian Studies credit. No more than 12 credit hours of this requirement may be met through courses taken from the curriculum of any single department or program other than Canadian Studies.

Distribution Requirements

To ensure adequate breadth of knowledge regarding Canada, students must complete at least eight of the courses listed below in this section. These must include one or more courses from at least five groups listed. Students will be exempted from the French language requirements stated above (see Lower Division Requirements) if they complete at least ten of the courses listed in this section, including at least one from six of the groups listed, provided that FREN 341-3 (French Canadian Literature in Translation - taught in English) is taken as one of the ten courses.*

The courses and groups are as follows:

History and Prehistory: ARC. 223-3, HIST 101-3, HIST 423-3, HIST 424-3, HIST 428-3.

Government and Politics: POL. 121-3, POL. 221-3, POL. 222-3, POL. 324-3.

Society: S.A. 100-4, S.A. 300-4, S.A. 401-4.

The Economy: ECON 101-3, ECON 353-5, ECON 390-3.

Geography: GEOG 262-3, GEOG 462-5, GEOG 469-5.

English Canadian Literature: ENGL 221-3, ENGL 356-4, ENGL 358-4, ENGL 360-4.

French Canadian Literature: FREN 230-3, FREN 341-3, FREN 430-3, FREN 431-3.

The Legal System: CRIM 135-3, ECON/COMM 293-3, POL. 151-3.

In order to retain a broad perspective in their studies, students are expected to take at least 12 credit hours in courses that do not qualify for Canadian Studies credit.

* The option with a French language exemption will be in effect for students who declare a Canadian Studies major before September 1985. In September 1985, the full French language requirement will be put in effect for students declaring a major in Canadian Studies (or joint major) after that date.

Requirements for Honours

Students may qualify for a B.A. degree with honours in Canadian Studies in the Faculty of Interdisciplinary Studies. Students should consult Sections 1.3 and 6.4 of this calendar regarding the general university requirements that apply to the honours degree.

To qualify for honours in Canadian Studies, students must take the same lower division courses and meet the same distribution requirements that apply to the major in Canadian Studies, as shown above, and must also complete HIST 101-3, POL. 221-3 and POL. 222-3.

In upper division honours students must complete CN.S 490-3, CN.S 491-3, CN.S 495-3, at least two other CN.S courses in the 300 or 400 division and 33 additional credit hours in upper division courses carrying Canadian Studies credit. No more than 18 credit hours of this requirement may be met through courses taken from the curriculum of any single department or program other than Canadian Studies.

French Language Requirements

Honours students in Canadian Studies must demonstrate functional bilingual (English/French) proficiency. This corresponds to completion of FREN 202 at Simon Fraser University. Details regarding level of entry and course challenge procedures are given below in the section on French Language Training.

Requirements for a Minor

Students may qualify for a minor in Canadian Studies by completing 9 hours of Canadian Studies lower division courses as prerequisites and 15 upper division credit hours in Canadian Studies. The courses must include

two of CN.S 160-3, CN.S 210-3, and CN.S 280-3 and at least one CN.S course in the 300 or 400 division. Students taking the Canadian Studies minor in conjunction with a major in another department or program may not count any Canadian content course offered by that department or program as part of their Canadian Studies minor requirement. It is recommended that students acquire a working knowledge of French.

Joint Programs

There are two ways by which students may obtain recognition for a full degree program with specialization in both Canadian Studies and another subject. One method is to complete a double major (see above, Section 1.3 of this calendar). For this a student must meet all of the requirements for a major in Canadian Studies and for a major in the other subject separately. In that case no course may be counted towards the total specialized credit requirements of both subjects. Therefore a total of approximately 60 credit hours of upper division work (30 credit hours in each) will be required for the double major.

An alternative approach is to qualify for a joint major or joint honours in Canadian Studies and another subject. In this case, also, a student must meet all of the requirements for a major in Canadian Studies and a major (or honours) in the other subject. However, some courses that are common to the curriculum of Canadian Studies and the other subject may be counted towards the requirements of both. In other words, the joint majors or joint honours degree recognizes the overlap of Canadian Studies and the other subject. Indeed, in order to provide for an appropriate integration of the two components in the joint major or honours degree, the student will be required to complete certain key courses in the over-

lap area that are particularly important to the interrelation of Canadian Studies and the other subject area.

Joint Major Requirements

The student must complete all of the special requirements both for a major in Canadian Studies and for a major in the other subject concerned. Any lower division course that counts towards the separate requirements for Canadian Studies and for the other subject, may be counted towards both. Up to 12 hours of upper division courses that are available for credit in both Canadian Studies and the other subject may be counted towards the upper division credit requirements of both. A joint major in Canadian Studies and another subject that also specifies 30 upper division credit hours will therefore require a total of 48 upper division credit hours in the two subjects (30 Canadian Studies plus 30 in the other subject minus 12 overlap).

Joint major programs with Canadian Studies are available for the subjects shown below. In each case, key courses are listed, which students are required to complete in areas of common interest to Canadian Studies and the subject concerned.

It may be noted that with respect to Economics and Commerce there are three possible joint major combinations with Canadian Studies; one with Commerce, one with Economics and one with Economics and Commerce combined. To qualify for the last of these three combinations, a student must meet all of the requirements for the major in Economics and Commerce as well as those for the major in Canadian Studies. Allowing for the overlap of 12 credit hours of upper division courses between Canadian Studies on the one hand and Economics and Commerce on the other, the total upper division credit requirement for the joint major in Canadian Studies and Economics

and Commerce is 69 hours (30 Canadian Studies plus 25 Economics plus 26 Commerce minus 12 overlap with Canadian Studies).

Similarly, there are three possible joint major combinations of Canadian Studies with Sociology and Anthropology. The total upper division credit requirement for the joint major in Canadian Studies and Sociology and Anthropology is 58 hours (30 Canadian Studies plus 20 Sociology plus 20 Anthropology minus 12 overlap).

Anthropology

Required key courses: S.A. 100-4, S.A. 401-4, plus one of S.A. 486-4, S.A. 487-4, S.A. 488-4, S.A. 489-4 and S.A. 494-4.

Archaeology

Required key courses: ARC. 223-3, plus two of ARC. 360-5, ARC. 475-5 and ARC. 476-5.

Commerce

Required key courses: COMM 293-3, COMM 393-3 and COMM 397-5.

Communication

Required key courses: CMNS 230-3, CMNS 333-3, CMNS 336-3, CMNS 437-5 and FREN 101-3 or FREN 111-3.

Criminology

Required key courses: CRIM 131-3, CRIM 135-3, CRIM 230-3, CRIM 231-3, CRIM 330-3 and CRIM 335-3.

Economics

Required key courses: ECON 293-3, ECON 353-5, ECON 390-3 plus one of ECON 310-3, ECON 381-3, ECON 386-5 and ECON 397-5.

Economics and Commerce

Required key courses: ECON/COMM 293-3, ECON 353-3, ECON 390-3, COMM 393-3, ECON/COMM 397-5, plus one of ECON 310-3, ECON 381-5 and ECON/COMM 386-5.

English

Required key courses: ENGL 221-3, ENGL 354-4, ENGL 356-4, and ENGL 358-4.

Geography

Required key courses: GEOG 262-3, GEOG 462-5, plus one of GEOG 469-5 and GEOG 470-5.

History

Required key courses: HIST 101-3, HIST 102-3, HIST 429-3; plus one of HIST 210-3 and HIST 432-3; plus one of HIST 423-3, HIST 424-3 and HIST 428-3.

Political Science

Required key courses: POL. 121-3, POL. 221-3, POL. 222-3, POL. 321-3, POL. 324-3 and POL. 451-3.

Sociology

Required key courses: S.A. 100-4, S.A. 300-4 and S.A. 401-4.

Sociology and Anthropology

Required key courses: S.A. 100-4, S.A. 300-4, S.A. 401-4 plus one of S.A. 486-4, S.A. 487-4, S.A. 488-4, S.A. 489-4 and S.A. 494-4.

Joint Honours Requirements

The student must complete all of the special requirements for a major in Canadian Studies and for honours in the other subject concerned. Any lower division course that counts towards the separate requirements for Canadian Studies and for the other subject, may be counted towards both. Up to 15 hours of upper division courses that are available for credit in both Canadian Studies and the other subject may be counted towards the upper division credit requirements of both. Joint honours in Canadian Studies and another subject that requires 50 upper division credit hours

will therefore require a total of 65 upper division credit hours in the two subjects (30 Canadian Studies plus 50 in the other subject minus 15 overlap). For joint honours in Canadian Studies and Economics and Commerce, 75 upper division credit hours are required (30 Canadian Studies plus 30 Economics plus 30 Commerce minus 15 overlap with Canadian Studies). For joint honours in Canadian Studies and Sociology and Anthropology also 75 upper division credit hours are required (30 Canadian Studies plus 28 Sociology plus 28 Anthropology plus 4 additional Sociology or Anthropology minus 15 overlap with Canadian Studies).

