



Date: 4 May 2010
To: Members of the Academic Program Development Committee
From: K O'Brien, Academic Program Coordinator
Re: Meeting of 7 May 2010

There will be a meeting of the Faculty of Arts Academic Program Development Committee on Friday 7 May 2010 at 1:00 pm in the Arts Boardroom (CL 427). **Please bring an *Undergraduate Calendar and Course Catalog*.**

1. Approval of the agenda
2. Approval of the minutes of 7 April 2010
3. Business arising from the minutes
4. New business
 - A. Department of French**
 - B. Department of History**
 - C. Prairie Studies Program**
 - D. Department of Geography**
 - E. Department of Justice Studies**
 - F. Environmental Studies Program**
 - G. Individual Honours Major** - Classical and Medieval Studies
5. Other business

The Faculty of Arts Academic Program Development Committee met in CL 427 on 7 April 2010 at 1:00 pm.

PRESENT: K Arbuthnott, M Calkowski, P Campbell, M DeCoste, F Greifenhagen (for M Vetter), D Juschka, J Metcalfe, K O'Brien, D Sharpe, M Zimmermann

REGRETS: C Haynes, R Kleer, A Revet, F Watson, B Warren

1. Approval of the agenda.

Zimmermann/Arbuthnott – moved to approve the agenda as amended.

CARRIED

2. Approval of the minutes of 10 March 2010.

The spelling of Zimmermann was corrected.

Arbuthnott/Juschka – moved to approve the minutes of 10 March 2010.

CARRIED

3. Business arising from the minutes.

A. Core Curriculum

It was suggested that the phrase “One of” be inserted before all lists, rather than using “or” between the items on each list.

It was agreed that the wording around the second language requirement should be explicit that students need two courses; either by choosing from any two on the list or by completing the next course in the series initially chosen by the student. Also, the preamble to the “Language” section should state “must,” rather than “should.” These changes will be incorporated in the draft to be forwarded to the Dean’s Executive Committee.

Some concern was expressed the criteria of the core curriculum doesn’t reflect the content of the courses that will satisfy the criteria. The Faculty has already approved the criteria and APDC’s job is now to classify the courses. The categorization of courses will also be reviewed by the Dean’s Executive Committee and Faculty Council. APDC also reaffirmed that each course may satisfy only one criterion.

Campbell – moved to add a note to the document indicating that APDC had problems categorizing courses.

There was no seconder; therefore, the motion failed.

Juschka/Arbuthnott – moved to approve the proposed core curriculum.

CARRIED

B. International Studies Program

The program has withdrawn its earlier motion to create IS 340. The program has, however, agreed to APDC's suggestion that IS 200 have a prerequisite of "IS 100 or 15 credit hours."

Juschka/Zimmermann – moved to approve IS 200, with the prerequisite of "IS 200 or 15 credit hours."

*For – 6
Against – 1
Abstentions – 1
CARRIED*

4. New Business

A. Department of Philosophy and Classics

DeCoste/Campbell – moved to create PHIL 246.

CARRIED

B. Cooperative Education Program

The committee was supportive to most of the proposed changes, but had some concern with not requiring students to declare a major. Recognizing that this requirement may deter some students from attempting the program, it was suggested that the requirement be waived as required, rather than abandoned, as proposed. This was deemed reasonable, and so it also makes sense to retain the admission requirement that students complete two courses in their major; though, as needed, this requirement could be waived.

Campbell/Zimmermann – moved to revise the admission and continuation requirements for the Cooperative Education Program in Arts, and to continue to require students declare a major and complete two courses in that major, unless student's can demonstrate a need for an exception.

CARRIED

C. Individual Major – Canadian Studies

The committee was generally supportive of the student's request, but had reservations that the student's UGPA is significantly lower than that normally expected to complete successfully an individual major. It was also noted that the student doesn't yet have a lot of university experience and would benefit from the completion of further course.

Juschka/Campbell – moved to deny the proposed individual major and to advise the student to resubmit the request when UGPA is at least 80% and the Arts core curriculum has been completed.

CARRIED

4. New Business

A. Department of French

MOTION to revise the prerequisites of FRLS 120, 121 and 218.

FRLS 120

3:9-3

Grammaire et rédaction 2 - Grammar and Writing 2

Ce cours intensif est la suite du cours FRLS 119. This intensive course is a continuation of FRLS 119.

*** Préalable: FRLS 119, avec une note minimum de 60%. ***

*** Cours concomitant: FRLST 117 ***

* Note: L'étudiant ne peut pas recevoir des crédits à la fois pour FRLS 120 et FR 201 445. *

*** Prerequisite: FRLS 119 with a minimum grade of 60% ***

*** Corequisite: FRLST 117 ***

* Note: Students may not receive credit for FRLS 120 and FR 120 445. *

FRLS 121

3:9-3

Grammaire et rédaction 3 - Grammar and Writing 3

This intensive course is a continuation of FRLS 120. Ce cours intensif est la suite du cours FRLS 120.

