

SIMON FRASER UNIVERSITY

S.75-130

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE
STUDIES

SPECIAL TOPICS COURSES - SUMMER 75-2
Subject - FOR INFORMATION

Date SEPTEMBER 4, 1975

Reports from the Faculty of Arts, Faculty of Education,
and Faculty of Science on the use of Special Topics courses for
Summer 75-2 are provided herewith.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dr. Ian Mugridge
..... Vice-President, Academic
Subject..... SPECIAL TOPICS COURSES

From..... *for Noorjahan Halp*
..... Sheila Roberts, Secretary
..... Arts Curriculum Committee
Date..... June 4, 1975

In accordance with Senate regulations S73-125 and S74-43 here are the outlines of the Special Topics courses offered in the Faculty of Arts during 75-2.

Would you please present these to Senate?

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COURSE OUTLINE

Faculty of Arts
APR 23 1975
COURSE

Commerce 492 - Special Problems--"Women at Work"

Spring 1975

F.B. Miller

In this course we will examine various career-related problems faced by 20th Century women in North America. Historical, social and legal factors will be considered which influence: how women choose careers; how they get into the careers they choose; and how they "get on" in the careers they enter. Since the special problems met by women in their work experience also have problematic aspects for: employers; government; society or "the community"; and for male co-workers and competitors, we will try to understand the social contexts in which gender plays a role. We will begin by developing a systematic way of thinking about occupations in general before comparing those occupations in which women predominate with those in which they are under represented. Besides reviewing available information we will try to generate new data of use to the city and province.

REQUIRED TEXTS: Juanita Kreps Sex in the Marketplace
 Labour Canada, Womens Bureau Women in the Labour Force

Much of the work of the course will involve independent work undertaken by course members. It will include: a) a detailed occupational description of a male sex-linked occupation based in part on direct observation by the student; b) a review analyzing and comparing two books treating the same course-related subject; c) association with the instructor's research project in this area and d) a term paper involving library research and where necessary, field research on a topic of interest to Canadian women. There will be a final examination, (e). Marks will be assigned on the following basis: a) 15 marks; b) 20 marks; c) 10 marks; d) 30 marks; e) 25 marks.

Section One: Occupations and Occupational Choice

Understanding women's occupational experience can be best begun by learning some ways of thinking about the characteristics of occupations, per se. We will begin by learning some general facts about occupations - how many people do what type of paid work, how is this changing, how do people enter occupations - who are the "gatekeepers" and how does the community influence the process by which people choose and/or are chosen for certain occupations. (Approx. two weeks for this section).

Readings: D.O.T. Handouts, Browse in Occupational Outlook handbook.
Slocum: Occupational Careers - Chaps. 3,4
Nosow & Form: Man Work and Society pp 56 - 87
WOMEN IN THE LABOUR FORCE - Tables 15, 14, 10, 9, 8, 7, 2, 1
(in that order)
also "Highlights" pp iii-iv
Crites: VOCATIONAL PSYCHOLOGY pp 35-65

Section Two: Division of Labour by Sex

To get a preliminary feel for how and why sex plays a role in occupations, we will examine anthropological explanations for the division of labour by sex as well as current information on the distribution of jobs according to gender. Was the cave man actually a feminist? (Lionel Tiger disagrees with fellow-anthropologist Alan Lomax on this score.) On the other hand how well does the current slogan : " You've come a long way baby " describe the last few decades? (approx. two weeks)

Readings - "The Evolutionary Taxonomy of Culture" Lomax
Kreps, Sex in the Marketplace Chaps 1 and 2
Chaps 10 and 11 (pp 66-67) Women in the Labour Force
(and tables 46-50) Memorize definitions on pp 52-53
espec. 4 and 5.

Section Three: Status and Occupation

As we look at what are generally considered "good jobs", we note men are over represented, women "under-represented". What are the marks of a "good job", how are women channeled into sex-linked jobs and why are they mainly not the "good jobs"? This turns out to be a fairly tricky series of questions, inherently controversial and well worth ones attention. (approximately 3 weeks)

Readings: Kreps, Chaps 4,5,6
(Reserve) Nosow and Form, Chap 8 and "Attributors of a Profession"
pp 206-218

Section Four: Directed Studies

It is expected that students will primarily read in areas of their own choosing (within the framework of the course content) from this point on. There will be lectures on topics of general interest, but there will also be small group and individual meetings on special interest areas. The course will be conducted in large measure as a seminar, from here on out, with the members reporting on their special projects alternating with contributions by the instructor.

Specialized bibliographies will be developed for topical specialties, along with a general bibliography distributed along with the course outline.

Faculty of Arts
APR 23 1975
Office of the Dean

SIMON FRASER UNIVERSITY
Department of Economics and Commerce

COURSE OUTLINE

COURSE: Economics 496 SEMESTER: Summer 1975
TITLE: Selected Topics INSTRUCTOR: Sandra Christensen
Topic: Income Security -- The Canadian Welfare System

PRE-REQUISITE - Econ 200 and 205

Text

No purchased text. Reading assignments will come from government documents and journal articles. These will be on library reserve.