To qualify for joint honours the student must also complete the key overlap courses specified above for the joint major in Canadian Studies and the other subject concerned. The French language qualification specified above for the honours program in Canadian Studies must also be met.

French Language Training

Students in Canadian Studies are strongly encouraged to advance their competence in French. To develop speaking and writing ability students are advised to follow courses in the 100-200 Series A shown below. Students wishing to acquire only a reading knowledge of French should register in the 100 Series B courses.

Series A: FREN 100-3 For complete beginners.

FREN 101-3 Usually for students with French 11 from high school.
Oral skills are stressed.

FREN 151-3 Usually for students with French 12 from high school.

FREN 201-3 Training in speaking, understanding and reading.

FREN 202-3 Reading and writing skills are stressed in addition to oral skills.

FREN 205-1 French conversation.

FREN 206-3 Emphasis on the development of writing skills.

Series B: FREN 110-3 Reading of French. No previous knowledge of French required.

FREN 111-3 Reading of French; continues the work of 110-3.

To determine their level of entry in the French language program, at Simon Fraser University, students must take a placement test in the Department of Languages, Literatures and Linguistics. Students may challenge FREN 151, 201, 202, and 206 (see Section 5.5 course challenge).

DESCRIPTION OF COURSES CARRYING CANADIAN STUDIES CREDIT

There are two categories of courses that carry credit in the Canadian Studies Program. One category comprises "internal" courses taught directly within the Canadian Studies Program under the designation "CN.S". These are multidisciplinary and special topics courses that are unique to the Program. The other category comprises courses of predominantly Canadian content that are offered by various other departments and programs in the University, and that are specifically recognized as part of the curriculum of the Canadian Studies Program.

"Internal" Canadian Studies Courses (CN.S)

CN.S 160-3 The Social Background of Canada

A study of the development of Canadian society, from an integrated sociological, anthropological, political and economic perspective. The historical foundations of linguistic duality and multicultural ethnic diversity will be emphasized.

(Lecture/Tutorial)

CN.S 210-3

Foundations of Canadian Culture

An introductory study of cultural development in Canada, drawing upon materials from history, literature, the fine arts and communication. The historical foundations of linguistic duality, the background of ethnic diversity, and the manifestations of regional particularism will be stressed.

(Lecture/Tutorial)

CN.S 280-3

Canadian Political Economy

An introductory study of the Canadian society and state, from an integrated political and economic perspective. Account will be taken of historical forces, geographical circumstances and the social and cultural environment. Particular attention will be focused on English-French duality and the separatist phenomenon; on federal-provincial relations and the degree of centralization; on regionalism and economic development policies; and on regional disparities and equalization measures.

(Lecture/Tutorial)

CN.S 350-3

The Francophones Outside Quebec

This course will examine the origins and evolution of Canada's French speaking population outside Quebec, with particular emphasis upon their changing legal status since Confederation and their demographic and political positions today.

Prerequisite: HIST 102-3

(Lecture/Tutorial)

CN.S 390-3/391-3 Special Canadian Topics

This course is designed to provide for an intensive exploration of particular topics that illustrate aspects of the Canadian reality. The course will be taught by instructors who have a special interest and competence in respect of the topics they are presenting. Usually the topics will be studied from an interdisciplinary perspective. Topics will be varied regularly. A student may take two courses, covering different topics, under this rubric for separate credit. On the first occasion the course will appear on the student's transcript as CN.S 390-3 and on the next as 391-3.

Prerequisite: At least 60 credit hours.

(Lecture/Tutorial)

~~*CN.S 450-3~~~~Quebec Since 1960~~

~~This course will focus on developments in Quebec set in motion by the "Quiet Revolution". It will examine political, economic, cultural and social changes since 1960.~~

~~Prerequisite: At least 60 credit hours.~~~~(Seminar)~~

~~be dropped if and
when Senate approves
POL. 424-3.~~

CN.S 490-3/491-3 Canadian Interdisciplinary Seminar

An interdisciplinary seminar focusing on selected themes pertinent to Canada. Presentations will be given by Canadian Studies faculty, by visiting scholars, and by participating students. A student may take two courses, covering different themes, under this rubric for separate credit. On the first occasion the course will appear on the student's transcript as CN.S 490-3 and on the next as CN.S 491-3.

Prerequisite: At least 60 credit hours.

(Seminar)

CN.S 495-5 Canadian Studies Honours Essay

An essay required of each honours student in Canadian Studies, based on a substantial interdisciplinary research effort by the student under the supervision of Canadian Studies faculty in the appropriate disciplines. A paper based on the essay must be presented in a Canadian Studies seminar.

Prerequisite: Registration as honours student in Canadian Studies.

(Independent Study)

"RECOGNIZED" COURSES FROM OTHER DEPARTMENTS AND PROGRAMS

With respect to some of the courses listed below the extent of Canadian content may vary widely, depending on the instructor and the specific emphasis given in a particular semester. As indicated, these course may be taken for Canadian Studies credit only with the express approval of the Director of the Canadian Studies Program.

From time to time additional courses in the various departments may be approved for Canadian Studies credit and others now included in the list may be dropped. Full information may be obtained from the Director.

Students should consult the relevant departmental sections of the calendar with regard to prerequisites for the courses listed. They should see departmental advisors for advice on transfer credit from regional colleges and other universities in respect of any of these courses.

<i>ECON 353-5</i>	<i>Economic History of Canada</i>
ECON 381-5	Labour Economics
ECON/COMM 386-5	Industrial Relations
ECON 390-3	Canadian Economic Policy
COMM 393-3	Commercial Law
ECON/COMM 397-5	Government and Business (with approval of Centre Director)
ECON 480-3	Seminar in Employment and Social Security Policy
ECON/COMM 498-3	Directed Studies (with approval of Centre Director)

Department of English

ENGL 221-3	Canadian Literature
ENGL 354-4	Canadian Poetry and Prose, Beginnings to 1920
ENGL 356-4	Canadian Prose of the Twentieth Century
ENGL 358-4	Canadian Poetry of the Twentieth Century
ENGL 360-4	Topics in Canadian Literature

Department of Geography

GEOG 262-3	Canada
GEOG 322-3	Geography of Primary Activities
GEOG 323-3	Geography of Manufacturing
GEOG 385-3	Agricultural Geography
GEOG 421-5	Geography of Resource Development
GEOG 444-5	Regional Planning II
GEOG 445-5	Rural Planning
GEOG 462-5	Canada
GEOG 469-5	The North American "Middle North"
GEOG 470-5	The Geography of Western Canada

Department of History

HIST 101-3	Canada to Confederation
HIST 102-3	Canada Since Confederation
HIST 201-3	The History of Western Canada
HIST 385-3	The History of Art in British Columbia and Canada
HIST 423-3	Problems in Diplomatic and Political History of Canada
HIST 424-3	Problems in the Cultural History of Canada
HIST 428-3	Problems in the Social and Economic History of Canada
HIST 429-3	French Canada
HIST 430-3	New France
HIST 431-3	British North America 1760-1850
HIST 432-3	Canadian West
HIST 434-3	Native History in Canada

Department of Languages, Literatures and Linguistics

FREN 230-3	Introduction to French-Canadian Literature
FREN 341-3	French-Canadian Literature in Translation
FREN 422-3	Canadian French
FREN 430-3	The French-Canadian Novel and Theatre
FREN 431-3	French-Canadian Poetry
FREN 480-2	Seminar I (with approval of Centre Director)
FREN 481-2	Seminar II (with approval of Centre Director)
LING 230-3	Amerindian I

Department of Political Science

POL. 121-3	The Canadian Polity
POL. 151-3	The Administration of Justice
POL. 152-3	Introduction to Urban Government and Politics
POL. 221-3	Introduction to Canadian Government
POL. 222-3	Introduction to Canadian Politics
POL. 251-3	Introduction to Canadian Public Administration
POL. 321-3	The Canadian Federal System
POL. 322-3	Canadian Political Parties

POL. 323-3	Provincial Government and Politics
POL. 324-3	The Canadian Constitution
POL. 351-3	Canadian Urban Government and Politics
POL. 356-3	Public Administration (Public Sector Management)
POL. 421-3	Canadian Foreign Policy
POL. 422-3	The Canadian Legal System
POL. 423-3	B.C. Government and Politics
POL. 424-3	Quebec Government and Politics
POL. 428-3	Selected Topics in Canadian Government and Politics I
POL. 429-3	Selected Topics in Canadian Government and Politics II
POL. 451-3	Public Policy Analysis
POL. 452-3	Government Regulation