*** Préalable: FRLS 120, avec une note minimum de 60%. ***

*** Cours concomitant: FRLS 118 ***

* Note: L'étudiant ne peut pas recevoir des crédits à la fois pour FRLS 121 et FR 202 243. *

*** Prerequisite: FRLS 120 with a minimum grade of 60% ***

***Corequisite: FRLS 118 ***

* Note: Students may not receive credit for FRLS 121 and FR 202 243. *

FRLS 218

9:9-3

Français écrit et culture francophone - Written French and Francophone Culture

Approfondissement de la grammaire du français écrit. Étude de textes portant sur certains aspects sociaux et culturels de la francophonie.

Résumé et composition. Further study of the grammar of written French.

Study of texts on cultural and social aspects of the francophonie. Exercises in summarizing texts and composition.

*** Préalables: FRLS 118 et FRLS 121 avec, dans les deux, une note minimum de 60%, ou permission du chef de département. ***

*** Cours concomitant: FRLS 212 ***

* Note: L'étudiant ne peut pas recevoir des crédits à la fois pour FRLS 218 et, soit FR 203 244, FR 230, ou 231. *

*** Prerequisite: FRLS 118 and FRLS 121 with a minimum grade of 60% or permission of Department Head ***

*** Corequisite: FRLS 212. ***

* Note: Students may not receive credit for FRLS 218 and any of FR 203 244, 230, or 231. *

Rationale

This is a house-keeping matter to reflect the renumbering of FR courses that was previously missed.

B. Department of History

MOTION to HIST 105.

~~HIST 105~~ ~~3:3-0~~

~~**Modernization and Its Impact in 20th Century China and Japan**~~

~~This course aims to impart an understanding of modernization processes in East Asia from the nineteenth century to the 1980s. Attention is focused on how China and Japan addressed the western led challenge of modernization. Emphasis is also placed on social and economic change.~~

Rationale

MOTION to create HIST 250.

HIST 250 **3:3-0**

Modernization and Its Impact in 20th Century China and Japan

[short title: 20th Century China and Japan]

This course aims to impart an understanding of modernization processes in East Asia since the early nineteenth century. Attention is focused on how China and Japan addressed the western-led challenge of modernization, with particular emphasis on the Meiji period in Japan and the Communist revolution in China.

*** Prerequisite: One 100-level HIST course or completion of 15 credit hours. ***

Rationale

Will provide an essential base of historical knowledge for students interested in upper level courses in East Asian history, as well as those registered for the Japanese and Chinese studies degrees (Department of International Languages) and the Asian studies stream of the International Studies program.

ACADEMIC LIMIT

50

PROGRAM IMPLICATIONS (*Own? Others? If others, their support is required*)

On the basis of the recommendations made as part of the recent unit review, History 105 will be deleted from the register. This course is too valuable to lose with respect to the points made above in 'Reason for Proposed Course'. As such, converting it into a 200 level course seems to be a logical course of action. Of course the mode of delivery and requirements will be adjusted to conform to the History Departments guidelines for 200-level courses.

PROPOSED COURSE CONTENT

For Japan and China, the processes of modernization and industrialization in the 19th and 20th centuries were difficult and painful. Drives in both countries towards large-scale social and economic change brought about highly destructive wars and revolutions. The contest between conflicting political ideologies created highly-charged environments

characterized by extremes of political action and reaction. This course aims to impart understanding of modernization processes in East Asia from the Opium War of 1839-42, paying particular attention to the imperialist impact on East Asia, the search for wealth and power in late 19th century China and Japan, and the communist revolution in China.

GRADING

- Mid-term exam (Week 6) (30%)
- Essay, (Week 10) (30%)
- Final examination (40%)

PROPOSED TEXTS AND REFERENCES

Rhoads Murphey, *East Asia: A New History* 4th edition

INSTRUCTORS ABLE TO TEACH COURSE (consider existing departmental resources, not just the expertise of any one individual)

Qualified instructors on staff. (Dr. P. Charrier).

MOTION to create HIST 275.

HIST 275

3:3-0

Nineteenth-Century Europe

Industrialization, urbanization, science, ideological conflicts; Congress of Vienna, Concert of Europe, revolutions of 1848-49; unifications of Italy and Germany; Napoleon III; Imperialism, origins of the First World War.

*** Prerequisite: One 100-level HIST course or completion of 15 credit hours. ***

Rationale

The recent addition of HIST 277 was a return to a more standard periodization of European history (which facilitates the selection of textbooks). At the time it was decided to add a course on nineteenth-century Europe to our curriculum.

ACADEMIC LIMIT

50

PROPOSED COURSE CONTENT

This course will survey the principal themes of European history from the Congress of Vienna to the outbreak of World War One. Lectures are organized chronologically and encompass selected topics in the social, cultural and political history. A major purpose of the course is to introduce students to some of the important texts of the period. Therefore part of the required readings consists of primary sources.

