

MEMORANDUM

Senate

From Senate Committee on
Undergraduate StudiesSubject Special Topics Courses
(for information)

Date 1980-06-18

FOR INFORMATION

The Senate Committee on Undergraduate Studies has received from the Faculty of Arts the course outlines for Special Topics courses offered in the 80-1 and 80-2 semesters. The outlines (and in most cases reading lists) are available to members of Senate who wish to peruse them in the Registrar's office. The following courses were offered:

Semester 80-1

ECON 484	The Canadian Fishing Industry	P. Copes
* ENG 376	North American Immigrant Literature	K. Paulson
ENG 378	Images of Women in Medieval Literature	S. Delany
HIST 299/489	Problems in the History of the Eastern Roman Empire	R. Sullivan
HIST 482	Heritage Preservation Course	M. Segger
POL. 418	Anarchism Yesterday and Today	A. Ciria
POL. 439	The "Third World": Realities and Myths	A. Ciria
PSYC 492	The Psychology of Addition	B. Alexander
S.A. 460	Anthropology of the Wolf	S. Sharp
ARCH. 335	Lithic Analysis and Inter- pretation	B. Hayden

Semester 80-2

ARCH. 335	Forensic Anthropology	M. Skinner
ECON 483/896	Seminar in Marxian Economics	M. Lebowitz
COMM 493	Experimental Design for Marketing Problems	K.W. Kendall
** ENG 374	Grammatical Backgrounds for the Study of Writing	N. Carlman
** ENG 374	Post-Realist Fiction	G. Bowering
ENG 376	The Bible: Studies in Literary Form	A. Rudrum
ENG 378/811	Recent Theories of Rhetoric and the Teaching of Writing	J.J. Comprone

Semester 80-2 (cont'd)

* GEO 449	Humanist Movements in Contemporary Geography	A. MacPherson
** HIST 484	The History of Women in North America 1830 to the Present	DISC
** HIST 484	History of Art in B.C.	M. Tippet
** PHIL 231	The Work Ethic: Viable or Obsolete?	B. Kent
* POL. 448	Dependency Theory	D. Haglund

* Offered in the Inter-Session
** Summer Session

Paul Birch

SIMON FRASER UNIVERSITY

ScuS 80-35

MEMORANDUM

To..... Mr. H.M. Evans, Secretary, S.C.U.S.	From..... Sheila Roberts Administrative Assistant to the Dean of Arts
Subject..... SPECIAL TOPICS COURSES	Date..... June 2, 1980

In compliance with the Senate regulation, I am forwarding the outlines for Special Topics courses offered in the 80-1 and 80-2 semesters.



S. Roberts

/md

Attachments

SIMON FRASER UNIVERSITY

School of Business Administration and Economics

COURSE OUTLINE

COURSE: Economics 484-3 (Selected Topics In Economics) SEMESTER: Spring, 1980

TITLE: The Canadian Fishing Industry INSTRUCTOR: P. Copes (Office 9101 CC)

Prerequisite: Econ 301 or Econ 200 with consent of the instructor.

Text: There is no set textbook for this course. Instead, a package of xeroxed materials will be made available at cost. Students will also be required to obtain a copy of Annual Statistical Review of Canadian Fisheries 1977, Vol. 10 (Canada, Department of Fisheries and Oceans, 1979).

Content: The course will cover five main subject areas:

- I The Canadian Fishing Industry and its Problems - The economic geography of fishing in Canada, institutional and technical characteristics of the industry, the nature of fisheries problems in Canada.
- II The Theory of Fisheries - Population dynamics, yield-effort relationships, catch-per-unit-of-effort, gear selectivity, fisheries externalities, common property and open access characteristics, effort limitation; economic, social and biological aspects of optimum exploitation rates.
- III Fisheries Development and Management in Canada - Protection, conservation, effort regulation, gear conflict regulation, seasonal management, catch beneficiation, stock enhancement, rationalization, rent generation and allocation.
- IV International Aspects of Fisheries Affecting Canada - Law of the Sea developments, international fisheries conventions, bilateral and multilateral management agreements, comparative advantage in fisheries exploitation, joint ventures, trans-boundary stock migration.
- V Socio-Economic and Political Aspects of Fisheries in Canada - Access and property rights in fisheries, historical development pattern, objectives of management, fisheries rationalization and distributional equity, regional development concerns, settlement patterns, political implications, employment/income trade-offs, education and extension work in fisheries, recreational fishing.

Format:

There will be one one-hour and one two-hour period of instruction per week, involving a combination of lecture and tutorial work. Each student will be required to complete a modest research/essay project and to give a brief presentation on it. There will be a formal examination at the end of the course. The course grade will be based on a combination of examination results, project work and tutorial participation.

Simon Fraser University
Spring 1980

English 376
EVENING

Office 291-4833 or
291-3136

Kristoffer Paulson

North American Immigrant Literature

"Towards a Redefinition of North American Literature"

This epigraph for English 376 is taken from the title of a Forum held at the 1976 Modern Language Association Convention.

Over twenty million people emigrated to the United States between 1855 and 1934. On October 1, 1979, the Vancouver School Board reported that over 21,000 students in the Vancouver school system spoke English as a second language. These statements ought to give some idea of the Immigrant Fact in the United States, in Vancouver and in Canada. English 376 will study eight North American novels that present and reflect this Immigrant Fact. Given this Immigrant Fact the novels on this course, which rarely appear on university course outlines, should be better known than they are at present.

English 376 is NOT a course in history, sociology, politics, religion or psychology, but a course in literature. This course will study North American Immigrant literature as an organic, vital and soon-to-be better known and more highly valued part of North American literature.

Entrance requirements are the usual prerequisites, Or, permission of the instructor. Prerequisites will be waived, wherever possible, to encourage diversity in enrollment. This course welcomes not only Simon Fraser students from all disciplines but members from any and all ethnic communities in the Greater Vancouver area. Come and join the mosaic. It's going to be some course, so sign up early.

Lectures: Tuesday and Thursday, 6:30 - 7:20p.m.

(Enrollment in a seminar
is limited to 17 members)

Seminars: Tuesday, 7:30 - 9:20p.m.
Thursday, 1:30 - 3:20p.m.
Thursday, 7:30 - 9:20p.m.

Required Texts: (Books will be read in the order given below)

Adele Wiseman	<u>The Sacrifice</u>	(Jewish Canadian)	Macmillan
O.E. Røvlvaag	<u>Giants in the Earth</u>	(Norwegian-American)	Harper & Row
John Marlyn	<u>Under the Ribs of Death</u>	(Hungarian-Canadian)	NCL
F.G. Paci	<u>Italians, The Italians</u>	(Italian-Canadian)	Oberon
Jade Snow Wong	<u>Fifth Chinese Daughter</u>	(Chinese-American)	Penguin
Henry Roth	<u>Call it Sleep</u>	(Jewish-American)	Avon
Maara Haas	<u>The Street Where I Live</u>	(Ukrainian & Polish Canadian)	McGraw Hill Ryerson
Gabrielle Roy	<u>Garden in the Wind</u>	(Canadian Short Stories)	McClelland

Course Requirements:

Select Bibliography of the literature of one Immigrant group
Mid-term and Final Examination
Oral Presentation and term paper "approximately 8-13 pages" for the seminar

English 376

Simon Fraser University
Spring 1980

Kristoffer Paulson

Reserve Reading List:

The following list of books is too long to be called a recommended reading list for a 13 week course. The following books have been placed on Reserve for the convenience of those students who wish to pursue information on a particular facet of immigrant literature, or information on a particular immigrant group, or simply for those students who want to read for their own pleasure or knowledge. This list will be greatly expanded by January, 1980, when the course begins.

Rudy Wiebe	<u>The Blue Mountains of China</u>	NCL
Katherine D. Newman	<u>Ethnic American Short Stories</u>	Washington Square
Martha Ostenso	<u>Wild Geese</u>	NCL
Illia Kiriak	<u>Sons of the Soil</u>	Ryerson(3 Novels)
Vera Lysenko	<u>Yellow Boots</u>	Ryerson
Neillie McClung	<u>Painted Fires</u>	Toronto, n.p. 1925
Laura Salverson	<u>The Viking Heart</u>	NCL
Rudy Wiebe	<u>Peace Shall Destroy Many</u>	NCL
Marya Fiamengo	<u>North of the Cold Star</u>	Mosaic Press
Hugh Greig	<u>The Hope and the Promise</u>	Stagecoach Pub.Co.
Geoffrey Derrick	<u>No English Need Apply</u>	
Howard Palmer	<u>Immigration and the Rise of Multiculturalism</u>	Copp Clark
Maxine Hong Kingston	<u>The Woman Warrior</u>	Vintage Books/ Random House
Clark Blaise	<u>Tribal Justice</u>	Paper Jacks
Helen Potrebenco	<u>No Streets of Gold</u> (Social History of Ukrainians in Alberta)	New Star Books
Clark Blaise	<u>A North American Education</u>	Paper Jacks
Ann Novotny	<u>Strangers at the Door</u>	Bantam
Pietro Di Donato	<u>Christ in Concrete</u>	

Note: Seminars will be held in the first week of classes

Spring 1980

S. Delany

Special Studies C

Images of Women in Medieval Literature

The required texts, which will be supplemented as necessary by historical and sociological readings, offer a variety of views on the nature and social role of women of different classes in the later Middle Ages.