Department of Sociology and Anthropology

S.A. 100-4	Aspects of Canadian Society
S.A. 140-4	Introduction to B.C. Ethnology
S.A. 300-4	Canadian Social Structure
S.A. 386-4	North American Native Peoples (with approval of Centre Director)
S.A. 394-4	Circumpolar Regions (with approval of Centre Director)
S.A. 396-4	Selected Regional Areas (with approval of Centre Director)
S.A. 401-4	Canadian Ethnic Minorities
S.A. 405-4	Labor in Canadian Society
S.A. 486-4	Indians of the Pacific Northwest
S.A. 487-4	Indians of the Eastern Woodlands and Plains
S.A. 488-4	Boreal Indian Groups
S.A. 489-4	Peoples of the Canadian Sub-Arctic
S.A. 490-4	British Columbia

S.A. 494-4

The Eskimo

S.A. 495-4

Selected Regional Areas (with approval of Centre Director)

Women's Studies Program

W.S. 201-3

Women in Canada 1600-1920

W.S. 202-3

Women in Canada 1920 to the present

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department: Canadian Studies

Abbreviation Code: CN.S Course Number: 160 Credit Hours: 3 Vector: 2-1-0

Title of Course: The Social Background of Canada

Calendar Description of Course: A study of the development of Canadian society, from an integrated sociological, anthropological, political and economic perspective. The historical foundations of linguistic duality and multicultural ethnic diversity will be emphasized.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions):

None

What course (courses), if any, is being dropped from the calendar if this course is approved: CN.S 001-3

2. Scheduling

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

Semester in which the course will first be offered? Fall 1980

Which of your present faculty would be available to make the proposed offering possible? I. Whitaker, P. Copes, N. Dyck, G. Teeple

3. Objectives of the Course

To develop a basic understanding of Canadian society from a multidisciplinary perspective.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual NIL

Space

Equipment

5. Approval

Date: 11/20/79

1 Nov 79

I. Whitaker
A/ Department Chairman

J. Labret
Dean

Chairman, SCUS

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

Calendar Description:

A study of the development of Canadian society, from an integrated sociological, anthropological, political and economic perspective. The historical foundations of linguistic duality and multicultural ethnic diversity will be emphasized.

Contents:

This course will examine the historical development of Canadian society, including the pattern of settlement and the growth of political institutions, especially the provincial system. The course will reflect the social understanding of community building and will focus attention on Canada's linguistic duality and ethnic diversity. The main characteristics of the culture, economy and life-style of the principal regions of Canada will be discussed and one or two of them analyzed in greater detail: e.g., Quebec and the Prairies.

It is anticipated that the course usually will be team-taught. Where available, faculty with multidisciplinary competence will be utilized.

Sample Lecture Schedule:

- Week (1) Demographical Development of Canada: Historical Perspectives.
 (2) The Constitutional and Political Framework for Social Development.
 (3) Regionalism: Socio-economic and Political Implications.
 (4), (5) and (6) Detailed Examination of One Region in Terms of Social Structure, Cultural Life-style and Political Development.
 (7), (8) and (9) Ditto for Another Region.
 (10) The Ethnic Mosaic.
 (11) and (12) Aspects of Socio-political Development.

Sample Readings:

Basic texts will include:

- Blishen, et al., Canadian Society.
 Forcese and Richer, Issues in Canadian Society.
 Mann, Canada: A Sociological Profile.
 Kubat and Thornton, A Statistical Profile of Canadian Society.
 Clark, Canadian Society in Historical Perspective.
 Forcese, The Canadian Class Structure.
 Ossenbergh, Canadian Society: Pluralism, Change and Conflict.

Additional readings pertaining to the specific regions under examination will be assigned.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department: Canadian Studies

Abbreviation Code: CN.S Course Number: 210 Credit Hours: 3 Vector: 2-1-0

Title of Course: Foundations of Canadian Culture

Calendar Description of Course: An introductory study of cultural development in Canada, drawing upon materials from history, literature, the fine arts and communication. The historical foundations of linguistic duality, the background of ethnic diversity, and the manifestations of regional particularism will be stressed.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions):

None

What course (courses), if any, is being dropped from the calendar if this course is approved: CN.S 200-3, 201-3, 202-3

2. Scheduling

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

Semester in which the course will first be offered? Spring 1981.

Which of your present faculty would be available to make the proposed offering possible? L. Kearns, D. Stouck, K. Mezei, J. Little, D. Cole, L. Salter

J. Viswanathan, G. Merler, E. Gibson, R. Lorimer, B. Truax

3. Objectives of the Course

To develop a basic understanding of Canadian culture from a multidisciplinary perspective.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library NIL

Audio Visual

Space

Equipment

5. Approval

Date: 12/20/79

1 Nov 79

Lawrence
A/Department Chairman

J. W. Bolner
Dean

Chairman, SCUS

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

Calendar Description:

An introductory study of cultural development in Canada, drawing upon materials from history, literature, the fine arts and communication. The historical foundations of linguistic duality, the background of ethnic diversity, and the manifestations of regional particularism will be stressed.

Contents:

The course will explore the recurring experiences, myths and obsessions of Canadians. A thematic approach will be used to integrate material. Possible themes include: landscape, nationalism, regionalism, the north, mythologies.

The course is designed to be team-taught, utilizing faculty with multi-disciplinary competencies where available.

A bank of materials, topic outlines and readings for the course will be developed and continuously updated. Course co-ordinators will select suitable combinations herefrom in relation to faculty availability in any particular semester.

The course would seek to explore integrative relationships. An example would be the relationship between travel literature (Jesuit Relations, the journals of Simon Fraser or David Thompson) and modern documentary poems, theatre, dance, film and music. Others would be between pioneer literature (Roughing it in the Bush, Backwoods in Canada, Maria Chapdelaine) and modern counterparts (Surfacing, Journals of Susanna Moodie, A Season in the Life of Emmanuel, La Guerre, Yes Sir!, The Grandfathers, along with films like "La Vrai Nature de Bernadette"). Relationships would also be explored, for instance, among the landscape painters of the 19th century, the Group of Seven, Emily Carr, Toni Onley, Jack Shadbolt and Ron Bloore; and among Donald Creighton, Harold Innis and Marshall McLuhan, supplemented or contradicted by appropriate historical material.

Sample Readings:

M. Atwood, Survival.

S. Moodie, Roughing it in the Bush, or Hémon's Maria Chapdelaine, or Guévremont's The Outlander.

Atwood, Surfacing, or Blais' A Season in the Life of Emmanuel.

C.P. Traill, Backwoods of Canada.

M. Laurence, The Diviners, Roch Carrier, La Guerre, Yes Sir!

Poems on Reserve: The Confederation Poets, Poètes du Terroir, Nelligan, E.J. Pratt, A.J.M. Smith, F.R. Scott, J.A. Loranger, A. DesRochers, Saint-Denys-Garneau, A. Grandbois, Atwood, A. Purdy, P. Chamberland, G. Miron, R. Giguère.

G.M. Grant, Picturesque Canada, or Scott Symons, Heritage, or Barry Lord The History of Painting in Canada.

Dennis Reid, The Concise History of Canadian Painting.

W.L. Morton, The Canadian Identity.

S. Crean, Who's Afraid of Canadian Culture.

P. Buitenhuis, CBC tapes on WWI propoganda.

W.H. Kesterton, A History of Journalism in Canada.

M.P. Hindley, G. Martin, and J. McNulty, The Tangled Net.

P. Rutherford, The Making of the Canadian Media.

M. McLuhan, The Medium is the Message (Recording), The Mechanical Bride.

Sample Lecture Schedule:

Introduction	Week (1) <u>Survival</u>	Innis
	(2) Creighton	Art history
The Pioneer Experience 1600-1900	(3) <u>Roughing it in the Bush</u>	History
	(4) <u>Maria Chapdelaine</u> or <u>The Outlander</u>	<u>Heritage</u> or <u>Picturesque Canada</u>
	(5) Information in a pioneer society (Rutherford and Kesterton)	
The Struggle for Identity 1900-1945	(6) Poems from English Canada	Poems from French Canada
	(7) The Group of Seven, Paul-Emile Borduas	History
	(8) The Beginnings of Canadian Broadcasting (Hindley and Crean)	
The Modern Experience 1945-	(9) <u>Surfacing</u>	History
	(10) Marie Claire Blais	Art
	(11) Music	Dance
	(12) McLuhan	

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department: Canadian Studies

Abbreviation Code: CN.S Course Number: 280 Credit Hours: 3 Vector: 2-1-0

Title of Course: Canadian Political Economy

Calendar Description of Course: An introductory study of the Canadian society and state, from an integrated political and economic perspective. Account will be taken of historical forces, geographical circumstances and the social and cultural environment. Particular attention will be focused on English-French duality and the separatist phenomenon; on federal-provincial relations and the degree of centralization; on regionalism and economic development policies; and on regional disparities and equalization measures.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions):

None

What course (courses), if any, is being dropped from the calendar if this course is approved: CN.S 200-3, CN.S 201-3, CN.S 202-3

2. Scheduling

How frequently will the course be offered? Once or twice per year

Semester in which the course will first be offered? Fall 1980.

