

MEMORANDUM

Senate

From Senate Committee on
Undergraduate StudiesSubject New Courses -- GS. 230-3,
350-3, 351-3

Date November 15, 1979

Action taken by the Senate Committee on Undergraduate Studies at its meeting of November 6, 1979 gives rise to the following motions:

MOTION 1

That Senate approve and recommend approval to the Board, as set forth in S79-140, the proposed new course GS. 230-3 Introduction to Religious Studies .

NOTE: Approval was made subject to receipt of a promised statement on Library resources which had not as yet been received at the time SCUS met.

MOTION 2

That Senate approve and recommend approval to the Board, as set forth in S79-140, the proposed new courses GS. 350-3 Family Development I: Coupling and Young Families and GS. 351-3 Family Development II: Maturing and Extended Families .

NOTE: It was felt in the SCUS meeting that these courses could appropriately be offered in the Department of Psychology. However, with the support of the Psychology Department, it has been proposed that they be offered in General Studies because they incorporate an interdisciplinary approach and will involve interdepartmental staffing.



Daniel R. Birch,
Chairman

SIMON FRASER UNIVERSITY

SCUS 79-48

MEMORANDUM

Mr. H.M. Evans, Registrar &
Secretary, SCUS

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

Subject New Course Proposal: G.S. 230-3

Date October 31, 1979

INTRODUCTION TO RELIGIOUS STUDIES
I.S.C. 79-18

The attached New Course Proposal for G.S. 230-3 - Introduction to Religious Studies (I.S.C. 79-18) was approved on October 30, 1979 by the Faculty of Interdisciplinary Studies Undergraduate Curriculum Committee.

Would you 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

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

ISC 79-18

NEW COURSE PROPOSAL FORM

Department: General Studies

Calendar Information

Abbreviation Code: G.S. Course Number: 230 Credit Hours: 3 Vector: 2-1-0

Title of Course: Introduction to Religious Studies

Calendar Description of Course:

The purpose of religious studies is the critical and appreciative understanding of religious phenomena as they are expressed in religious traditions and in the varieties of social and cultural forms available to scholarly investigation. Disciplines and methods that are literary, historical, philosophical, theological, and of the nature of social and behavioral sciences are used to accomplish that end. At the same time, there is a sensitivity to affective levels of understanding.

Nature of Course

Lecture/Tutorial

Prerequisites (or special instructions):

15 semester hours

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

2. Scheduling

How frequently will the course be offered? Annually

Semester in which the course will first be offered? 80-3

Which of your present faculty would be available to make the proposed offering possible? Dr. C. Paris is available as a Sessional.

3. Objectives of the Course

To set out the content and methods of the study of religious phenomena and to point out directions of further study.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty Sessional Stipend.

Staff None

Library None

Audio Visual None

Space None

Equipment None

5. Approval

Date: _____

31 Oct 79

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Department Chairman

J. W. Galloway
Dean

Don R. Bird
Chairman, SCUS

INTRODUCTION TO RELIGIOUS STUDIES

Topics treated during the semester.

- I Comparative Religion: Whither - and Why?
- II Religious Studies: A Voyage
- III The Study of Religion and the Study of the Bible
- IV Autobiography and Story
- V Christian Predominance or Participation?
- VI Religion and Culture
- VII Traditional Religions and Modern Culture
- VIII Societies, Institutions and Religion
- IX Religion and Sanctity

The purpose of religious studies is the critical and appreciative understanding of religious phenomena as they are expressed in religious traditions and in the varieties of social and cultural forms available to scholarly investigation. Disciplines and methods that are literary, historical, philosophical, theological, and of the nature of social and behavioral sciences are used to accomplish that end. At the same time, there is a sensitivity to affective levels of understanding.

The description of an introduction might best be described by Wilfred Cantwell Smith of Dalhousie University "In principle, the drive is toward the construction of an intellectual statement (or history) of the diverse religions of mankind that ideally does justice to all of them as well as standing independently, a statement that will be cogent to a reasonable man who is a member of any faith or of none." (Wilfred C. Smith, Comparative Religion: Whither - and Why? The History of Religions, Edited by M. Eliad and J.M. Kitagawa, the University of Chicago Press, 1973.)

Class Method: 30 minutes - lecture; 30 minutes - class discussion;
and 30 minutes - individual direction.