This will be a seminar focussing on problems and policies in the area of income security (or income maintenance) in Canada. Initially, we shall make a broad survey of the present structure of income security programs, including:

- a) welfare transfer programs
- b) insurance programs (social insurance and unemployment insurance)
- c) manpower programs.

Thereafter, we shall consider in more detail specific topics, to be selected on the basis of the interests of those taking part in the seminar. Possible specific topics include:

- 1) A critical examination of the three-tier transfer system for the aged: Is the bundle provided by Old Age Security, Canada Pension Plan, and Guaranteed Income Supplements successful in meeting social objectives for the aged? Does a logical rationale exist for all three types of transfer payments to the aged? Could income security for the aged be better provided in some alternative way?
- 2) A critical examination of legislative and institutional barriers to income security for women: This may tie in closely with topic (1), since a major barrier to income security for women is that, under existing institutional arrangements, homework does not entitle a woman to social insurance benefits.
- 3) Arguments pro and con for a universal negative income tax to replace or supplement, existing income security programs. Some discussion of negative income tax experiments in the U.S. and Canada.
- 4) A critical examination of unemployment insurance in Canada, with respect to its adequacy and the behavioral incentives it creates, both desirable and undesirable. For example, does unemployment insurance lead to large numbers of loafers faking unemployment, or does it encourage desirable job mobility?

There will be no midterm or final examination. Course grade will be based on required papers, summarizing what has been learned via class discussion and readings on each selected topic.

THE EROTIC IDIOM

The "erotic idiom" denotes a style or form of artistic expression which is characterized by erotic content, i.e., content devoted to, or tending to arouse sexual desire, as treating of or depicting sexual love. "Idiom" is further defined according to general categories, such as West, East; Antiquity, Renaissance, Victorian, Contemporary; English, French, Italian, etc.; literature, painting, sculpture, cinematography, etc.; romanticism, realism, naturalism, etc.

Generally, we will examine relationships between society (our public selves) and sexual fantasy (our private selves). Once we have familiarized ourselves with some basic assumptions and critical principles, we will study experiences, discuss ideas, relate experience to idea, and determine some possible implications for contemporary consciousness of the "erotic idiom."

Required Texts:

De Sade	<u>120 Days of Sodom & Other Writings</u>	Grove
Cleland, J.	<u>Fanny Hill</u>	Dell
Anon	<u>The Pearl</u>	Panther
Louys, P.	<u>Aphrodite</u>	Panther
ed. Legman	<u>My Secret Life</u>	Avon
Lawrence, D.H.	<u>Lady Chatterley's Lover</u>	Penguin
Reage, P.	<u>Story of O</u>	Ballantine
Roth	<u>Portnoy's Complaint</u>	Bantam
Glazier, L.	<u>Stills From a Moving Picture</u>	Paunch

Recommended Reading:

Atkins, J.	<u>Sex in Literature</u>	Grove
Loth, D.	<u>The Erotic in Literature</u>	Manor
Peckham, M.	<u>Art and Pornography</u>	Fitzhenry & Whitside

Assignments:

Plan on one oral and one written report.

First Week: miscellaneous handouts

Fifth Week: Reage, The Story of O

Second Week: De Sade, 120 Days of Sodom & Other Writings

Roth, Portnoy's Complaint

Third Week: Cleland, Fanny Hill

Sixth Week: Glazier, Stills From a Moving Picture

Fourth Week: Anon, The Pearl

Louys, Aphrodite

Fourth Week: Legman, My Secret Life

Lawrence, Lady Chatterley's Lover

Reserve Books: ed. Hughes, Perspectives on Pornography
Loth, The Erotic in Literature

Lectures:

Monday 3:30-5:20 AQ 5006

Tuesday, Wednesday, Thursday and Friday 3:30-4:20 AQ 5006

Seminars:

Tuesday, Wednesday, Thursday and Friday 4:30-5:20 AQ 5020

INTERSESSION

Summer 1975

English 419/469

S. Cooperman

SPECIAL STUDIES B

A Course-Seminar in Creative Writing

A course in Creative Writing and Practical Criticism. Students will discuss thoroughly original poems and short fiction, produced by members of the course, as well as theories underlying both the creative and critical processes.

The enrollment will be limited. Interested students are asked to submit copies of their work to Professor Cooperman before enrollment.

Lectures: Monday 3:30-5:20 AQ 5006
Tuesday, Wednesday, Thursday and Friday 3:30-4:20 AQ 5006

Seminars: Tuesday, Wednesday, Thursday and Friday 4:30-5:20 AQ 5020

INTERNATIONAL POLITICS: AN HISTORICAL INTRODUCTION

Throughout recorded history men have organized themselves in political communities to defend and advance their common interests. With the passage of time, these communities (now called 'states') have become identified with specific areas of the globe and, assuming a theoretical monopoly over all public interest, have taken on a life of their own, seemingly independent of the mere mortals who momentarily animate and direct them. Proud, imperious and demanding these states have come to exercise absolute political authority within the territorial limits which they have established. Beyond those limits, however, exist other states, equally proud and imperious, demanding recognition of their rights and privileges as independent political communities. The problems created by the clash of interest among these rival communities have frequently led to bloody conflict, and in the best of circumstances, to a perpetual atmosphere of tension which must be carefully managed to avoid its degeneration into spontaneous violence. The purpose of this course will be to examine, in a historical context, the development of relations among competing states, particularly in the past two hundred years, and the manner in which the problems of international relations have been handled and mishandled by the men who exercise power.