Required Texts:

Chretien de Troyes	<u>Arthurian Romances</u> trans. W.W. Comfort	Everyman
trans. Eugene Mason	<u>Aucassin & Nicolette</u>	Dutton p.b.D.19
Geoffrey Chaucer	<u>The Wife of Bath's Tale</u> Clerk's ed. Gloria Cigman	Holmes & Meier
Butler-Bowdon, William., ed.	<u>Book of Margery Kempe</u>	Devin
eds. Robert Hellman & Richard O'gorman	<u>Fabliaux</u>	Burns & Maceachen

Course Requirements:

One or two papers, a final, and consistent participation in seminar discussion.

Note: Seminars will be held in the first week of classes.

This course can be designated as either English or Women's Studies credit.

HIST 299/489

R. Sullivan

SPRING 1980

Sullivan's version (1980) of HIST 299/489 will cover the following theme: How did the Romans take control of the Greek East? What we conveniently call the "Roman Empire" was an odd structure, in the eastern half. The inhabitants continued to be ruled by kings during much of the first two centuries of its existence, and they retained their Greek language and culture throughout. Eventually this was all recognized when the eastern half became the nucleus of the Byzantine Empire, and the Greeks remained in place until modern times, when the Turks had their say about that. The interlude between the full rule of the Greeks over themselves before Romans came and then after is the larger period of this course, but the readings will focus only on the period from about 100 B.C. to about 70 A.D. That's the crucial span of some 170 years within which Rome became a Near Eastern power. By the end of the period (ca. 70 A.D.), all of the kings of Asia Minor were gone, and only in Judaea, Arabia, and beyond the Euphrates did they remain.

We'll look at the Roman adventurers/statesmen/emperors who did most with regard to the east in this period:

Sulla
Pompey
Antony
Caesar

Augustus
Tiberius
Caligula
Claudius

Nero
Vespasian

We'll focus on the eastern dynasties that entered into this process. We follow each one until its incorporation into the Roman Empire, if it was incorporated.

Thrace
Bithynia
Pontus
Cappadocia
Commagene

Syria (Seleucids)
Emesa
Judaea
Arabia (Nabataeans)
Egypt (Ptolemies)

Armenia
Parthia

Meetings are once a week for two hours. Each time there'll be an ancient inscription, some coins, a papyrus, or a literary text everybody will have read, and we'll talk about that. In addition, students will make 15-minute reports ~~new~~ ^{then on} aspects of the ten Romans or twelve kingdoms above. The total of those will be about 40% of the course mark.

Something worth 60% seems to be missing there. Right: the Course Paper, one to a student, dealing with an aspect of the Roman dealings with a king or queen of one of the twelve kingdoms.

Not a particularly scary little course, but you will come out of it with an idea of one of the great movements so far in the world's history.

First meeting is Thursday, Jan. 17 at 10:30, in my office to start with — AQ 6017. If you can't make it at that time let me know and we can set up another. Phones are 291-3758 or 224-4245.

No textbooks ordered for the course. What we need can be passed around, xeroxed, or found in the library.

FEB -7 1980

History 482
Spring 1980

EVENING

M. Segger
FACULTY OF ARTSPUBLIC HISTORY PROGRAMHERITAGE PRESERVATION COURSE

The course will deal with historical aspects of architecture and conservation practices, the integration of historic sites, structures and areas, utilizing tours and case studies as well as lectures and seminars.

I. Tentative Lecture Series Outline

1. The vocabulary of architecture: structural components, historic periods and styles with emphasis on Canada and British Columbia.
2. The history of architectural conservation. Europe and North America. Philosophy and practice.
3. Architectural Conservation in the Museum context. Philosophy and practice: open air museums, historic sites, museums of the building arts.
4. Building conservation: legal, legislative, and planning framework.
5. Conservation Techniques I, Site Examination and analysis.
(Guest lecture).
6. Conservation Techniques II, Procedures and Methodology.
(Guest lecture).
7. Conservation Techniques III, Common problems: diagnosis and treatment.
(Guest lecture).
8. Interpretation of historic sites and structures.
9. Tour and examination of Gas Town.
10. Tour and examination of Fort Langley.
11. Area Conservation Workshop.
12. Case Studies: Conservation areas and historic sites.
13. Case Studies: historic buildings: restoration, recycling, reconstruction.

TEXTSMarc Denhez, Heritage Fights BackAnn Falkner, Without Our Past

2.

January 15

Historic periods and styles in Western Canada/
Urban conservation a history and survey: Europe
and North America. MARTIN SEGGER

readings: Falkner: chapters 1, 5, 6, 7.
Denhez: Part 1, "The Movement"

reserve: The Buildings of Canada
Preservation of Ancient Monuments, U.K., D.O.E.
Blair, L.F. "Planning for Historic Preservation"
Conant, K.J. "Care of Historic Monuments in France".
Feiss, C. "Historic Town Keeping"
Jacobs, S. "A Current View of Tree Preservation"
Scottish National Trust - Annual Report

January 22

Architectural Conservation in a museum context:
open air museums, historic sites, interpretation
centres, the museum streetscape. MARTIN SEGGER.

readings: Falkner: chapter 8

reserve: Drury, N.B. "The National Parks Service and Preservation"
Craigflower School House, Concept Plan.
Heritage Conservation Branch - Goals and Objectives.
The Alexander Mackenzie Grease Trail - Concept Plan Summary
Provincial Historical Markers: Field Study

January 29

Park Site 69 and other Case Studies. BARRY V. DOWNES

reserve: Park Site 69 - Concept Plan
Yukon Hotel, Dawson City: Preservation and Restoration Report.

further reference: Kalman, H. Exploring Vancouver I or II

February 5

Chinatown, Vancouver: an urban conservation
planning case study. MICHAEL KEMBLE

readings: Denhez: Part 6 "Heritage in Action - A Case Study"
Falkner: Chapter 9

reserve: City of Vancouver: Gastown and Chinatown Schedules
" Gastown: Economic Study, 1966 - 1974
" Vancouver's Heritage II
" Time Present and Time Past
" Restoration and Rehabilitation Economics
of Heritage Buildings in Block 23
" Fairview Slopes Building Heritage

3.

February 12

Site research, methods and sources.

DONALD TARASOFF

reserve:

Guidelines for Historical Research
Yale, B.C. Concept Plan and History
Jumbo's Cabin, An Historical Assessment

February 19

Barkerville and Nelson, B.C.
and urban conservation.

Two case studies in site
ALISTAIR KERR

reading:

Falkner: chapters 3 and 4
Barkville Concept Plan

reserve:

February 26

Legal and Legislative Framework for Conservation
in British Columbia and Canada

WILLIAM HUOT

reading:

Falkner: Chapter 2
Denhez: Parts II, III and IV

reserve:

The British Columbia Heritage Conservation Act.
Heritage Conservation through Restrictive Covenants.
Brown Paper on Heritage Legislation - Heritage Canada
Concept Plan for a Heritage Register
Kreiger/Stricker versus City of Victoria - and other
Judicial Decisions

March 4

Site Survey and Evaluation; Criteria, Site recording
and photogrametry.

MARTIN SEGGER

reserve:

Selection and Evaluation of Historic Buildings - three
documents.
Heritage Building Recording - CIHB
Brass and Jaeggin - Building Check List
Greenwood Court House - condition survey
Michel Colliery Study - terms of reference
Rocky Mountain House - Archaeological record
St. Anthony of Padoue, Batouche, N.H.S. Architectural Record

4.

March 18
March 25

Heritage Conservation Workshop, Victoria. MARTIN SEGGER.

On a weekend to be arranged, comprising:

1. Tour of Heritage Conservation Branch Resource Centre
2. Technical Tour of the Parliament Buildings.
3. Tour of Old Town restoration projects
4. Visits to local historic sites, i.e. Craigflower House, O'Reilly House, Fort Rodd Hill.

reserve:

Heritage Education Workbook: Romanesque and Gothic
Home Improvement Opportunities C.M.H.C.
Galt, G. Investing in the Past
P. Weatherhead The Money Goes Round
City of Victoria: Heritage Conservation Programme.
Victoria Heritage Conservation Report
This Old House:

further reference: Segger and Franklin: Victoria: A Primer for Regional
History in Architecture
Segger (ed.) The British Columbia Parliament Buildings.