(Two meetings/Week)

A term paper will be required.

Texts: (to be purchased)

Religious Diversity: Essays by W.C. Smith. Ed. by W.G. Oxtoby,
Harper and Row, 1976.

Ascent of the Mountain, Flight of the Dove. M. Novak, Harper and
Row (2nd Ed., 1979).

Religion and Culture in Canada. Peter Slater. Wilfred Laurier
University Press.

Recommended Reading:

Seeing with a Native Eye: Essays on Native American Religion. Ed.
by W.H. Capps, N.Y., Harper & Row.

Church and State in Canada 1627 - 1867. Ed. by J.S. Moir, Carleton
Library, No. 33, McLelland & Stewart.

The Christian Church in Canada. H.H. Walsh, Toronto: Ryerson Press.

Ways of Understanding Religion. W.H. Capps, Harper & Row.

SIMON FRASER UNIVERSITY

SCUS 19-44

MEMORANDUM

Mr. H.M. Evans, Registrar &
Secretary, SCUS

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

Subject New Course Proposals G.S. 350-3 and
351-3 I.S.C. 79-17

Date October 31, 1979

At its meeting on October 30, 1979, the Faculty of Interdisciplinary Studies Undergraduate Curriculum Committee approved the attached new course proposals for G.S. 350-3 - Family Development I: Coupling and Young Families, and G.S. 351-3- Family Development II: Maturing and Extended Families (I.S.C. 79-17).

Would you 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

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

ISC 79-11

NEW COURSE PROPOSAL FORM

Department: General Studies

Calendar Information

Abbreviation Code: G.S. Course Number: 350 Credit Hours: 3 Vector: 0-3-0

Title of Course: Family Development I: Coupling and Young Families

Calendar Description of Course:

This course is the first of a sequence of two courses designed to encourage the study of families from an interdisciplinary point of view and as such it provides the foundation for further study of family development. Information from various disciplines is integrated to provide an overview of the initial development of families starting with coupling and concluding with the young family.

Nature of Course

Seminar
Prerequisites (or special instructions):

60 credits

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

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 80-3

Which of your present faculty would be available to make the proposed offering possible? Jean E. Koepke, Ph.D., Psychology Department, Laura Jensen, M.D. and Anne Popma, M.Sc., Kinesiology Department

3. Objectives of the Course

The objective of this course is to help students gain a comprehensive understanding of the initial development of families and at the same time an appreciation of the interdisciplinary point of view.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty Stipend and/or Release Time

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: _____

31 Oct 79

Department Chairman

J. W. Robert
Dean

Chairman, SCUS

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Department: General Studies

Calendar Information

Abbreviation Code: G.S. Course Number: 351 Credit Hours: 3 Vector: 0-0

Title of Course: Family Development II: Maturing and Extended Families

Calendar Description of Course:

This is the second of two interdisciplinary courses in family development and is designed as a sequel to Family Development I. In this course information from various disciplines is integrated to provide a comprehensive knowledge of maturing and extended families.

Nature of Course Seminar

Prerequisites (or special instructions): 60 credits

Recommended: G.S. 350-3

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

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 81-1

Which of your present faculty would be available to make the proposed offering possible? Jean E. Koepke, Ph.D., Psychology Department, Laura Jensen, M.D. and Anne Popma, M.Sc., Kinesiology Department

3. Objectives of the Course

The objective of this course is to help students gain a comprehensive understanding of maturing and extended families and at the same time an appreciation of the interdisciplinary point of view.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty Stipend and/or Release Time

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: _____

31 Oct 79

Department Chairman

J. W. Bolner
Dean

Chairman, SCUS

Family Development I: Coupling and Young Families

This course is offered as the first of two interdisciplinary seminars in family development. Information from the disciplines of psychology, kinesiology, and family studies are integrated in order to provide an overview of the initial development of families.

Course Outline

Introduction: Ways of Studying the Family

Coupling

Living as a Twosome

Pregnancy and Preparation for Birth

The Birth Experience

Mother and Child: Nutrition and Growth

Alternative Family Patterns: Adopted, Single-Parent and Homosexual Families

Early Development: Family Members as Educators

Initial Family Communication Patterns

Role Models and Family Stresses

Abusing Families

Families with Special Needs

Conclusions

Family Development II: Maturing and Extended Families

This course is offered as the second of two interdisciplinary seminars in family development and is a sequel to Family Development I. It is designed to integrate information from the disciplines of psychology, kinesiology, and family studies in order to provide a comprehensive understanding of maturing and extended families.

