



Date: 6 November 2009
To: Members of the Academic Program Development Committee
From: K O'Brien, Academic Program Coordinator
Re: Meeting of 10 November 2009

There will be a meeting of the Faculty of Arts Academic Program Development Committee on Tuesday 10 November 2009 at 9:00 am 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 1 October 2009
3. Business arising from the minutes
 - A. Health Studies Program**
 - B. Medieval and Early Modern Studies**
4. New business
 - A. Department of Political Science**
 - B. Department of Philosophy and Classics**
 - C. Department of Indian Languages, Literatures and Linguistics**
 - D. Department of Sociology**
 - E. Faculty of Kinesiology and Health Studies**
 - F. International Studies Program**
 - G. Liberal Arts Program**
 - H. Indian Health Studies**
 - I. Department of Indigenous Studies**
 - J. Arts and Culture Program**
 - K. Department of French**
5. Other business
 - A. Prior Learning Assessment & Recognition**
 - B. Core Curriculum: Next Steps**

The Faculty of Arts Academic Program Development Committee met in CL 427 on 1 October 2009 at 9:00am.

PRESENT: K Arbuthnott, P Campbell, M DeCoste, D Flood (for K Arbuthnott), V Galushko, D Juschka, B Liski (for J Metcalfe), K O'Brien, D Sharpe, M Vetter

REGRETS: R Kleer, A Revet, F Watson

1. Approval of the agenda.

Juschka/Galushko – moved to approve the agenda as circulated.

The Chair noted that he wished to address under “Business arising” an item concerning the committee’s terms of reference.

CARRIED

2. Approval of the minutes of 15 September 2009.

Juschka/Liski – moved to approve the minutes as circulated.

3. Business arising from the minutes.

A. Health Studies Program

D Cripps attended the meeting to respond to concerns that arose at the last meeting. The concerns involved a lack of information on which the proposed articulation agreements are based and so ensure that there is a sufficient role for the liberal arts in the program.

It was noted that some of these concerns are the result of entering into 2+2 articulation agreements and some flexibility is required to recognize the students’ prior learning and achievement. Similarly, the Bachelor of Health Studies degree is a joint program with three academic units and so some flexibility in its adherence to other “normal” programs within each unit is required on all sides. Instead, the articulation agreements honour what the Bachelor of Health Studies Advisory Committee considers to be the “essential” component of the degree. These would be waived only in situations where there is a direct course-to-course equivalent.

The Bachelor of Health Studies Advisory Committee proposed exemptions only where it was satisfied that students had learned from SIAST material equivalent to at least one of the options available within each requirement. For example, it was determined that students graduating from these programs had learned the equivalent of KHS’ courses in Anatomy & Physiology and so it was not thought necessary to ensure equivalency with BIOL courses that appear in the same list of options.

The departments of Psychology and Philosophy were consulted for their opinion on the exemptions within their areas and the heads indicated that they did not feel qualified to make such an assessment as individual transfer credit wasn’t being granted. It was suggested that some confirmation from them that they’re fine with the exemptions would facilitate the passage of these agreements through the review process. It was agreed that

further information on what the program looks like under the proposed agreements and a revised rationale would augment the proposal and facilitate its passage.

B. Department of Justice Studies

DeCoste/Flood – moved that students must declare their concentration within the BHJ prior to or upon completion of 33 credit hours and including JS 210.

There was some concern that this requirement compels students to declare their intentions earlier than may be desirable given how many students change their areas of focus and/or remain uncertain for longer periods of time. It was noted that the department's intention is only to align the scheduling of its courses with demand from students. The rule would likely be difficult to enforce strictly, but it may help both the department and students.

*For – 3
Against – 2
CARRIED*

C. Medieval and Early Modern Studies

The previous concerns about the inclusion of Aa-Zz courses in the minor continues. The Academic Program Coordinator will work with the department of English to explore options.

D. Terms of Reference

The Associate Dean (Undergraduate) indicated that it had come to his attention that the rationale for the committee's proposal to remove the requirement that the departments of Indigenous Studies or Indian Languages, Literatures and Linguistics have an ex-officio member on APDC may have been flawed as federated college members are not eligible to serve on Faculty of Arts Committees. They are, instead, represented by their ex-officio members (or designates). It was noted that the *Academic Working Agreement* between the University of Regina and the federated colleges makes college faculty members eligible to serve on committees within their home Faculty. Since this affects all committees in Arts, it was noted that the resolution to this situation, however, lies with the Faculty of Arts and not within APDC itself.

4. New Business

A. Department of Justice Studies

DeCoste/Galushko – moved to delete JS 315 and create JS 415 and to revise the prerequisites for JS 480, 440, 431 and 481 as outlined.

CARRIED

Vetter/DeCoste – moved to require students pursuing a major offered by the department of Justice Studies to complete a mandatory non-credit orientation as part of their program requirements.

It was noted that no other program has such a requirement. Further, while good advising is essential, the committee felt uncomfortable making it a requirement for a degree program.

DEFEATED

3. Business Arising from the Minutes

MOTION to form four new articulation agreements between the Bachelor of Health Studies program and the Health Information Management, Advanced Care Paramedic, Cytotechnology and Combined Lab and X-Ray Technology programs at SIAST, with the requirements as outlined below.

Health Information Management

Grant a block of 60 credit hours upon admission, including exemptions from the following requirements:

- Two of KHS 168, 267; BIOL 100, 101 and 140
- KHS 170 or 171
- STAT 100 or SOST 201
- One of: PHIL 273, 276; HS 201; KHS 350, 488; SOST 306/307; ENHS 380; ECON 324, INDG 281/380
- HS 448 (9 credit hours)
- All open and approved electives (equivalent to 36 credit hours)

Advanced Care Paramedic

Grant a block of 60 credit hours upon admission, including exemptions from the following requirements:

- Two of KHS 168, 267; BIOL 100, 101 and 140
- PSYC 101
- KHS 170 or 171
- HS 448 (12 credit hours)
- All open and approved electives (equivalent to 36 credit hours)

Cytotechnology and Combined Lab & X-ray Technology

Grant a block of 60 credit hours upon admission, including exemptions from the following requirements:

- Two of KHS 168, 267; BIOL 100, 101 and 140
- KHS 170 or 171
- One of: PHIL 273, 276; HS 201; KHS 350, 488; SOST 306/307; ENHS 380; ECON 324, INDG 281/380
- HS 448 (12 credit hours)
- All open and approved electives (equivalent to 36 credit hours)

Rationale

Since its official launch in September 2006 the Bachelor of Health Studies has proved to be an intriguing and successful baccalaureate program at the University of Regina. Further, the partnership between the Faculty of Arts, Faculty of Kinesiology and Health Studies and the First Nations University of Canada has been beneficial from a student recruitment perspective. As the University of Regina and First Nations University of Canada intensify their respective efforts on recruitment and retention of students, it is important for both parties to consider all possible recruitment strategies to facilitate student mobility. The development of articulation agreements with other post-secondary

institutions is one such strategy that has been used by many academic programs including the Bachelor of Health Studies program.

As of June 2009 the Bachelor of Health Studies has one articulation agreement with SIAST (Bachelor of Health Studies – Dental Hygiene). In developing this articulation agreement it was clear to the Bachelor of Health Studies Advisory Committee (BHSAC) the students from the SIAST Dental Hygiene program would not have all required pre-Health Studies courses prior to admission to the program. In fact, the degree program was modified slightly to accommodate a 60 credit hour block transfer for these students and to recognize the limitations in the BHS program with regard to the five pillars of Dental Hygiene education.

As the BHSAC continues to explore other articulation agreements, including those with SIAST Health and Science programs, there may be situations where minimal adjustments to the Health Studies entry requirements may be necessary in order to facilitate effective and efficient student mobility whilst maintaining the integrity of the Bachelor of Health Studies program. For example, the Faculty of Kinesiology and Health Studies is recommending the waiving of certain Health Studies courses for articulation agreements in development with SIAST (Health Information Management, Advanced Care Paramedic, Cytotechnology and Combined Lab and X-Rat technology). Slight modifications to entry requirements to an academic program reduce barriers to student mobility while still maintaining the integrity of the main program of study. A 60 credit hour block transfer is most attractive to students from sending institutions. The BHSAC has determined that the main program of student for the BHS program includes coursework in Section B: Research Methods, Section C: Indigenous Health, Section D: Health and Society, and Section E: Health Studies.

10.19.4 BACHELOR OF HEALTH STUDIES (120 CREDIT HOURS)

Credit hours	Bachelor of Health Studies: Required Courses	Student's record of courses completed
Section A: Basic and Breadth Courses		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Two of: BIOL 100, BIOL 101, BIOL 140, KHS 168, or KHS 267	ALL
3.0		ALL
3.0	PSYC 101	ACP
3.0	PSYC 102	
3.0	SOC 100	
3.0	KHS 170 or KHS 171	ALL
24.0	Subtotal	
Section B: Research Methods		
3.0	SOST 201 or STAT 100 or 160	HIM
3.0	SOST 203 or PSYC 204	
3.0	2 courses from: PHIL 273, PHIL 276, HS 201, KHS 350, KHS 488, SOST 306, SOST 307, ENHS 380, ECON 324, INDG 281, INDG 380	CLXT, CYTO, HIM
3.0		
12.0	Subtotal	
Section C: Indigenous Health Courses		
3.0	INHS 100	
3.0	INHS 101	
3.0	INHS 200	

3.0	INHS 210	
3.0	INHS 300	
15.0	Subtotal	
Section D: Health and Society		
3.0	ECON 253	
3.0	SOC 222	
6.0	Subtotal	
Section E: Health Studies		
3.0	HS 200	
3.0	HS 300	
3.0	HS 301	
3.0	HS 400	
12.0	Subtotal	
Section F: Field Experience		
15.0	HS 448 **	9 credit hours for HIM; others 12
Section G: Approved Electives		
3.0	Four courses from the following: ANTH 343, BIOL 100, BIOL 101, ECON 353, EHE 258, ENHS 100, ENHS 101, ENHS 210, ENHS 305, ENHS 320, ENHS 321, ENHS 380, ENHS 430, ENHS 481, HS 281AA-ZZ, HS 381AA-ZZ, HS 481AA-ZZ, INDG 100, KHS 151, KHS 168, KHS 267, KHS 268, KHS 292, KHS 370, KHS 393, KHS 476, PSCI 439, PSYC 255, PSYC 333, PSYC 356, RLST 290AB, SOC 207, SW 412, SW 416, SW 417, SW 477 (ISW 377), WGST 280AB, WGST 202, WGST 301	ALL
3.0		ALL
3.0		ALL
3.0		ALL
12.0	Subtotal	
Section H: Open Electives		
3.0	Eight electives/courses	ALL
3.0		ALL
3.0		ALL
3.0		ALL
3.0		ALL
3.0		ALL
3.0		ALL
3.0		ALL
24.0	Subtotal	
A maximum of 14 introductory-level courses is permitted in the BHS, refer to §10.7.4. Electives may be used to complete optional minor(s).		
Non-credit Requirements		
0.0	KHS 300 (Pre-Fieldwork Seminar)	
0.0	Computer application lab (credit with CS 100 or ARTS 007 /BUS 007/ ADMN 007)	
120.0	Total: 65% PGPA required	

Rationale for exemptions, by program

Combined Laboratory and X-Ray Technology (CLXT)

BHS Waiver: One courses from PHIL 273, PHIL 276...

Response: No direct equivalent but three hours of transfer credit for...

ETHC 181 Patient Care in Radiography 1

You will gain an understanding of the patient's physical and emotional needs and the radiographer's role in basic patient care while undergoing medical imaging procedures. You will learn administrative procedures to ensure patient safety, standard precautions and protective techniques. You will also learn how to assess the patient's physical needs, use body mechanics and patient transfer techniques, apply infection control, recognize and report irregularities of selected medical equipment, and identify emergency procedures.

2.0 Credit Units
24.0 Lecture hours
6.0 Lab hours

Learning Method(s): Lecture/Lab, Correspondence-Structured Time

Prerequisites:

INFC 180 Minimum Grade of 60

[ETHC 185](#) Professional Practices 1

You will receive an introduction to health care and health care delivery systems. You will study the legal and ethical issues faced by health care professionals. You will discuss interpersonal and employability skills required in health care professions with an emphasis on teamwork, stress management and problem solving. You will develop critical thinking skills and conflict resolution techniques.

3.0 Credit Units
45.0 Lecture hours

Learning Method(s): Lecture/Theory

[ETHC 280](#) Professional Practices 2

You will study health care organizational behaviour and the skills required for leadership/management roles. You will discuss cooperative work relationships, conflict resolution, budgeting, strategic planning, the collective bargaining process and workload measurements. You will create workplace documents and demonstrate job search techniques.

2.0 Credit Units
30.0 Lecture hours

Learning Method(s): Lecture/Theory

Prerequisites:

ETHC 185 Minimum Grade of 60

Cytotechnology (CYTO)

BHS Waiver: One courses from PHIL 273, PHIL 276...

Response: No direct equivalent but three hours of transfer credit for...

[ETHC 185](#) **Professional Practices 1**

You will receive an introduction to health care and health care delivery systems. You will study the legal and ethical issues faced by health care professionals. You will discuss interpersonal and employability skills required in health care professions with an emphasis on teamwork, stress management and problem solving. You will develop critical thinking skills and conflict resolution techniques.