April 1

Topic of specific interest to be suggested by students
OR
Authentic period restoration of domestic interiors

MARTIN SEGGER

April 8

Final Exam

MARTIN SEGGER

POL. 418-3 SELECTED TOPICS IN POLITICAL THEORY I

ANARCHISM YESTERDAY AND TODAY

COURSE OUTLINE

Professor A. Ciria
Spring 1980

Course Content

A review and critical interpretation of Anarchism, both in theory and practice, from the nineteenth century to the present. Special attention will be paid to two founding fathers of Anarchism (Bakunin, Kropotkin), to Georges Sorel and his syndicalist stance, and to the understanding of the particular historical circumstances in which the movement grew and developed. This will include, for instance, parallels and contrasts with Marxism and Liberalism. More contemporary events such as the Spanish Civil War (1936-39), the French "May of '68," the North American "counterculture" of the sixties, etc., will hopefully illustrate the relevance, or eventually the lack of it, of the Anarchist tradition for our contemporary world and its transformation.

Required Reading

- G. Woodcock, Anarchism: A History of Libertarian Ideas and Movements.
- A. Lehning, ed., Michael Bakunin: Selected Writings.
- E. Capouya and K. Tompkins, eds., The Essential Kropotkin.
- J.L. Stanley, ed., From Georges Sorel.
- M. Bookchin, Post-Scarcity Anarchism.

Organization

One three-hour seminar per week. Further information about the course (supplementary reading list, grading, etc.) will be available at the beginning of the Spring semester. A term paper will be required.

POL. 439-3 SELECTED TOPICS IN COMPARATIVE GOVERNMENT & POLITICS II

THE "THIRD WORLD": REALITIES AND MYTHS

COURSE OUTLINE

Professor A. Ciria,
Spring, 1980

Course Content

A critical examination of the concept of a "Third World" between the "First World" of Capitalism and the "Second World" of Communism, especially since the post-World War II period. Emphasis will be placed on political structures and social realities; questions of reform and revolution in Asia, Africa and Latin America; nationalism and socialism as ideologies for change; neocolonialism; nonalignment and neutralism in world affairs; the struggles and prospects for a New International Economic Order. It is hoped that a careful scrutiny of these and other related topics will allow the student to become aware of the realities and myths involved in the notion of a "Third World," and its important theoretical-practical consequences for research and action.

Required Reading

- W. Scott Thompson, ed., The Third World: Illusions and Realities.
A.W. Singham, ed., The Nonaligned Movement in World Politics.
G. Chaliand, Revolution in the Third World.
A.J. Dolman and Jan van Ettinger, eds., Partners in Tomorrow: Strategies for a New International Order.

Organization

One three-hour seminar per week. Further information about the course (supplementary reading list, grading, etc.) will be available at the beginning of the Spring semester. A term paper will be required.

Psyc 492 - Kelowna

PSYCHOLOGY 444

PSYCHOPATHOLOGY

"THE PSYCHOLOGY OF ADDICTION"

Spring 1980

Dr. B. Alexander

The topic of the seminar will be addiction considered in the broadest sense. Heroin addiction, alcoholism, compulsive gambling, tranquilizer addiction, "love" addiction, nicotine addiction will be considered with a view to whether or not they are all reflections of a single dynamic process. My own preference is for an adaptation or coping orientation to addiction.

Students will be expected to make two reports—one a review of a recent book or series of papers and the other presentation of a case study either from the literature or, preferably, through their own experience with an addicted person. A final written paper will be required as well.

OFFICE OF THE DEAN

JUN - 4 1980

FACULTY OF ARTS

SPRING-80

S.A. 460-4 SPECIAL TOPICS IN SOCIOLOGY AND ANTHROPOLOGY I. S. SHARP
'ANTHROPOLOGY OF THE WOLF'

Prerequisite: At least two upper division courses in Sociology and Anthropology recommended, or permission of instructor.

COURSE CONTENT:

A multifaceted approach to a single subject, the wolf. An examination of its evolution, behaviour, and social structure from an anthropological perspective. Consideration of the wolf as a model for the behaviour of the Australopithecines and the influence of hunting on the evolution of culture. The use of structural anthropology to examine the role of the wolf in myth in western civilization and in North American Indian culture.

REQUIRED READING:

- D. Mech, The Wolf
- C. Levi-Strauss, Structural Anthropology

ORGANIZATION:

One four-hour seminar weekly.
Grading will be determined in the first week of classes.

ARCHAEOLOGY 335-5FORENSIC ANTHROPOLOGY

Summer Semester, 1980

Mark Skinner
EveningTEXT:

El-Najaar, M. 1978. Forensic Anthropology.

A list of assigned readings will be provided. The class will meet two evenings a week for a total of 6 hours (ca. 4 hours lecture and 2 hours seminar/lab discussion).

Course grade will be based on weekly quizzes (50%) based on your text and assigned readings and on the seminars (25% each) with annotated bibliographies.

Description:

Forensic anthropology is that branch of contemporary applied anthropology in which the specialist trained in analysis of human skeletal material assists law enforcement agencies in the derivation of maximum personal information from bones, teeth, associated materials and their contextual relationships for the purposes of establishing where possible the identity of the person(s) concerned, cause of death, time elapsed since death and other relevant information.

Techniques of forensic anthropological investigation are of direct relevance to any students of prehistoric and fossil human skeletal biology, to archaeologists, to medico-legal investigators and to law enforcement personnel.

This first offering of the course will be directed towards familiarizing the student with current methods of human skeletal analysis. Each student will assist the class as a whole in investigating and presenting in seminar form with annotated bibliography two of the following topics (amongst others):

- Method of sex determination
- Method of age determination (adults)
- Method of age determination (non-adults)
- Method of stature reconstruction
- Radiography and individualization
- Analysis of cremated remains
- Pre-mortem physiological stress and trauma
- Identification in mass disasters
- Identification from dental evidence
- Indications of cause of death
- Gunshot wounds
- Blood typing from bones
- Facial reconstruction
- Occupational and Socio-Economic inferences

The instructor will attempt to provide introductory and summary lectures on all of the above plus discuss the pertinent and burgeoning contribution of the archaeologist and physical anthropologist to forensic inquiry both in the field and in the laboratory.

Except in understandable cases, (e.g. R.C.M.P. officers), students accepted in this course will be expected to possess a basic knowledge of human osteological analysis.

SPECIAL TOPICS IN ARCHAEOLOGY:
LITHIC ANALYSIS AND INTERPRETATION

Spring Semester, 1980

B. Hayden

STANLEY



"First I published a book on stones, in four chapters; it distracted my mind from the worries of daily life and made me dwell among mists and coloured hazes."

Lin Yu-lin, 1614 A.D.

REQUIRED TEXTS:

Crabtree 1972. An introduction to flintworking. Pocatello: Idaho State University Museum.

Hester and Heizer 1973 Bibliography of archaeology 1: experiments, lithic technology and petrography. Addison-Wesley Module 29.

Olsen 1973. Outdoor survival skills. Brigham Young University Press.

RECOMMENDED TEXTS:

Turner 1975. Food plants of British Columbia, Part 1. Provincial Museum.

Hamilton, Woolley, and Bishop 1977. Larousse Guide to minerals, rocks, and fossils.

Hayden, B. 1979. Lithic Use-Wear Analysis. Academic Press.

Relevant Journals:

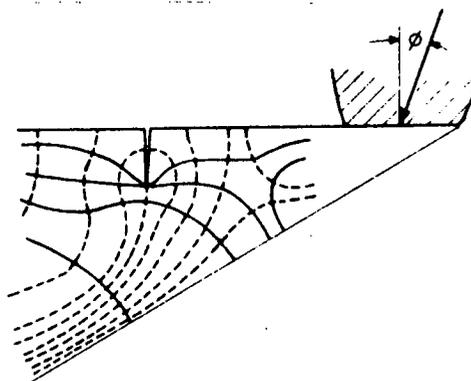
Lithic Technology
Flintknapper's Exchange

continued--

Description:

This course is intended to be an in depth exploration of techniques of lithic manufacture, maintenance (resharpening), use and interpretation. It will include experience in knapping and using stone tools; hafting and use. A weekend field trip is planned, to put lithic use concepts to use. Background research on resource utilization and technology is mandatory. The course will also deal with aspects of use-wear analysis and experimentation. Research papers are due at the end. Each student will be responsible for providing a pair of gloves, safety glasses, a piece of leather or rubber to protect legs, and a hard wood billet. Enrolment is limited to 15.