Which of your present faculty would be available to make the proposed offering possible? P. Copes, M. Lebowitz, R. Schwindt, J. Dean, A. Goddard, J. McCallum

3. Objectives of the Course

To develop a basic understanding of the political economy of Canada.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

NIL

Audio Visual

Space

Equipment

5. Approval

Date: 17 Dec 79

1 Dec 79

Amurta Baker

Seibert

Department Chairman

Dean

Chairman, SCUS

Calendar Description

An introductory study of the Canadian society and state, from an integrated political and economic perspective. Account will be taken of historical forces, geographical circumstances and the social and cultural environment. Particular attention will be focused on English-French duality and the separatist phenomenon; on federal-provincial relations and the degree of centralization; on regionalism and economic development policies; and on regional disparities and equalization measures.

General Contents

To a greater extent than is possible within departmental courses, this course will attempt to integrate political and economic analysis. It will provide students with considerable detail on the political and economic institutions of Canada.

The course will introduce key ideas and themes (e.g. staple-based economic development, nationalism, regionalism) in an opening historical survey of Canadian development since Confederation. Specific contemporary issues will then be explored: role of the federal and provincial state, regionalism, industrial structure and foreign ownership, Quebec nationalism, significance of natural resource industries. In conclusion the course will attempt to introduce more general theories of the federal state.

Sample Lecture Schedule and Readings:

Week	Topic
(1)-(4)	Survey of Canadian historical development post-Confederation

economic and political causes of Confederation (including discussion of regional conflicts that necessitated a federal constitution), National Policy, the wheat boom as illustration of staple-led economic development (introduction to debate over its significance), historical trends in foreign ownership, rise of provincial governments and "executive federalism"

Sample references:

- W.T. Easterbrook & M.H. Watkins (eds.), Approaches to Canadian Economic History
 V.C. Fowke, The National Policy and the Wheat Economy
 G.K. Helleiner, International Trade and Economic Development
 A.R.M. Lower, Colony to Nation
 W.A. Mackintosh, The Economic Background of Dominion-Provincial Relations
 D. Smiley (ed.), The Rowell-Sirois Report

- Week Topic
- (5)-(6) Nationalism and regionalism in Canadian politics
- oscillation in Canadian politics between centrifugal and centripetal tendencies, with particular emphasis upon evolution of Western Canadian politics; illustration of this oscillation by reference to trends in constitutional interpretation
- Sample references:
- A.C. Cairns, "The Judicial Committee and its Critics"
G. Grant, Lament for a Nation
W.R. Lederman (ed.), The Courts and the Canadian Constitution
J.P. Meekison (ed.), Canadian Federalism: Myth or Reality
M. Robin (ed.), Canadian Provincial Politics
P.H. Russell (ed.), Leading Constitutional Decisions
- (7) Regional economic structure
- discussion of trends in regional economic development within Canada: industrial structure; changes in regional income, productivity and population; alternative regional development policies
- Sample references:
- Living Together: A Study of Regional Disparities, Economic Council
People and Jobs: A Study of the Canadian Labour Market, Economic Council
P. Phillips, Regional Disparities
- (8) Natural resources
- the significance of various primary industries to the Canadian economy; problems of management and rate of development; distribution of economic rent among potential claimants; discussion of particular cases (eg. forestry, oil, fishing, Arctic resources)
- Sample references:
- T. Berger, The Report of the Mackenzie Valley Pipeline Inquiry
P. Copes, "Canadian Fisheries Problems: Economic Waste and Social Want," in Chant (ed.), Canadian Perspectives in Economics
E.W. Erickson & L. Waverman, The Energy Question: An International Failure of Policy
E. Kierans, "Report on Natural Resources Policy in Manitoba"
G.C. Watkins & M. Walker (eds.), Oil in the Seventies
- (9) Industrial structure and foreign ownership:
- problems of Canadian manufacturing structure and the debate over the impact of foreign ownership

Week

Topic

Sample references:

J.N.H. Britton & J.M. Gilmour, The Weakest Link: A Technological Perspective on Canadian Industrial Underdevelopment

H.G. Johnson, The Canadian Quandary

K. Levitt, Silent Surrender

K.S. Palda, The Science Council's Weakest Link

(10)

Role of the state

the role of the state as entrepreneur; rise of provincial governments; debate over the beneficence or malevolence of state intervention

Sample references:

H.G.J. Aitken, "Defensive Expansion: The State and Economic Growth in Canada"

A. Breton, "The Economics of Nationalism"

(11)

Quebec nationalism

history of Quebec nationalism, particularly since 1960; linguistic policy issues; the economic implications of alternative constitutional proposals

Sample references:

P. Fréchette et al., L'Economie du Québec

D. Kwasnick (ed.), The Tremblay Report

E. McWhinney, Quebec and the Constitution 1960-1978

D. Posgate & K. McRoberts, Quebec: Social Change and Political Crisis

"Sovereignty-Association: The Contradictions," Government of Canada

(12)-(13)

Theory of a federal state

having surveyed past Canadian development and contemporary issues, the course should conclude with a discussion of more general theories of federalism and the appropriate evolution of Canadian constitutional arrangements

Sample references:

D. Auld et al., Canadian Confederation at the Crossroads

J.L. Pepin & J.P. Robarts, A Future Together

D. Smiley, Canada in Question: Federalism in the Seventies

P.E. Trudeau, Federalism and the French Canadians

K.C. Wheare, Federal Government

L. Panitch (ed.), The Canadian State

NEW COURSE PROPOSAL FORM

1. Calendar description Department: Canadian Studies
 Abbreviation: CN.S Course Number: 350-3 Credit Hours: 3 Vector: 2-1-0
 Title of course: The Francophones Outside Quebec

Calendar description of Course: This course will examine the origins and evolution of Canada's French speaking population outside Quebec, with particular emphasis upon their changing legal status since Confederation and their demographic and political positions today.

Nature of course: Lecture/Tutorial
 Prerequisites (or special instructions):
HIST 102-3

What course (courses), if any, is being dropped from the calendar if this course is approved: CN.S 400-5, CN.S 401-5

2. Scheduling

How frequently will the course be offered? Once per year.
 Semester in which the course will first be offered? Spring 1981
 Which of your present faculty would be available to make the proposed offering possible? J. I. Little

Objectives of the Course

To acquaint students with the position of Canada's francophone population outside Quebec, emphasizing the strategic linguistic and political position they occupy in contemporary Canada.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:
 Faculty
 Staff
 Library
 Audio Visual NIL
 Space
 Equipment

5. Approval

Date: 17 Nov 79
L. Whitaker P. Robert
 Department Chairman Dean Chairman, SCUS

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

Calendar Description:

This course will examine the origins and evolution of Canada's French speaking population outside Quebec, with particular emphasis upon their changing legal status since Confederation and their demographic and political positions today.

Contents:

The most serious problem facing Confederation has traditionally been its linguistic-cultural identity. Guarantees for French Canadians in Quebec were taken for granted in 1867, but their status elsewhere was much less clearly defined. As a result, the French-speaking minorities outside Quebec have had to struggle for survival in the face of provincial legislation which gradually removed their official educational and linguistic privileges. With the growing threat of Quebec separation in the sixties, many English Canadians suddenly realized that the continued existence of these minorities was one of the strongest guarantees for keeping Canada united. National attention has subsequently been lavished upon them, to the point that they sometimes seem to be pawns in a struggle over which they have very little control.

This course will examine the origins of the French Canadian minorities, the nature of the cultural guarantees in the B.N.A. Act, the subsequent erosion of religious and linguistic rights, the demographic, political and social-economic evolution of the French speaking minorities since 1867, and their chances for survival in the future.

Sample Lecture Schedule:

- Week (1) Introduction of Course.
(2) and (3) Evolution of French Canadian minorities in the Maritimes, Upper Canada, and the North-West to Confederation.
(4) Legal Status under the B.N.A. Act and Manitoba Act.
(5) and (6) Erosion of Legal Status: New Brunswick School Question, Manitoba School Question, North-West Autonomy Bills, Ontario School Question.
(7) Subsequent Evolution of Legal Status to 1968.
(8) B. and B.: History of the Commission.
(9) B. and B.: Findings of the Commission.
(10) to (13) Subsequent Developments: Province by Province.