Course Outline

Increasing Family Size: Motives, Stresses, Physical and Psychological Factors

Remaining a Couple Within the Family

Family Interaction Patterns and Ways of Parenting

Lifestyles: Health, Nutrition, Fitness and Growth

Sexuality Within the Family

Blending Families

Older Children: Friends, Family, Teachers and Media as Educators

Families with Adolescents: Puberty, Identity and Parenting

Family Processes

Midlife: A Time for Refocusing

Grandparents: Completing the Cycle

The Future of the Family

Conclusions

Proposal for Two Interdisciplinary Seminars in Family Development

Family Development I: Coupling and Young Families

Family Development II: Maturing and Extended Families

The proposed courses in family development are designed to encourage the study of families from an interdisciplinary point of view. The aim is to integrate information from psychology, kinesiology, and family studies as well as from other disciplines in order to help students gain a comprehensive understanding of families. The focus will be on the family as a developing unit, and family development will be studied from coupling through grandparenthood.

At present S.F.U. offers no courses in family development and only one course that is directly concerned with the family which is "Sociology of the Family", (S.A. 331-4). Nevertheless, there is considerable interest in this area on the part of students as was demonstrated by their response to a preliminary version of these courses offered in 79-1 and 79-2: IS. As a special program of study in celebration of the International Year of the Child, two courses, "Children and Families: An Overview" and a follow-up "Directed Studies: Children and Families", were offered in the evening through Continuing Studies. Both courses had full enrolments with waiting lists and many of the students who were unable to enrol in them expressed the hope that they would be offered again. The two courses attracted students with a variety of backgrounds, including family workers, teachers, principals, and S.F.U. undergraduates, and both were well received by them. Attendance and participation were excellent and the students gave the courses positive evaluations in which they were unanimous in appreciating the interdisciplinary approach.

In order to facilitate the interdisciplinary approach both courses were team taught by three instructors whose individual areas of expertise were psychology (Jean Koepke), kinesiology (Anne Popma), and family studies (Grace Robertson, M.S.W., Health Sciences). By combining information

regarding psychological development, growth and healthy living, and family processes, these instructors were able to present courses in family development that were much more comprehensive than would have been possible for an individual instructor. This resulted in courses that were truly interdisciplinary and that were welcomed as such by the students.

Because these preliminary courses were successful in using team teaching to facilitate the interdisciplinary approach, team teaching is also planned for the proposed courses, Family Development I and II. Psychology, kinesiology, and family studies are envisaged as the core disciplines in this interdisciplinary approach to family development and therefore the team should include instructors having expertise in these areas. Instructors from other disciplines may also be included from time to time. The instructors may be drawn from both inside and outside the University as was done in the preliminary courses, but the coordinating instructor will be a faculty member at S.F.U.

Although only two courses are being proposed at present, it is envisioned that they might eventually become the core courses for a Diploma Program in the family. Relevant courses from a number of departments including Sociology and Anthropology, Psychology, Kinesiology, Women's Studies, and History might be combined to form such a Diploma Program.

The proposed courses in family development as well as a Diploma Program would be of interest to many who are working with families or planning to do so. Because the Government of B.C. is presently putting substantial effort into supporting families, courses concerning the family would be of interest to many working in the Ministry of Human Resources and especially to Family Support and Child Care Workers. Such courses would also be of interest to Registered Social Workers, teachers, nurses, Family Court Workers, and others who work with families.

Each of the proposed courses in family development could be offered once a year in the evening or daytime. These courses are proposed as seminars

because the style of team teaching developed in the preliminary courses involved considerable interaction among the three instructors, who attended all of the classes, and among the students. This style was most effective in helping the students to become seriously involved with the subject matter of the courses and was in large part responsible for the success of these courses.

In summary, Family Development I and II are proposed as interdisciplinary team-taught seminars. Preliminary versions of these courses, which were taught in the past year, attracted full enrolment with waiting lists and were very well received by the students. There is therefore every reason to believe that the proposed courses in family development would find a ready audience and would make a worthwhile addition to the course offerings at S.F.U.