1. Goals; definitions; Ethnography; pseudofacts (Europe, Africa, the Kafaun, Japan, Sozudai, and North America: Calico Hills, the Fraser Canyon); heatspalling and the real thing; what can be done with lithics? Fracture types. Film: The Flintknapper.
2. Raw materials, heat treatment, patination. Paper topics and research designs. Film: The Alchemy of time.
3. The beginnings: choppers and chopping tools and the Fraser Canyon: morphology and functions.
Field Trip: making a chopper
4. Bipolar techniques and split cobbles: morphology and functions. (and splintered pieces) Video Tape: Boonichson
5. Flakes and retouch: morphology, functions, accidental retouch, use-retouch, and multiple tools.



6. Bifaces and billets: edging, thinning, morphology and functions.
Video Tape (Bonnichson)
7. Core techniques: Levallois, blade, and punches: microtools.
Films: The Hunter's Edge
: Stone Knapping in modern Turkey

8. Pressure flaking: the analysis of points--the degenerate Archaic and the sophisticated PI.
Films: Ancient Projectile Points
: Blades and Pressure Flaking
: Obsidian Point Making

9. Interpretations and analysis:
 - edge angles
 - material importance
 - flake to tool ratios
 - styles
 - debitage (what to do with assemblages without tools)
 - debitage in British Columbia with Poketylo and Magne
 - morphological types vs. functional types vs. other types
 - curation
 - multi-functionality and the reasons for it
 - unidirectional trends
 - reasons for exotic materials and change over time
(Tasmania and the PI)
 - the evolution of ground stone tools
 - information and decision making theory
 - design theory
 - site function, and the problem of high density sites
e.g. Olorgesailie
 - inter-assemblage variability - how to interpret it and
criteria to be used.

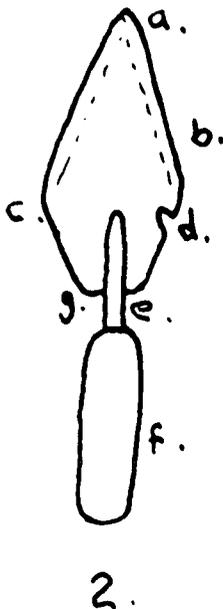
10. Use-wear: causes and techniques: fractures and abrasion
the Ho Ho Report.

11. Residues.
Film: Beautiful Tree, Wooden Box

12. Context and experimentation:
Field Trip.

13. Ground stone, the Hoabinhian, and cracked rocks.

The Basic Archaeological Tool Typology
(after Fladmark 1977; reprinted without permission
and by mistake)



Director's trowel

Assistant's trowel

Typical prehistoric
trowel

a. tip, b. blade, c. shoulder, d. barb, e. stem, f. haft, g. left lateral-lateral edge.

ARC 335-5
Brian Hayden
80-1

READING ASSIGNMENTS

- 1 INTRODUCTION: Collins 1975
ETHNOGRAPHY: Aiston 1928; Gould, Koster and Sontz 1971;
Mountford 1941; Vaufrey 1950; Hayden 1979: Ch. 34.
PSEUDOFACETS: Bleed 1977; Clark 1958; Mason 1965; Warren 1914;
Barnes 1939
- 2 Crabtree 1967a, 1967b, 1972 (text); Honea 1964; Hamilton et al. 1977.
- 3 Borden 1975:55-68, Mountford 1941
- 4 Binford and Quimby 1963; White 1968, Sollberger and Patterson 1976;
Hayden 1977; White 1977; Hayden n.d.
- 5 Clark and Thompson 1954; Clark and Haynes 1970; Hayden 1979, pgs. 63-142
- 6 Mewhinney 1964; Newcomer 1970; Callahan 1979:10-11, 33-53, 67, 90, 116-7
- 7 Aigner 1970; Bordes and Crabtree 1969; Sanger 1968, 1970
- 8 Akerman 1978; Elkin 1948; Kroeber 1961 (Chapter 9); Nagle 1914;
Crabtree 1966, 1970; Muto 1970
- 9 DEBITAGE: Hassan 1971
TYPES: Sackett 1966; White 1969; Hill and Evans 1972; Bonnichson
1977 Ch. 8.
VARIABILITY and CURATION: Binford 1973; Binford and Binford
1969, Wilmsen 1970
- 10 Keeley 1974; Tringham et al 1974; Wilmsen 1968; Witthoft 1967;
Wylie 1975; Hayden 1979; Chaps. 1, 2, 17, 18, 24, 26
- 11 Hayden 1979 Chaps. 32, 33
- 12 Olsen 1973; Turner 1975
- 13 Peterson 1968

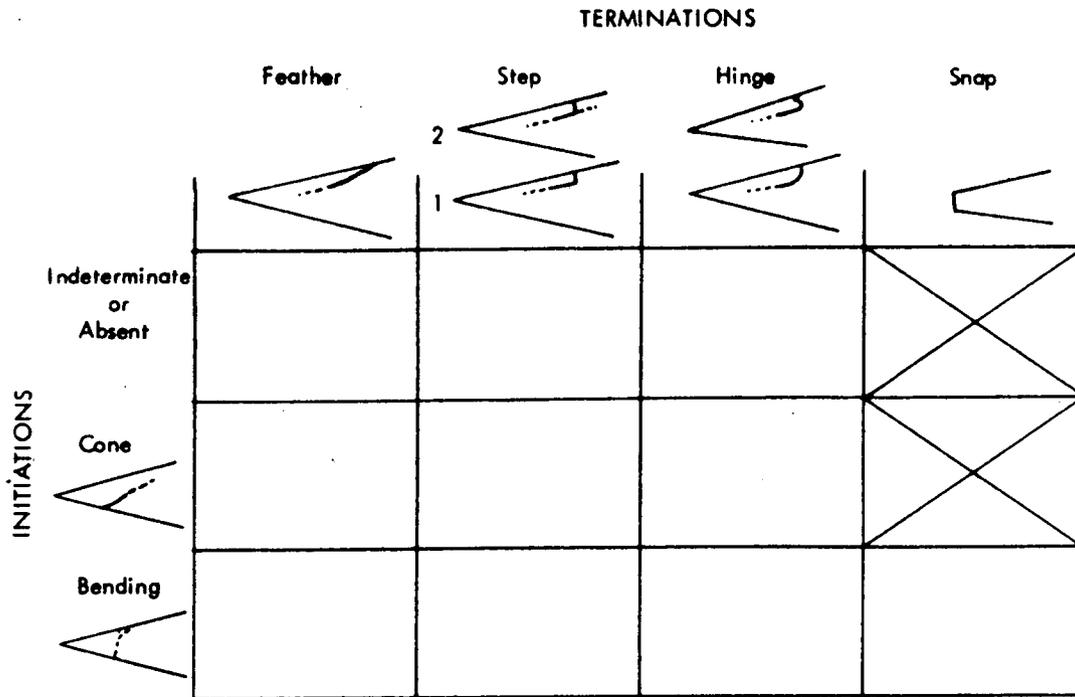


Fig. 1 The Ho Ho fracture classification.

READING LIST

PLEASE NOTE:

- * indicates on reserve under ARC 335
- ** indicates on reserve under ARC 871
- *** indicates on reserve under ARC 895

*Aigner, J. S.
1970 The unifacial, core and blade site on Anangula Island, Aleutians. *Arctic Anthropology* 7:59-88.

*Aiston, George
1928 Chipped stone tools of the Aboriginal tribes east and northeast of Lake Eyre, South Australia. *Papers and Proceedings, Royal Society of Tasmania* 123-131.

*Akerman, Kim
1978 Notes on the Kimberley stone-tipped spear focusing on the point halfting mechanism." *Mankind* II:486-489.

*Barnes, A. S.
1939 "The differences between natural and human flaking on prehistoric flint implements." *American Anthropologist* 41:99-112.

*Binford, L. R.
1973 Interassemblage variability--the Mousterian and the 'functional' argument. In Renfrew 227-54. *The Explanation of Culture Change*: Pittsburgh.

*Binford, L., and G. Quimby
1963 Indian sites and chipped stone materials in the northern Lake Michigan area. *Fieldiana, Anthropology* 36(12).