Sample Readings:

- Robert Choquette, Language and Religion: A History of English-French Conflict in Ontario.
- Lovell Clark (Ed.), The Manitoba School Question.
- Manoly Lupul, The Roman Catholic Church and the North-West School Question.
- Paul Crunican, Priests and Politicians: Manitoba Schools and the Election of 1896.
- R. Craig Brown (Ed.), Minorities, Schools and Politics.
- C.B. Sissons, Church and State in Canadian Education.
- Ramsey Cook, Provincial Autonomy: Minority Rights and the Compact Theory, 1867-1921.
- N.E.S. Griffiths, The Acadian Deportation.
- N.E.S. Griffiths, The Acadians: Creation of a People.
- M.D. Johnson, Apôtres on Agitateurs: La France Missionnaire en Acadie.
- J.B. Brebner, New England's Outpost.
- Robert Rumily, Histoire des Acadiens.
- Marguerite Michaud, La Reconstruction Francoise en Nouveau-Brunswick.
- Marcel Girard, Le Metis Canadien.
- G.F.G. Stanley, The Birth of Western Canada.
- J.R. Stewart, French Canadian Settlement in British Columbia (thesis).
- A.I. Silver, "French Canada and the Prairie Frontier, 1870-1890", CHR, Vol. 50, 1969, pp. 11-36.
- G.F.G. Stanley, "French and English in Western Canada", in Mason Wade (Ed.), Canadian Dualism.
- J.I. Little, "New Brunswick Reaction to the Manitoba Schools Question", Acadiensis, Vol. 1, No. 2, 1976, pp. 43-58.
- D.J. Hall, "A Divergence of Principle: Clifford Sifton, Sir Wilfrid Laurier and the North-West Autonomy Bills, 1905", Laurentian University Review, Vol. 7, 1974, pp. 3-24.
- R. Heintzman, "The Spirit of Confederation: Professor Creighton, Biculturalism and the Use of History", CHR, Vol. 52, 1971, pp. 245-274.
- D. Creighton, "The Use and Abuse of History", JCS, Vol. 1, 1966.
- D.G. Cartwright, "Institutions in the Frontier: French Canadian Settlement in Eastern Ontario in the Nineteenth Century", Cdn. Geographer, Vol. 21, 1977, pp. 1-21.
- B.W. Hodgins, "Unconventional Priest of the North: Charles Paradis, 1848-1926", in W.H. Heick and K. Graham (Eds.), His Own Man.
- R. Painchaud, "French Canadian Histography and Franco-Catholic Settlement in Western Canada, 1870-1915", CHR, Vol. 59, 1978, pp. 447-466.
- D.G. Cartwright, "Ecclesiastical Territorial Organization and Institutional Conflict in Eastern and Northern Ontario, 1840-1910", CHA, Historical Papers, 1978, pp. 176-199.
- S.D. Clark, "The Position of the French Speaking Population in the Northern Industrial Community", in R.J. Ossenberg (Ed.), Canadian Society.
- L.G. Thomas, "The Umbrella and the Mosaic: The French-English Presence and the Settlement of the Canadian Prairie West", in J.A. Carroll (Ed.), Reflections.

- F.G. Vallée, and N. Sculhan, "The Viability of French Groupings outside Quebec", in M. Wade (Ed.), Regionalism.
- R.J.A. Ruel, "French Speaking Bishops and the Cultural Mosaic in Western Canada", in R. Allen (Ed.), Religion and Society.
- A.I. Silver, "French Quebec and the Métis Question, 1869-1885", in C. Berger, and R. Cook, The West and the Nation.
- M. Jackson, "Une Minorité Ignorée: Les Franco-Canadiens de la Saskatchewan", JCS, Vol. 7, 1972, pp. 1-20.
- K.A. McLeod, "Politics, Schools and the French Language, 1881-1931", in N. Wood (Ed.), Politics in Saskatchewan.
- E.J. Hart, "The Emergence and Role of the Elite in the Franco-Albertan Community to 1914", in L.H. Thomes (Ed.), Essays on Western History.
- P.Y. Villeneuve, "Residential Location Problems in the French Canadian Community of Maillardville", in J.V. Menghi (Ed.), Peoples of the Living Land.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Department: Canadian Studies

Calendar Information

Abbreviation Code: CN.S Course Number: 390-3 Credit Hours: 3 Vector: 2-1-0
391-3

Title of Course: Special Canadian Topics

Calendar Description of Course: This course is designed to provide for an intensive exploration of particular topics that illustrate aspects of the Canadian reality. The course will be taught by instructors who have a special interest and competence in respect of the topics they are presenting. Usually the topics will be studies from an interdisciplinary perspective. Topics will be varied regularly. A student may take two courses, covering different topics, under this rubric for separate credit. On the first occasion the course will appear on the

Nature of Course Lecture/Tutorial

student's transcript as CN.S 390-3 and on the next as 391-3.

Prerequisites (or special instructions):

Minimum 60 semester hours.

What course (courses), if any, is being dropped from the calendar if this course is approved: CN.S 400-5, CN.S 401-5

2. Scheduling

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

Semester in which the course will first be offered? Spring 1981

Which of your present faculty would be available to make the proposed offering possible? Numerous associated faculty in Canadian Studies.

3. Objectives of the Course

To broaden student understanding of important Canadian phenomena by offering opportunities to study intensively special Canadian topics of contemporary interest.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

NIL

Audio Visual

Space

Equipment

5. Approval

Date: 17 Nov 79

1 Nov 79

Lamont
A/Department Chairman

Robert
Dean

Chairman, SCUS

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Canadian Studies

Abbreviation Code: CN.S Course Number: 490-3 Credit Hours: 3 Vector: 0-3-0
491-3

Title of Course: Canadian Interdisciplinary Seminar

Calendar Description of Course: An interdisciplinary seminar focusing on selected themes pertinent to Canada. Presentations will be given by Canadian Studies faculty, by visiting scholars, and by participating students. A student may take two courses, covering different themes, under this rubric for separate credit. On the first occasion the course will appear on the student's transcript as CN.S 490-3 and on the next as CN.S 491-3.

Nature of Course: Seminar

Prerequisites (or special instructions):

Minimum 60 semester hours.

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

CN.S 400-5, CN.S 401-5

2. Scheduling

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

Semester in which the course will first be offered? Fall 1980.

Which of your present faculty would be available to make the proposed offering possible? Numerous associated faculty in Canadian Studies.

3. Objectives of the Course

To develop in students a critical understanding of Canadian phenomena. To serve as a focus of student-faculty interaction in an interdisciplinary setting.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library NIL

Audio Visual

Space

Equipment

5. Approval

Date: 17 Nov 79 1 Nov 79

[Signature]

[Signature]

A/ Department Chairman

Dean

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

Department: Canadian Studies

1. Calendar Information

Abbreviation Code: CN.S Course Number: 495-5 Credit Hours: 5 Vector: 0-0-5

Title of Course: Canadian Studies Honours Essay

Calendar Description of Course: An essay required of each honours student in Canadian Studies, based on a substantial interdisciplinary research effort by the student under the supervision of Canadian Studies faculty in the appropriate disciplines. A paper based on the essay must be presented in a Canadian Studies seminar.

Nature of Course: Independent Study

Prerequisites (or special instructions):
Registration as honours student in Canadian Studies

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? Continuously
Semester in which the course will first be offered? Fall, 1981

Which of your present faculty would be available to make the proposed offering possible? Numerous associated faculty in Canadian Studies

3. Objectives of the Course

To develop interdisciplinary research and writing skills in Canadian Studies honours students.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual NIL

Space

Equipment

5. Approval

Date: 17 Nov 79 1 Nov 79

[Signature]

[Signature]

A/ 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

MEMORANDUM

SCUS 79-60A
APPENDIX II

To..... Members of SCUS

From..... P. Copes, Director,

..... Canadian Studies Program

Subject..... The French Language Question in the
..... Canadian Studies Curriculum Proposals

Date..... 20 November, 1979

The most controversial question concerning the Canadian Studies curriculum proposals, no doubt, is that of the place of French language instruction in the program. This question dominated the discussion of the Canadian Studies proposals at the SCUS meeting of 13 November. Undoubtedly, it will be discussed further at the meeting of 27 November.

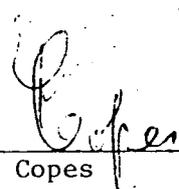
In order to assist members of SCUS in analyzing this question, I am attaching some relevant material that I have prepared. This material is divided over three documents as follows:

Document A: The Extent of French Content in the Canadian Studies Program

Document B: Academic Justification for Lack of an Absolute French Requirement

Document C: Viability Considerations and Development Strategy in Relation to a French Language Requirement

The essential point that the documents attempt to make is that the Canadian Studies Program strategy is to promote both a greater understanding of Canada and an increased ability for students to communicate with the two major Canadian language communities. The first objective can be achieved only if broad access to the Canadian Studies Program is maintained. Under present circumstances this precludes an absolute French language requirement. The second objective is pursued by giving more extensive and more attractive opportunities to study French Canada and to study in French than are available at any other anglophone Canadian university.