GRADING

Analysis of a primary source:	25%
Research paper:	45%
Final examination:	30%

PROPOSED TEXTS AND REFERENCES

Goldstein, Jan and John W. Boyer, eds. *Nineteenth-Century Europe: Liberalism and Its Critics*. Chicago, Ill.: University of Chicago Press, 1988.

Gildea, Robert. *Barricades and Borders: Europe 1800-1914*. 3rd edition. Oxford: Oxford University Press, 2003.

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA (also indicate date of library approval)

[NOTE: Ignore this for now - once a course has been approved by the Department of History, forms are forwarded to the Library for library approval. The Library then sends a separate form with a description of the holdings.

INSTRUCTORS ABLE TO TEACH COURSE

Qualified instructors on staff: (Dr. Thomas Bredohl)

MOTION to create HIST 383.

HIST 383

3:3-0

Military History: The Second World War

[short title: Military History: WW II]

Focusing on the military history of the Second World War, this course considers the military operations of the war, on land, at sea and in the air. It addresses inter-allied relations and strategic planning; civil-military relations; the scientific, technological and economic dimensions of the war; the experience of war.

*** Prerequisite: One HIST course or completion of 30 credit hours ***

Rationale

This course is designed for History majors as well as non-majors. Courses in military history attract students from programs across the University. This course is designed to complement the revised History 382 (Military History: The First World War), which previously dealt with both World Wars One and Two. The new course will facilitate deeper analysis and more concentrated study of particular themes than was possible in only one course.

ACADEMIC LIMIT

40

PROGRAM IMPLICATIONS (*Own? Others? If others, their support is required*)

The new course will add another military history course to the program. This will make it easier for students to complete the two courses with a military history emphasis that will qualify them for the newly established Gunter scholarship. The Department will face the continuing challenge of balancing the instructor's teaching commitments between European and military history.

PROPOSED COURSE CONTENT

The course focuses on both the European and Pacific theatres of the Second World War. Although it deals with military operations, these are considered in the context of broader economic, social, political and cultural developments. Topics addressed include: the main campaigns, on land, at sea and in the air; war planning; the scientific, technological and economic dimensions of the war; the home fronts; civil-military and inter-allied relations; strategic planning; signals intelligence; and the experience of war in various theatres.

GRADING

Mid-term exam:	25%
Term paper:	
Thesis statement:	5%
Peer review exercise:	10%
Final essay	30%
Total for essay	45%
Final examination:	30%

PROPOSED TEXTS AND REFERENCES

Andrew Roberts, *Storm of War: A New History of the Second World War* (Penguin: Harmondsworth, 2010).

Gordon Martel, ed., *The World War Two Reader* (New York: Routledge, 2004)

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA (also indicate date of library approval)

[NOTE: Ignore this for now - once a course has been approved by the Department of History, forms are forwarded to the Library for library approval. The Library then sends a separate form with a description of the holdings.]

INSTRUCTORS ABLE TO TEACH COURSE (consider existing departmental resources, not just the expertise of any one individual)

The Department has one instructor, Dr. I. Germani, who is qualified to teach this course.

MOTION to revise the title and description of HIST 368.

HIST 368

3:3-3

The History of Popular Religion in the Middle Ages (300-1400)

Relics, Visions, and Vampires: The History of Popular Christianity in Medieval Europe

[short title: Hist Popular Religion 300-1400]

This course will examine, from an historical perspective, the religious beliefs and practices of medieval Europeans ordinary Christians in the Middle Ages (300-1400). The emphasis will be on Christian beliefs, but those of other religions will be considered, too. Topics include: heresy; the fate of the dead; skepticism; saints; signs and miracles; good and evil spirits; holidays. ~~the veneration of saints; ideas about the fate of the dead; heresy and orthodoxy; skepticism; signs and miracles; good and evil spirits; festivals and holidays.~~

*** Prerequisite: One HIST course or completion of 30 credit hours ***

3.0		
3.0	Four Five 300- or 400-level HIST courses	
3.0		
3.0		
63.0	Two <u>One</u> 400-level HIST course	
42.0	Subtotal: 65% major GPA required	
Arts Core Requirements		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Any two language courses in the same language other than English	
3.0		
3.0	One course in logic or math	
3.0	One course from List A*	
3.0	One course in fine arts*	
3.0	One natural science with a lab*	
3.0	One course in a new subject in arts, fine arts, or science, excluding JS or JRN*	
3.0	One course in a new subject in arts, fine arts, or science, excluding JS or JRN*	
The courses marked * must all be in different subjects. Remaining core requirements (List B) are fulfilled by major courses. Refer to §9.9.1.1 for detailed information on the Arts Core Requirements.		
30.0	Subtotal	
Open Electives		
48.0	16 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §9.7.4 Electives may be used to complete optional minor(s).		
120.0	Total: 60% PGPA required	

Students majoring in history should consult the head of the Department of History about the courses they choose to take in any particular year.