There will be one lecture each week in which the problems of international relations will be analyzed by the instructor. There will also be a two-hour tutorial each week in which specific problems of both a theoretical and practical nature relating to international relations will be discussed in depth.

COURSE REQUIREMENTS AND MARKING SYSTEM:

Tutorial attendance and participation	30%
Essay (4000-5000 words)	35%
Final Examination	35%

ASSIGNED READING:

Pierre Renouvin and Jean-Baptiste Duroselle, INTRODUCTION TO THE HISTORY OF INTERNATIONAL RELATIONS.

F.L. Loewenheim, PEACE OR APPEASEMENT? HITLER, CHAMBERLAIN AND THE MUNICH CRISIS.

New York Times, THE PENTAGON PAPERS

The above mentioned works are all available in paperback and will serve as the basis of discussion in tutorial.

Lecture Topics:

Introduction
The Emergence of the Modern International System
The State
Power Politics
Formulation of Foreign Policy
The Instruments of Foreign Policy: Diplomacy.
The Instruments of Foreign Policy: Propaganda and Economics
War as an Extension of Diplomacy.
Resolving International Conflicts
The Foreign Policy of the Super-Powers
The Foreign Policy of China
The Foreign Policy of Middle and Small Powers
Continuity and Change: World Politics in the Seventies

HISTORY 293: Cultural and Intellectual History:
Englishmen in India

INSTRUCTOR: Mr. Ingram Ellis

The subject of this course is the behaviour of Englishmen in the colonies. As the best fiction was written about India, and British India was Europe's most spectacular colony, the course will survey the changing attitudes to the Raj of Englishmen at home and in India from the 1780's to 1930's.

Requirements: One essay of 1500 words and a final examination of 3 hours.

Required Reading:

*E.M. Forster	<u>A Passage to India</u>
*George Orwell	<u>Burmese Days</u>
Joseph Conrad	<u>The Heart of Darkness</u>
G.A. Henty	<u>One Novel</u>
Rudyard Kipling	<u>Plain Tales from the Hills</u>
+M. Elkins	<u>On Slavery</u>
+O. Mannoni	<u>Prospero and Caliban</u>
A. Memmi	<u>The Colonizer and the Colonized</u>
P. Spear	<u>Modern India</u>

(* ordered by the bookstore

+ xerox copies of extracts will be supplied)

HISTORY 480

May, 1975

LIBERTY, AUTHORITY, AND ORDER: SELECTED TOPICS IN BRITISH, U.S.
AND CANADIAN CONSTITUTIONAL HISTORY

A. D. Aberbach

General description:

The concept of liberty is a cornerstone of the English-speaking world and both Canada and the United States owe many of their fundamental concepts of freedom and good government to the British inheritance.

Historically speaking "liberty" is not an end in itself but an idea that is qualified and defined by government. Free governments permit as much liberty as is consistent with order but how "order" is defined sometimes brings conflict. Authority, when invoked to maintain "order," sometimes produces still further conflict. If Western Civilization is based on the concepts of law and order then order establishes the authority to enforce law.

Both the Constitution of the United States and the Statutes and Codes of Canada are rooted in the British common law. Indeed, in 49 of the 50 states of the U.S. the common law still applies unless modified or changed by statute.

Scope:

The major thrust of this course will center around selected problems and personalities in each of the three countries. This course is concerned with the historical development of the concepts of liberty, authority, and order and what happens when differing concepts of liberty clash.

Pre-requisites:

Although there are no pre-requisites this is an advanced upper-levels seminar and while it is impossible to state categorically what background one needs, the following assumptions are made:

- A. That each has some over-all knowledge of British, United States and Canadian history.
- B. That each who registers has the ability to organize material from a wide range of primary sources, supported by judicious use of secondary sources.
- C. That each possesses some ability to analyze, correlate, and synthesize historical material.

Final registration:

Pre-registration does not automatically enrol you. Final registration, in person, will take place in 6008A.Q. (291-4488) on Friday, 2 May, between 9-12 noon. Anyone who pre-registers but does not complete final registration may lose his/her priority if space is given to someone else.

Procedure:

Each seminar is designed to permit and encourage the interchange of ideas and are limited in number to 5 or 6 in order that we may achieve, individually and collectively, a high level of quality work. Each who takes this course agrees to assume a definite responsibility for the intellectual content of the seminar. An individual contribution is expected each seminar and must be thoroughly thought-out and digested before class meets.

Seminars meet every second week for 2 1/2 hours in 6008A.Q.