3.0 Credit Units
45.0 Lecture hours

Learning Method(s): Lecture/Theory

[ETHC 280](#) **Professional Practices 2**

You will study health care organizational behaviour and the skills required for leadership/management roles. You will discuss cooperative work relationships, conflict resolution, budgeting, strategic planning, the collective bargaining process and workload measurements. You will create workplace documents and demonstrate job search techniques.

2.0 Credit Units
30.0 Lecture hours

Learning Method(s): Lecture/Theory

Prerequisites:

ETHC 185 Minimum Grade of 60

Health Information Management (HIM)

BHS Waiver: STAT 100 or SOST 201

Response: Direct equivalent and three hours of transfer credit for...

[STAT 260](#) **Statistics for Health Sciences**

Your studies will focus on an introduction to statistical methods of analysis and inference. You will be introduced to descriptive measures, frequency distributions, probability, hypothesis testing, tests of significance and inference, correlation and regression techniques, analysis of variance and nonparametric methods. Computer software will provide a visual, interactive tool to help you investigate fundamental statistical concepts in a unique and useful manner. The course is applications-oriented with problems chosen from the health sciences field.

5.0 Credit Units
74.0 Other hours

Learning Method(s): Lecture/Lab

Equivalent Course(s): STAT 190

[HINF 161](#) **Health Information Analysis 1**

You will learn how to retrieve, analyze and present data/information. You will also become familiar with the use and content of the basic Canadian Institute for Health Information (CIHI) reports, data presentation and graphic techniques.

2.0 Credit Units
35.0 Other hours

Learning Method(s): Lecture/Lab, Correspondence-Structured Time

Prerequisites:

HINF 160 Minimum Grade of 60

Health Information Management (HIM)

BHS Waiver: One courses from PHIL 273, PHIL 276...

Response: No direct equivalent but three hours of transfer credit for...

[HINF 262](#) **Health Care Law and Ethics**

You will become familiar with health law (especially as it pertains to health information) and the issues associated with the privacy, confidentiality and security of health information. You will identify appropriate ethical conduct in pursuing your professional role and gain an overview of legislation relating to health care and health information. You will be able to design policies for the release of health information and participate in risk management activities, privacy impact analyses and threat and risk assessment activities. You will acquire these skills through a combination of independent study, lectures and discussions.

3.0 Credit Units
50.0 Lecture hours

Learning Method(s): Lecture/Lab, Correspondence-Structured Time, Online

Prerequisites:

HINF 160 Minimum Grade of 60 and HINF 264 Minimum Grade of 60 (concurrent)

[CLIN 161](#) **Clinical - Semester 1**

Your clinical experience will focus on basic health record procedures. It will take place at SIAST and in local health care agencies.

4.0 Credit Units
60.0 Other hours

Learning Method(s): Clinical/Practicum, Prior Learning, Correspondence-Structured Time, Correspondence

Prerequisites:

HINF 160 Minimum Grade of 60 (concurrent)

[NOTE: This course has a professional and biomedical ethics component as a learning outcome]

CLIN 259 Clinical - Semester 2

Your clinical experience will focus on coding with the International Statistical Classification of Diseases and Related Health Problems, 10th revision, Canada/Canadian Classification of Health Interventions (ICD-10-CA/CCI) and electronic abstracting. It will take place at SIAST and in local health care agencies.

12.0 Credit Units
177.0 Other hours

Learning Method(s): Clinical/Practicum

Prerequisites:

APHY 162 Minimum Grade of 60 and CLIN 161 Minimum Grade of P and PATH 161 Minimum Grade of 60 and APHY 262 Minimum Grade of 60 (concurrent) and PATH 270 Minimum Grade of 60 (concurrent)

[NOTE: This course has a professional and biomedical ethics component as a learning outcome]

Primary/Advanced Care Paramedic (ACP)

BHS Waiver: Psyc 101...

Response: No direct equivalent but three hours of transfer credit for...

EMER 151 Obstetrics and Pediatrics

You will recognize and manage, in a lab simulation, imminent labour and childbirth and discuss care of the neonate. Your studies will focus on recognizing and managing common pediatric diseases (including croup, asthma, fever and seizures).

2.0 Credit Units
24.0 Other hours

Learning Method(s): Lecture/Lab, Independent Study, Prior Learning

Prerequisites:

COMM 107 Minimum Grade of 60 (concurrent) and SFTY 168 Minimum Grade of 60 (concurrent) and PHAR 167 Minimum Grade of 60 (concurrent) and EMER 150 Minimum Grade of 60 (concurrent)

[EMER 154](#) Special Population Groups

Your studies will prepare you to recognize and manage common geriatric diseases and psychiatric illnesses. You will develop a basic understanding of illness and managing the physically and mentally challenged patient. The course content includes patients with terminal illnesses.

2.0 Credit Units

25.0 Other hours

Learning Method(s): Lecture/Lab, Independent Study, Prior Learning

Prerequisites:

COMM 107 Minimum Grade of 60 (concurrent) and SFTY 168 Minimum Grade of 60 (concurrent) and PHAR 167 Minimum Grade of 60 (concurrent) and EMER 150 Minimum Grade of 60 (concurrent)

[EMER 279](#) Special Population Groups

Your studies will prepare you to recognize and manage the needs of unique patient groups. Your studies will focus on the geriatric, psychiatric, pediatric and the terminally ill patient. The course content includes Pediatric Advanced Life Support (PALS) certification.

3.0 Credit Units

40.0 Other hours

Learning Method(s): Lecture/Lab, Prior Learning

Prerequisites:

EMER 175 Minimum Grade of 60 and EMER 176 Minimum Grade of 60 and EMER 177 Minimum Grade of 60 and EMER 178 Minimum Grade of 60 and PHAR 161 Minimum Grade of 60 and PHAR 162 Minimum Grade of 60 and PHAR 168 Minimum Grade of 60

[EMER 262](#) Medical Emergencies

You will study the recognition and advanced management of common adult medical emergencies. Your studies will focus on toxicology, gastrointestinal disorders and pregnancy. The course content includes Neonatal Resuscitation (NRP) certification.

3.0 Credit Units
45.0 Other hours

Learning Method(s): Lecture/Lab, Prior Learning

Prerequisites:

ANAT 267 Minimum Grade of 60 (concurrent) and EMER 175 Minimum Grade of 60

4. New Business

A. Department of Political Science

MOTION to create PSCI 346 (*pending Library approval*).

PSCI 346

3:3-0

Latin American Politics – Selected Cases

[short title: Selected Cases – Latin America]

An examination of selected political systems in Latin American countries. In addition to studying political structures, the course topics may include colonialism, economic and political dependency, power relations and social protest, and regional integration.

*** Prerequisite: PSCI 220 or 240 or permission of the Department Head ***

MOTION to revise the title and description of PSCI 347.

PSCI 340

3:3-0

Topics in International Law I

An introduction to the basic foundations of International Law including its sources, history, scope and key institutions.

~~This course will focus on the development of international law as a universal law with emphasis on selected topics and cases.~~

*** Prerequisite: PSCI 220 or PSCI-240 or permission of Department Head ***

MOTION to revise the prerequisite of PSCI 326.

PSCI 326

3:3-0

Asian Politics: Selected Cases

An examination of selected political systems in Asian countries other than China and India. In addition to studying political structures, the course will focus on the connections between domestic policies and regional tensions.

*** Prerequisite: PSCI 220 or 240 or permission of Department Head. ***

MOTION to revise the prerequisite of PSCI 341.

PSCI 341

3:3-0

Canadian Foreign Policy

This course introduces the student to the study of Canadian foreign policy.

*** Prerequisite: PSCI 230 or 240 or permission of Department Head ***

MOTION to revise the prerequisite for PSCI 345.

PSCI 345

3:3-0

Canada in the Global System

This course examines how national and international political and economic developments have affected Canada's ability to maintain its political and economic sovereignty. Attention is focused on the paradigmatic shift in political and economic thinking that took place in the 1970s and 1980s, including trade liberalization and the expansion of NAFTA, FTAA and the WTO.

*** Prerequisite: PSCI 230 or 240 or permission of Department Head ***

* Note: Formerly numbered PSCI 231. Students may not receive credit for both PSCI 345 and PSCI 231. *

MOTION to revise the prerequisite for PSCI 442.

PSCI 442 3:3-0

Theories of International Relations

A study of the most important theories, approaches, concepts, and debates within the field of International Relations. Examining the connections between IR Theory and the actual events, both historical and contemporary, of world politics.

*** Prerequisite: ~~One of PSCI 240 and one 300-level PSCI course 340, 341, 342, 344, 345~~ or permission of the Department Head ***

MOTION to revise the prerequisite for PSCI 443.

PSCI 443 3:3-0

Selected Topics International Relations

This course is a seminar in selected topics in International Relations. Topics covered in this course may include the following: current issues of world politics; ethics and international affairs; international conflict and security; history of international relations; and the international political economy.

*** Prerequisite: PSCI 240 and one 300-level PSCI course ~~One of PSCI 340, 341, 342, 344, 345~~ or permission of the Department Head ***

MOTION to revise the prerequisite and description of PSCI 470.

PSCI 470 3:3-0

The Third World and Political-Economic Change

An advanced seminar concerned with political, social, and economic change in selected underdeveloped countries; and an investigation into the dynamics of underdevelopment and the nature of the world economy ~~with a view toward assessing different theoretical conceptions of the relations of third to first (and second) world countries.~~

*** Prerequisite: PSCI 220 or 240 and one 300-level PSCI course ~~or One of PSCI 323, 324, or 325~~, or permission of Department Head ***

Rationale

This standardizes the prerequisites for 300- and 400-level courses and so make these courses more widely available for students.

B. Department of Philosophy and Classics

MOTION to delete PHIL 360 and to create PHIL 460.

PHIL ~~3~~460

3:3-0

Topics in the Philosophy of Mathematics

This course may cover such topics as: the existence of mathematical entities; mathematical knowledge and truth; phenomenology of mathematics; and the nature of infinity. Readings may include the relevant writings of such thinkers as Plato, Aristotle, Kant, Leibniz, Berkeley, Husserl, Frege, Russell, Quine, Poincaré, Gödel, Hilbert, Tarski, Brouwer, Weyl, and Wittgenstein.

*** Prerequisite: ~~PHIL 352, 350, or 351, 452, 455~~ or Permission of Department Head ***

* Note: Formerly numbered PHIL 360. Students may count only one of PHIL 360 or 460 for credit. *

Rationale

For reasons similar to those that warrant moving PHIL 350 to PHIL 452, and moving PHIL 351 to PHIL 455, PHIL 360 should migrate to the fourth year and appear as PHIL 460, with PHIL 352, PHIL 452, PHIL 455, or permission of department head as prerequisite. There is to be no other change to the course: same course description; same content; same texts. There are no implications for our programs from this move.

MOTION to delete PHIL 350 and to create PHIL 452.

PHIL ~~452~~350

3:3-0

Advanced Symbolic Logic

A review of predicate logic; the metatheory of propositional and predicate logic, axiomatic systems; soundness, completeness, and decidability; elementary model theory.

*** Prerequisite: ~~PHIL 352~~ or Permission of Department Head ***

* Note: This course formerly numbered PHIL 350. Students may count only one of PHIL 350 or 452 for credit. *

Rationale

PHIL 250, for a variety of reasons, has migrated to the third year, and now appears as PHIL 352. PHIL 350 had PHIL 250 as a prerequisite. So, PHIL 350 should be moved to the fourth year, and appear as PHIL 452, with PHIL 352 or permission of department head as prerequisite. There is to be no other change to the course: same course description; same content; same texts. There are no implications for our programs from this move.

MOTION to delete PHIL 351 and to create PHIL 455.

PHIL ~~455~~351

3:3-0

Philosophical Logic

Quantification and ontology; existence and identity; truth meaning, realism and anti-realism; modal extensions of propositional and predicate logic; tense and temporal logics; deontic logic; the logic of conditionals and relevance logic.

*** Prerequisite: ~~PHIL 352~~ or Permission of Department Head ***

* Note: Formerly numbered PHIL 351. Students may count only one of PHIL 351 or 455 for credit. *

Rationale

For reasons similar to those that warrant moving PHIL 350 to PHIL 452, PHIL 351 should migrate to the fourth year and appear as PHIL 455 with PHIL 352 or permission of department head as prerequisite. There is to be no other change to the course: same course description; same content; same texts. There are no implications for our programs from this move.

MOTION to delete HUM 207.

~~HUM 207~~ ~~3:3-0~~

~~**Power, Knowledge & Postmodernity**~~

~~Has the development of knowledge and science led to freedom, progress, and prosperity, or has it been an instrument of power and oppression? This course will rely on philosophical and literary works to explore the postmodern disenchantment with modern approaches to questions of power, knowledge, individuality, and gender.~~

~~*** Prerequisite: ENGL 100, PHIL 100, PSCI 100, or completion of 15 credit hours ***~~

Rationale

This course has been replaced by PHIL 341/435AO and PSCI 316.

C. Department of Indian Languages, Literatures and Linguistics



***Department of Indian Languages,
Literatures, and Linguistics***
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Date: September 28, 2009

To: Members of the APDC, U of R

From: Arok Wolvengrey, Head, Department of Indian Languages, Literatures, and Linguistics

Re: Revisions to the Dakota, Nakota, and Dene course offerings and minor programs

As per ongoing consultations within the Department of Indian Languages, Literatures, and Linguistics at the First Nations University of Canada, we would like to submit to you the following proposed revisions to the course offerings for Nakota, Dakota, and Dene, as well revision to the Nakota minor and the creation of matching minor programs in Dakota and Dene at First Nations University. The changes involved, passed at the FNUUniv Curriculum Development Committee on September 14 and the Academic Council on September 16, are a major step to addressing the needs of these First Nations speech communities. We welcome the opportunity to discuss these changes with your committee. Thank you for your consideration of this important matter.