- *Binford, Sally and L. Binford
1969 "Stone tools and human behavior." Scientific American
220:70-84.
- *Bonnichsen, Robson
1977 Models for deriving cultural information from stone tools.
Mercury Series, National Museum of Man, Archaeological Survey
of Canada, Paper 60: Ottawa.
- *Bleed, Peter
1977 Early flakes from Sozudai, Japan: are they man-made?
Science 197:1357-59.
- *Borden, Charles
1975 Origins and development of early Northwest Coast culture to
about 3,000 B.C. National Museum of Man, Mercury Series, 45:
Ottawa.
- *Bordes, Francois and Don Crabtree
1969 The Corbiac blade technique and other experiments. Tebiwa 12:
1-21.
- *Callahan, Errett,
1979 "The basics of biface knapping in the eastern fluted point
tradition: a manual for flintknappers and lithic analyst."
Archaeology of Eastern North America 7(1):1-180.
- *Clark, J. Desmond
1958 The natural fracture of pebbles from the Batoka Gorge,
Northern Rhodesia, and its bearing on the Kafuan Industries
of Africa. Proceedings, Prehistoric Society 34:64-77.
- *Clark, J. D., and C. V. Haynes Jr.
1970 An elephant butchery site at Mwanganda's village and its
relevance for Paleolithic archaeology. World Archaeology
1:290-311.
- *Clark, J. G. D., and M. W. Thompson
1954 The groove and splinter technique of working antler in
Upper Paleolithic and Mesolithic Europe, and with special
reference to the material from Star Carr. Proceedings,
Prehistoric Society 19:148-160.
- Collins,
1975 Chapter in Swanson 1975.
- *Crabtree, Don
1966 "A stoneworker's approach to analyzing and replicating
the Lindenmeier Folsom." Tebiwa 9(1):3-39.
- * 1967a Notes on experiments in flintknapping:3. The flintknapper's
raw materials. Tebiwa 10:8-25.

cont.

- *Crabtree, Don
1967b Note on experiments in flintknapping:4. Tools used for making flaked stone artifacts. *Tebiwa* 10:60-73.
- * 1970 Flaking stone with wooden implements. *Science* 169:146-153.
- *Elkin, A. P.
1948 Pressure flaking in the northern Kimberley, Australia. *Man* (#130):110-113.
- **Fitzhugh, William
1972 Environmental archaeology and cultural systems in Hamilton Inlet, Labrador. *Smithsonian Contributions to Anthropology*, Number 16. Smithsonian Institution: Washington, D.C.
- **Gould, Richard A., D. A. Koster, and A. H. L. Sontz
1971 The lithic assemblage of the Western Desert Aborigines of Australia. *American Antiquity* 36:149-169.
- **Hassan, Fekri
1971 Study of debitage in lithic assemblages and its uses. Pam-African Congress on Prehistory and the Study of the Quaternary, *Bulletin* 4:20-29.
- **Haynes, Gary
1977 Reply to Sollberger and Patterson. *Lithic Technology* 6:5.
- **Hayden, Brian (Ed.)
1979b *Lithic use-wear analysis*. Academic Press: New York.
- **Hill, J., and R. Evans
1972 A model for classification and typology. In Clarke, D. *Models in Archaeology*. Methuen, London. 231-273.
- **Honea, K.
1964 The patination of stone artifacts. *Plains Anthropologist* 9:14-17.
- **Keeley, Lawrence
1974 The methodology of microwear analysis. *American Antiquity* 39:126.
- **Kroeber, Theodora
1961 *Ishi in two worlds*. University of California Press: Berkeley.
- **Mason, R. J.
1965 Makapansgat Limeworks fractured stone objects and natural fracture in Africa. *South African Archaeological Bulletin* 20(77):3-16.
- **MacDonald, George
1968 *Debert: a Paleo-Indian site in central Nova Scotia*. *Anthropology Papers*, National Museum of Canada, 16.

- Mewhinney, H.
1964 A skeptic views the billet flake. American Antiquity 30:203-204.
- **Mountford, Charles P.
1941 An unrecorded method of manufacturing wooden implements by simple stone tools. Transactions, Royal Society of South Australia 65:312-316.
- **Muto, Guy
1970 A stage analysis of the manufacture of stone tools. In D. M. Aikens, (Ed.), Selected Papers, Great Basin Anthropological Conference 1970, University of Oregon Anthropological Papers 1:109-118.
- **Nagel, E.
1914 Arrow chipping by means of fire and water. American Anthropologist 16-140.
- **Newcomer, Mark
1970 Some quantitative experiments in hand-axe manufacture. World Archaeology 3:85-93.
- Olsen, Larry
1973 Outdoor survival skills. Brigham Young University Press:Provo.
- **Peterson, Nicolas
1968 The pestle and mortar: an ethnographic analogy for archaeology in Arnhem Land. Mankind 6:567-570.
- **Sackett, James
1966 Quantitative analysis of Upper Paleolithic stone tools. American Anthropologist 68:256-294.
- **Sanger, David
1968 Prepared core and blade traditions in the Pacific Northwest. Arctic Anthropology 5:92-120.
- ** 1970 Mid-latitude core and blade traditions. Arctic Anthropology 7:106-114.
- **Sollberger, J., and L. Patterson
1976 The myth of bipolar flaking industries. Newsletter of Lithic Technology 5(3):40-41.
- **Swanson, Earl (Ed).
1975 Lithic technology: making and using stone tools. Mouton: The Hague.
- **Tringham, Ruth, Glenn Cooper, George Odell, Barbara Voytek, and Anne Whitman
1974 Experimentation in the formation of edge damage: a new approach to lithic analysis. Field Archaeology 1:171-195.
- **Vaufrey, R.
1950 Flake-using and biface-using peoples. South African Archaeological Bulletin 5:137-139.

- ***Warren, S. H.
1914 "The experimental investigation of flint fracture and its application to problems of human implements." Journal, Royal Anthropological Institute 44:512-53.
- ***White, J. Peter
1968 Fabricators, outils ecailles, or scalar cores? Mankind 6: 658-666.
- *** 1969 Typologies for some prehistoric flaked stone artifacts in the Australian New Guinea Highlands. Archaeology and Physical Anthropology in Ocean 4:18-46.
- *** 1977 Reply to Patterson and Sollberger. Lithic Technology 6:6.
- Wilmsen, Edwin N.
1968 Functional analysis of flaked stone artifacts. American Antiquity 33:151-161.
- *** 1970 Lithic analysis and cultural inferences. Anthropological Papers of the University of Arizona, #16.
- ***Wilson, T.
1899 Arrowpoints, spearheads and knives of prehistoric times. Annual Report, Smithsonian Institution (for 1897):823-988.
- Witthoft, J.
1967 Glazed polish on flint tools. American Antiquity 32:383-388.
- ***Wylie, H.
1975 Tool microwear and functional types from Hogup Cave, Utah. Tebiwa 17:1-31.

SIMON FRASER UNIVERSITY

School of Business Administration and Economics

COURSE OUTLINES

COURSE: Economics 483-896

SEMESTER: Summer, 1980

TITLE: Selected topics: Seminar in Marxian
Economics

INSTRUCTOR: Mike Lebowitz

This seminar has at various times in the past ranged over subjects such as Monopoly Capital, the State, Modes of Production and New Topics and Debates in Marxian Economics. This semester the current plan is to focus on the theme of Wage-Labour (the projected 3rd Book in Marx's plan). Among the topics which may be considered (depending on interest) are:

- the labour process
- alienation
- needs of workers
- household labour
- wage-labour and trade-unions
- wage-labour and The State
- The State and The Reproduction of Wage-Labour

The prerequisite for the course is Econ 309/893. The course requirement will be seminar participation and a term essay. Grading will be based half on seminar performance and half of the term essay.

Course Book:

(required) Harry Braveman, Labour and Monopoly Capital
(Monthly Review)

OFFICE OF THE DEAN

MAY 29 1980

FACULTY OF ARTS

SIMON FRASER UNIVERSITY

School of Business Administration and Economics

COURSE OUTLINE

COURSE: Commerce 493-3

SEMESTER: Summer, 1980

TITLE: Directed Studies

INSTRUCTOR: K. W. Kendall

Objectives:

The purpose of the course is to give the student an indepth understanding and application of multivariate analysis and experimental design for marketing management decision making.

Texts:

1. Required:

NOT IN
PRINT { Aaker, D.A. (ed.), Multivariate Analysis in Marketing: Theory and Application, California: Wadsworth Publishing Co., Inc. 1971.

Kirk, R.E., Experimental Design: Procedures for the Behavioral Sciences, California: Brooks/Cole Publishing Co. 1968.

2. Suggested:

Nie. H.H., et.al., Statistical Package for the Social Sciences, New York: McGraw-Hill Book Co. 1975.

Hull and Nie, 1979 Supplement to SPSS Manual, NY: McGraw-Hill.

3. Other readings:

Attached are a set of books and articles to supplement the basic texts above.