9.23.2 BA MAJOR IN URBAN HISTORY

Credit hours	BA Urban History major, required courses	Student's record of courses completed
Major Requirements		
3.0	One 100-level HIST course	
3.0	HIST 240	
3.0	Five <u>Six</u> 200- or 300-level HIST courses	
3.0		
3.0		
3.0		
3.0		
3.0		
3.0	Three courses with an urban focus from a Department other than History. Current possibilities include ANTH 240, 303, ECON 354, FILM 240, GEOG 220, 324, 424, INDG 305, SOC 202. Other courses may be approved by the Department Head.	
3.0		
3.0		
3.0	HIST 390BP or two of HIST 340, 352, 375.	
3.0	HIST 413	
3.0	One of HIST 413 or 478	
42.0	Subtotal: 65% major GPA required	
Arts Core Requirements		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Any two language courses in the	

3.0	same language other than English	
3.0	One course in logic or math	
3.0	One course from List A*	
3.0	One course in fine arts*	
3.0	One natural science with a lab*	
3.0	One course in a new subject in arts, fine arts, or science, excluding JS or JRN*	
The courses marked * must all be in different subjects. Remaining core requirements (List B, course in arts, fine arts or science) are fulfilled by major courses. Refer to §9.9.1.1 for detailed information on the Arts Core Requirements.		
27.0	Subtotal	
Open Electives		
51.0	17 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §9.7.4. Electives may be used to complete optional minor(s).		
120.0	Total: 60% PGPA required	

Students majoring in urban history should consult the head of the Department of History about the courses they choose to take in any particular year.

9.23.6 MINOR IN HISTORY

Credit hours	History minor, required courses	Student's record of courses completed
3.0	One 100-level HIST course	
3.0	Two 200-level HIST courses	
3.0		
3.0	Three 300- or 400-level HIST courses	
3.0		
3.0		
18.0	Hist Minor – 65% GPA required	

Rationale

The Department of History proposes to increase the number of 400-level courses required of all History majors (from one to two), at the same time dropping the number of 300-level courses required from five to four. The purpose of this is to enhance students' understanding of the discipline by involving them more fully in discussion and analysis at a relatively advanced level. Courses at this level are conducted as seminars and involve close reading, analysis and discussion of primary and secondary readings. Engagement in these activities develops students' abilities and confidence in oral communication and discussion. The presentation and discussion of student papers also enhances their critical awareness. The Department expects that as students become more familiar with this level of study, more of them will be inclined to consider enrolling in the Honours program.

C. Prairie Studies Program

MOTION to revise the prerequisite of PRST 200.

PRST 200

3:3-0

Introduction to the Prairie World

This team-taught online interdisciplinary course introduces students to a broad range of Prairie issues, including Prairie geography, history, political and cultural systems, and language. The strong interdisciplinary and cross-cultural perspectives provide students with the necessary foundations to specialize in their own area(s) of interest within the Prairie Studies program.

*** Prerequisite: Completion of 15 credit hours, including one 100-level course in any of English, Geography course, one 100-level History course, one 100-level Indigenous Studies, CREE or SAUL, course, one 100-level Political Science or Sociology course, plus one of the following: one 100-level indigenous languages course (Cree or Saulteaux), one 100-level Sociology course, or one 100-level English course; or permission of coordinator ***

Rationale

PRST is a 200-level foundation course with content designed to invite students into the Prairie Studies program. The existing prerequisite is unduly restrictive and serves to deter rather than attract students to the program. It is desirable that student enrolling in PRST 200 have some university background. 15 credit hours including one course in a discipline that contributes to the Prairie Studies program is deemed adequate background.

D. Department of Geography

To: Members, Academic Program Development Committee, Faculty of Arts

From: Bernard D. Thraves, Head, Department of Geography

Date: April 30, 2010

Subject: Repositioning of and Prerequisite Changes for Geography Courses

Over the last three months the Department of Geography has conducted a mini curriculum review focusing on the placement of and prerequisites for its introductory human and physical geography courses, and its regional geography courses. In reaching recommendations for change, further desirable revisions were identified in prerequisites for some intermediate and advanced level systematic courses. The proposed changes are presented in the attached pages. The Department views that the collective effect of the proposed changes will improve student accessibility to its BA and BSc programs and provide more consistent and, in some cases, more rigorous prerequisites for intermediate and advanced level courses.

The Faculty of Education to which Geography contributes courses for two programs, and the Departments of Economics, Biology and Geology with which Geography shares Major and Honours Major programs, have been notified that the proposed changes might affect these programs.

Bernard D. Thraves

MOTION to renumber GEOG 220 and 221 to 120 and 121, respectively.