Resources

Monographs

- Ackerman, N.W. The Psychodynamics of Family Life. New York: Basic Books, 1958.
- Ackerman, N.W. Treating the Troubled Family. New York: Basic Books, 1968.
- Albinson and Andrew. Child in Sport and Physical Acitivity. University Park Press, 1974.
- Aldous, J. Family Careers: Developmental Change in Families. New York: Wiley, 1978.
- Attneave, C. and Speck, R. Family Networks. New York: Pandom House, 1974.
- Blix, G.(Ed.) Nutrition in Preschool and School-age. Swedish Nutrition Foundation, 1969.
- Blood, R.O. The Family. New York: Free Press, 1972.
- Boston Women's Health Book Collective. Our Bodies, Ourselves. 2nd ed. New York: Simon and Schuster, 1976.
- Boston Women's Health Book Collective. Ourselves and Our Children. New York: Random House, 1978.
- Bowlby, J. Attachment and Loss, Vol. 1, New York: Basic Books, 1969.
- Callahan, S.C. Parenting: Principles and Politics of Parenthood. New York: Penguin, 1974.
- Chew, P. The Inner World of Middle-Aged Man. New York: Macmillan, 1976.
- Ciaramitaro, B. Help for Depressed Mothers. 1st ed. Ashland, Oregon: Independent Printing Co., 1978.
- Clarke-Stewart, A. Childcare in the Family. New York: Academic Press, 1977.
- Collipp, P.J. (Ed.) Childhood Obesity. Publishing Science Group, 1975.
- Colman, A.D. and Colman, L.L. Pregnancy: The Psychological Experience. New York: Seabury Press, 1971.
- Cratty, B.T. Perceptual and Motor Development in Infants and Children. New York: Macmillan, 1970.
- Duberman, L. The Reconstructed Family: A Study of Remarried Couples and Their Children. Chicago: Nelson Hall, 1975.
- Duberman, L. Marriage and Other Alternatives. 2nd ed. Praeger, 1977.
- Erikson, E.H. Identity: Youth and Crisis. New York: Norton, 1968.
- Family Relations Act. Victoria, B.C.: Queens Printer, 1978.

- Foman, S.S. Infant Nutrition. Philadelphia: Saunders, 1974.
- Gallatin, J.E. Adolescence and Individuality. New York: Harper and Row, 1975.
- Galper, M. Co-parenting. Philadelphia: Running Press, 1978.
- Ginandes, S. Coming Home. New York: Delacorte, 1977.
- Goldstein, J., Freud, A., and Solnik, J.A. Beyond the Best Interests of the Child. London: Free Press, 1973.
- Goode, R. A Book for Grandmothers. New York: McGraw-Hill, 1978.
- Guardo, C.J. (Ed.) The Adolescent As Individual: Issues and Insights. New York: Harper and Row, 1975.
- Haley, J. (Ed.) Changing Families: Family Therapy Reader. New York: Grune and Stratton, 1971.
- Helfer, R.E. and Kempe, C.H. (Eds.) The Battered Child. 2nd ed. Chicago: University of Chicago Press, 1974.
- Helfer, R.E. and Kempe, C.H. (Eds.) Child Abuse and Neglect: The Family and Community, Cambridge: Ballinger, 1976.
- Howell, M.C. Helping Ourselves: Families and the Human Network. Boston: Beacon Press, 1975.
- Justice, B. and Justice, R. The Abusing Family. Human Sciences Press, 1976.
- Kempe, C.H. and Helfer, R.E. (Eds.) Helping the Battered Child and His Family. Philadelphia: Lippincott, 1974.
- Kempe, P.S. and Kempe, C.H. Child Abuse. Cambridge, Mass: Harvard University Press, 1978.
- Klaus, M.H. and Kennell, J.H. Maternal - Infant Bonding. St. Louis: C.V. Mosby, 1976.
- Kraemer, H.V. (Ed.) Youth and Culture: A Human-Developmental Approach. Belmont, California: Wadsworth, 1974.
- Lee, G.R. Family Structures and Interaction: A Comparative Analysis. Philadelphia: Lippincott, 1977.
- Leibowitz, L. Females, Males, Families: A Biosocial Approach. Duxbury, 1978.
- Le Masters, E.E. Parents in Modern America. 3rd. ed. Dorsey, 1977.
- Lerner, R.M. and Spanier, G.B. Child Influence on Marital and Family Interaction: A Life-span Perspective. New York: Academic Press, 1978.
- Levine, J.A. Who Will Raise the Children? New Options For Father (and Mothers). New York: Bantam, 1977.
- McBride, A.B. The Growth and Development of Mothers. New York: Harper and Row, 1974.