Grading:

four exams	20%
computer assignment	10%
project	60%
presentation	10%

Brief Outline of Course:

The class will meet once a week for three hours in the evening. The first third of the semester will cover experimental design while the last two thirds of the course will be devoted to other multivariate analysis techniques such as MDS, conjoint measurement, PreMAP, in addition to the more standard multivariate techniques, AID, Factor Analysis, Discriminant Analysis and Cluster analysis. There will be a computer Analysis and Cluster analysis. There will be a computer assignment each week with different techniques using data assigned by the

instructor unless you have your own to use. The project will entail an extensive use of one or two of the methods to analyse a managerial problem supplied by either the instructor or the student.

Requirements:

The student must have taken the statistics series (Econ/Comm 332-333) and the marketing research course (or equivalent), e.g. Comm 444.

Experimental Design for Marketing Problems

Start with:

Cox, K.K. and ENIS, B.M. Experimentation for Marketing Decisions. 2A:
International Textbook Co. 1969

Very easy primer to get off the ground and has some marketing examples.

then:

Hays, W.L. Statistics for the Social Sciences. N.Y.: Holt, Rinehart & Winston, 1972
Reference book only - for statistical details

Kerlinger, F.N. Foundations of Behavioral Research. N.Y.: Holt, Rinehart &
Winston, 1973.

Best intermediate text on Research Techniques. Well written.
Breeze through Ch. 1 to 3. Light on ch. 10. Effort on Chs. 13 & 14.
Diligent on chs. 17 to 21.

Li, C.C. Introduction to Experimental Statistics. N.Y.: McGraw-Hill Book Co. 1954

A moderate book that tries to do design concept and explain statistical
analysis at the same time. Li is usually a good writer but student
may need help.

Lindquist, E.F. Design and Analysis of Experiments in Psychology and Education.
Boston: Houghton Mifflin Co. 1956.

not easy going - but readable -- the classic

Myers, J.L. Fundamentals of Experimental Design. Boston: Allyn & Bacon, Inc. 1972

a very good intermediate range text that does a fine job with most
simple designs. Should be read cover to cover on the "John" -
try to avoid hemorrhoids!

Rosenthal, R. and Rosnow, R.L. (ed) Artifacts in Behavioral Research. N.Y.:
Academic Press 1969.

except for the classic "Orne" article, this book has all you wanted
to know but were afraid to ask about how easily an experiment can
be screwed up!

Stanly, J.C. and Campbell, D.T. Experimental and Quasi-Experimental Designs for
Research. Chicago: Rand McNally & Co. 1963

a mandatory handbook - very short and crisp. Perfect supplement to
Lindquist and compliment to introduction to experimental design problems.

Winer, J.B. Statistical Principles in Experimental Design. N.Y.:
McGraw-Hill Book Co. 1971

besides Fisher, this is the best and the most complete treatment of
statistical analysis for designs of experiments. Every detail is
included but it is rough going and not a primer.

also:

Cohen, N.L. Statistical Power Analysis for the Behavioral Sciences. N.Y.: Academic Press, 1973 (c)

the only book that really answers the question: how many subjects do I need to make sure someone believes me?!

- also see Hays, p. 417-424 to get ideas of basic simple two group case.

fun:

Venkatesan, M. and Holloway, R.J. An Introduction to Marketing Experimentation. N.Y.: The Free Press, 1971

a very basic text - learning aid type of book. Has problem sets to get some practice and can supplement Cox and Enis very well.

Panel: (see special panel bibliography)

Bucklin, L.P. and Carman, J.M. The Design of Consumer Research Panels. Berkeley, IBER Special Publications, 1967

probably the best single book on how to run a panel and avoiding the problems that can be disastrous. The book is basically about the Berkeley faculty wives food panel study. Excellent questionnaires and format designs.

MAY 30 1980

ENGLISH 374
SUMMER SESSION

Summer 1980

N. Carlman

Special Studies A
Grammatical Backgrounds for the Study of Writing

The course will review various theories of English Grammar in the context of writing, stressing appropriateness, effect, and place in the composing process of writers' grammatical choices.

Required Texts:

Weaver, Constance	* <u>Grammar for Teachers: Perspectives and Definitions</u>	Council of Teachers of Engl.
Herndon, Jeanne H.	* <u>A Survey of Modern Grammars (2nd Edition)</u>	Holt Rinehart

Recommended Text:

R.E. McConnell	<u>Our Own Voice</u>	Gage
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Course Requirements:

Students will be asked to make brief, weekly seminar reports and to write a major paper integrating grammar and writing with their individual interests. There will not be an exam.

*Only one of these books will be used. Please check in the bookstore at the beginning of semester.

Note: Seminars will be held in the first week of classes.

MAY 30 1980

ENGLISH 374

Summer 1980

FACULTY OF ARTS
G. BoweringSpecial Studies A
Post-Realist Fiction

This will be a short study of some of the writing that has emerged since the decline of the modernist movement in literature. The books will be seen as fictive art, not windows to the social-political worlds of Argentina, the USA, Germany, etc. Students should know what is meant by the terms "realism" and "modernism". I recommend Zola's "The Experimental Novel" Henry James' "The Future of the Novel." At the beginning of the semester, I will recommend some valuable texts that should be read for an understanding of self-reflective fiction in the contemporary world.

Required Texts:

Borges	<u>Ficciones</u>	Grove
Borges	<u>Other Inquisitions</u>	Texas Pan American Ser.
Julio Cortazar	<u>End of the Game and Other Stories</u>	Harper Row
Kurt Vonnegut	<u>Breakfast of Champions</u>	Dell
Michael Ondaatje	<u>Coming Through Slaughter</u>	Anansi
Samuel Beckett	<u>Stories and Texts for Nothing</u>	Grove
Donald Barthelme	<u>Sadness and other Stories</u>	Bantam
John Hawkes	<u>Second Skin</u>	New Directions
Italo Calvino	<u>Cosmicomics</u>	Harbrace
Italo Calvino	<u>T. Zero</u>	Harbrace
J Borges & Adolfo Bioy-Casares	<u>Chronicles of Bustos Domego 1976</u>	Dutton

Course Requirements:

There will be a final examination and a term paper, the latter submitted before the thirteenth week is over. Students will also be asked to present reports during seminar meetings.

Note: Seminars will be held in the first week of classes.

MAY 30 1980

Summer 1980

ENGLISH 376
INTERSESSIONAlan Rupley
FACULTY OF ARTSSpecial Studies BThe Bible: Studies In Literary Form

The Bible is the most important single source-book for English literature, yet few of us today know it well. This course offers academic credit to those who wish to acquire a better straightforward knowledge of the Bible. We shall look at the Bible as itself literature, in order to understand the many literary forms within it (e.g. legend, myth, history, tales, parables and so on). We shall also examine, and use, some of the various critical methods developed by biblical and literary scholars.

Required Texts:

The Authorized (King James) Version of the Holy Bible *Canadian \$3.75
Bible Society
The Authorized (King James) Version of the Apocrypha Cambridge U.
\$5.25

Recommended Texts:

A list of useful background works will be given out during the first class. These will be on reserve in the library.

Course Requirements:

1 essay due by the last day of classes (2,500-3,500)
(50 per cent) 3 hour final examination (50 per cent).

Note: *Seminars will be held in the first week of classes.*

**This is the best value for those who have to buy. Perhaps many won't.*

MAY 30 1980

English 378/811 (July 3-Aug. 18, 1980)

Summer 1980

Special Studies CJ.J. Compton
FACULTY OF ARTSRecent Theories of Rhetoric and the Teaching of Writing

English 378-811 aims to provide teachers of reading, writing, and literature with strategies for teaching that are based upon a unified overview of current rhetorical theory. Each of the five weeks of this class will focus upon one of the following areas of rhetorical theory:

Week 1--the composing process, with special attention to the work of Janet Emig, James Britton, James Moffett, and Richard Young

Week 2--the reading process, with special attention to the work of George Miller, Frank Smith, David Bleich, Charles Cooper, and Kenneth Goodman

Week 3--discourse theory, as informed by the work of Frank D'Angelo, James Kinneavy, Richard Lloyd-Jones, and James Britton

Week 4--dramatic and rhetorical approaches to literature, as represented by the work of Wayne Booth, Walker Gibson, Kenneth Burke, and Edward P.J. Corbett

Week 5--theories of evaluating writing, represented by the work of Richard Lloyd-Jones, Paul Diederich, Lee Odell, Charles Cooper, and Kellogg Hunt

Particular areas of theory will be organized and explained as they provide new perspectives on teaching writing, and each week will close with a session on practical applications of theory to particular classroom contexts.

The following books will serve as primary texts:

Week 1 Janet Emig, The Composing Processes of Twelfth-Graders, National Council of Teachers of English, 1971.

Peter Elbow, Writing Without Teachers, Oxford, 1973.

Charles Cooper and Lee Odell, eds., Research on Composing: Points of departure, National Council of Teachers of English, 1978.