Rationale For the Proposed Changes:

Over the past decade, we have continually reviewed and revised our language programs, with major changes proposed in 1999 and 2008, including in the former case the creation of a Nakota minor. It remains apparent that our programs must continue to evolve and are in need of further revision. The need for further change is evident in the involvement of the Department of Indian Languages, Literatures, and Linguistics with a variety of programs through Indian Education, but the current proposed changes will also address the often overlooked importance of Nakota, Dakota and Dene and the various challenges faced by these languages and their speakers. It is hoped that further developments will be possible for these languages in the future and the current proposed changes have been scaled back from a more ambitious plan which is still under consideration and development.

The changes are presented in two sections, beginning with the course changes and additions (I), and continuing with the revision of the Nakota minor and proposed matching Dakota and Dene minor degree programs. Specific rationale for each change will be provided below (please see also the accompanying Course Add, Change, and Delete forms, as appropriate).

MOTION to create DAK 202, 203, DENE 202, 203 and NAK 202 and 203.

DAK 202 **3:3-0**

Intermediate Dakota I

This course is a continuation of the Dakota oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature.

*** Prerequisite: DAK 101 or DAK 105. ***

DAK 203 **3:3-0**

Intermediate Dakota II

A continuation of DAK 202. Further oral practice in Dakota with additional grammatical instruction and an introduction to short composition.

*** Prerequisite: DAK 202. ***

DENE 202 **3:3-0**

Intermediate Dene I

This course is a continuation and integration of the Dene oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature.

*** Prerequisite: DENE 101 or DENE 105. ***

DENE 203 **3:3-0**

Intermediate Dene II

A continuation of DENE 202. Further oral practice in Dene with additional grammatical instruction and an introduction to short composition.

*** Prerequisite: DENE 202. ***

NAK 202 **3:3-0**

Intermediate Nakota I

This course is a continuation of the Nakota oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature.

*** Prerequisite: NAK 101 or NAK 105. ***

NAK 203 **3:3-0**

Intermediate Nakota II

A continuation of NAK 202. Further oral practice in Nakota with additional grammatical instruction and an introduction to short composition.

*** Prerequisite: NAK 202. ***

Rationale

These courses will allow students to explore intermediate language study and form the foundation of a minor in the study of these First Nations Languages. In most cases, certainly with respect to the Dakota and Nakota offerings, the content of these courses has already previously been established in the 104 and 105 sections of the respective programs. This allows the 104 and 105 classes to be used as originally intended, as courses concentrating on written forms of the languages in question, to be offered in specialty programs.

MOTION to revise the description and prerequisite of NAK 206.

NAK 206

3:3-0

Nakota Linguistics

Linguistic concepts for the scientific analysis of Nakota, with comparison to the closely related Dakota dialect. Application to language teaching.
~~Development of linguistic terminology in Nakota for language teachers.~~

*** Prerequisite: NAK 101 or 105 or permission of Department Head ***

Rationale

This revision will allow for cross-listing this course with the companion Dakota course addressed shortly, and teach Siouan linguistics to speakers of both dialects.

MOTION to create DAK 206 and DENE 206.

DAK 206

3:3-0

Dakota Linguistics

Linguistic concepts for the scientific analysis of Dakota, with comparison to the closely related Nakota dialect. Application to language teaching.

*** Prerequisite: DAK 101 or 105 or permission of the department head.

DENE 206

3:3-0

Dene Linguistics

Linguistic concepts for the scientific analysis of Dene, with comparison to closely related Athapaskan languages. Application to language teaching.

*** Prerequisite: DENE 101 or 105 or permission of the department head.

Rationale

The courses created here will allow for the development of minor programs in Dakota and Dene to match the minor that has already been created for Nakota.

MOTION to create DAK 225, DENE 225 and NAK 225.

DAK 225

3:3-0

Dakota Transcription and Writing

Practice with the roman orthography for Dakota consisting of transcription exercises and short expository and creative compositions.

*** Prerequisite: DAK 203. ***

DENE 225 3:3-0
Dene Transcription and Writing

Practice with the roman orthography for Dene consisting of transcription exercises and short expository and creative compositions.

*** Prerequisite: DENE 203. ***

NAK 225 3:3-0
Nakota Transcription and Writing

Practice with the roman orthography for Nakota consisting of transcription exercises and short expository and creative compositions.

*** Prerequisite: NAK 203. ***

Rationale

The introduction of these courses provides solid ground for the establishment of strong minor programs in all three languages. These courses, to be cross-listed, are a composite, in introductory form, of the content of a number of courses in the larger Cree and Saulteaux programs, including the 225, 305 and 340 courses. It is hoped in the future to be able to develop full courses along these lines for Dakota, Dene and Nakota.

MOTION to revise the minor in Nakota Language Studies, as follows.

10.22.6 MINOR IN NAKOTA LANGUAGE STUDIES

Credit hours	Nakota Language Studies minor, required courses	Student's record of courses completed
3.0	NAK <u>202</u> 404	
3.0	NAK <u>203</u> 405	
3.0	NAK 206	
3.0	LING 100 OR 200-NAK 225	
3.0	LING <u>230</u> 475	
3.0	INDG 210	
18.0	NAK Minor – 65% GPA required	

Rationale

These revisions take into account changes to the course structure as detailed above, and allow for matching programs in Dakota and Dene to be proposed. It also increases all but one of the courses included in the minor to the 200 level, whereas previously as many as 4 100-level courses could be included.

MOTION to create a minor in Dakota Language Studies.

MINOR IN DAKOTA LANGUAGE STUDIES

Credit hours	Dakota Language Studies minor, required courses	Student's record of courses completed
3.0	DAK 202	
3.0	DAK 203	
3.0	DAK 206	
3.0	DAK 225	

3.0	LING 230	
3.0	INDG 218	
18.0	DAK Minor – 65% GPA required	

Rationale

This establishes a concomitant Dakota Language Studies minor to match the previously established (as modified above) Nakota program.

MOTION to create a minor in Dene Language Studies.

MINOR IN DENE LANGUAGE STUDIES

Credit hours	Dene Language Studies minor, required courses	Student's record of courses completed
3.0	DENE 202	
3.0	DENE 203	
3.0	DENE 206	
3.0	DENE 225	
3.0	LING 230	
3.0	INDG 216	
18.0	DENE Minor – 65% GPA required	

Rationale

This establishes a Dene Language Studies minor to match the minor programs available in the other First Nations languages of Saskatchewan.

D. Department of Sociology and Social Studies

MOTION to revise the wording of 10.37.1 from “Areas for Sociology majors” to “Areas in the Sociology program” and to delete the words “List A,” “List B,” “List C,” “List D,” and “List E.”

MOTION to remove SOC 485 from all Area lists.

10.37.1 AREAS IN THE FOR SOCIOLOGY PROGRAM MAJORS

List A: Science, Culture & Knowledge	SOST 110, SOC 207, 209, 210, 213, 225, 247, 307, 320, 325, 440, 485, SOST 377, KHS 154
List B: Social Justice	SOC 208, 211, 212, 215, 222, 300, 308, 310, 312, 315, 450, 485, SOST 220
List C: Development & Environment	SOC 201, 202, 203, 217, 230, 301, 314, 330, 460, 485

MOTION to create a new section titled and outlining “Foundations of Sociology.”

MOTION to add SOC 307 and 308 to the “Foundations of Sociology.”

MOTION to delete SOC 318 and to create SOC 418.

MOTION to delete SOC 319 and to create SOC 419.

SOC ~~318~~ 418 **3:3-0**
Classical Social Theories

This course provides an overview of the emergence and development of sociological theories in the 19th and early 20th centuries.

*** Prerequisite: SOC 285 or 295 and one 300-level SOC course ~~One 200-level SOC course and completion of 30 credit hours~~ or permission of the Department Head. ***

* Note: Formerly numbered SOC 318. Students may receive credit for only one of SOC 318 or 418. *

SOC ~~319~~ 419 **3:3-0**
Contemporary Social Theories

The course provides an overview of the development of sociological theories through the 20th century into the 21st century.

*** Prerequisite: SOC 285 or 295 and one 300-level SOC course ~~One 200-level SOC course and completion of 30 credit hours~~ or permission of the Department Head. ***

* Note: Formerly numbered SOC 319. Students may receive credit for only one of SOC 319 or 419. *

FOUNDATIONS OF SOCIOLOGY

List D: Development of Theory	SOC 285, 295, 306AA-ZZ, <u>307, 308, 4318, 419, 480, 485</u>
List E: Methods	SOST 201, 203, 306, 307, SOC 404, 499

MOTION to revise the BA major in Sociology, as outlined below.

10.37.2 BA MAJOR IN SOCIOLOGY

Credit hours	BA Sociology major, required courses	Student's record of courses completed
Major Requirements		
3.0	SOC 100	
3.0	SOST 201 (Students with credit for PSYC 305 may substitute it for this course.)	
3.0	SOST 203	
3.0	One of SOST 306 or 307	
3.0	SOC 285 One of SOST 110, SOC 207, 209, 210, 213, 225, 247, 307, 320, 325, 440, 485, SOST 377 or KHS 154 (List A)	
3.0	SOC 485 One of SOC 208, 211, 212, 215, 222, 300, 308, 310, 312, 315, 450, 485, SOST 220 (List B)	
<u>3.0</u>	Four 200-level SOC or SOST courses	
<u>3.0</u>		
<u>3.0</u>		
<u>3.0</u>		
3.0	One of SOC 201, 202, 203, 217, 230, 301, 314, 330, 460, 485 (List C)	
3.0	One of SOC 285, 295, 306AA-ZZ, 318, 319, 480, 485 (List D)	
3.0	One of SOC 440, 450, 460, 480 or 485	
3.0	Two SOC or SOST courses	
3.0		
<u>3.0</u>	Two 300- or 400-level SOC courses	
<u>3.0</u>		
3.0	Two 300- or 400-level SOC or SOST courses	
36.0	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 course with a lab*	
3.0	One course in a new subject in arts, fine arts, or science, excluding HJ 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 §10.9.1.1 for detailed information on the Arts Core Requirements.		
27.0	Subtotal	
Open Electives		
57.0	19 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	Total: 60% PGPA required	

MOTION to revise the BA Honours Major in Sociology as outlined below.

MOTION to revise the credit hour of SOC 400 and 401 to zero from 1.5.

10.37.3 HONOURS MAJOR IN SOCIOLOGY

Credit hours	BA Sociology Honours major, required courses	Student's record of courses completed
Honours Major Requirements		
3.0	SOC 100	
3.0	SOST 201 (Students with credit for PSYC 305 may substitute it for this course.)	
3.0	SOST 203	
3.0	One of SOST 306 or 307	
<u>3.0</u>	<u>SOST 307</u>	
3.0	SOC 285 One of SOST 110, SOC 207, 209, 210, 213, 225, 247, 307, 320, 325, 440, 485, SOST 377 or KHS 154 (List A)	
3.0	SOC 295 One of SOC 208, 211, 212, 215, 222, 300, 308, 310, 312, 315, 450, 485, SOST 220 (List B)	
3.0	One of SOC 307, 308, 418 or 419 201, 202, 203, 217, 230, 301, 314, 330, 460, 485 (List C)	
3.0	SOC 485 One of SOC 285, 295, 306AA-ZZ, 318, 319, 480, 485 (List D)	
<u>3.0</u>	<u>Four 200-level SOC or SOST</u>	
<u>3.0</u>	<u>courses</u>	
<u>3.0</u>		
<u>3.0</u>		
<u>3.0</u>	<u>Two 300- or 400-level SOC or</u>	
<u>3.0</u>	<u>SOST courses</u>	
3.0	One of SOC 440, 450, 460, 480 or 485	
3.0	SOC or SOST course	
3.0	SOC or SOST course	
3.0	300- or 400-level SOC or SOST course	
3.0	One of SOC 306, 318 or 319	
3.0	One 300- or 400-level SOC or SOST course approved by the Department Head.	
<u>0.0</u> 1.5	<u>SOC 400</u>	
<u>0.0</u> 1.5	<u>SOC 401</u>	
3.0	SOC 404	
3.0	SOC 499	
51.0	Subtotal: 75% major GPA required	
Arts Core Requirements		
27.0	Same as stated above for the BA in Sociology.	
Open Electives		
42.0	14 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	Total: 70% PGPA required	

MOTION to revise the minor in sociology as outlined below.

10.37.4 MINOR IN SOCIOLOGY

Credit hours	Sociology minor,	Student's record of courses completed
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	required courses	
3.0	SOC course (may be SOC 100)	
3.0	SOST 201 or 203 or equivalent (Students with credit for PSYC 305 may substitute a 200-level or higher SOC or SOST course for this requirement.)	
3.0	Four additional classes from at least two areas <u>and/or foundations</u> (A, B, C or D), two of which must be at the 300-level or higher	
3.0		
3.0		
3.0		
18.0	SOC Minor – 65% GPA required	

MOTION to revise the description and prerequisite for SOC 440.

SOC 440 **3:3-0**

Theoretical Perspectives on Science, Culture, and Knowledge

This senior seminar ~~is a capstone class in which students~~ analyzes and reflects upon the major theoretical issues in Science, Culture, and Knowledge.