Topics:

The following represents a partial list of people and topics that will be discussed in this course. Topics for succeeding seminars will be determined in class, giving you two full weeks for research and organization.

Background: Code of Hammurabi, Mosaic code, Manu, Solon, Draco, Justinian, Talmud, Koran, Canon law.

Great Britain: Magna Carta, Coke, common law, absolutism of Parliament, Glorious Revolution, Blackstone.

United States: American Revolution, Alien and Sedition acts, Civil War, Pullman strike, McCarran act, Holmes, McCarthy.

Canada: Quebec act, BNA act, Riel, Winnipeg general strike, Conscription crisis, Gouzenko, FLQ, Criminal code.

Seminar days, dates: all meet in 6008A.Q. from 9:00-11:30

Seminar A: Mondays- May 5 (organizational meeting, preparation necessary), May 19 (to be changed, holiday), June 2, 16, 30; July 14, 28.

Seminar B: Tuesdays- May 6 (organizational meeting, preparation necessary), May 20, June 3, 17; (to be changed, holiday), July 15, 29.

Office hours:

To be announced. It is expected that each will avail himself/herself of office hours, with work well in progress, during the week that the seminar does not meet.

Grades:

Grades depend on the research and presentation prepared for each seminar; the questions, comments, analyses raised about other presentations; and the quality of the research paper. Topics must be approved in advance. Two copies are required but one will be returned to you during the conference arranged toward the end of the semester to discuss your paper. Final date for submission of papers is noon, Friday, July 18.

HISTORY 482: Studies in History
End of Isolation, 1898-1901 - British
Foreign Policy from the Documents

The subject of this course is British foreign policy during the crucial ten years during which the British debated, and finally abandoned their policy of 'splendid isolation'. The subject will be studied from a collection of documents, official despatches, memoirs, and diaries, of which you will be given topics.

Requirements: The grade will depend upon performance in the final examination of three hours. Short essays, to be read in class, may also be required.

History 484
Course Outline
Summer Semester 1975

A.P. Kup

THE MILITARY IN AFRICA

Essay topics will be discussed in class.

REQUIRED READING

Cooper, J. C., The Zulu Aftermath, Longmans 1966.

Doro, M.E. (ed) & N.M. Stultz, Governing in Black Africa, Prentice-Hall, 1970.

Janowitz, M., The Military in the Political Development of New Nations, University of Chicago, 1964.

OUTLINES AND READINGS

Seminars No. 1-3 General Introduction

1. Military Intervention in Africa from earliest historical times, some comparisons and contrasts.
2. External military intervention: Rome, the Arabs, Turkey, Europe.
3. Indigenous military movements: Tuareg, Hima, Almoravidh, Morocco, Montaatapa, Asanto, Yoruba.

Toads:

- a) Aldred, C., The Egyptians, Thames & Hudson 1963, pp. 171-174.
- b) Tarikh, Vol. I, no. 4 (1967) pp. 4-14 (Mohammad Ali).
- c) Mansfield, P., Nasser's Egypt, Penguin.
- d) Crowder and Ikime (ed), West African Chiefs, N.Y. 1970, pp. 25-34 (pre-colonial Chiefs).
- e) D.A. Low, 'Lion Rampant', Journal of Commonwealth Political Studies, 1954, II No. 3, pp. 235-50 (rule of force in shaping British Empire).

N. Africa: Arabs, Turks.

- a) Warmington, B.H., The N. African Provinces, C.U.P., Ch. 2.
- b) Brace, R.M., Morocco, Algeria, Tunisia, Prentice-Hall, 1964, pp. 20-29 (Arabs in Africa).
- c) Barbour, N., A Survey of N.W. Africa, Oxford, 1962, pp. 28-36 (Turkish Regencies).
- d) Tarikh, I. no. I, pp. 53-63 (Abdul Kader and the French Occupation of Algeria, 1830-47).
- e) Collins, R.O., ed., The Partition of Africa, Wiley, 1969, pp. 13-20, 231-234 (Britain in Egypt).

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East Africa and the Omani.

Journal of African History, Vol. I, Part II, pp. 222 et seq. (Muslim States of the Horn).

Coupland, R., The Exploitation of East Africa, Northwestern University 1967, pp. 1-13 (Sayyid Said).

4. The Contributory factors making for Modern Coups.

Lloyd, P.C., Africa in Social Change, Penguin, ch. 13.

Coleman, J. (ed.), Roseberg, C.A., Political Parties and National Integration in Tropical Africa, University of California, 1964, pp. 655-691.

5 & 6. The Historical Background to the Nigerian Coup.

Lloyd, P.C. (ed.), A. Mabongumje & B. Awe: The City of Ibadan, Cambridge, 1967, pp. 11-25 (Ibadan, its early beginnings).

Flint, J., Nigeria and Ghana, Prentice-Hall, 1966, pp. 35-49.

Boahen, Topics in West African History, Longmans, 1966, pp. 38-49.