GEOG 1220

3:3-1

Human Geography

Explanation of human placement in and interaction with the natural environment; assessment of concepts processes and patterns as related to distribution of human phenomena, including economic activity and settlement types.

~~*** Prerequisite: GEOG 100 or permission of Department Head ***~~

*Note: Formerly numbered GEOG 220. Students may receive credit for only one of GEOG 120 or 220. *

GEOG 1221

3:3-1

Physical Geography

The physical basis of geography; climate, landforms, and the geography of water, soil, and plants. Emphasis is placed on processes that account for the earth's natural landscapes and their geographic variability.

~~*** Prerequisite: GEOG 100 or permission of Department Head ***~~

*Note: Formerly numbered GEOG 221. Students may receive credit for only one of GEOG 121 or 221. *

Rationale

These courses form students' first encounter with themes in human and physical geography, respectively. They are taught as introductory courses and so should be identified as 100-level courses requiring no prerequisites.

MOTION to renumber GEOG 318 to GEOG 218 and revise the prerequisite.

GEOG ~~2318~~

3:3-0

United States of America

A systematic and regional approach to the geography of the United States, emphasizing population movements and distribution, the natural environment, economic geography, and regional studies.

*** Prerequisite: any 100-level GEOG course, GEOG 220 or GEOG 221 or permission of Department Head ***

*Note: Formerly numbered GEOG 318. Students may receive credit for only one of GEOG 218 or 318. *

Rationale

Currently, the expectation of students in GEOG 318 is similar to that of students in GEOG 210 (Canada). Repositioning of GEOG 318 as GEOG 218 would provide a second regional geography course at the 200-level and help distribute regional-based courses throughout the geography program. As GEOG 100 and repositioned GEOG 120 and GEOG 121 are introductory level courses, each should be considered an appropriate prerequisite for GEOG 218.

MOTION to revise the prerequisites for GEOG 310.

GEOG 310

3:3-0

Geography of Saskatchewan

A systematic and regional approach to the geography of Saskatchewan, emphasizing climate, natural resources, population, settlement, economy and changes in the same.

*** Prerequisite: One of GEOG 210 or PRST 200, ~~GEOG 220, GEOG 221~~, or permission of Department Head ***

* Note: Formerly numbered GEOG 320. Students may not receive credit for both GEOG 310 and GEOG 320. Web delivered class sections may be subject to an additional \$50.00 material fee. *

Rationale

GEOG 210 (Canada) is the 'natural' prerequisite for GEOG 310. PRST 200 includes significant geographical content appropriate to GEOG 310. Both PRST 200 and GEOG 310 are taught as online courses. Inclusion of PRST 200 as a prerequisite for GEOG 310 will provide off-campus students with greater opportunity to access this 300-level course. Repositioning of GEOG 220 and GEOG 221 to the 100-level creates the prospect of students being eligible to enrol in a 300-level regional geography course by their second

semester and with only one geography course completed. As this is undesirable, it is proposed that they are removed as suitable prerequisites for GEOG 310.

MOTION to renumber GEOG 314 to GEOG 414 and to revise the prerequisite.

GEOG ~~314~~

3:3-0

Europe

A systematic approach to the geography of Europe. Emphasis is placed on selected themes in the physical, historical, cultural, political, and economic geography of the area. Regional study will be limited to five or six selected countries and will help to illustrate the rapid changes taking place in Europe.

*** Prerequisite: GEOG 226 and any two of GEOG 323, 325, 328, 329, 330 or 336, ~~220 or GEOG 221~~ or permission of Department Head ***

Rationale

Repositioning of GEOG 314 as GEOG 414 will provide a second regional geography course at the 400-level and will help distribute regional-based courses throughout the geography program. The proposed prerequisites are presented to ensure students have a broad and balanced background at the introductory and intermediate levels of the discipline (GEOG 226) plus specialization in either human geography (GEOG 328, GEOG 330, GEOG 336) or physical geography (GEOG 323, GEOG 325, GEOG 329) courses, or both, at the 300-level. An international field trip component is envisaged as part of GEOG 414.

MOTION to revise the prerequisites for GEOG 440.

GEOG 440

3:3-0

Geography of the Caribbean

The course surveys the physical and human geography of the Caribbean basin. Particular focus is placed on environmental management and economic development issues. Detailed case studies are drawn from the geography of Jamaica. Note: The course includes a 14-day field trip to Jamaica conducted during the February mid-term break.

*** Prerequisite: GEOG 226 and any two of GEOG 316, 322, 323, 325, 327, 332, ~~220 and GEOG 221~~, or permission of Department Head ***

* Note: Formerly numbered GEOG 496AA. Students may not receive credit for both GEOG 440 and GEOG 496AA. *

Rationale

Repositioning of GEOG 220 and GEOG 221 to the 100-level creates the prospect of students being eligible to enrol in this 400-level regional geography course by their semester and with only two geography courses completed. The proposed prerequisites are presented to ensure students have a broad and balanced background at the introductory and intermediate levels of the discipline (GEOG 226) plus specialization in either human geography (GEOG 316, GEOG 322, GEOG 332) or physical geography (GEOG 323,

GEOG 325, GEOG 327) courses, or both, at the 300-level. An international field trip already forms part of GEOG 440.