*** Prerequisite: One 300-level course from the Science, Culture and Technology area ~~Sociology List A~~ and completion of 745 credit hours, or permission of Department Head ***

MOTION to revise the description and prerequisite for SOC 450.

SOC 450 **3:3-0**

Theoretical Perspectives on Social Justice

This senior seminar ~~is a capstone class in which students~~ analyzes and reflects upon the major theoretical issues in Social Justice.

*** Prerequisite: One 300-level course from the Social Justice area ~~Sociology List B~~ and completion of 745 credit hours, or permission of Department Head ***

MOTION to revise the description and prerequisite for SOC 460.

SOC 460 **3:3-0**

Theoretical Perspectives on Development and the Environment

This senior seminar ~~is a capstone class in which students~~ analyzes and reflects upon the major theoretical issues in ~~D~~development and the ~~E~~environment.

*** Prerequisite: One 300-level course from the Development and the Environment area ~~Sociology List C~~ and completion of 745 credit hours, or permission of Department Head ***

MOTION to revise the description and prerequisite for SOC 480.

SOC 480 **3:3-0**

Issues in Social Theory

This senior seminar is a capstone class in which students analyze and reflect upon the major issues in the development of social theory.
*** Prerequisite: One 300-level course from the development of theory foundation Sociology List D and completion of 745 credit hours, or permission of Department Head ***

MOTION to revise the description and prerequisite for SOC 485.

SOC 485

3:3-0

Sociological Imaginations

This senior seminar is the a-capstone class for sociology majors and is to be taken in the final year of the program. in which sStudents reflect upon and analyze and reflect upon the major ~~theoretical~~ issues in sociology.
*** Prerequisite: A declared major in Sociology and completion of 75 credit hours ~~Two 300-level sociology courses~~ or permission of the Department Head ***

Rationale

As a result of the department's self study for the 1999 unit review, and the final report and recommendations of the external review team, the department implemented a major revision of its program, including significant changes in the requirements for the major and honours programs. The impacts of these changes were carefully monitored and the successes and failures of the changes were discussed fully over the past few years. Key aspects of these changes have not worked out as expected and the department has decided that further refinements are required. The program requirements established after the unit review were based on some iffy assumptions and clear problems have emerged and persisted. The department does not have sufficient academic staff comfortably to accommodate the requirements to meet student need. The department tried to enhance choice for students, but it appears we may have gone too far and as a result some students have completed the program without adequate grounding in the core of the discipline. The department created a number of new courses, or massaged existing courses with new titles and new descriptions believing they would attract students, yet many have failed to do so. The department made an effort to cover new and developing areas of the discipline in ways that, in retrospect, do not seem to have connected well with real world issues and the concerns of students. The capstone class experience has been unsatisfactory due to the courses often simply becoming advanced courses in the area rather than a culminating educational experience with a general disciplinary focus.

At a retreat in September 2009 the department met to address these concerns and to discuss possible remedies. As a result, these proposals for revision of the major and honours program were agreed to and passed formally at a subsequent department meeting.

The goal for majors is to ensure that they come out with a solid grounding in the core of the discipline, while maintaining as much choice as possible and retaining our area designations as guidelines for students for elective choices allowing the adoption of an area of modest concentration. The advantages here are clear. The major is simple and includes lots of choice (one-half of the hours are matters of choice). Students will

continue to get a solid grounding in methodology. Students will also get a solid grounding in theory, since all majors will be required to take the core theory class, and, of course, be routinely exposed to the theory that is a part of all our courses, especially at the 300 and 400 levels. The 318 and 319 theory courses are renumbered at the 400 level, and will be accordingly upgraded, to emphasize the fact that they are advanced courses with a disciplinary focus. All majors will share a similar capstone experience with a clear disciplinary focus. Those fourth year capstone classes which proved attractive not only to our students, but to many outside the discipline, are retained but no longer have a capstone designation.

The proposed revision of the honours program, as one would expect, is based on less choice and more rigorous coverage of the discipline. It now includes 4 methodology courses, including now both quantitative and qualitative methods classes, and 3 theory courses including a required theory option at the 300 or 400 level. The department has also decided to remove the 1.5 credit hours formerly granted for each course in the honours seminar sequence, 400 and 401. Students will still be required to register in this sequence as a condition for completing the program, but will receive no credit hour recognition. This brings the honours seminar in line with the graduate seminar (800). During a major revision of the graduate program the department removed the 1.5 credit hours for enrolling in the graduate seminar, but retained the requirement that all graduate students must register in the graduate seminar for two semesters as a requirement for program completion. The honours and graduate seminars meet jointly once a week during the fall and winter semesters of each academic year. In addition to information and guidance sessions, the seminar often features reports from faculty members on their current research. As for the students, each honours student is required to make a presentation of her/his honours paper proposal and each graduate student is required to make a presentation of her/his thesis proposal.

The program changes also include some proposed new courses. An important part of the department's mission, in addition to providing solid programs for students doing a major or an honours in the discipline, has always included a commitment of service to the university's larger educational mission. The department attempts to devise classes which are relevant to other programs and disciplines, providing service support to those programs. The department has always viewed itself as an interdisciplinary social science department and has retained that mandate in its title, in the social studies MA program, and in the routine interdisciplinary focus of most of its non-core courses. The department attempts to develop courses on key issues in the society in order to contribute to the general liberal arts education of students by encouraging skills in critical thinking, effective reading and writing, and informed engagement in civil society. The department attempts to develop courses which respond meaningfully to the pressing issues of our time, and which resonate with today's students and their intellectual concerns and personal learning goals. The new courses proposed are part of this mission. As the courses are approved and offered, they will be added to the appropriate area lists. Certain existing courses will be retired as future enrolment patterns become clear.

MOTION to create SOC 297.

The Sociology of Law

A theoretical and practical analysis of sociological issues and contexts influencing the development, functioning, and effects of law in society. The development of the sociology of law will be located within the wider concerns of sociology and the distinctive features of modernity, the West and capitalism.

*** Prerequisite: Completion of 12 credit hours or permission of Department Head. ***

* Note: SOC 100 is a required course for all Sociology majors. *

Rationale

This fills a gap in the undergraduate program. Most departments of sociology have such a course, and there have been student requests for it. It enriches our Social Justice area. It is targeted to sociology majors and those undergraduates with an elective interest in the topic.

Academic Limit

40

Program Implications

It fills in the existing sociology undergraduate program and enriches our offerings in the area of Social Justice.

Proposed Course Content

Description:

This course will consider the relationship between law and society, analyzing law as an expression of cultural values, a reflection of social structure, and an instrument of social control and social change. These themes will be explored by focusing attention on the writings on law of Durkheim, Weber, Marx, and other contemporary authors in the sociological tradition.

Objectives:

To understand some of the specific characteristics of the manner in which sociologists study law as well as to explain some of the patterns and dynamics of law and society; to analyze the law as a social system; to analyze law in the social context; to analyze law as a mechanism for controlling behaviour and resolving disputes in society.

Outline of Topics:

1. Introduction to the Sociology of Law
 - Definition of Law
 - Definition of the Sociology of Law
 - Character and Methods of the Sociological Analysis of Law

2. Theories of Law in its Social Context
 - Structural Theories of Law: Durkheim, Law and Social Integration
 - Conflict Theories of Law: Weber, Law and Capitalism; Marx and Law; Foucault, Law and Discipline.

3. Analysis of the Law as a Social System
 - Social Organization of Law
 - Law as a Social interaction System
 - Law as a Discourse
 - Law as a Mechanism for Social Change

4. Relationship between Law and Social Processes
 - The Social Reality of Crime
 - Gender and the Law
 - Law and Racial and Ethnic Relations
 - Law and White Collar Crime
 - Law and Globalization

Proposed texts and references

Comac, Elizabeth (ed.) (2006) *Locating Law: Race/Class/Gender/Sexuality Connections*. Halifax: Fernwood Publishing.

Enan, W. M. (1990) *Social structure and Law*. Newbury Park, CA: Sage Publications.

Milanovic, Dragan (2003) *An Introduction to the Sociology of Law*. New Jersey: Criminal Justice Press.

Rach, A, Sharyn, L (2000) *The Sociology of Law, critical approaches to social control*. Scarborough: Thomson Nelson.

Description, from library, of holdings in the area

Approved: Course needs are adequately met by present collection.

Instructors able to teach course

Alfaro, Chow and Hurlbert

MOTION to create SOC 298.

SOC 298

3:3-0

The Sociology of Arts & Popular Culture

A critical examination of selected themes in the sociology of the arts and popular culture in the West.

*** Prerequisite: Completion of 12 credit hours or permission of Department Head. ***

* Note: SOC 100 is a required course for all Sociology majors. *

Rationale

This fills a gap in the existing sociology program. Most sociology departments have such a course, and there have expressions of students interest in it. It is targeted to sociology majors and those undergraduate students with an elective interest in the area.

Academic Limit

Program Implications

It fills a gap in the existing undergraduate program and will enrich our offerings in the area of cultural studies.

Proposed Course Content

Course Description and Objectives:

This course focuses on selected themes in the sociology of the arts and popular culture. It examines sociological issues in the study of popular culture in contemporary western societies such as the production, distribution and reception of artistic and cultural production; how culture is influenced by class, gender, ethnicity and racial relations; and how these influences are reflected in various arts. Four key themes will be the focus of this course: (1) culture and domination; (2) culture and signification; (3) culture and practice, and (4) globalization and postmodernism.

Students will:

1. demonstrate an ability to apply the basic sociological terms, concepts and theories for analyzing art production and popular culture;
2. display basic knowledge of how popular culture reflects and contributes to social change;
3. develop and demonstrate knowledge of meaning in popular culture and how it can be sociologically problematic; and
4. apply a sociological approach to analyzing the creation, production, distribution and consumption of popular culture.

Proposed texts and references

Alexander, V. (2003) *Sociology of the Arts: Exploring Fine and Popular Forms*. Malden, Mass.: Blackwell.

Smith, Ph. (2001) *Cultural Theory: An Introduction*. Malden, Mass.: Blackwell.

Strinati, D. (2007) *An Introduction to Theories of Popular Culture*. New York: Routledge.

Description, from library, of holdings in the area

Approved: Present collection adequately meets the needs of the program.

Instructors able to teach course

Alfaro, Biezenski, Hayford, Magnan

MOTION to create SOC 299.

SOC 299

3:3-0

The Sociology of Mental Illness

An examination of the social patterns of risk for mental illness. A comparative and critical assessment of the sociological, psychological and biological models of explanation and intervention.

*** Prerequisite: Completion of 12 credit hours or permission of Department Head. ***

* Note: SOC 100 is a required course for all Sociology majors. *

Rationale

This fills a gap in the existing sociology program. Most sociology departments have such a course, and there have been expressions of students interest in it. It will fit well with our existing classes, 210: Social Structure and Personality and 207: The Nature/Nurture Debate. It is targeted to sociology majors and those undergraduate students with an elective interest in the area.

Academic Limit

40

Program Implications

It fills a gap in the existing undergraduate program and will enrich our offerings in the area of culture which focuses on the social impacts on human personality.

Proposed Course Content

Outline of topics:

Historical background

The Nature/Nurture debate

Sociological, Psychological and Biological models of human personality

Introduction to social epidemiology

Patterns of risk: prevalence studies of the 19th and 20th centuries; community integration studies of the 20th century; family dysfunction

Documented risk factors: poverty; stressful life events; traumatic life events; ongoing difficulties; vulnerability factors

The hegemony of biological determinism

Recent reconsiderations

Proposed texts and references:

R. Porter. *Madness: A Brief History*. London: Oxford, 2002.

Steven Rose. *The 21st Century Brain: explaining, mending and manipulating the mind*. London: Vintage, 2006.

T. J. Scheff. *Being Mentally Ill: A Sociological Theory*. Third edition. New York: Aldine, 1998.

Mark Tausig. *The Sociology of Mental Illness*. New York: Prentice Hall, 2003.

Description, from library, of holdings in the area

Database and electronic journals are more than adequate for meeting the needs of the new course. However, acquiring more recent books specifically on the sociology of mental illness would be an asset. Acquiring these resources should be possible within the current budget limits for monographs.

Instructors able to teach course

Professors Conway, Biezenski, Polster

MOTION to create SOC 322 (<i>pending Library approval</i>).

SOC 322 3:3-0
The Social Determinants of Health

This class will review the evidence and theoretical concepts used in assessing the social determinants of health. The social determinants of health include a range of factors such as income, education, employment, social cohesion, and early childhood development.

*** Prerequisite: One 200-level sociology course and 30 credit hours or permission of the Department Head. ***

Rationale

This is a long overdue enhancement of our offerings in the sociology of health. Currently we offer an introductory course in the area, Sociology 222: The sociology of health. Many students have expressed an interest in a more advanced course which deals with the social determinants of health. It targets majors in sociology, though would be of considerable interest to majors in other disciplines in the social sciences and in programs on health education.

Academic Limit

25

Program Implications

This course will strengthen the core sociology program and enhance elective options for sociology majors. It might also be of use to other disciplines with an interest in social impacts on health.

Proposed Course Content

Course Description and Objectives

Numerous studies have demonstrated that the social determinants of health, ranging from income to social cohesion, have a major impact on the health status of populations, an impact which is much greater than that of health care systems. For example, people with low incomes consistently have a higher rate of disease than people with high incomes. At the same time, the population of countries with a smaller gap between rich and poor are healthier than populations in countries where the gap is wider. This course will explore a variety of concepts related to the social determinants of health, including their importance to health, the context in which they exist, how they relate to each other, the positive and negative influences that determine the nature of the individual determinants, and current debates surrounding the social determinants of health.