Week 2 Frank Smith, Understanding Reading, Holt, 1971;

Frank Smith, ed., Psycholinguistics and Reading, Holt, 1973.

Week 3 James L. Kinneavy, A Theory of Discourse, Prentice-Hall, 1971.

Week 4 Wayne C. Booth, The Rhetoric of Fiction, University of Chicago 1961; Louise Rosenblatt, The Reader, the Text, the Poem, Southern Illinois University Press, 1978

Week 5 Charles Cooper and Lee Odell eds., Evaluating Writing, National Council of Teachers of English, 1977.

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Lists of secondary readings will be provided during the first week of classes; secondary readings will be available on reserve in the library. (The primary texts will be available for purchase in the University Bookstore; they will also be placed on two-hour reserve in the library.)

Course Structure and Requirements:

Each two-hour session will provide a seminar presentation organizing a theoretical perspective on rhetoric followed by a workshop in which particular critical and pedagogical strategies will be examined. Students will be expected to contribute to class discussion by reporting on outside readings and leading at least one workshop session. One fifteen-to-twenty page seminar paper, based on a defined area of research, will also be required of each student. Graduate students will be required to supplement their seminar papers with separate reports on (1) the major categories of research related to their topics and (2) the plans they have constructed for carrying out future research in composition theory. Graduate students will also sit a final oral examination in which they will define a theoretical model for the teaching of composing.

Schedule of Class Meetings:

Tuesdays, 9:30-12:30 (seminars on theory)

Wednesdays, 9:30-12:30 (seminars divided between theory and practical workshops)

Thursdays, 9:30-11:30 (workshops on practical implications for teaching composing)

Secondary Reading List

These texts will be placed on two-hour reserve in the University Library.

- Austin, J.L., How To Do Things With Words, Cambridge, Mass.: Harvard U. Press, 1975.
- Booth, Wayne, A Rhetoric of Irony, Chicago; U. of Chicago Press, 1974.
- Britton, James, Language and Learning, London: 1968.
- Britton, Burgess, Martin, McLeod, & Rosen, The Development of Writing Abilities (11-18), London; Macmillan, 1975.
- Christensen and Christensen, Notes Toward a New Rhetoric, 2nd ed., New York: Harper & Row, 1978.
- Cooper and Odell, Evaluating Writing, Urbana, Illinois; NCTE, 1977.
- _____, Research on Composing, Urbana, Illinois; NCTE, 1978.
- Corbett, Edward P.J., Rhetorical Analyses of Literary Works, New York: Oxford, 1969.
- Daiker, Kerek, & Morenberg, eds., Sentence Combining and the Teaching of Writing, Akron, Ohio, L&S Books, 1979 (contact Douglas Butturff, Department of English, University of Central Arkansas, Conway, Arkansas 72032)
- D'Angelo, Frank, A Conceptual Theory of Rhetoric, Cambridge, Mass.: Winthrop Publishers, 1975.
- _____, Process and Thought in Composition, Cambridge, Mass.: Winthrop Publishers, 1977.
- Freire, Paulo, Education for Critical Consciousness, New York: Seabury Press, 1973.
- _____, Pedagogy of the Oppressed, New York: Seabury Press, 1971.
- Gibson, Walker, Seeing and Writing, 2nd ed., New York: David McKay, 1974.
- _____, Persona, New York: Random House, 1969.
- _____, Tough, Sweet, and Stuff, Bloomington, Indiana: Indiana University Press, 1966.
- _____, The Limits of Language, New York: Hill & Wang, 1962.
- Goodman & Fleming, eds., Psycholinguistics and the Teaching of Reading, Newark, Delaware: International Reading Assn., 1969.
- Graves, Richard L., Rhetoric and Composition, Rochelle Park, New Jersey: Hayden Book Company, 1976.
- Hirsch, Jr., E.D., The Philosophy of Composition, Chicago, University of Chicago Press, 1977.
- _____, Validity in Interpretation, New Haven, Conn.: Yale University Press, 1967.
- Huey, Edmund Burke, The Psychology and Pedagogy of Reading, Cambridge, Mass.: The M.I.T. Press, 1968 (first published in 1908).
- Iser, Wolfgang, The Implied Reader, Baltimore, Maryland: Johns Hopkins U. Press, 1974.
- Koch and Brazil, Strategies for Teaching the Composition Process, Urbana, Illinois: NCTE, 1978.
- Laque and Sherwood, A Laboratory Approach to Writing, Urbana, Illinois: NCTE, 1977.
- Miller, Susan, Writing: Process and Product, Cambridge, Mass.: Winthrop Publishers, 1976.
- Moffett, James, Teaching the Universe of Discourse, Boston, Mass.: Houghton Mifflin, 1968.
- _____, A Student-Centered Language Arts Curriculum Grades K-6: A Handbook for Teachers, Boston, Mass.: Houghton-Mifflin, 1973.

- Olmann and Coley, Ideas for English 101, Urbana, Illinois: NCTE, 1975.
- Piaget, Jean, The Construction of Reality in the Child, translated by Margaret Cook, New York: Basic Books, 1954.
- _____, Six Psychological Studies, ed. by David Elkind, New York: Random House, 1967.
- Pirsig, Robert, Zen and the Art of Motorcycle Maintenance, New York: William Morrow & Company, 1974.
- Purves and Beach, Literature and the Reader, Urbana, Illinois: NCTE, 1972.
- Purves and Rippere, Elements of Writing about a Literary Work, Urbana, Illinois: NCTE, 1968 (Research Report #9)
- Searle, J.R., Speech Acts, Cambridge, England: Cambridge U. Press, 1970.
- Shaughnessy, Mina, Errors and Expectations, New York: Oxford, 1977.
- Tate, Gary, ed., Teaching Composition: Ten Bibliographical Essays, Fort Worth Texas: Texas Christian University Press, 1976.
- Vygotsky, Lev, Thought and Language, translated by Eugenia Hanfmann & Gertrude Vakar, Cambridge, Mass.: The M.I.T. Press, 1962.
- Winterowd, W.Ross, ed., Contemporary Rhetoric, New York: Harcourt Brace, 1975.
- Young, Becker, and Pike, Rhetoric: Discovery and Change, New York: Harcourt Brace, 1970.

Simon Fraser University
Department of Geography
Summer Intersession 1980
(Evenings)

Geography 449
A. MacPherson

Selected Topics in Cultural Geography.

Topic for this session: Humanist movements in contemporary geography.

This course will offer a critical examination of some recent humanist(ic) writings in geography, concentrating on their applicability to the study of landscapes in the greater Vancouver area.

Organization will be on a lecture/seminar basis and very active participation by members of the class will be expected.

Reading:

Required: David Ley and Marwyn Samuels, Humanistic Geography: Prospects and Problems. Maaroufa Press, Chicago. 1978.

Recommended: Sister Annette Buttimer, Values in Geography. Commission on College Geography Resource Paper No. 24 Association of American Geographers. 1974.

D.W. Meinig, The Interpretation of Ordinary Landscapes. Oxford, 1979.

E. Relph, Place and Placelessness. Pion. 1976.

David Seamon, A Geography of the Lifeworld. Croom Helm, 1979.

Yi-Fu Tuan, Space and Place: the Perspective of Experience. U. of Minnesota, 1977.

The above titles are on reserve in the university library, and members of the class should make themselves familiar with their basic ideas at the earliest opportunity. In addition, a selection of duplicated methodological papers from journals will be made available at cost at the beginning of term.

Grading.

Final grades for the course will be based equally on seminar presentations and participation (33%) and on two term papers (33% each) one of which should be completed by the third last week of the intersession period and the other within one week of the last scheduled meeting of the class.

THE HISTORY OF WOMEN IN NORTH AMERICA 1830 TO THE PRESENT

This course covers four broad topics: Women's Health and Sexuality; Women's Work at Home; Women in the Labour Force; Women and Politics. These topics are further broken down into ten units or modules. Each module includes: a clearly stated set of objectives indicating to the student what he or she will be expected to know by the end of the module; reading assignments; introductions to the reading intended to help the student pick out the important points; practice questions (and an answer key) to enable the student to test himself or herself along the way; and one or two essay questions (usually under 800 words each) upon completion of the module, which will be graded. Possibly there will be a final exam; if so it will account for 25% of the final grade.

Every effort has been made to make the course as complete and precise as possible to compensate for the absence of regular face-to-face contact between student and instructor. Throughout the course, the student's essays will be graded by the same individual who will comment extensively on the essays and who will develop a sense of the student's strengths, difficulties, and interests as revealed in his or her work.

COURSE TEXTBOOKS:

Nellie McClung, Clearing in the West (Acton, Goldsmith, Shepard, eds.)
Women at Work; Ontario 1850-1930.