MOTION to revise the prerequisites for GEOG 205, 207 and 210 **from** “GEOG 100 or permission of Department Head” **to** “any 100-level GEOG course, or permission of Department Head.”

MOTION to revise the prerequisite for GEOG 226 **from** “GEOG 100 or permission of Department Head” **to** “GEOG 120 and 121, or permission of Department Head.”

Rationale

Currently the prerequisite for all 200-level courses is GEOG 100. Repositioning of GEOG 220 and GEOG 221 as GEOG 120 and GEOG 121 will create three 100-level courses. It is proposed that background in any one of these courses will serve as an appropriate prerequisite for any 200-level course. The exception to this would be GEOG 226. Here background in both human and physical geography is deemed desirable and is reflected in the proposed prerequisite of GEOG 120 and GEOG 121.

GEOG 226 draws on fundamental knowledge of concepts and themes in human and physical geography. This knowledge is provided through completion of repositioned GEOG 120 and 121.

MOTION to revise the prerequisites for GEOG 316, 322, 324, 328, 330, 332, 334 and 336 **from** “GEOG 220, or permission of Department Head” **to** “9 credit hours in GEOG, including GEOG 120, or permission of Department head.”

MOTION to revise the prerequisites for GEOG 321, 323, 325, 327, 329 and 333 **from** “GEOG 221 or permission of Department Head” **to** “9 credit hours in GEOG, including GEOG 121, or permission of Department Head.”

Rationale

Changes in prerequisites for all 300-level courses are proposed. In most instances, a prerequisite of 9 credit hours (three courses) in Geography, including GEOG 120 for human geography courses and GEOG 121 for physical geography courses, is proposed as providing students with appropriate background to undertake 300-level courses in Geography.

MOTION to revise the prerequisite for GEOG 301.

GEOG 301

3:3-0

Nature and Philosophy of Geography

This course is an introduction to the history of geography, and to the research philosophies and methodological concepts applied in the discipline.

*** Prerequisite: 9 credit hours in GEOG, including GEOG 120 and 121, GEOG 100, 220, and 221 or permission of Department Head ***

Rationale

GEOG 100 appears erroneously as a prerequisite and should be deleted without replacement. Repositioning of GEOG 220 and GEOG 221 to the 100-level creates the prospect of students being eligible to enrol in a 300-level human geography course by their second semester and with only one geography course completed. The prerequisite of nine credit hours including GEOG 120 and GEOG 121, the introductory level courses in human and physical geography, provides appropriate background for enrolment in GEOG 301.

MOTION to revise the prerequisite for GEOG 326.

GEOG 326 **3:3-0**

Environment and Resource Management

A systematic analysis of geographical aspects of theory and methods of natural resource management. Focus is on the geographer's role in resource analysis and policy decisions with examples from agriculture, forestry, wildlife, energy, and parks.

*** Prerequisite: GEOG ~~226~~ ~~220~~ or GEOG 221, or permission of Department Head ***

Rationale

The current prerequisite is deemed inadequate. GEOG 326 calls on geographic knowledge gained in GEOG 226 which in turn draws on fundamental knowledge of concepts and themes in human and physical geography provided in GEOG 120 and GEOG 121.

MOTION to revise the prerequisite for GEOG 338.

GEOG 338 **3:3-0**

Geography and Gender

An examination and comparison of the fe/male use and perception of space and place by time-period and culture and age: in homes, neighbourhoods, cities, rural areas, recreation, travel, environment, politics, race, education and ethnicity.

*** Prerequisite: 9 credit hours in GEOG, including GEOG 120, GEOG 220, or a 200-level Women's Studies course, or permission from the Department Head ***

Rationale

Repositioning of GEOG 220 to the 100-level creates the prospect of students being eligible to enrol in a 300-level human geography course by their second semester and with only one geography course completed. A 200-level course in Women's and Gender Studies does not provide the background in geography required in a 300-level geography course. The prerequisite of nine credit hours including GEOG 120, the introductory level course in human geography, provides appropriate background for enrolment in GEOG 338.

MOTION to revise the prerequisite for GEOG 411.

GEOG 411

3:3-0

Field Techniques in Physical Geography

Techniques for the acquisition and analysis of field data used in physical geographical research.

*** Prerequisite: GEOG 121, 205 and one of GEOG 321, 323, 325, 327 or 333, or permission of Department Head ***

Rationale

The current prerequisite provides inadequate background for students to benefit in full from GEOG 411. The suggested prerequisites will provide students with the foundation course in physical geography (GEOG 121), basic ability in data collection and processing (GEOG 205) and specialization in a minimum of one 300-level physical geography course.