 P. Copes

PC/b1

Attachments

CANADIAN STUDIES PROGRAM

THE EXTENT OF FRENCH CONTENT IN THE CANADIAN STUDIES PROGRAM

The Canadian Studies Program has developed an integrated package of curriculum proposals consisting of three parts: (1) a general curriculum for a Major/Honours/Joint Majors/Joint Honours in Canadian Studies; (2) a Bilingual Program based on the Canadian Studies curriculum, and (3) a French Canadian Studies Certificate Program. Two of the three programs have a direct and primary emphasis on the French fact in Canada. The general curriculum proposal also has considerable French content, considering the following features:

- (1) The three compulsory core courses on Canadian Society (CN.S 160), Canadian Culture (CN.S 210) and Canadian Political Economy (CN.S 280) all focus attention directly on the English/French linguistic duality of the country (see the course descriptions).
- (2) The two topic-specific courses in the general curriculum proposal are both wholly concerned with French Canada (i.e. CN.S 350 - The Francophones Outside Quebec and CN.S 450 - Quebec Since 1960).
- (3) All honours and joint honours students in Canadian Studies are required to be functionally bilingual (i.e. to meet the level of FREN 202).
- (4) All major and joint major students must either meet the norm of a "working knowledge" in French (equivalent to FREN 101 or FREN 111) or take alternative courses that include FREN 341 (French Canadian Literature in Translation).

No other Canadian Studies program in Canada has a bilingual program associated with it. There are a few universities with large French Canadian student populations that are bilingual (Laurentian and Ottawa) and there is one university (Regina) that has a bilingual program similar to that proposed at SFU but not with a Canadian Studies focus. There is one other university in the country that has a program similar to our proposed French Canadian Studies Certificate Program (i.e. Saskatchewan) but that university does not have a general Canadian Studies program. In terms of a complex of programs with French or French Canadian content, the Canadian Studies proposals at SFU are unique and far more extensive than anything available in any other anglophone university in the country. This exceptional overall emphasis on French is recognized by authorities and organizations outside SFU that are devoted to the promotion of the French Canadian presence in anglophone Canada (see excerpts of letters from the Commissioner of Official Languages, the Association for Canadian Studies and the Fédération des Franco-Colombiens, below).

While in terms of the total scope of French emphasis, the Canadian Studies Program at SFU stands exceptionally high, there is room to question the minimum French requirement in the program - as has been done.

However, even in this respect a review of Canadian Studies programs across the country indicates that SFU is not out of line. A background survey undertaken for a previous submission of a Canadian Studies major proposal at SFU (which favoured a French language requirement), found that only "over half" of Canadian Studies programs in the country had a mandatory French language requirement. More recently, Dr. G. Merler (who strongly favours a mandatory French language requirement) in a position paper summarized the French language requirements at 21 other institutions of higher learning in Canada selected by her. Her account recorded that at seven of these institutions French was not required, but only "recommended", "encouraged", "expected" or "advised". (The co-ordinator for Canadian Studies at Mount St. Vincent, shown by Dr. Merler to have a mandatory French requirement, recently stated that there is now no mandatory French requirement at that institution). It is noteworthy that the University of Trent, which has perhaps the best known and most highly regarded undergraduate program in Canadian Studies in this country, does not have a compulsory French language requirement. The University of Trent is the home both of the Journal of Canadian Studies and of T.H.B. Symons, author of the Report of the Commission on Canadian Studies.

Taken together the surveys indicate that between one-third and one-half of the Canadian Studies programs in anglophone institutions in Canada do not have a mandatory French language requirement. Overall, then, the SFU program appears to take an intermediate position with respect to the minimum French requirement: we do have an absolute French requirement in our honours program and a "norm" for a working knowledge of French in our major program, while exemption from this latter requirement can be obtained only if students take a course on French Canadian Literature in Translation plus three core courses that place some emphasis on Canada's linguistic duality. It should be noted also that the majority of Canadian Studies programs are located in the provinces of Ontario, Quebec and New Brunswick, where French language skills amongst the anglophone student population are much better developed than in western Canada, making a French language requirement much more easy to apply there.

IN SUMMARY: In terms of total scope for French Canadian content, the proposed SFU Canadian Studies Program is beyond compare in the country; in terms of minimum French requirement it is in an intermediate position.

RELEVANT EXCERPTS FROM LETTERS INDICATING APPRECIATION BY OUTSIDE AUTHORITIES AND ORGANIZATIONS FOR THE UNIQUE QUALITIES OF THE S.F.U. CANADIAN STUDIES CURRICULUM PROPOSALS IN RESPECT OF FRENCH CONTENT:

(1) Letter from M.F. Yalden, Commissioner of Official Languages for Canada, to J. Page, President of the Association for Canadian Studies, 24 May 1979:

"I had the pleasure recently of visiting Simon Fraser University where I spent a very interesting time discussing a proposal by Professor Parzival Copes, of the University's Canadian Studies Programme, to introduce French as a language of instruction in that Programme. . . . I feel very strongly that it merits serious

consideration by Canadian Studies administrators across the country. . . . It seems to me that Professor Copes' proposal is one highly imaginative way of proceeding. . . . I would also be interested to learn whether your Association would have any interest in promoting the idea, perhaps in collaboration with this office."

(2) Response by J. Page to M.F. Yalden, 17 June 1979:

"I was pleased to read of your meeting with Dr. Copes of the Simon Fraser Canadian Studies Programme. In a meeting in Regina last April, which was sponsored by our Association, Parzival spoke about Simon Fraser's plans; his comments were enthusiastically received."

(3) Letter from Marie Warzecha, Présidente, and C.P. Bouton, Vice-Président, of the Fédération des Franco-Columbiens, to B.G. Wilson, Vice-President Academic, SFU, 3 June 1977:

"We would like to inform you that we greatly appreciate Mr. Copes' proposal. . . . We would like very much to see Simon Fraser University creating such a program as proposed by Mr. P. Copes, . . . By offering such a program, SFU would show the rest of Canada that B.C. recognizes the so-often ignored Western French Canadians as one of the two founding communities of our country and that we have two official languages and cultures from sea to sea."

(4) Letter from Jean Riou, Directeur général, la Fédération des Franco-Colombiens, to P. Copes, 3 June 1977.

"En ce qui concerne votre proposition. . . nous sommes derrière vous et nous espérons que votre excellente proposition soit acceptée. . . tous mes vœux de succès pour votre proposition."

CANADIAN STUDIES PROGRAM

ACADEMIC JUSTIFICATION FOR LACK OF AN ABSOLUTE FRENCH LANGUAGE REQUIREMENT

There is no disputing that in Canada a widespread knowledge of both official languages - particularly amongst better educated individuals - is highly desirable. It is therefore logical that students in anglophone universities in Canada should be induced to acquire a working knowledge of the French language. But this is so regardless of whether a student enrolls in a Canadian Studies program or in another academic program. Thus it would not be unreasonable to expect anglophone universities in Canada to stress the importance of French and to set general requirements accordingly. It is also well known that a second language is most easily acquired at a younger age. The most effective pattern is to have French offered routinely at the elementary and secondary school level, so that students entering university have a good grounding in French. Universities may encourage the elementary and secondary schools to improve their performance in this respect, by setting appropriate French language entrance standards. However, it is evident that in British Columbia - as in many other parts of the country - none of the sectors of the educational system has performed adequately in setting and maintaining French language standards, so that most university students are ill prepared in French. It is unrealistic to expect any particular study area - such as Canadian Studies - to take responsibility for correcting this general deficiency that reaches back to pre-university education.

While the desirability of a knowledge of French for anglophone university students in Canada is acknowledged, the question of whether it is a necessity to know French in order to study Canada is another matter, that should be decided as a separate question. The first aspect that needs to be considered is whether or not material is available in the English language to serve a proper curriculum. There can be no doubt about the answer to that question. English is by far the most important language in the country. Most of the material about Canada is written in the English language and most important material that has been written in French in the first instance, is also available in English translation.

The second aspect that must be considered is whether the curriculum components important for Canadian Studies at SFU require a knowledge of French. The answer to that question is also abundantly clear. There are 108 courses in the SFU curriculum that count for Canadian Studies credit. Of these, 102 do not have a French language prerequisite of any kind. The six that do have a French prerequisite have one at a very high level. These are courses designed generally for French majors - which may therefore be relevant to joint majors in French and Canadian Studies. They are not relevant to Canadian Studies majors in general. The standard of French language preparation that has been proposed for Canadian Studies majors does not give access to any of these courses. The situation then is that the French language requirement that has been proposed for Canadian Studies majors will make absolutely no difference in the number of courses to which the great majority of Canadian Studies majors have access. It is therefore not possible to justify the French language requirement by telling students that they need it to give them access to Canadian Studies courses. The entire relevant curriculum is available to them without knowing a word of French. Thus, much as a knowledge of French is desirable for Canadian Studies

students - as it is for all other students - it must be recognized that a knowledge of French has nothing to do with the ability to follow the Canadian Studies curriculum.