Students will:

- Display an understanding of the basic concepts associated with the social determinants of health.
- Demonstrate an ability to apply knowledge of the social determinants of health in different contexts.

- Develop a critically reflective approach to examining current perspectives on the social determinants of health.

Course Topics:

- Defining and describing the social determinants of health.
- The current evidence on the impact of the social determinants on health status.
- The theoretical underpinnings of how the social determinants affect health status.
- The context in which the social determinants of health exist, including their relationship to physical determinants and genetics.
- How the various social determinants interact with each other.
- Which factors shape the social determinants in positive or negative ways.
- How to address the social determinants in order to improve health.
- Current debates and perspectives regarding the social determinants of health.

Class Format:

A highly participatory approach will be followed in this class. The class will involve a combination of:

- individual work: Students review the assigned readings and complete assignments such as short essays. Students will make presentations to the class based on their reading.
- small group work: Students discuss concepts identified in assignments and apply these concepts to new situations and different contexts.
- large group discussion: Students discuss small group results.
- lecture: The instructor clarifies the reading, summarizes issues raised in the readings and discussions, and discusses highlights of students' essays.

Proposed texts and references

- Evan, Robert G., Barer, Morris L., Marmor, Theodore R., editors. *Why Are Some People Healthy And Others Not? The Determinants of Health of Populations*. Aldine de Gruyter, New York, 1994
- Marmot Michael, Wilkinson Richard G., editors. *Social Determinants of Health*. Oxford University Press; 2005. 2nd edition.
- Raphael, Dennis, editor. *Social Determinants of Health: Canadian Perspectives*. Canadian Scholars Press. Toronto. 2004.
- Wilkinson, Richard, Marmot, M.G., 2003. *Social determinants of health: the solid fact*. 2nd edition, World Health Organization.
- Selected readings.

Description, from library, of holdings in the area

Instructors able to teach course

Biezenski, Morris.

MOTION to create SOC 328.

SOC 328

3:3-0

Women and Social Policy

An examination of the past, present and future of social policy from the

perspective of women, primarily in Canada. A critical assessment of existing perspectives and practices in the formation of social policy and the implications for various groups of women and society in general.

*** Prerequisite: One 200-level SOC course and completion of 30 credit hours or permission of the Department Head. ***

Rationale

This course will bridge, and thereby enhance, the department's existing offerings on social policy and on women and gender. There has been a desire to develop a course in this area for some time due to expressions of interest among more senior students. It targets majors in sociology, though would be of some interest to majors of other disciplines in the social sciences.

Academic Limit

25

Program Implications

This course will strengthen the core sociology program and enhance options for sociology majors.

Proposed Course Content

Course Objectives:

- * to familiarize students with the nature, and historical development, of the welfare state in Canada (and elsewhere), particularly as it relates to women
- * to compare and assess various perspectives on, or theories of, social policy/the welfare state and women
- * to critically examine ongoing transformations in Canadian social policy and their implications for the well-being of various groups of women both within and outside of Canada
- * to consider - and imagine - improvements and/or alternatives to current social policy arrangements for women
- * to enable students to understand and assess new social policy developments in local, regional, national, and international contexts
- * to enable students to become more engaged in social policy processes of interest/relevance to them
- * to develop students' oral and written communication skills and their sociological imaginations

Weekly Lecture Topics:

Week 1: Introduction to Course (Sociological and Feminist Approaches)

Week 2: History and Models of Social Policy

Week 3: Classical Theories of Social Policy

Weeks 4/5: Feminist Critiques and Theories of Social Policy

Weeks 6/7/8: A National Perspective on Recent Social Policy Changes and Their Impacts on Women

Weeks 9/10: An International Perspective on Recent Social Policy Changes and Their Impacts on Women

Weeks 11/12: Ideas and Experiments to Improve Social Policy For Women

Week 13: Wrap-Up and Review

Proposed texts and references

Required Texts:

A reading kit comprised of relevant articles will be available from the bookstore. Articles will be drawn from the following (and some other) books, feminist and social policy journals, and websites from relevant organizations including the Canadian Research Institute for the Advancement of Women, the Canadian Feminist Alliance for International Action, the Canadian Centre for Policy Alternatives, the Canadian Council on Social Development, the Caledon Institute, the Fraser Institute, etc.

Yasmeen Abu-Laban (ed.). 2008. *Gendering the Nation State*. Vancouver: UBC Press.

Pat Armstrong and M. Patricia Connelly (eds.). 1999. *Feminism, Political Economy and the State*. Toronto: Canadian Scholars Press.

Lee Ann Banaszak et. al. (eds.). 2003. *Women's Movements Facing the Reconfigured State*. Cambridge: Cambridge University Press.

Isabella Bakker (ed.). 1996. *Rethinking/Restructuring: Gender and Change in Canada*. Toronto: University of Toronto Press.

Janine Brodie and Isabella Bakker. 2008. *Where Are the Women?* Ottawa: Canadian Centre for Policy Alternatives.

Brenda Cossman and Judy Fudge. 2002. *Privatization, Law, and the Challenge to Feminism*. Toronto: University of Toronto Press.

Particia Evans and Gerda Wekerle. 1997. *Women and the Canadian Welfare State*. Toronto: University of Toronto Press.

Marjorie Griffin Cohen and Jane Pulkingham (eds.). 2009. *Public Policy for Women*. Toronto: University of Toronto Press.

Jacquetta Newman and Linda White. 2006. *Women, Politics, and Public Policy*. Don Mills, Ontario: Oxford University Press.

Description, from library, of holdings in the area

Approved: Course needs are adequately met by current collection.

Instructors able to teach course

Hayford, Hurlbert, Polster

MOTION to create SOC 333.

SOC 333
The Sociology of Disaster

3:3-0

Sociological explanations of the different ways societies define and manage exposures to risk. Disasters, as distinct from hazards, are consequences of social conditions and social institutions generating vulnerability to risk.

*** Prerequisite: One 200-level SOC course and completion of 30 credit hours or permission of the Department Head. ***

Rationale

This course will strengthen the department's existing program on the sociology of the environment. As the consequences of climate change become more and more dramatic, a whole new subdiscipline has emerged in theory and research dealing with disasters. This course will fill that gap in our program, and respond to growing demand among more senior students for a course in this area. It is targeted to sociology majors, though will have some elective interest in other disciplines with a strong orientation to environmental problems.

Academic Limit

25

Program Implications

This course will strengthen the core sociology program and enhance options for sociology majors. With this course, the department will join the leading edge of a new subdiscipline in the sociology of environment.

Proposed Course Content

Course Objectives:

The main objective of the course is to provide the student with a sociological explanation of the different ways in which societies define and manage their exposure to risk. Disasters, in opposition to hazards, are consequences of social conditions and social institutions that generate vulnerabilities to risk. An understanding of these conditions and institutions is fundamental to explain processes such as global environmental change and its impacts on nature and society.

Course Organization:

The course is structured around lectures, a reading list, presentations and discussions of the readings. The course is organized as a seminar and students are asked to actively participate in class discussions and make presentations.

The course is divided into three sections. The first section of the course provides the student with a theoretical and methodological framework that allow for a sociological understanding of the structures of vulnerability that contribute to the tragedy of disasters. The section deals with the contributions of critical realism and social constructionism to explanations of disaster, as well as with core concepts such as risk, vulnerability, sensitivities, and adaptive capacity. The second section discusses how different social determinants of vulnerability –such as technology, economic development, gender, race, social capital, and government— place social groups at risk in relation to each other and to their environment. The discussion of these determinants is contextualized in recent disasters, such as the Bophal gas disaster, the Indian Ocean tsunami, Hurricane Katrina, the ice storm in Quebec, and the 2001 and 2002 droughts in Western Canada. The last section discusses climate vulnerabilities in the context of the expected risks associated to

climate change. Focusing on the expected impacts of climate change on the water resources of Canadian prairies the course discusses the vulnerabilities of different social groups and the challenges related to the development of a proper adaptive capacity.

Proposed texts and references

READINGS:

Readings for Section 1: Conceptual Frameworks and Debates:

Bammer, G. and M. Smithson, 2009, *Unertainty and Risk. Multidisciplinary Perspectives*, Earthscan, London.

Beck, Ulrich, 1999, *World Risk Society*, Polity Press: Oxford.

Bankoff, G, G. Frerks, and D. Hilshorst (eds.), 2004, *Mapping Vulnerability. Disasters, Development and People*, Earthscan: London.

Birkmann, J., 2006, "Measuring Vulnerability to Promote Disaster-Resilient Societies: Conceptual Frameworks and Definitions", in J. Birkmann, (ed.), *Measuring Vulnerability to Natural Hazards: Towards Disaster Resilient Societies*, United Nations University Press, New York, pp. 9 – 54.

Blaikie, P., T. Cannon, I. Davis and B. Wisner, 1994, *At Risk Natural Hazards, People's Vulnerability and Disaster*. Routledge: New York.

Dunlap, Riley and William Catton, 2003, "Struggling with Human Exemptionalism: The Rise, Decline and Revitalization of Environmental Sociology", in C. Humphrey, T. Lewis, and F. Buttel, eds., *Environment, Energy, and Society. Exemplary Works*, Wadsworth: Belmont.

Dickens, Peter, 2004, *Society and Nature*, Polity Press, Cambridge,

Foster, John, 2003, "The Crisis of the Earth" in C. Humphrey, T. Lewis, and F. Buttel, eds., *Environment, Energy, and Society. Exemplary Works*, Wadsworth: Belmont.

Hannigan, J. 1995, *Environmental Sociology. A Social Constructionist Perspective*, Routledge: London.

Irwin, A., 2001, *Sociology and the Environment. A Critical Introduction to Society, Nature and Knowledge*, Polity: Cambridge.

Mol, Arthur, 1997, "Ecological Modernization: Industrial Transformations and Environmental Reform" in M. Redclift and G. Woodgate, eds., *The International Handbook of Environmental Sociology*, Edward Elgar Publishing: Cheltenham, UK.

O'Brien K., S. Erikson, A. Schjolden, and L. Nygaard, 2004 "What's in a Word? Conflicting Interpretations of Vulnerability in Climate Change Research" Oslo, CICERO Working Paper.

O'Connor, J., 2001, "Uneven and Combined Development and Ecological Crisis: A Theoretical Introduction" in R. Frey, ed., *The Environment and Society Reader*, Allyn and Bacon: Massachusetts.

Olmos, S. 2001, "Vulnerability and Adaptation to Climate Change: Concepts, Issues, Assessment Methods", *Foundation Paper*, Climate Change Knowledge Network. Available at www.cckn.net

Schnaiberg, A., D. Pellow, and A. Weinberg, 2003, "The Treadmill of Production and the Environmental State", in C. Humphrey, T. Lewis, and F. Buttel, eds., *Environment, Energy, and Society. Exemplary Works*, Wadsworth: Belmont.

Smit B. and J. Wandel, 2006, "Adaptation, Adaptive Capacity and Vulnerability," *Global Environmental Change* 16, 282-292.

Smit, B. and O. Pilifosova, 2003, "From Adaptation to Adaptive Capacity and Vulnerability Reduction", in J. Smith, R. Klein, and S. Huq, eds., *Climate Change, Adaptive Capacity and Development*, Imperial College Press: London.

Strydom, P., 2002, *Risk, Environment and Society*, Open University Press, Philadelphia.

Wisner, B. et al., 2005, *At Risk. Natural Hazards, People's Vulnerabilities, and Disasters*, Routledge: London.

Readings for Section 2: The Social Determinants of Vulnerability:

Adger, W., 2003, "Social Aspects of Adaptive Capacity", in J. Smith, R. Klein, and S. Huq, eds., *Climate Change, Adaptive Capacity and Development*, Imperial College Press: London.

Alston, M. , 2009, "Drought Policy in Australia: Gender Mainstreaming or Gender Blindness?" *Gender, Place & Culture* 16 (2), 139 – 154. Available at URL: <http://dx.doi.org/10.1080/09663690902795738>

Brinkley, D., 2007, *The Great Deluge. Hurricane Katrina, New Orleans, and the Mississippi Gulf Coast*, Harper: New York.

Cannon, T., 2008, "Vulnerability and Disasters". in V, Desai and R. Potter, *The Companion to Development Studies*, Hodder Education: London.

Cutter, S., ed., 2006, *Hazards, Vulnerability and Environmental Justice*, Earthscan: London,

Homer-Dixon, H., 1999, *Environment, Scarcity, and Violence*, Princeton University Press: Princeton.

J. Kasperson and R. Kasperson, eds., 2005, *The Social Contours of Risk. Volume II: Risk Analysis, Corporations and the Globalization of Risk*, Earthscan: London

Lupton, D., 1999, *Risk*, Routledge, London.

Mellor, Mary, "Gender and the Environment", 1997, in M. Redclift and G. Woodgate, eds., *The International Handbook of Environmental Sociology*, Edward Elgar Publishing: Cheltenham, UK.

Murphy, R., 2009, *Leadership in Disaster. Learning for a Future with Global Climate Change*, McGill-Queen University Press, Montreal.

Peluso, N. and M. Watts, eds., 2001, *Violent Environments*, Cornell University Press: Ithaca.

Rajan, R., 2001, "Toward a Metaphysics on Environmental Violence: the Case of the Bhopal Gas Disaster" in Peluso, N., and M. Watts, eds., 2001, *Violent Environments* Cornell University Press: Ithaca.