Tarikh I, no. 1, pp. 72-81 (Professional Warriors in 19th C. Yoruba Politics); Odu, III, 2 (Jan. 1957), 'The Mode of British Expansion in Yorubaland, in the 2nd half of the 19th c.'

Slade, R., The Belgian Congo, O.U.P., 1963, pp. 44-82.

8. Areas of Contemporary Unrest.

African Report, April 1971, pp. 18-21 (Congo-Brazzaville).

African Report, March/April, 1969, pp. 16-26; 51-53 (Mali coup).

Doro, M.E., (ed.) & Staltz, N.M., Governing in Black Africa, Prentice-Hall, 1970, pp. 221-232 (Ghana, Nigeria coup).

Africa Report, June, 1968, pp. 45-57 (Dahomey Coup).

African Review, March 1971, pp. 11-13; Africa Confidential, 5 Feb. 1971, pp. 1-2 (Uganda Coup).

West Africa, 2nd April 1971, pp. 353-355 (Sierra Leone, 1971).

Christian Science Monitor, 11 October 1972 (Dahomey).

C.E. Welch (ed.), Soldier and State in Africa, Evanston, Northwestern University Press, 1970.

East Africa and the Omani.

Journal of African History, Vol. I, Part II, pp. 222 et seq.
(Muslim States of the Horn).

Coupland, R., The Exploitation of East Africa, Northwestern University
1967, pp. 1-13 (Seyyid Said).

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Cambridge, 1967, pp. 11-25 (Ibadan, its early beginnings).

Flint, J., Nigeria and Ghana, Prentice-Hall, 1966, pp. 35-49.

Boahan, Topics in West African History, Longmans, 1966, pp. 38-49.

Tarikh I, no. 1, pp. 72-81 (Professional Warriors in 19th C. Yoruba
Politics), Odu, III, 2 (Jan. 1967), 'The Mode of British Expansion
in Yorubaland, in the 2nd half of the 19th c.'

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Hall, 1970, pp. 221-232 (Ghana, Nigeria coup).

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African Review, March 1971, pp. 11-13; Africa Confidential, 5
Feb. 1971, pp. 1-2 (Uganda Coup).

West Africa, 2nd April 1971, pp. 353-355 (Sierra Leone, 1971).

Christian Science Monitor, 11 October 1972 (Dahomey).

C.E. Welch (ed.), Soldier and State in Africa, Evanston, Northwestern
University Press, 1970.

Some Further ReadingCentral Africa

1. Vansina, J.: Kingdoms of the Savanna a) pp. 245-8
b) pp. 38-45; Origins of the Kongo.
c) pp. 64-69; Jaga Invasion.
2. Oliver & Matthew (ed.), History of East Africa, pp. 181-191: Hima and Tutsi; Bunyoro, Buganda.
3. Willis, J., An Introduction to the History of Central Africa, pp. 19-29: Monomotapa.
4. Ranger, T.O. (ed.), Aspects of Central African History, Heineman, 168.

North Africa

1. Courtois, C., Les Vandales et l'Afrique, 1964.
2. Julien, A., Ch. Histoire de l'Afrique du Nord, Payot (2 vols.)
3. Nasser, J., A History of the Maghrib, Cambridge, 1971.

East Africa

1. Perham, M., Government of Ethiopia.
2. Trimingham, J.S., Islam in Ethiopia.
3. Coupland, R., East Africa & Its Invaders.
4. Bennett, N.R. (ed.), Leadership in Eastern Africa, Boston University, 1968.

The Slave Trade

1. Last, M., The Sokoto Caliphate, Longmans, 1967.
2. Muffett, D., Concerning Brave New Captains, (the British Conquest of Hausaland).
3. Kanya, A.S. - Forstner, The Conquest of the Western Sudan, A Study in French Military Imperialism, C.U.P.
4. Akinjogbin, I.A., Dahomey and its Neighbours.

Southern Africa

1. Sir Rex Niven, Nine Great Africans, London, 1941, Ch. 5 (Chaka and the Soldier).
2. Tarikh, vol. 2, 1968, pp. 53-68 (Lobengula).
3. Mason, P., The Birth of a Dilemma.

Southern Africa (cont'd.)

4. Jordon, R.A., The Transvaal War, 1880-1881 (University of Witwatersrand, 1969).

General Modern Trends

1. Lee, J.M., African Armies & Civil Order, Inst. for Strategic Studies.
2. Gluckman, M., Order & Rebellion in Tribal Africa, published by Cohen & West. (edited).
3. Luckham, R., The Nigerian Military, C.U.P., 1971.
4. Ogot, B.A., War and Society in Africa - published Cass.
5. African Military Coups, Commonwealth Office Lib. 1966.
6. The Role of the Military in Tropical Africa, the Bookings Institution, 1966.
7. Thornton, A.P., Doctrines of Imperialism, Wiley, 1965.

For further bibliography see African Forum, Vol. 2(1), Summer, 1966, pp. 68-75.