It remains true, of course, that a student in Canadian Studies who has a working knowledge of French will have access to additional materials in French that are outside the formal course curriculum in Canadian Studies. It is also true that Canadian Studies majors who are looking for jobs in the federal service in Ottawa should be strongly advised to acquire a knowledge of French. At the same time it must also be recognized that there are areas of concentration in Canadian Studies for which a knowledge of French is not particularly useful - i.e. no more useful than it is to students in most general areas of study in the university. Two important areas in which our Canadian Studies Program makes a large concentration of work available, for which a knowledge of French is not a significant factor, are Western Canadian studies (10 courses available) and Canadian native studies (13 courses available). In both these areas, there are significant career prospects available in British Columbia and elsewhere in the west, in which a knowledge of French is not an asset of any great importance to the positions concerned. It is difficult to justify barring students from taking a Canadian Studies major with a concentration in either of these areas on academic or career prospect grounds, because they do not possess a knowledge of French.

IN SUMMARY: A knowledge of French is desirable for all educated Canadians and it may be especially useful for Canadian Studies students with particular national career objectives in mind. But a knowledge of French is not needed to follow the Canadian Studies curriculum at SFU and has no particular usefulness for some areas of concentration in Canadian Studies.

CANADIAN STUDIES PROGRAM

VIABILITY CONSIDERATIONS AND DEVELOPMENT STRATEGY IN RELATION TO A
FRENCH LANGUAGE REQUIREMENT

The complex of Canadian Studies curriculum proposals is based on the notion that it is important to promote both a greater knowledge of Canada and a greater knowledge of the French language among students at SFU. Taken as a whole, the three curriculum proposals offer great scope for both of these objectives. The absence of an absolute French language is a matter of deliberate design, based on a careful consideration of the most effective means of achieving the dual objective. Simply stated, it is based on the perception that given the present state of inadequate French language preparation in British Columbia (and specifically that of students at SFU) an absolute French language requirement would be counter-productive. It would induce very few additional students to study French, but would discourage a large number from taking a Canadian Studies major. The experience with Canadian Studies programs across the country shows clearly that it is quite difficult to obtain viable numbers of students in Canadian Studies programs, and that that an absolute French language requirement, wherever it has been introduced, has tended to depress Canadian Studies enrolments significantly.

At SFU there are currently only 19 minors in Canadian Studies and an aggregate enrolment of only 13 students in the two courses given directly under the Canadian Studies rubric this semester. It will require an all-out effort to attract all potential students in Canadian Studies and to get a viable program going. The reduction in the number of students that could be attracted if an absolute French language requirement were set, may well make the difference between a viable program and a non-viable one. Such a language requirement represents a risk we cannot afford to take at this stage in the Program's development.

It should be noted that if insufficient numbers of students are attracted to demonstrate substantial enrolments in the general Canadian Studies Program, it will be virtually impossible to demand and secure resources to put on a parallel program in the French medium. Therefore, the indirect effect of an absolute French language requirement is likely to be the impossibility of launching the Bilingual Program. In sum, the absence of an absolute French language requirement is necessary both for the development of the Canadian Studies Program as a whole and for the development of the specifically French components of the Program.

The development strategy for the Program is to start off without a mandatory French language requirement, so that a large enough number of students will be attracted to operate a program of viable size with enough course offerings and program activities to become a centre of attraction, not only for students from SFU, but for students from across the country. The Bilingual Program should play an important role by attracting both anglophone students who wish to improve their French and francophone students who wish to improve their English. Both groups could start by taking mainly courses in their first language, while they gradually improve their knowledge of the second language and move into courses given in that medium.

The justification for the strategy outlined above depends in part on the correctness of the perception that an absolute French requirement will significantly reduce the enrolment in Canadian Studies. There is, of course, no absolute proof possible to determine this question. However, in preparation for the Canadian Studies curriculum development, several sets of data were collected. They all have been found to corroborate the above analysis. The following summary of these data is offered in evidence:

- (1) The records of the Registrar's Office at SFU show that as of 28 January 1979, only 18% of students registered at SFU had taken any courses in French. This indicates the low proclivity of SFU students to take French.
- (2) For Spring 1979, a record was obtained from the Registrar's Office showing French language preparation for students who had taken one or more courses offered directly by the Canadian Studies Program. The records show that 67% of these students had no French on their record - they had taken no French courses at SFU, had no French transfer credits, and had no record of high school French on their transcript. This is an indication of how few students who are otherwise interested in Canadian Studies have taken French, despite the fact that the Canadian Studies calendar entry states that "students are strongly encouraged to take a minimum of six semester hours in French."
- (3) A survey was undertaken in Spring 1979 covering all three of the courses given that semester directly in Canadian Studies plus one large course carrying Canadian Studies credit (which course in a previous survey had yielded the majority of students across the university indicating an interest in taking a major in Canadian Studies). The students were asked whether they were basically interested in the possibility of taking a major in Canadian Studies and whether a French language requirement would "discourage" them from taking such a major. A total of 121 students registered a possible interest in taking a Canadian Studies major. Of these, 54% said they would be discouraged by a French language requirement.
- (4) Our records show that of the 19 students currently registered for a minor in Canadian Studies, 9 have no French on their record (i.e. no French courses at SFU, no French transfer credits, and no indication of high school French), despite the fact that our calendar entry "strongly encourages" them to take French.

With respect to the experience at other Canadian universities, the following qualitative background information is offered:

- (1) In 1979 two meetings were held of the Council of Canadian Studies Program Administrators. At both, French language requirements were a major topic of discussion. While the Council members, generally, expressed strong support for French language training and most continued to favour compulsory French requirements,

there was a general consensus that a French language requirement had seriously reduced enrolments. The organizer of the first Council meeting in reporting to the Annual Meeting of the Association for Canadian Studies regarding the conclusions of that Council meeting stated that the French language requirement had caused students to avoid Canadian Studies "in droves" (his words). The co-ordinator of the Canadian Studies program at one university reported that the French language requirement there had so reduced numbers that the program was being threatened with disestablishment (correspondence confirming this on file).

- (2) At the most recent Council meeting a report was offered by Dr. P. Smart, co-ordinator of the undergraduate Canadian Studies Program at Carleton University. Despite the fact that Carleton has at present the strongest Canadian Studies Program (reinforced by an Institute for Canadian Studies with a large volume of graduate work) and is located in an essentially bilingual city, the co-ordinator (herself a member of the French Language Department) stressed that their strong French language requirement appeared to be the major factor in keeping numbers in the program down. In fact, there were only 19 students registered as majors in Canadian Studies at Carleton.

The following observation by a well-placed French-sensitive authority on Canadian Studies is also offered for consideration. Professor Pierre Spriet of the University of Bordeaux, who is in charge of the first interdisciplinary Centre of Canadian Studies in France, recently visited SFU. His initial conversations here were with persons favouring a compulsory French language requirement in Canadian Studies. Professor Spriet was highly critical of this and volunteered a strong opinion that this was at present an unrealistic basis on which to build a Canadian Studies Program in an anglophone Canadian university.

It is relevant to note, also, that SFU is ill-prepared to institute a French language requirement because of its particular enrolment pattern. While UBC is introducing a language requirement for entrance from high school, SFU instead is introducing a requirement that gives an option between a science and a language for entrance from high school. Therefore SFU high school intake will be biased by the need to accommodate all of the local high school students that cannot meet the language criterion. Moreover, SFU has an exceptionally high intake from sources other than high school. In fact, 72% of SFU's intake of students is from "non-traditional" sources, such as college transfers, mature students, etc., for whom no language qualification is set for admission. This further biases the composition of the SFU student body against adequate French language preparation.

SCUS 79-60

SIMON FRASER UNIVERSITY

CANADIAN STUDIES PROGRAM

BILINGUAL PROGRAM FOR SIMON FRASER UNIVERSITY

Definition and Purpose

The purpose of the program is to provide an opportunity to take university level studies in the French medium in areas additional to French language instruction itself. In order to provide recognition and encouragement for students to register in the program, it is proposed that students undertaking a sufficient amount of work in this program be awarded a "Bilingual Attestation/Mention Bilingue" with their degree.