Sygna, L . 2005, "Climate Vulnerability in Cuba. The role of social Networks", CICERO Working Paper 2005:01 (www.cicero.uio.no).

Youngman, N., 2009, "Understanding Disaster Vulnerability. Floods and Hurricanes", in K. Gould and T. Lewis, *Twenty lessons in Environmental Sociology*, Oxford University Press: New York.

Readings for Section 3: Climate Change: Risks, Vulnerabilities, and Adaptive Capacity:
Adger, W.N., S. Agrawala, M.M.Q. Mirza, C. Conde, K. O'Brien, J. Pulhin, R. Pulwarty, B. Smit and K. Takahashi, 2007, "Assessment of adaptation practices, options, constraints and capacity. Climate Change 2007: Impacts, Adaptation and Vulnerability", Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change, Cambridge University Press: Cambridge. (<http://www.ipcc-wg2.org>)

Füssel H.M., 2007, "Adaptation Planning for Climate Change: Concepts, Assessment Approaches and Key Lessons," *Sustainability Science*, 2, 265-275.

Giddens, A., 2009, *The Politics of Climate Change*, Polity Press: Cambridge.

Hurlbert M., 2009 "Comparative Water Governance in the Four Western Provinces," *Prairie Forum* 34 (1)

Kasperson, Roger and Jeanne Kasperson, 2005, "Climate Change, Vulnerability and Social Justice", in J. Kasperson and R. Kasperson, eds., *The Social Contours o Risk. Volume I: Publics, Risk Communication, and the Social Amplification of Risk*, Earthscan: London.

Leary, N. et al., 2008, *Climate Change and Adaptation*, Earthscan, London.

Leary, N. et al., 2008, *Climate Change and Vulnerability*, Earthscan, London.

Ludwig, F., et al., eds., 2009, *Climate Change Adaptation in the Water Sector*, Earthscan: London.

Olmos, S. 2001, "Vulnerability and Adaptation to Climate Change: Concepts, Issues, Assessment Methods", *Foundation Paper*, Climate Change Knowledge Network. Available at www.cckn.net

Roberts, T., 2009, "Climate Change: Why the Old Approaches Aren't Working", in K. Gould and T. Lewis, *Twenty lessons in Environmental Sociology*, Oxford University Press: New York.

Sauchyn, D. and S. Kulshreshtha, 2008, "Prairies", in Lemmens, D. et al, eds., 2008, *From Impacts to Adaptation: Canada in a Changing Climate 2007*, Government of Canada, Ottawa.

Schneider S.H., S. Semenov, A. Patwardhan, I. Burton, C.H.D. Magadza, M. Oppenheimer, A.B. Pittock, A. Rahman, J.B. Smith, A. Suarez and F. Yamin, 2007, "Assessing Key Vulnerabilities and the Risk from Climate Change" in M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson (eds), *Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press: Cambridge.

Smit B. and J. Wandel, 2006, "Adaptation, Adaptive Capacity and Vulnerability," *Global Environmental Change* 16, 282-292.

Smit, B. and O. Pilifosova, 2003, "From Adaptation to Adaptive Capacity and Vulnerability Reduction", in J. Smith, R. Klein, and S. Huq, eds., *Climate Change, Adaptive Capacity and Development*, Imperial College Press: London, pp 9 – 28.

Wall, E., B. Smit and J. Wandel (eds) *Farming in a Changing Climate: Agricultural Adaptation in Canada*, UBC Press: Vancouver.

Wandel J., G. Young and B. Smit, 2009 "Vulnerability and Adaptation to Climate Change: the Case of the 2001-2002 drought in Alberta's Special Areas," *Prairie Forum* 34 (1)

Warren, F. and P. Egginton, 2008, "Background Information: Concepts, Overviews, and Approaches" in Lemmens, D. et al, eds., 2008, *From Impacts to Adaptation: Canada in a Changing Climate 2007*, Government of Canada, Ottawa.

Description, from library, of holdings in the area
Sufficient resources presently exist for this course.

Instructors able to teach course
Alfaro, Diaz, Hurlbert, Jaffe, Magnan

MOTION to create SOC 355.

SOC 355

3:3-0

The Global Food System

A sociological lens on processes of food production, distribution, and consumption on a global scale. The course traces the historical development of the global food system and examines contemporary conflicts driving social change.

*** Prerequisite: One 200-level SOC course and completion of 30 credit hours or permission of the Department Head. ***

Rationale

This course will strengthen the department's existing program on the sociology of development and of the environment. It will also strengthen our existing offerings in the area of rural sociology. The emerging crisis of the planet's food system is addressed by many disciplines, including sociology. This course provides that focus and fills and fills and existing gap in the department's offerings. It is targeted to sociology majors, though would be of considerable elective interest to students in other disciplines studying different aspects of the food system in the context of the many crises in the food system.

Academic Limit

25

Program Implications

This course will strengthen the core sociology program and enhance options for sociology majors in an increasingly important area of research and policy.

Proposed Course Content

Rationale:

While the department provides an introduction to the sociology of agriculture and rural sociology in SOC 217, this course has tended to focus on the historical development of the prairie west and the political economy of agriculture in the global North. The proposed course would serve to broaden the scope of inquiry to examine the global food system and its multifaceted contradictions. Although a comparable course is offered through Justice Studies (HJ 355 - Food, Hunger and Social Justice), the proposed course would differ in providing a grounding in sociological frameworks for understanding changing institutions, practices and social relations in agriculture and food. The proposed course would draw on one of the major traditions of scholarship and research in the department and will appeal to students interested in food and agriculture issues at a global scale. This course provides a sociological lens on processes of food production, distribution, and consumption, on a global scale. The course traces the historical development of the global food system and examines contemporary conflicts driving social change. Topics to be addressed may include global hunger/obesity; the marginalization of farmers; agriculture and the environment; and the role of transnational corporations, social movements, and consumers in shaping the food system.

Course Objectives:

In this course, students will develop a basic understanding of the structure of the global food system and the social actors that shape it. Students will learn about the origins and historical development of the global food system around colonial exchanges of food commodities and the rise of world markets. Focusing on the present, students will learn about the key commodity complexes and social actors driving the conventional food system, dominated by transnational capital. We will explore the rise of alternative food chains emerging as a countermovement to the conventional system. Knowledge of the global food system will be used to make sense of contemporary controversies including sustainability, climate change, and ecological agriculture; the fate of small farmers the world over; epidemics of obesity/malnutrition; North/South inequalities in the global food trade; the rise of supermarkets as global players; and the role of certification schemes and standards (e.g. organics, fair trade) in reshaping the food system.

Proposed texts and references

Required Texts:

Possibilities for a general course textbook are:

Weis, Tony. 2007. *The Global Food Economy: The Battle for the Future of Farming*. Halifax: Fernwood Publishing.

This book, published by a Canadian author, provides a comprehensive overview of the global food system, focusing on its principle social and ecological contradictions. The author gives equal weight to agriculture in the global North (the temperate grain-livestock complex) and the global South, emphasizing the drastically unequal way in which different food commodities, regions, and types of farms are integrated into the global system. The book also provides a chapter on the multilateral regulation of the agrofood trade and its effects on farmers.

Buckland, Jerry. 2004. *Ploughing Up the Farm: Neoliberalism, Modern Technology, and the State of the World's Farmers*. Halifax: Fernwood.

This book chronicles the fate of small farmers around the globe under the neoliberal domestic and international policies of the last three decades. The strength of the book is in documenting the social and economic marginalization of small farmers under these policies, and connecting it with the ideological framework under which multilateral agencies and governments have implemented them.

Roberts, Wayne. 2008. *The No-Nonsense Guide to World Food*. Between the Lines.

This book -- presented in an informal and engaging style appropriate for undergraduate students -- provides an overview of the contemporary global food system, encouraging readers to make connections between seemingly disparate food system problems. The author contrasts the Modernist food system characterized by industrialization, corporate monopoly, and environmental destruction to an emerging Fusion food system, representing diverse alternative agricultures and food-related public policies.

Description, from library, of holdings in the area

Approved: Present collection is adequate to meet the needs of this course.

Instructors able to teach course

Jaffe, Magnan

E. Faculty of Kinesiology and Health Studies

MOTION to permit Arts students the option to complete a minor in Kinesiology, as outlined below.

10.9 ACADEMIC PROGRAMS IN ARTS

DEGREES
Bachelor of Arts (BA), §10.9.1 Bachelor of Arts Honours (BAHons), §10.9.2 Bachelor of Health Studies ^{•○} (BHS) §10.19 Bachelor of Human Justice (BHJ), §10.28.3 BA in Journalism (BAJ), §10.27 Bachelor of Journalism (BJ), §10.27 BA in Police Studies (BAPS), §10.28 BA in Resource & Environmental Studies ^{•+} §10.9.7 Bachelor of Francophone Studies ⁺ §10.9.8
MAJORS
Anthropology §10.12 Chinese §10.25 Cree Language Studies [•] §10.22 Cree Language Oracy [•] §10.22 Cree Language Literacy [•] §10.22 Economics §10.15 Economics and Society §10.15 English §10.16 French §10.17 Geography §10.18 German §10.25 History §10.20 Indigenous Studies [•] §10.23 International Studies §10.25 Japanese §10.25.8 Linguistics [•] §10.22 Justice Studies §10.28 Philosophy §10.30 Political Science §10.31 Prairie Studies §10.33 Psychology §10.34 Religious Studies §10.35 Saulteaux Language Studies [•] §10.22 Saulteaux Language Oracy [•] §10.22 Saulteaux Language Literacy [•] §10.22 Sociology §10.38 Spanish §10.25 Urban History §10.20 Women's and Gender Studies §10.39
COMBINED MAJORS
Economics and Business Administration §10.15 Economics and Geography §§10.15, 10.18 Economics and History §§10.15, 10.20
MINORS
Catholic Studies [•] §10.14 Classical Studies §10.30.5 Chinese Studies §10.26.7 <u>Kinesiology §TBD</u> Nakota Language Studies [•] §10.22 Science & Technology Studies §10.34 Most subjects listed as majors and those offered by the Faculties of Fine Arts and Science are available as minors. Exceptions are Economics and Society, International Studies, Justice Studies and Urban History.

PRE-PROFESSIONAL PROGRAMS
Pre-professional programs for University of Regina degrees: Pre-Journalism §10.27.2 Pre-Police Studies §10.28.6.1 For information on transfer and qualifying programs for degrees offered by other universities (e.g. pre-medicine, pre-law, pre-occupational therapy, pre-pharmacy, etc.) refer to §19.
CERTIFICATES
Advanced Certificates: Arts §10.9.9 Justice Studies §10.9.11 Criminal and Restorative Police Studies §10.9.12 Justice (CPS) §10.28.4 Bachelor of Arts Honours Certificate §10.9.13 Certificates: Chinese §10.25 Intercultural Leadership* §10.24 Economics §10.15 International Studies §10.25 French §10.9.15 Japanese §10.25 German §10.25 Liberal Arts §10.29 Indian Communication Arts* §10.21 Spanish §10.25
DIPLOMA
Liberal Arts §10.29

Offered jointly with:

- ♦Campion College
- First Nations University of Canada.
- †Institut français
- °Faculty of Kinesiology & Health Studies
- ‡SIAST

Program outlines are available on the web at www.arts.uregina.ca/current-students

Credit Hours	Kinesiology minor, required courses	Student's record of courses completed
3.0	KIN 170 (KHS 170)	
3.0	KIN 105 AA-ZZ	
3.0	Choose one of: KIN 110 (KHS 154); KIN 115 (KHS 150); KIN 120 (KHS 190); KIN 175; KIN 180 (KHS 151)	
3.0	Choose three of: KIN 240 (KHS 292); KIN 260 (KHS 168); KIN 267 (KHS 267); KIN 269 (KHS 269); KIN 285 (KHS 261); KIN 280 (KHS 165); Any 200- or 300-level KIN course	
3.0		
3.0		
18.0	Subtotal – 65% GPA required	

Rationale

Due to curriculum renewal in the Faculty of Kinesiology and Health Studies, a minor is now available for students in other Faculties. Current regulations in Arts limit students to completing minors from within only the Faculties of Arts, Science and Fine Arts.

F. International Studies Program

MOTION to renumber all courses offered by the International Studies Program (including ASIA, DEVS, ES, INAF, INTL and LAS) as follows:

Proposed number scheme

x00-X09	General
x10-x019	Asian Studies
x20-x029	Development Studies
x30-x39	European Studies
x40-x49	International Affairs
x50-x59	Latin American Studies
x90	Special Topics
391	Internship
x96	Field courses
498	Honours Paper 1
499	Honours Paper 2

New Course	Former Course
IS 100	INTL 100
IS 210	ASIA 200
IS 230	ES 200
IS 250	LAS 200
IS 300	INTL 300
IS 310AA-ZZ	ASIA 396AA-ZZ
IS 390AA-ZZ	INTL 390AA-ZZ
IS 391	INTL 391
	ASIA 390AA-ZZ
IS 400	INTL 400
IS 410	ASIA 400
IS 420	DEVS 400
IS 430	ES 400
IS 440	INAF 400
IS 450	LAS 400
<u>IS 490AA-ZZ</u>	LAS 490AA-ZZ
IS 498	ASIA 410, DEVS 401, ES 401, INAF 401
IS 499	ASIA 420, DEVS 402, ES 402, INAF 402

Rationale

This renumbering unifies the course offerings of the International Studies program by grouping them together in the *Course Catalog* <sic> and so more readily reflecting the range of the program's course offerings. This should also increase the program's profile.