South Africa

- de Kieweit, C.W., A History of South Africa, O.U.P., pp. 56-87 (the Boers)

West Africa

1. Historical Society of Ghana Transactions VI, 1962, D. Jones: Jakpa and the Foundation of Gonja.
2. Historical Society of Nigeria Journal, II, no. 4, 1963.
3. Akinjogbin, I.: Agaja and the Conquest of the Coastal States.
4. Historical Society of Ghana. Transactions VII, 1964, pp. 42-59 (Almoravidhs).
5. Kup, A.P., A History of Sierra Leone 1400-1787, C.U.P., 1962, pp. 120-142 (The Mani).
6. Flint, J., Nigeria and Ghana, Prentice-Hall, 1966, pp. 77-97 (Slave Trade).
7. Crowder, Michael (ed.), West African Resistance: The Military Response to Colonial Occupation.

in conclusion:

8. McIntyre, W.E., The Imperial Frontier in the Tropics, Macmillan, 1967, pp. 372-385 (Theories of 19th C. Imperialism).

C-96-16

SIMON FRASER UNIVERSITY

MEMORANDUM

Faculty of Arts

MAY 2 1975

Office of the Secretary

To: Sheila Roberts, Secretary
 Arts Curriculum Committee

Subject: Special Topics Courses - 75-1

From: D. Bevington, Departmental Assistant
 Department of Philosophy

Date: May 8, 1975

Philosophy 231

This course consists of studies in the analysis of the concepts of knowledge, opinion and belief, beginning with Plato's discussion of the nature of knowledge in the Theaetetus, and ending with Austin's, principally in Other Minds. On the basis of these studies there will be an investigation of cognitive methods and procedures, departing from Descartes' Discourse on Method and there will be an examination of the idea that cognitive procedures are perfectible, or may retrogress. In the light of this there will be a discussion of dialectical and theoretical approaches to cognitive procedures, and an appraisal of certain claims made on behalf of knowledge systems and of sceptical responses to these claims. The relation of knowledge to praxis will also be discussed.

Further, there will be some discussion of the nature of belief, and opinions will be distinguished from other beliefs. The personal nature of opinions will be examined, and the idea of commitment, based on belief. In the light of these discussions there will be an examination of the concepts of objectivity and subjectivity, and of the idea that some opinions may be valid only relative to persons, cultures or historical episodes. The course will end with a mapping of the conceptual relations between knowledge and opinion.

(a) One long paper and an exam or (b) Two short papers and an exam or (c) either (a) or (b) but without an exam.

Philosophy 331

The application of contemporary techniques of logical analysis to the presuppositions of traditional and modern skepticism.

The readings range from Descartes to Wittgenstein and specific assignments will be tailored to the capacities of the students who enrol.

Five short papers and a final examination.

Philosophy 435

If it can be obtained, the principle text for the course will be the just published anthology, Philosophical Problems of Causation, ed. Tom Beauchamp, Dickenson Publishing Co., Encino, California

The topics surveyed in this book are:

- a. Historical Background in Hume and Kant
- b. Modern Necessity Theories
- c. Modern Regularity Theories
- d. The Manipulability Theory
- e. The Singularist Theory
- f. Causal Explanation and Causal Theory

In any case, whether or not we obtain the above book, we shall survey the following topics and/or questions:

- g. What is the logical status of the dictum, "Every event has a cause"?

Reading: "The Causal Principle", by R.D. Bradley, in the Canadian Journal of Philosophy, vol. IV, no. 1, September, pp. 97-112

- h. Do Descriptions of causes ever imply descriptions of their effects?

Readings: "Causes, Connections and Conditions in History", by M. Scriven, in Philosophical Analysis and History, ed. W.H. Dray.

N. Swartz, unpublished paper.

- i. Can a Cause occur after its effect?

Readings: "Making Things to Have Happened", by R.M. Chisholm and R. Taylor, Analysis, Vol. 20, (1960), pp. 73-78.

"Bringing about the Past", by M. Dummett, Philosophical Review, Vol. 73, (1964).

- j. Need a cause and its effect be contiguous in time?

Reading: "The Time of a Killing", by J.J. Thompson, The Journal of Philosophy, Vol. LXVIII, No. 5, (1971), March 11, pp. 115-132.

- k. Mill's Methods and Overdetermination

Readings: Chapter XIII in An Introduction to Logic and Scientific Method, by M.R. Cohen and E. Nagel, New York, 1934, pp. 245-272.

Chapter 14 in An Introduction to the Philosophy of Science,
by A. Pap, N. Y. 1962, pp. 251-272.

1. Can Reasons be Causes?

Reading: (to be determined)

m. Counterfactuals

Readings: "Counterfactuals and Possible Worlds", by J.
Bennette, Canadian Journal of Philosophy, vol. 1V, no. 2,
Dec. 1974, pp. 381-402.

Grading in the seminar will be based upon classroom participation,
brief papers prepared for in-class discussion, and a term paper. There will
be no final examination.

DB/lmb

C 96-16

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Ms. Sheila Roberts,
Secretary,
Arts Curriculum Committee.