MOTION to revise the prerequisite for GEOG 426.

GEOG 426

3:3-0

Topics in Water Resources Management

Regional, socio-economic, and environmental issues in water resources management. Study of water management in selected regions such as the Canadian prairies and the Columbia and Missouri River basins.

*** Prerequisite: GEOG 326 or 327 ~~220 or 221~~, or permission of Department Head ***

Rationale

The existing prerequisites do not provide students with adequate background for GEOG 426 and are to be repositioned as 100-level courses. Either GEOG 326 (Environment and Resource Management) or GEOG 327 (Hydrology) is considered a 'natural' prerequisite for this 400-level course.

E. Department of Justice Studies

MOTION to renumber JS 210 to JS 100 and to revise the prerequisite.

JS 100 ~~210~~

3:3-0

Introduction to Justice

Introduces major theoretical orientations and methods of justice studies. Provides an overview of the Canadian legal system and issues involved in the pursuit of criminal, legal, restorative, and social justice.

~~*** Prerequisite: Completion of 12 credit hours ***~~

* Note: Web delivered class sections may be subject to an additional \$50.00 material fee. *

* Note: Formerly numbered HJ 201 and JS 210. Students may receive credit for only one of JS 100, 210 or HJ 201. *

Rationale

As part of our curriculum review we have changed JS 210, with a pre-requisite of 12 cr. hrs to JS 100 with no pre-requisite. Our Department is near completion of a major curriculum review (renumbering courses from HJ - JS has already been completed). As we continue with our curriculum review we wish to propose that JS 210 be offered as a 100-level course. This change will benefit: 1) JS 100-Introduction to Justice can be considered as being in support of a wider range of courses for the Faculty of Arts core curriculum offerings; 2) justice topics of interest to students other than JS students will have a more accessible option and 3) a more recognizable opening for students interested in pursuing justice studies will be available.

F. Environmental Studies Program

MOTION to revise the BA major in ENST.

Credit hours	BA Environmental Studies major, required courses	Student's record of courses completed
Major Requirements		
3.0	BIOL 150	
3.0	BIOL 276	
3.0	ECON 273	
3.0	One of ENST 200 or GEOG 226	
3.0	ENST 400	
3.0	GEOG 100	
3.0	GEOG 224	
3.0	GEOG 226	
3.0	GEOG 325	
3.0	GEOG 326	
3.0	GEOG 327	
3.0	GEOG 491AB	
3.0	One of GEOL 102 or GEOG 221	
3.0	GEOL 270	
3.0	JS 210	
3.0	JS 312	
3.0	PHIL 275	
3.0	PSYC 340	
3.0	SOC 400	
3.0	One 200-level SOC course	
3.0	SOC 201	
3.0	SOC 230	
3.0	SOC 330	
3.0	WGST 201	
<u>57</u>60.0	Subtotal: 65% major GPA required	
Arts Core Requirements		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	One course in logic or math	
3.0	Any two language courses in the same language other than English	
3.0	One course in fine arts	
18.0	Subtotal	
Open Electives		
42.0	14 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §9.7.4. Electives may be used to complete optional minor(s).		
120.0	Total: 60% PGPA required	

Rationale



FACULTY OF ARTS
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Date: 5 May 2010
To: Members, Academic Program Development Committee
From: Kyle Hodder
Coordinator, Environmental Studies Program
Subject: Revisions to the Bachelor of Arts (Environmental Studies) Program

This memo proposes to modify the Environmental Studies program, and is divided into two sections: (a) gaps in the curriculum, and (b) exclusions/deletions.

A. *Curricular Gaps*

Four curricular gaps in the Environmental Studies program are outlined below, along with specific recommendations for new content to address each.

A.1. **Water**

- **Background/Rationale (Local):** Canada is usually considered to be a country with abundant freshwater, but in the Prairie provinces, freshwater is scarce. Indeed, the Prairies are the only major ecoregion of Canada where drought is a landscape hazard. The environment, economy and society of the Prairies are intimately tied to, and sustained by, the flow and storage of water. Nowhere else in Canada does the lack or excess of water cause such widespread concern (Pomeroy *et al* 2005), nor are there Canadian environments subject to greater seasonal change in precipitation and surface-water storage. It is widely predicted that climate change, via effects on glaciers, snowpacks, and evaporation, will combine with cyclic drought and increasing human activity to cause a crisis in water quantity and quality (Schindler and Donahue 2006; Sauchyn and Kulshreshtha 2008; Warren and Egginton 2008). Increases in water scarcity represent the most serious risk in ongoing environmental change for the Prairies. As an example, summer flow volumes in the South Saskatchewan River have declined by 84% since 1900.
- **Background/Rationale (Global):** The key importance of water is not limited to the Prairies – although life is known to exist in the absence of oxygen, and the absence of sunlight, there are no known examples of life in the absence of water. It is essential for life on Earth, and the global supply of fresh water is shrinking (UN 2003). Despite the importance of water, 25% of the global human population has no access to safe drinking water (UN 2006), and of the 1.3 billion humans

living in abject poverty, the majority are women and children; women are also the largest group systematically under-represented in water management arrangements (UN 2006). Future decisions on the management of water must incorporate decreasing supply, increasing competition among sectors, upstream and downstream user demand, social and demographic change and a host of additional ‘drivers’. The key role of water in the environmental sphere is currently absent from the ENST program.