MOTION to revise the course titles, descriptions and prerequisites as outlined below.

IS 410

3:3-0

~~Research Seminar~~ Advanced Topics in Asian Studies

This seminar course examines political, historical, economic and cultural developments throughout Asia from a transnational and interdisciplinary perspective. Students will discuss and carry out research integrating

insights from Asian studies, as well as considering Asian interactions with the rest of the world.

~~An interdisciplinary seminar where students and professors both present and discuss research on Asia and relevant research methods.~~

~~*** Prerequisite: ASIA 200 or IS 210 or completion of 75 credit hours or permission of the International Studies Program Coordinator. ***~~

~~** Permission of the Coordinator of International Studies is required to register. **~~

IS 420 3:3-0

Advanced Topics in International Transdisciplinary Dialogues on Development

This seminar course examines critical perspectives of international development. Topics include, among others, strategies to alleviate poverty, population growth and scarcity, urbanization, land rights, microfinance, displacement and development refugees, environmental sustainability, and the role of civil society in development.

~~*** Prerequisites: Any one of ECON 311, GEOG 316, HJ 353, SOC 314, PSCI 344 and completion of 75 credit hours, or permission of the International Studies Coordinator. ***~~

~~An interdisciplinary seminar where students and professors both present and discuss research on Development Studies and relevant emergent topics from the literature and research methods.~~

~~** Permission of the Coordinator of International Studies is required to register. **~~

IS 440 3:3-0

Advanced Topics in International Affairs Capstone Seminar

This seminar course studies major contemporary issues in international affairs within the framework of main relevant theories. The objective is to develop a good understanding of how the political, economic, social and cultural aspects of international issues are interrelated.

~~The course is a required capstone course for INTL students specializing in International Affairs. It studies major contemporary issues in international affairs within the framework of main relevant theories. The objective is to develop a good understanding of how the political, economic, social and cultural aspects of international issues are interrelated.~~

~~*** Prerequisite: Completion of 18 credit hours in the International Affairs concentration or permission of the International Studies Program Coordinator ***~~

IS 430 3:3-0

Advanced Topics Capstone Course in European Studies

This seminar course consolidates an understanding of the essential characteristics of contemporary and emergent cultural, economic and political life in Europe. In particular, the character and impact of European integration on historically differentiated member states will be

considered. The significance of European contributions to the world community will also be examined.

*** Prerequisite: ES 200 or IS 230 and completion of 75 credit hours, or permission of the International Studies Program Coordinator. ***

~~** Permission of the Coordinator is required to register. **~~

IS 250 3:3-0

Introduction to Latin American Studies

The course is an interdisciplinary introduction to the principal historic and contemporary features of Latin America. It explores both diverse and common social, political, economic and cultural institutions of Latin American countries. Topics include, among others, colonialism, imperialism, development, democracy, regionalism and globalization.

~~An overview of Latin America from the 15th century to the present and of the social, political, and cultural institutions of Spain and Portugal in America. Emphasis on the demographic trends, regional diversity, and cultural centres that have created the Latin America of today.~~

*** Prerequisite: Completion of 15 credit hours ***

IS 450 3:3-0

Advanced Topics Capstone Course in Latin American Studies

This seminar course examines major contemporary issues in the political, social, economic and cultural life of Latin America from a transnational and interdisciplinary perspective. Specific topics may vary but each will address broad questions pertinent to creating a better understanding of the region.

*** Prerequisites: LAS 200 or IS 250 and completion of 75 credit hours, or permission of the International Studies Program Coordinator. ***

~~An advanced seminar examining major issues in Latin American Studies that transcend national boundaries. Although specific topics will vary, each will address broad questions of a diachronic nature, thereby, consolidating an interdisciplinary understanding of the material covered in the program.~~

~~** Permission of the Coordinator is required to register. **~~

Rationale

The revised course titles and descriptions better reflect how these courses have actually been taught. Adding clear prerequisites will provide transparency and facilitate online registration in these courses.

MOTION to create IS 490AA-ZZ.

IS 490AA-ZZ 3:3-0

Selected Topics in International Studies

A seminar course in current topics in International Studies.

*** Prerequisite: IS 100 and completion of 60 credit hours. ***

Rationale

This creates a special topics course at the 400-level for all concentrations in the International Studies program.

MOTION to create IS 498 and 499.

IS 498 **3:3-0**

Honours Paper in International Studies I

Students work towards an Honours Paper in their area of concentration under the supervision of a faculty member. Students must submit a proposal at the end of the semester.

*** Permission of the Coordinator of the International Studies Program is required to register. ***

IS 499 **3:3-0**

Honours Paper in International Studies II

Students write an Honours Paper under the supervision of a faculty member. Students must submit an extensive research paper based on their proposal in IS 498.

*** Prerequisite: IS 498 with a minimum grade of 75% ***

Rationale

These courses replace the concentration-specific honours paper courses.

MOTION to add the following courses to the list of approved electives for the concentrations that follow:

Asian Studies

ARTH 374

RLST 209

European Studies / Culture and Literature

ENGL 301

HIST 286, 480

THEA 351, 352, 353, 354

Development Studies

ECON 308, 363

International Affairs / International Economics and Political Economy

ECON 308

International Affairs / International Politics, Security and Organization

HIST 286

International Affairs / Culture and International Affairs

JRN 415

Rationale

These courses fit into the International Studies Program. They will expand the range of approved electives available to International Studies students.

G. Liberal Arts programs

MOTION to remove the restriction that these programs must be completed within the first 45 and 75 credit hours, respectively, attempted by students.

10.29 LIBERAL ARTS

10.29.1 LIBERAL ARTS CERTIFICATE

The Certificate is designed to recognize students who, during their first year of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade.

The Certificate is available to any student registered at the University of Regina. To be eligible, students must have completed (and/or received transfer credit) for 10 University of Regina courses (30 credit hours). The 10 courses must include at least the following:

Credit hours	Liberal Arts Certificate, required courses	Student's record of courses completed
3.0	ENGL 100	
3.0	A natural science course with laboratory work (for a list of eligible courses see §10.9.1.1)	
3.0	Two courses, in different subject areas, from List A of the core requirements	
3.0		
3.0	Two courses, in different subject areas, from List B of the core requirements	
3.0		
12.0	Four elective courses	
30.0	Total: 60% PGPA required	

Eligibility further requires that students have:

taken at the University of Regina at least 50% of the 10 courses used to satisfy the requirements for the certificate; and completed (or received transfer credit for) the required 10 courses within the first 45 credit hours of courses taken (or granted transfer credit) at the University of Regina.

10.29.2 LIBERAL ARTS DIPLOMA

The Diploma is designed to recognize students who, during their first two years of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade. The Diploma also encourages students to find a field of student that most excites their curiosity and to begin development a deeper understanding of that field.

The Diploma is available to any student registered at the University of Regina. To be eligible, students must have successfully completed (and/or received transfer credit for) 20 University of Regina courses (60 credit hours). Eligibility further requires that students have:

- satisfied the core requirements for a Bachelor of Arts degree, as define in §10.9.1.1 of the Undergraduate Calendar;
- successfully completed (or received transfer credit for) a set of courses capable of satisfying the requirements for any minor defined within the Faculty of Arts portion of the Undergraduate Calendar;
- taken at the University of Regina at least 50% of the 20 courses used to satisfy the requirements of the diploma;
- attained a PGPA of at least 60% in the 20 courses used to satisfy the requirements of the diploma; and
- completed (or received transfer credit for) the required 20 courses within the first 75 credit hours of courses taken (or granted transfer credit) at the University of Regina.

Credit hours	Liberal Arts Diploma, required courses	Student's record of courses completed
3.0	ENGL 100	
3.0	ENGL 110	
3.0	One course in logic or math	
3.0	Any two courses in the same language other than English	
3.0		
3.0	One course from List A*	
3.0	One course from List B*	
3.0	One course in fine arts*	
3.0	One natural science course with a laboratory*	

3.0	One course in a new subject in Arts, Fine Arts, or Science, excluding HJ or JRN.*	
3.0	One course in a new subject in Arts, Fine Arts, or Science, excluding HJ or JRN.*	
18.0 – 24.0	Any minor concentration offered by the Faculty of Arts §10.9	
3.0-9.0	One to three elective courses	
60.0	Total: 60% PGPA required	
Note: The six courses marked * must all be in different subjects. Some requirements may be met by courses in the major and minor subjects.		
Note: Must be completed within the first 75 credit hours at the University of Regina		

Rationale

The credit hour limits for the Liberal Arts Certificate and Diploma were first identified as a means to encourage students to complete the core requirements for the Bachelor of Arts early on in their academic studies. An unexpected consequence of the credit hour restriction was to exclude students who came to CCE or Arts after exploring other programs at the University of Regina and who had already successfully completed 15 credit hours before being admitted to the Liberal Arts Certificate or Diploma. In such cases, students would not have been able to complete the requirements for the Certificate or Diploma within the credit hour stipulations. Since the Liberal Arts Certificate and Diploma are gaining interest for a variety of student populations both as stand-alone programs as well as concurrent programs with other degrees, it is recommended that the credit hour restrictions within which students must complete these programs be dropped to ensure these programs are accessible to students at all stages of their academic progress. This change makes both of these programs more consistent with the other certificate and diploma offerings at the University of Regina.

H. Indian Health Studies

MOTION to revise the title of INHS 100, 101, 200 and 210 to replace the word “Indian” with “Indigenous.”

INHS	Indian-Indigenous Health Studies
Faculty of Arts	Department of Science – First Nations University of Canada

INHS 100 **3:3-0**
Introduction to ~~Indian-Indigenous~~ Health Studies I
 Introduction to health science emphasizing ~~Indian-Indigenous~~ perspectives. Topics: history of health and health care, theories of health, personal health, consumerism, interpreting health information and statistics, health careers.

INHS 101 **3:3-0**
Introduction to ~~Indian-Indigenous~~ Health Studies II
 Introduction to health science emphasizing ~~Indian-Indigenous~~ perspectives. Topics: organization of health services, mental health, nutrition, fitness, sexuality, human relationships, substance abuse, communicable and chronic disease, aging, environmental health, ethical issues.
 *** Prerequisite: INHS 100 ***

INHS 200 **3:3-0**
Traditional ~~Indian-Indigenous~~ Health Concepts
 Traditional health concepts of aboriginal peoples, emphasizing the aboriginal peoples of North America. The history, evolution, and relevance of traditional beliefs to contemporary health care and health issues are explored.
 *** Prerequisite: INHS 100 and 101 or two INDG courses ***

INHS 210 **3:3-0**
Contemporary Issues in ~~Indian-Indigenous~~ Health
 An in-depth examination of contemporary issues in ~~Indian-Indigenous~~ health including community planning, major health issues, government policy, ~~Indian-Indigenous~~ control of health care, human resource development, and alternative models of delivery.
 *** Prerequisite: INHS 100 and INHS 101 ***

Rationale

Indian is no longer a term that is relevant for many communities and is a term quite unique to Canada via the Indian Act. It excludes other Indigenous populations including Metis and Inuit people. Given the global nature of health and health related issues, it is our desire to include First Peoples and their descendants from around the world as we examine complex health issues and underlying causes. Indigenous is an accepted term that refers to all First Peoples' and their descendants around the globe and we feel is more inclusive and representative of the issues we explore.

I. Department of Indigenous Studies

MOTION to revise INDG 100.

INDG 100 **3:3-0**

Introduction to Indigenous Studies I

This course introduces the subject of Indigenous studies with a survey of Indigenous peoples in Canada from their origins, through European influence, and to the present. ~~end of the historic treaty period.~~

~~* Note: INDG 100 and INDG 101 can be taken concurrently with permission of the Department Head. *~~

Rationale

INDG 101 is to be amalgamated into the revised course.

MOTION to delete INDG 101 and to create INDG 201.

INDG 2401 **3:3-**

Introduction to Contemporary Indigenous Issues Studies II

This course is a survey of contemporary Indigenous issues , covering topics including self-government, peoples in Canada during the post treaty period to include political organizations, social and economic change, the land claims process, social and economic conditions, and Aboriginal identity. ~~issues of self-determination.~~

*** Prerequisite: INDG 100 or permission of Department Head ***

~~* Note: INDG 100 and INDG 101 can be taken concurrently with permission of the Department Head. *~~

Rationale

This course replaces the largely historical approach of the previous INDG 101 with a thematic approach to understanding current Indigenous issues in Canada and internationally. This will be a requirement for the major and minor in Indigenous Studies.

MOTION to revise the prerequisites for INDG 200, 208, 210, 215, 216, 218, 219, 221, 222, 224, 225, 228, 229, 232, 234, 236, 238, 258, 270, 280, 281 and 282 from “INDG 100 ~~and 101~~” to “INDG 100 or permission of Department Head.”

Rationale

This motion reflects the elimination of INDG 101.

MOTION to revise the BA Major, Honours Major and Minor in Indigenous Studies.