From: M. Gort,
Dept. of Political Science

Subject: Special Topics Courses - Summer 1975

Date: April 30, 1975

In response to your memo dated April 21, herewith course outlines for PSA.480-5 and PSA.481-5, being the Special Topics courses offered in Summer session, 1975.

ENC.

M.G.
M.G.

Faculty of Arts MAY - 1 1975 Office of the Dean

PSA.480-5 CURRENT POLITICAL PROBLEMS
IN AFRICA SOUTH OF THE SAHARA

SUMMER SESSION 1975

Maureen A. Covell

COURSE CONTENT

This course will concentrate on two subjects: the relationship between military rule and social and political change, using as examples Ghana and either Nigeria or Zaire; and current and probable future developments in the former Portuguese territories in Africa (Angola, Mozambique, and Guinea-Bissau).

REQUIRED READING

Portugal in Africa, J. Dufy (Penguin)
The Angolan Revolution, J. Marcum (M.I.T. Press, Cambridge, Mass.)
African Liberation Movements, R. Gibson (Oxford University Press)
Coup d'Etat, A Practical Handbook, E. Luttwak.

There will be one research paper of some length, to be the basis of a class report, and a shorter paper on the one of the two sections of the course not treated in the research paper. Within limits, it will be up to the student to choose which of the two sections of the course he wishes to do the research paper on, and the aspect of the general topic that he wishes to deal with.

PSA 481-5: POLITICAL DIMENSIONS OF POPULATION CHANGE
IN THE CONTEMPORARY WORLD

COURSE OUTLINE

Summer Session 1975

Dr. John G. Corbett

Population problems form some of the most critical issues confronting contemporary society. Should we aim for "zero population growth"? How will we feed ever-increasing numbers of people? What are the relationships between population growth and pollution or depletion of scarce resources? Should governments have the power to decide who may have children? Who influences the birth control policy? All these questions and many others have their origins in various aspects of population change, and all of them are subject to public debate and decision in the political arena.

This course will explore the interaction between population and politics in an effort to clarify the issues involved and the implications of various solutions. We will approach the subject at two levels:

- (1) the probable impacts of government decisions about population issues on society as a whole, and
- (2) the implications of such decisions for the individual.

The course will be worldwide in scope, but we will draw some of our materials and examples from a Canadian setting.

Student responsibilities will include required readings, a term paper or essay, and active participation in class discussion and activities. This is a survey course and does not assume prior background in political science or population studies.

Required Books:

- Lester Brown and Erik Eckholm, By Bread Alone.
Conservation Council of Canada, A Population Policy for Canada? Pamphlet.
Lorna Marsden, Population Probe: Canada.
Henry Reiger and J. Bruce Falls, Exploding Humanity: The Crisis of Numbers.

C-96 16

SIMON FRASER UNIVERSITY

MEMORANDUM

*put in File
Put on Agenda
for FACC - for
information*

To *Sheila*

From *Jean*

Subject

Date *May 20, 1975*

Sorry for the delay, but here are copies of the course outlines for the special topics courses being offered by Drs- Campbell and Kalbach this semester - PSA 482 and PSA 483.

Faculty of Arts
MAY 21 1975
Office of the Dean

PSA 479-5 (Cont'd)

Maxine Rodinson, *Israel: A Colonial Settler State?*
Ronald Segal, *Whose Jerusalem?*
Johan Galtung, "Conflict Theory and the Palestine Problem", *Journal of Palestine Studies*, II (1972), 34-63
Monroe Berger, *The Arab World Today*

Recommended Reading

M. Halperin, *The Politics of Social Change*
D. Lerner, *The Passing of Traditional Society*
Leo Kuper, *An African Bourgeoisie*
St. Andreski, *An African Predicament*

ORGANIZATION

There will be a weekly three-hour seminar. Extensive reading and active participation in classroom discussions is expected from each student. A general interest in world politics, as evidenced in familiarity with daily news, is presupposed. No standard paper on a specific topic is asked for, but several short reviews of books and articles are required. There will be one objective classroom test with several dozen questions at the end of the course. This quiz, which is confined to the reading, will count for three-quarters of the final grade.

THIS COURSE IS ALSO OFFERED IN THE INTERSESSION-EVENING AS PART OF THE DIVISION OF CONTINUING EDUCATION PROGRAM, BUT CARRIES REGULAR PSA CREDIT

THIS COURSE IS OFFERED IN THE SUMMER SESSION AS PART OF THE DIVISION OF CONTINUING EDUCATION PROGRAM, BUT CARRIES REGULAR PSA CREDIT

PSA 482-5 SPECIAL TOPICS 'C'

C. CAMPBELL

"CULTURAL CHANGE IN CONTEMPORARY SOCIETY - THE ROMANTIC SIXTIES"

COURSE CONTENT

Cultural changes in modern industrial society (Britain, U.S.A. and Canada) since 1945 and especially over the last decade and a half. The focus is on the nature and content of this change as a necessary prerequisite to an examination of the dynamics of change. All the principal spheres of culture will be considered (art, science, religion, morality, political thought, etc.) in an attempt to discern overall trends which characterise the present era. Special attention will be given to movements peculiar to the sixties such as the 'counter-culture', the ecology movement, the new theology and the new Left.