Eleanor Flexner, Century of Struggle.

Judith Hole and Ellen Levine, The Rebirth of Feminism.

William H. Chafe, The American Woman, Her Changing Social, Economic and Political Roles, 1920-1970.

COURSE READINGS:

A book of readings comprised of articles and book excerpts which is loaned to students for the duration of the semester.

COURSE ASSIGNMENTS:

There are ten self-contained units or modules, each containing a graded, written assignment, occasionally in the form of a multiple choice test, but usually consisting of one or two essay questions. These assignments will comprise 100% of your grade if there is no final exam, and 75% if there is.

HISTORY OF ART IN B.C.

Course Outline:

- Week 1: Introduction and the Indian Arts of British Columbia
- Week 2: Eighteenth Century Exploration Artists
Colonial Artists to 1900
Early Watercolour Artists 1900-1920
- Week 3: Impressionists and Post-Impressionists
Walter J. Phillips
- Week 4: Emily Carr - formative years
Emily Carr - mature years
- Week 5: Vancouver School of Art 1926-1945
The Group of Seven in British Columbia
- Week 6: Post-War Developments
Introduction to Non-Objective Painting
Contemporary Artists

Evaluation:

Final Exam	40%
Weekly Projects	40%
In Class Participation ...	20%

Required Reading:

- Maria Tippet and Douglas Cole, From Desolation to Splendour: Changing Perceptions of the Landscape in British Columbia (Toronto: Clarke Irwin & Co. Ltd., 1977) (author's royalties to be refunded to all students).
- Emily Carr, Growing Pains (Toronto: Clarke Irwin Co. Ltd., 1946)..

OFFICE OF THE DEAN

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FACULTY OF ARTS

PHILOSOPHY 231

THE WORK ETHIC: VIABLE OR OBSOLETE?

SUMMER SEMESTER 1980

B. KENT

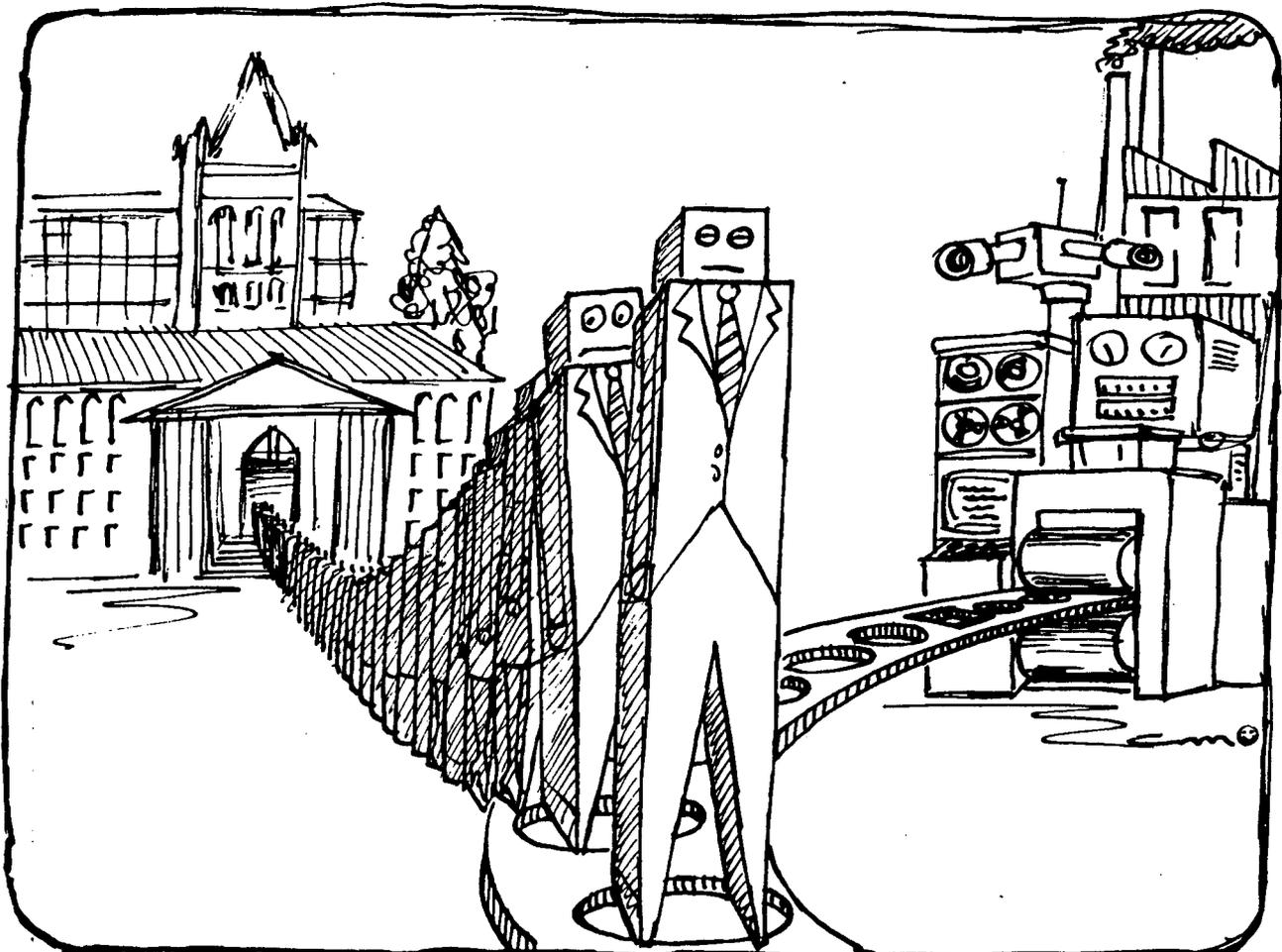
REQUIRED TEXTS:

Fred Best, ed.	<i>The Future of Work</i>
Lawrence Haworth	<i>Decadence and Objectivity</i>
Bernard Suits	<i>The Grasshopper; Games, Life and Utopia</i>

COURSE DESCRIPTION:

Will you be among the unemployed tomorrow?

In our western economies unemployment is steadily increasing. Workers are often confronted with meaningless tasks; 'featherbedding' and 'administrivia' are common. Even advanced university degrees may fail to provide access to the career of one's choice. Accordingly, young people find themselves directed toward studies in those areas where opportunities still exist. Vocational retraining programmes repeat the scenario. And so our educational institutions contrive to turn out square pegs to balance precariously over the dwindling number of round holes.



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In a populace nurtured on the work ethic, men and women define and express their existence through work. Could you contemplate an alternative life-style should you be one of the permanently unemployed?

In this course we shall survey the philosophical origins of the work ethic. We shall explore two divergent responses to the problems - two models, each pointing to a new life-style with a distinct set of values: The one envisions a work-oriented society in which work is revitalized to become the focal point of self-fulfilment; the other evokes a leisure-oriented society in which the activities pursued reflect the individual's own uncoerced choices. In the light of these studies we shall consider some completely new philosophical approaches.

COURSE REQUIREMENTS:

Class participation will constitute 30% of the final grade. Two papers on topics to be arranged between the student and instructor will count for 30% and 40% respectively.

NOTE: Philosophy 231 is a Summer Session course.

POL.448 SELECTED TOPICS IN INTERNATIONAL RELATIONS

COURSE OUTLINE

*Dr. David Haglund
Summer Intersession 1980*

The focus of this seminar will be dependency theory. Specifically, we will be applying dependency approaches, as they have evolved in the recent work of Latin Americanists, to an analysis of the political economy of Canadian-American relations.

Two kinds of questions will be explored. The first set of questions involves the applicability of the Canadian experience with 'delayed dependent development' to recent theoretical assumptions about Latin American development. The second set attempts to assess whether Latin American efforts to overcome dependency have relevance for Canadian policy making, especially in respect of extractive industries.

Because this course is a seminar, heavy stress will be placed on individual research efforts and on class participation. There will be a term paper of 20 to 30 pages, but no exams.

Readings

There will be four 'texts' for this course, books that we will all be reading and that I strongly recommend you purchase. In addition, there will be additional required and recommended readings from week to week, available in the library.

The four texts, all available in paperback, are (in the order in which we will be using them):-

Theodore H. Moran, Multinational Corporations and the Politics of Dependence, (Princeton: Princeton University Press, 1974).

John Hucheson, Dominance and Dependency (Toronto: McClelland and Stewart, 1978).

Donald Creighton, The Empire of the St. Lawrence (Toronto: Macmillan, 1956).

John Richards and Larry Pratt, Prairie Capitalism (Toronto: McClelland and Stewart, 1979).

For additional readings, please consult the course reading outline available from the departmental office.