- McWilliams, M. Nutrition for the Growing Years. New York: Wiley, 1975.
- Miller, W.B. and Newman, L.F. (Eds.) The First Child and Family Formation. Chapel Hill: University of North Carolina, 1978.
- Minuchin, S. Families and Family Therapy. Cambridge: Harvard University Press, 1974.
- Otto, H.A. The Family in Search of a Future: Alternative Models for Moderns. New York: Appleton-Century-Crofts, 1970.
- Parfitt, R.P. The Birth Primer. Philadelphia: Running Press, 1977.
- Phillips, C.A. and Anzelone, J.P. Fathering: Participation in Labor and Birth. St. Louis: C.V. Mosby, 1978.
- Pipes, B.L. Nutrition in Infancy and Childhood. St. Louis: C.V. Mosby, 1977.
- Pleck, J.H. and Sawyer, J. Men and Masculinity. Englewood Cliffs, N.J.: Prentice-Hall, 1974.
- Price, J. You're Not Too Old To Have a Baby. New York: Farrar, Straus and Giroux, 1977.
- Rapaport, R., Rapeport, R., and Strelitz, Z. Fathers, Mothers and Society. New York: Basic Books, 1977.
- Rossi, A.S., Kagan, J., and Hareven, T.K. The Family. 1st ed. Norton, 1978.
- Sheehy, G. Passages, New York: Dutton, 1976.
- Sinclair, D. Human Growth After Birth. Oxford, 1974.
- Skolnick, A. and Skolnick, J. Family in Transition. 2nd ed. Toronto: Little Brown and Company, 1977.
- Sorensen, R.C. Adolescent Sexuality in Contemporary America: The Sorensen Report. New Ed. New York: World Publishing, 1973.
- Steen, E.B. and Price, J.H. Human Sex and Sexuality. New York: Wiley, 1972.
- Stein, J. The Family as a Unit of Study and Treatment. Regional Rehabilitation Research Institute, Seattle: University of Washington Press, 1970.
- Steinhauer, P.D. and Rae-Grant, Q. (Eds.) Psychological Problems of the Child and His Family. New York: Macmillan, 1977.
- Stinnett, N. and Birdsong, C.W. The Family and Alternate Life Styles. Chicago: Nelson-Hall, 1978.
- Tilly, L.A. and Scott, J.W. Women, Work, and Family. New York: Holt, Rinehart and Winston, 1978.
- Towman, W. Family Constellation. New York: Springer, 1969.
- Vanier Institute of the Family. A Statement on Contemporary Family Lifestyles. 1977.

- Van Stolk, M. The Battered Child in Canada. Rev. ed. Toronto: McClelland and Stewart, 1978.
- Vida, G. (Ed.) Our Right to Love: A Lesbian Resource Book. Englewood Cliffs, N.J.: Prentice-Hall, 1978.
- Walter, D.P. Physical and Sexual Abuse of Children. Bloomington: Indiana University Press, 1975.
- Whelan, E.M. A Baby?... Maybe. New York: Bobbs-Merrill, 1975.
- White, B.L. The First Three Years of Life. Englewood Cliffs, N.J.: Prentice-Hall, 1975.
- Worthington, B.S., Vermeersch, J. and Williams, S.R. Nutrition in Pregnancy and Lactation. St. Louis: C.V. Mosby, 1977.
- Zachau - Christiansen, B. and Ross, E.M. Babies: Human Development During the First Year. New York: Wiley, 1975.

Serials

Advances in Child Development and Behavior

American Journal of Clinical Nutrition

American Journal of Orthopsychiatry

Child Development

Child Focus

Developmental Psychology

Family Coordinator

Family Health

Family Process

Human Development

Infant Behavior and Development

International Journal of Family Counseling

Journal of American Academy of Child Psychiatry

Journal of American Dietetic Association

Journal of Child Psychology and Psychiatry

Journal of Gerontology

Journal of Marriage and the Family

Journal of Nutrition Education