Cont'd/

PSA 482-5 (Cont'd)REQUIRED READING

Kenneth Westhues, *Societies Shadow*
 Hayim, *The Intellectual Basis of the Counter Culture*

Recommended Reading

Christopher Booker, *The Neophiliacs*
 Theodore Roszak, *The Making of a Counter Culture*
 C.B. Cox & A.E. Dyson, *The Twentieth Century Mind*
 Clarence L. Barnhart, et al., *A Dictionary of New English*

ORGANIZATION

Two three-hour seminars weekly. Grading will be on the basis of ability displayed in seminars and an optional examination.

PSA 483-5 SPECIAL TOPICS 'D'W. KALBACH"CANADIAN IMMIGRATION"COURSE CONTENT

An examination of Canada's immigration experience and its contribution to population growth and development in the 20th century. Special emphasis will be placed on the government's current efforts to review and reformulate its current immigration policy.

REQUIRED READING

Canada Manpower and Immigration's "Green Paper" on immigration:

- vol. 1 *Immigration Policy Perspectives*
- vol. 2 *The Immigration Programme*
- vol. 3 *Immigration and Population Statistics*
- vol. 4 *Three Years in Canada*

Recommended Reading

Supporting studies by consultants for the immigration "Green Paper".

- A.H. Richmond, *Aspects of the Absorption and Adaptation of Immigrants*
- L. Parai, *The Economic Impact of Immigration*
- W.E. Kalbach, *The Effect of Immigration on Population*
- N. Tienhaara, *An Analysis of Post-War Gallup Polls*
- R. Breton, et. al., *The Social Impact of Changes in Population Size and Composition - Reactions to Patterns of Immigration*

Cont'd/

PSA 483-5 (Cont'd)

Other recommended readings:

W.E. Kalbach, *The Impact of Immigration on Canada's Population*
F. Hawkins, *Canada and Immigration*

ORGANIZATION

One three-hour seminar weekly. Students will be graded on the basis of their seminar participation and one paper, i.e., a critique of Canadian immigration policy.

* * * * *

SIMON FRASER UNIVERSITY

MEMORANDUM

Dr. I. Mugridge

Asst. Vice President, Academic

From D.R. Birch

Dean of Education

Subject Special Topics, Faculty of Education,
Summer 1975

Date September 3, 1975

I am attaching a summary of Special Topics Courses offered in the Faculty of Education during the Summer Semester 1975. This report was not submitted for the July meeting of Senate since the majority of Special Topics Courses were offered in the Summer Session so that they would be accessible to practising teachers. Consequently reliable enrolment information was not available in time for the July meeting of Senate.

Please note that the Undergraduates Program Committee of the Faculty will be reviewing each of these courses during the Fall Semester. According to present Faculty policy a course may not be offered more than twice as a Special Topic. If it is to be offered thereafter it must be brought forward for full approval by the Faculty and Senate.

c. c. H.M. Evans
M.F. Wideen
J.F. Ellis



DRB/caa

SPECIAL TOPICS COURSES
IN THE
FACULTY OF EDUCATION
SUMMER SEMESTER 1975-2

ED.A. 486-04	Strategies for Evaluating Educational Programs (1975)	D. Kaufman	6
ED.B. 486-04	Outward Bound (1972, 1973, 1974, 1975) (offered in response to requests for wilderness experience that contributes to personal growth and recreational leadership skills)	J. Hasell	33
ED.C. 486-04	Computing Science for Teachers (1975)	K. Gopalsingh	10
ED.D. 486-04	Advanced Art (1973, 1974, 1975) (offered in response to requests for advanced work in Art Education)	R. Crumlin	16
ED.E. 486-04	Instrumental Techniques - Music (Elementary) (1975)	D. Tupman	15
ED.F. 486-04	French in the Elementary Schools (1973, 1974, 1975) (offered in response to Federal Bi-lingual Program incentives)	M. Zola D. Fraser	30 19
ED.A. 487-04	Outdoor Leadership for Teachers (1975)	M. Hendy A. Byers	31 56
ED.B. 487-04	Outward Bound (See ED.B. 486-04)	J. Hasell	33
ED.C. 487-04	First Aid and Health Care (1975)	E. and R. Robertson	32

ED.D. 487-04	Coaching and Sports Management (1972, 1973, 1974, 1975) (offered in order to give instruction to teachers who expect to coach school teams)	L. Davies	46
ED.E. 487-04	Secondary Intramural Programs (1975)	N. Spruston	29

File in my Senate BF File

SIMON FRASER UNIVERSITY

MEMORANDUM

*cc: [unclear]
[unclear]*

To Senate

From S. Aronoff *S. Aronoff*

Dean of Science

Subject Use of Special Topics Courses

Date June 24, 1975

I report to Senate as required by S73-125 concerning Special Topics courses offered in 75-2 in the Faculty of Science: none was offered.

AS/pe1

RECEIVED
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JUN 25 1975