10.23.1 BA MAJOR IN INDIGENOUS STUDIES

Credit hours	BA Indigenous Studies major, required courses	Student's record of courses completed
Major Requirements		
3.0	INDG 100	
3.0	INDG <u>2</u> 401	

3.0	One of INDG 208, 210, 215, 216, 218, 219, 221, 222	
3.0	One of INDG 224 or 225	
3.0	One of INDG 228 or 229	
3.0	One of INDG 280, 281, 282	
3.0	Six INDG courses at or above the 200-level	
3.0		
3.0		
3.0		
3.0		
3.0		
3.0	Two 300-level INDG courses	
3.0		
3.0	One 400-level INDG course	
45.0	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 course with a lab*	
3.0	One course in a new subject in arts, fine arts, or science, excluding HJ or JRN*	
3.0	One course in a new subject in arts, fine arts, or science, excluding HJ or JRN*	
The courses marked * must all be in different subjects. Remaining core requirements (List B) are fulfilled by major courses. Refer to §10.9.1.1 for detailed information on the Arts Core Requirements.		
30.0	Subtotal	
Open Electives		
45.0	15 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	Total: 60% PGPA required	

A minimum of 45 credit hours in Indigenous Studies is required for the BA degree. Credit in Indigenous Studies may be obtained by taking INCA 283.

10.23.2 HONOURS MAJOR IN INDIGENOUS STUDIES

Students interested in the honours degree program are strongly urged to consult the head of the Indigenous Studies Department by the end of the second year of course work.

Credit hours	BA Indigenous Studies Honours major, required courses	Student's record of courses completed
Honours Major Requirements		
3.0	INDG 100	
3.0	INDG 2401	
3.0	INDG 228	
3.0	INDG 229	
3.0	INDG 234	
3.0	INDG 380	
3.0	INDG 490	
3.0	INDG 491	
3.0	One of INDG 208, 210, 215, 216, 218, 219, 221, 222	
3.0	One of INDG 224 or 225	
3.0	One of INDG 280, 281, 282	

3.0		
3.0	Four INDG courses at or above the 200-level	
3.0		
3.0		
3.0		
3.0	Three 300-level INDG courses	
3.0		
3.0		
3.0	Two 400-level INDG courses	
3.0		
60.0	Subtotal: 75% major GPA required	
Arts Core Requirements		
30.0	Same as stated above for the BA in Indigenous Studies.	
Open Electives		
30.0	10 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	Total: 70% PGPA required	

10.23.3 MINOR IN INDIGENOUS STUDIES

Credit hours	Indigenous Studies minor, required courses	Student's record of courses completed
3.0	INDG 100	
3.0	INDG 2401	
3.0	One of INDG 208, 210, 215, 216, 218, 219, 221, 222	
3.0	One of INDG 224, 232, 234, 236, 238, 258	
3.0	INDG course	
3.0	INDG course	
18.0	INDG Minor – 65% GPA required	

Rationale

This reflects the above course changes.

MOTION to create INDG 285AA-ZZ.

INDG 285AA-ZZ

3-6:6-0

Institute in Indigenous Studies

This course is an intensive study about specific topics to be designation with each offering and made available to interested groups or individuals.

*** Prerequisite: INDG 100 or permission of the Department Head. ***

Rationale

The department is convinced of the need for delivery of topically informed institutes for various targeted groups of professionals, as well as interested individuals. One example of this would be a topical institute titled “Cultural and Historical Contexts for Teaching Treaties.” This would be of interested to teachers who have recently been required to add this content into their classroom curriculum.

J. Arts and Culture Program

MOTION to delete HUM 206 and to create CULT 206.

CULTHUM-206

3:3-0

Introduction to Cultural Studies

An introduction to cultural studies, focusing on the Canadian context within such areas as the historic development of the concept of culture; problems of cross-cultural analysis; the relationship between high and low culture in art; the relationship between a culture and its subcultures; the relationship between culture and technologies.

*** Prerequisite: ENGL 100, ENGL 110 and the completion of at least 30 credit hours ***

Rationale

This course is one of the required courses in the new Arts and Culture program. It is felt that the current course code obscures the course's connection to the Arts & Culture program and by changing it will lend the program a greater profile in the *Catalog*.

MOTION to revise the program's admissions process.

BA MAJOR IN ARTS AND CULTURE

Credit hours	BA Arts and Culture major, required courses	Student's record of courses completed
Major Requirements		
3.0	CULTHUM-206	
3.0	FA 300	
3.0	IDS 400	
3.0	Approved elective. IDS 100 is highly recommended	
3.0	Two approved electives from the Faculty of Arts *	
3.0		
3.0	Two approved electives from the Faculty of Fine Arts *	
3.0		
3.0	Five approved electives from at least two different departments *	
3.0		
3.0		
3.0		
3.0		
* At least 9.0 credit hours of approved electives must be at the 300- or 400-level.		
39.0	Subtotal: 65% major GPA required	
Arts Core Requirements		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Any two courses in the same language other than English	
3.0		
3.0	One course in logic or math	
3.0	One course in List B*	
3.0	One natural science course with a lab*	
The courses marked * must all be in different subjects. Remaining core requirements (List A, fine arts and courses in arts, science or fine arts) are fulfilled by major courses. Refer to §10.9.1.1 for detailed information on the Arts Core Requirements.		

21.0	Subtotal	
Open Electives		
60.0	20 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	Total: 60% PGPA required	

Notes:

1. Students will need to seek advice from and be approved by the Arts and Culture program coordinator prior to admission, apply for admission to the program. The application will consist of a letter outlining the main subject that the student proposes to explore in more detail, demonstrating that the subject is cultural in nature and requires a cross-disciplinary approach, and providing a specific set of courses that meet the program requirements identified above and are well suited to a systematic study of the subject identified.
2. Students can complete the core requirements of either the Faculty of Arts or the Faculty of Fine Arts, depending on the Faculty from which they will be seeking to receive their degree.
3. Given the interdisciplinary nature of this degree, minors and second majors are strongly encouraged.
4. No more than 2 courses used in the major can be used in a minor in another subject.
5. Students will need to be careful to use their free electives to obtain required prerequisites for the approved elective courses in their major.

MINOR IN ARTS AND CULTURE

Credit hours	Arts and Culture minor, required courses	Student's record of courses completed
3.0	<u>CULT HUM-206</u>	
3.0	FA 300	
3.0	Approved elective. IDS 100 is highly recommended	
3.0	Three approved electives	
3.0		
3.0		
18.0	Subtotal: 65% minor GPA required	

Rationale

The previous admissions process was thought to be a barrier to students. It is believed that this change strikes a good balance in ensuring that students receive proper advice in selecting courses toward the program’s major or minor requirements while ensuring its accessibility to students.

K. Department of French

MOTION to revise the prerequisite for FRLS 116 and 119.

Les cours FRLS s'adressent uniquement aux étudiants acceptés dans le programme du Certificat en français langue seconde.

FRLS courses are restricted to students who have been accepted into the Certificate in French as a Second Language program. This program is for students who already have a basic knowledge of French. Evaluation of applications is based primarily on a written pre-registration assessment (http://uregina.ca/LRC/fpt_form.htm) and an oral proficiency test. Qualified applicants will normally have completed Grade 12 core French, FR 101 or FR 102 and be at the entry level for FR 113. For more information see the University of Regina *Undergraduate Calendar*.

FRLS 116

2:6-6

Principes et production du français oral 1 - Principles and Production of Oral French 1

Des documents culturels authentiques (audio, audio-visuels écrits) servent de point de départ à l'élargissement du vocabulaire et au développement de la compréhension et de l'expression orales. Audio-visual, audio and written authentic cultural documents are the starting point for vocabulary expansion, and for the development of oral comprehension and expression.

*** Préalable: Avant de s'inscrire, l'étudiant doit avoir une lettre d'acceptation. *** . ~~test de placement, et 12e année français de base ou FR 102, ou permission du chef de département.~~ ***

*** Cours concomitant: FRLS 119 ***

~~** Pour s'inscrire, il faut avoir la permission de l'Institut français. **~~

* Note: anciennement FRLI 200. L'étudiant ne peut pas recevoir des crédits à la fois pour FRLS116 et FRLI 200. *

*** Prerequisite: Prior to registering, students must have received a letter of acceptance. ***. ~~Placement test, and Grade 12 Core French or FR 102, or permission of Department Head~~ ***

*** Corequisite: FRLS 119 ***

~~** Permission of the Institut français is required to register. **~~

* Note: Formerly numbered FRLI 200. Students may not receive credit for both FRLS 116 and FRLI 200. *

FRLS 119

3:9-3

Grammaire et rédaction 1 - Grammar and Writing 1

Cours intensif avec accent sur l'étude et l'application de la grammaire du français écrit. Principes fondamentaux de la rédaction en français. Exercices de rédaction.

Intensive course with emphasis on the study and application of the grammar of written French fundamentals of writing in French, and composition exercises.

*** Préalable: Avant de s'inscrire, l'étudiant doit avoir obtenu une lettre d'acceptation. ***. ~~test de placement, et 12e année français de base ou FR 102, ou permission du chef de département.~~ ***

*** Cours concomitant: FRLST 116 ***

* Note: L'étudiant ne peut pas recevoir des crédits à la fois pour FRLS 119 et FR 113. *

*** Prerequisite: Prior to registering, students must have received a letter of acceptance. Placement test, and Grade 12 Core French or FR 102, or permission of Department Head***

*** Corequisite: FRLST 116 ***

* Note: Students may not receive credit for FRLS 119 and FR 113. *

Rationale

This clarifies the prerequisite for these two courses and reflects current practice.

5. Other Business

A. Policy on Prior Learning Assessment & Recognition

RECOGNITION OF PRIOR LEARNING AND THE FACULTY OF ARTS

In consultation with appropriate members of Departments/Programs, the Faculty of Arts may evaluate and grant credit for qualifying informal learning up to a maximum of 15 credit hours. Credit may be granted on a case by case basis and according to the Recognition of Prior Learning (RPL) assessment process. Credit will only be awarded for demonstrated learning which includes knowledge, skills and abilities. It will not be awarded for experience alone.

The University of Regina processes used for evaluating prior learning include:

- a) assessment of educational documents
- b) assessment of portfolios that identify and verify prior learning

Granting credit under a) the assessment of educational documents is addressed in the University Calendar (see sections 2.4.2 and 10.3.1).

The procedure for assessment of portfolios (b) is as follows. Credit may be granted as elective transfer credit, as credit specific to courses in the Faculty of Arts, or as a combination of both up (i.e., Level credit in a particular discipline) to the maximum of 15 credit hours that may be used toward any program offered by the Faculty of Arts.

In the case of elective transfer credit, two faculty members, from relevant disciplines in the Faculty of Arts, will be asked by the Associate Dean (Undergraduate) or the federated college Dean or designate to evaluate a portfolio supplied by a student who is seeking such credit.

In the case of course-specific credit, the Associate Dean (Undergraduate) or the federated college Dean or designate will ask the Head/Coordinator of the applicable Department/Programs to consult with one or more content specialists and to evaluate a portfolio supplied by a student seeking credit for that course. Credit will be awarded for demonstrated learning equivalent to the standards of the specific course(s) as required by the Departments/Programs in which the credit is sought.

An individual interested in seeking credit for prior learning is strongly encouraged to contact the RPL Centre (see: <http://www.uregina.ca/rpl>) or an academic advisor in the Faculty of Arts or federated college. The RPL Mentor or Faculty of Arts Academic Advisors will assist students with the process to facilitate a focused application. The approval of credit is at the discretion of the Associate Dean (Undergraduate) or the federated college Dean or designate.

B. Core Curriculum: Next Steps



Date: 2 November 2009
To: Department Heads & Program Coordinators
CC: K O'Brien, Academic Program Coordinator
From: D Sharpe, A/Associate Dean (Undergraduate)
Re: **Core Curriculum**

Recently, a proposal to reform the Core Curriculum in the Faculty of Arts was passed by an electronic vote of members of the faculty. One of the next steps is to identify which courses might meet each of the nine categories outlined in the attached document.

Department Heads and Program Coordinators in the Faculty of Arts and representatives from other Faculties are invited to nominate courses for placement in one of the nine categories. The only eligible courses are those meeting the Faculty's definition of "introductory" or that have no specific course pre-requisites (courses requiring only some minimum number of credit hours are still eligible). Note that for any given course, departments will need to choose a single category from the core (or nominate two of the categories and invite the Academic Program Development Committee to decide under which of the two categories the course will be slotted). When nominating courses, please provide the course number, course title, the core curriculum category, and a brief rationale for inclusion in that category.

The Academic Program Development Committee (APDC) of the Faculty of Arts will review all submissions and make a recommendation to Arts Faculty Council on the assignment of courses to categories.

We would appreciate receiving your nominations by **15 December 2009**. Nominations received by this date will be considered by APDC in preparation for January's meeting of Faculty Council.

Core Curriculum Criteria

As part of their degree programs, all students in the Faculty of Arts are required successfully to complete courses that introduce them to:

Communication and Literacy:

Classes that focus on reading critically and writing rhetorically effective prose.

Numerical or Logical Reasoning:

Classes that provide an introduction to the systematic study of reasoning in theory and practice involving either numerical information or good forms of argument.

Fine Arts:

Classes that develop an understanding of Fine Arts, such as drama, visual arts, film, or music.

The Natural Sciences:

Classes that provide an introduction to major ideas being debated in the natural sciences and the process of hypothesis, challenge, and revision by which scientific knowledge is developed.

Textual Studies:

Classes that teach close reading, analysis, and critical interpretation of texts.

Language:

Classes that provide an introduction to the study of the structure and use of a language other than English.

Inter-cultural Difference:

Classes that explore how people from various cultures and/or societies operate, why they live the way they do, how they answer some of the most essential questions of life, and/or how they represent their identities.

Social and Cultural Heritage:

Classes that explore the past to convey a strong sense of continuity and change in culture and society.

The Social Sciences:

Classes that teach general concepts and theories concerning humans and their environments, activities and institutions, with a view to better understanding, and exploring possible solutions to, pressing social problems.