To qualify for the Bilingual Attestation/Mention Bilingue it is proposed that a student must successfully complete at least 30 credit hours of courses given entirely in the French medium. No more than 6 credit hours of this total requirement should be allowed to be taken in courses in which the purpose is to develop skills in the use of the French language per se. This limitation should apply to all "French language" courses but not to "French linguistics", "French linguistics/literature" or "French literature" courses. To qualify for the Bilingual Attestation/Mention Bilingue a student should also successfully complete at least 30 credit hours in courses given in the English medium. This latter requirement, of course, will not be a significant constraint until such time as a large volume of courses in the French medium is available. Perhaps in the case of transfer students from French language institutions it will have an immediate impact. No more than 15 hours of transfer credits should be allowed for the 30 hour credit requirement in French medium instruction at S.F.U.

Rationale

Canada is a bilingual country. Outside the Province of Quebec instruction in the French medium is available on a modest scale only. Nevertheless, there are now facilities for instruction in the French medium at both the elementary and secondary school level in every province of Canada. As far as university training is concerned, there are several French language or bilingual institutions of higher learning with full degree programs in Ontario and in the Atlantic Provinces region. There are also modest French medium or bilingual programs in all three of the prairie provinces - at Collège St. Boniface, the University of Regina and Collège St. Jean (University of Alberta). British Columbia is the only region in the country where no regular instruction in the French medium is available at the university level. The current proposal is meant to remedy this deficiency.

It should be noted that the potential demand for university level instruction in the French medium in British Columbia is not insignificant. The last census indicated that 96,550 inhabitants of British Columbia were of French extraction and 101,435 persons in British Columbia were capable of speaking French. In both categories British Columbia had a higher count than any of the prairie provinces. Prima facie, the viability of university level French medium programs in British Columbia should therefore be on a par with that of each of the prairie provinces, where such programs are being maintained successfully. It may be noted that the Vancouver metropolitan area contains the largest single concentration of persons capable of speaking French in western Canada. Furthermore, the natural attraction of Vancouver should allow a French medium university program in this city to draw significant numbers of Franco-phone students from Eastern Canada.

A bilingual program should have an appeal to three groups: (1) Anglophone students at S.F.U. who wish to improve their facility with the French language, (2) local students of French origin who wish to maintain facility in the use of French in the face of the pressures of an Anglophone environment, and (3) Francophone students from elsewhere who wish to become acquainted with British Columbia and wish to improve their facility with English. In the latter case, the students concerned could ease their transition to the use of English as a medium, by taking most of their courses initially from the group offered in the French medium.

Program development strategy

For the bilingual program to be successful, it will require thorough preparatory work and initial establishment of the program on the correct scale. The initial offerings should guarantee enough courses to attract sufficient numbers of students. But it should not be set up on so large a scale that enrollment is divided too thinly over the courses offered, which would make individual courses financially non-viable.

The pattern of courses offered in the French medium should be a cohesive one. The courses should be so related that they will all fit into the same major program for students, or into a group of closely related major programs with a great deal of overlap. Only in this fashion can we expect to have enough scale economies in the program to make it viable.

It is very important to select an area, or set of closely related areas, for the bilingual program so that it is likely to attract the largest possible group of students. This is where the Canadian Studies Program offers a unique advantage, as the Canadian Studies Program draws together courses from an exceptionally large number of disciplines and combines them into a single program. The Canadian Studies Program, in fact, draws on almost all of the social sciences and humanities, and may thus tap faculty members with ability to teach in French from a very

wide range of disciplines. Moreover, students who are keen on bilingual competence are very likely to have a social science or humanities orientation, in view of the social, political and cultural implications of bilingualism. They are also likely to have an intense interest in the Canadian Studies area, where the problems of English/French interaction in this country are of central concern. Starting the bilingual program in the Canadian Studies area should provide an ideal springboard for an expansion of the program when it appears warranted. Considering that Canadian Studies has an overlap with a dozen disciplines in the University, a bilingual program in Canadian Studies could establish a foothold in each of these disciplines, from which base full bilingual programs could eventually be developed in those disciplines.

Program logistics

The concept of a bilingual program is easy enough to define and the formal requirements are not difficult to spell out. However, the program would require an institutional structure and a difficult operation in staffing. A fluently bilingual faculty member at S.F.U. should be appointed in charge of the program. Initially, perhaps the position should be that of "Associate Director of the Canadian Studies Program", with responsibilities for the bilingual program, and perhaps also for the French Canadian Studies Certificate Program. This person should be in charge of student counselling, course scheduling and student recruitment in these programs. The latter would require maintaining close links with the British Columbia Francophone community and with institutions elsewhere in the country from which students might be drawn to our program. Cooperation with Continuing Studies is essential as there should be a very good potential for attracting part time students from the Vancouver area. Some integration and overlap with the French Canadian Studies Certificate Program may be useful. Courses in the latter program offered in the French medium might have a double appeal to students wishing a closer acquaintance with the French heritage in Canada.

Preparatory planning

In preparation for a bilingual program it will be necessary to establish how adequate resources for the program may be mobilized and to determine what the budgetary implications would be. An attempt should be made to ascertain how the program could be staffed primarily or exclusively from two groups: (1) persons holding appointments at S.F.U. and (2) qualified individuals living in the Vancouver area who might be prepared to act as sessional lecturers in appropriate courses. The costs of the program should be minimized by concentrating on these two groups. If it appeared that after mobilizing resources from these two groups significant gaps remained in our capability to offer the bilingual program, consideration would have to be given to additional faculty recruitment.

It will also be necessary to determine the necessary level of competence in both the French and English language that would be required of entrants to the program. The Department of Languages, Literatures and Linguistics should be asked to determine the standards and set up a system for testing and placement of applicants to the program. Remedial course work might be prescribed. The services of the Reading and Testing Service might be useful in upgrading the English language skills of Francophone students attracted to the program. In structuring a development budget for the program, it will be necessary to explore outside sources of support, including federal funding through the Provincial Department of Education. The use of federal bursaries to attract transfer students from elsewhere in the country should also be explored.

SC45 79-60

SIMON FRASER UNIVERSITY

CANADIAN STUDIES PROGRAM

FRENCH CANADIAN STUDIES CERTIFICATE PROGRAM

Purpose of the program

The purpose of this certificate program is to offer recognition and encouragement to students who take a group of courses available at Simon Fraser University, which together provide a broad understanding of the position of the French Canadian community across the country and of that community's cultural heritage.

The program is meant to serve equally regular students pursuing a full-time degree program at S.F.U. and part-time students who may be working toward a degree or who may be taking courses simply for reasons of educational enrichment. Many of the latter may be attracted by the opportunities which the Faculty of Continuing Studies offers, particularly through evening courses. The groups to be served include persons in the local community of French origin who wish to learn more about their French Canadian heritage, as well as persons of non-French background who wish to gain a better understanding of the French fact in Canada.

In order to have access to a wide array of background material in the area of French Canadian studies, it is necessary for students in the certificate program to have a basic competence in the use of the French language. In exceptional circumstances a student who has difficulty in meeting this requirement may be allowed, with the approval of the Director of Canadian Studies, to substitute for the French language requirement the courses FREN 140-3 and FREN 341-3, which are given in the English language.

Requirements

For award of the certificate, the following requirements must be met:

- (1) Completion of at least 27 credit hours from the list of relevant courses shown below, of which no more than 6 credit hours taken from Group B may be counted.
- (2) The completed courses must include CN.S 350-3; *POL.*
424-3; either FREN 230-3 or FREN 341-3; and HIST 429-3.

- (3) Evidence must be given of competence in the use of the French language by one of the following means:
- (a) completion of Grade 12 French in a B.C. high school, or equivalent;
 - (b) completion of 6 credit hours of courses taken from those listed under Group B below, or equivalent transfer credit as confirmed by a placement test administered by the Department of Languages, Literatures, and Linguistics.
 - (c) passing of a placement exam at the level of Grade 12 French, administered by the Department of Languages, Literatures and Linguistics.

List of relevant courses

Group A: French Canadian Studies

- CN.S 160-3 Introduction to Canadian Society
- CN.S 210-3 The Foundations of Canadian Culture
- CN.S 280-3 Canadian Political Economy
- CN.S 350-3 Francophones Outside Quebec
- **CN.S 450-3 Quebec Since 1960

- FREN 140-3 French Civilization
- FREN 230-3 Introduction to French-Canadian Literature
- FREN 341-3 French Canadian Literature in Translation
- FREN 422-3 Canadian French
- FREN 430-3 The French-Canadian Novel and Theatre
- FREN 431-3 French-Canadian Poetry

- HIST 101-3 Canada to Confederation
- HIST 102-3 Canada Since Confederation
- HIST 429-3 French Canada
- HIST 430-3 New France

- **POL. 424-3 Quebec Government and Politics

Group B: French Language

The following language courses: FREN 100-3, 101-3, 110-3, 111-3, 151-4, 201-3, 202-3, 205-1, 206-3, 300-3.

** CN.S 450-3 to be dropped if and when POL. 424-3 is approved by Senate.