- **Recommendation:** Students in the Environmental Studies program should be exposed to the key environmental role of water; two courses, *Hydrology* [GEOG 327] and *Water Resource Management* [GEOG 326] satisfy this curriculum goal.

A.2. Adaptation and Adaptive Capacity

- **Background/Rationale:** Canadians are well aware that environmental change seriously challenges our health and well being, our economy and our society (Warren and Egginton 2008). Although much discussion has concentrated on mitigation of environmental change, the fruits of mitigation efforts will *not* halt the changes underway or avoid consequences. Knowledge complimentary to the mitigation of environmental change is the *adaptation* to same; that group of activities that reduce the negative impacts of environmental change. The adaptation theme is currently absent from the ENST program. The addition of an adaptation theme provides a context for “the future”, and compliments the addition of the environmental history curriculum (point A1, above).
- **Recommendation:** Students in the Environmental Studies program should be exposed to the adaptation theme at an advanced level. One course, *Climate Impacts and Adaptation* [GEOG 491 AB]*, satisfies this curriculum goal.

* *GEOG491AB is in the process of being made a regular/standing course by the Department of Geography.*

A.3. Globalization

- **Background/Rationale:** The process by which local societies, cultures and economies integrate into a geographically larger, but perhaps smaller and more homogenous, network presents environmental dimensions important both for the future of the planet and human society. These include unique, and peculiar, challenges to local populations as they engage with the natural world and the policies regulating its exploitation or use. Although there are multi-disciplinary facets to globalization, environmental facets can be negative (*e.g.* atmospheric pollution, environmental refugees), positive (*e.g.* environmental justice, multinational environmental organizations) and/or complex (*e.g.* ecotourism).
- **Recommendation:** Students in the Environmental Studies program should be exposed to the concept(s) of globalization at a foundational level. *Globalization and Development* [SOC 201] satisfies this curriculum goal, including specific content on the development of capitalist industrial societies, local/global

inequality, and the processes by which local economic, technological, and political change shape global human society.

B. Proposed deletions and exclusions for the ENST program.

As is clear in Table 1, some topics are covered very well in courses cognate to the Environmental Studies program, including fossil fuel energy, air and water pollution, sustainable development and the environmental effects of human activity. It is also clear from Table 1 that overlap exists in course content. Some overlap is inevitable as course material builds from year-to-year, and as course content is approached from different disciplinary perspectives. However, we propose to remove some of the largest areas of overlap with deletions and exclusions outlined below.

1. Delete both of: “SOC100/Intro Sociology” and “One 200 level SOC course”

- As a multi/inter-disciplinary program, ENST has an abundance of first-year required courses. Second, there are key themes missing from the current curriculum, including "globalization". Third, recent modifications of the Sociology program render redundant the need for both of these courses. Finally, the addition of SOC201/Globalization and Development includes Sociology content of greater relevance to the ENST program.

2. Exclusion [*new text*]: “One of GEOG221/Physical Geography or GEOL102/Environmental Geology”

- As evident in Table 1, these two courses are fairly similar in *Earth System* content as measured by Environmental Studies curriculum goals. Therefore, it is inappropriate for students to receive credit for both courses, or be required to take both in the program.

3. Exclusion [*new text*]: “One of GEOG226/Environmental Issues or ENST200/Intro to Environmental Studies”

- As evident in Table 1, content in these two courses is sufficiently similar that it is inappropriate for students to receive credit for both courses, or be required to take both in the program. Their mutual inclusion, as required courses, in the ENST program was an oversight.

4. Delete: “GEOL270/Resources of the Earth”

- As evident in Table 1, the course content in GEOL270 of greatest relevance to the Environmental Studies curriculum is adequately covered in GEOG226/Environmental Issues and/or ENST200/Intro to Environmental Studies and/or SOC230/Nature and Society.

Finally, the existing structure of the ENST program is based on 60 credit hours or required course work. This is on the uppermost end of the credit-hour range. The proposed changes reduce the required coursework to 57 credit hours, providing more opportunity for choice of electives.

Kyle R. Hodder
Coordinator, Environmental Studies Program

G. Individual Honours Major – Classical & Medieval Studies

MOTION to approve an Individual Honours Major in Classical & Medieval Studies.

To be distributed at meeting.