



Faculty Council

Meeting of Wednesday 20 January 2010
Administration Humanities Boardroom (AH 527) at 2:30 p.m.

AGENDA

1. Adoption of the agenda **2:30**
2. Approval of the minutes of 18 November 2009 (*Appendix I, pp. 2-7*)
3. Business Arising
4. Report of the Acting Dean (*Appendix II, p. 8*) **3:15**
5. Report of the Acting Associate Dean (Undergraduate)
6. Report of the Associate Dean (Research & Graduate) (*Appendix III, pp. 9-11*)
7. Committee Reports: **3:45**
 - 7.1 Academic Program Development Committee (*Appendix IV, pp. 12-32*)
 - 7.2 Research & Graduate Studies Committee (*Appendix V, pp. 33-37*)
 - 7.3 Student Appeals Committee (*Appendix VI, p. 38*)
8. Reports from representatives to other Faculties
9. Reports from representatives from other Faculties
10. Other business and announcements
 - 10.1 Anthropology (*Appendix VII, p. 39*)
11. Adjournment **by 4:30**

RK/dg

The next meeting of this Council is scheduled for 17 March 2010



Faculty Council Minutes

Meeting of 18 November 2009

Administration Humanities Boardroom (AH 527), at 2:30 p.m.

The University of Regina Faculty Council of Arts met at 2:30 p.m. on Wednesday 18 November 2009 in the Administration Humanities Boardroom (AH 527).

PRESENT: R. Kleer (Chair), E. Aito, L. Anderson, K. Artbutnott, W. Asikinack, T. Bredohl, J. Childs, J. Conway, M. DeCoste, I. Germani, H. Greenberg, P. Hansen, S. Johnston, N. Jones, W. Kubik, K. Leyton-Brown, C. Londoño-Sulkin, O. Lovick, A. Magnan, D. Miller, K. O'Brien, N. Önder, A. Patenaude, A. Paul, J. Rayner, Y. Ren, J. Shami, D. Sharpe, E. Soifer, L. Sykes-Tottenham, B. Thraves, M. Trussler, M. Vetter, S. Wilson.

SENATE MEMBERS: M. French, R. McKay, S. Schnell, S. Susut

FROM OTHER FACULTIES: W. Bonner (Business Administration)

STUDENT REPRESENTATIVE: C. Blaisdell, M. Block, M. Macauley

REGRETS: L. Fan, T. Grande, H. Hadjistavropoulos, G. Lankauskas, F. Obrigewitsch, D. McMartin, S. Rheault, J. Smith

1. Adoption of the Agenda

The Agenda was adopted as circulated.

2. Approval of the Minutes of 16 September 2009

M. JONES/WILSON moved that the Minutes of the Meeting of 16 September 2009 be approved as circulated.

CARRIED

3. Business Arising

None

4. Report of the Acting Dean

The following items were discussed as per previously distributed report:

- 4.1 Faculty budget
- 4.2 CCE and Faculties re sessional offerings
- 4.3 Strategic planning
- 4.4 Performance review across the University
- 4.5 Performance review in Arts
- 4.6 Academic recruitments
- 4.7 Communications Officer

5. Report of the Acting Associate Dean (Undergraduate)

No report.

6. Report of the Associate Dean (Research & Graduate)

The following items were discussed as per previously distributed report:

- 6.1 Saskatchewan Book Awards
- 6.2 NSERC PGS applications
- 6.3 Coffeehouse Controversy

7. Committee Reports

7.1 Academic Program Development Committee:

SHARPE/PATENAUDE moved that students must declare their concentration with the BHJ prior to or upon completing 33 credit hours and including JS 210.

CARRIED

SHARPE/PATENAUDE moved to delete JS 315 and create JS 415.

CARRIED

SHARPE/N. JONES moved to revise the prerequisite for JS 480, 440, 431, 481.

CARRIED

SHARPE/N. JONES moved 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.

CARRIED

Opposed: 4

Abstained: 3

SHARPE/RAYNER moved to create PSCI 346.

CARRIED

SHARPE/RAYNER moved to revise the title and description of PSCI 347.

CARRIED

SHARPE/RAYNER moved to revise the prerequisite of PSCI 326, 341, 345, 442, 443.

CARRIED

SHARPE/RAYNER moved to revise the prerequisite and description of PSCI 470.

CARRIED

SHARPE/HANSEN moved to delete PHIL 360 and to create PHIL 460.

CARRIED

Abstained: 3

SHARPE/HANSEN moved to delete PHIL 350 and to create PHIL 452.

CARRIED
Abstained: 3

SHARPE/HANSEN moved to delete PHIL 351 and to create PHIL 455.

CARRIED
Abstained: 3

SHARPE/HANSEN moved to delete HUM 207.

CARRIED

SHARPE/PATENAUDE moved to create DAK 202, 203, DENE 202, 203 and NAK 202 and 203.

CARRIED
Opposed: 1

SHARPE/LANE moved to revise the description and prerequisite of NAK 206.

CARRIED

SHARPE/ASIKINACK moved to create DAK 206 and DENE 206.

CARRIED

SHARPE/M. JONES moved to create DAK 225, DENE 225 and NAK 225.

CARRIED

SHARPE/ASIKINACK moved to revise the minor in Nakota Language Studies, as noted.

CARRIED

SHARPE/ASIKINACK moved to create a minor in Dakota Language Studies and Dene Language Studies.

CARRIED

SHARPE/CONWAY moved 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.”

CARRIED

SHARPE/CONWAY moved to remove SOC 485 from all Area lists.

CARRIED

SHARPE/CONWAY moved to create a new section titled and outlining “Foundations of Sociology.”

CARRIED

SHARPE/CONWAY moved to add SOC 307 and 308 to the “Foundations of Sociology.”

CARRIED

SHARPE/CONWAY moved to delete SOC 318 and 319 and to create SOC 418 and 419.

CARRIED

SHARPE/CONWAY moved to revise the BA major in Sociology and the BA Honours Major in Sociology.

CARRIED

Abstained: 1

SHARPE/CONWAY moved to revise the credit hour of SOC 400 and 401 to zero from 1.5.

CARRIED

Abstained: 1

SHARPE/CONWAY moved to revise the minor in sociology.

CARRIED

Abstained: 1

SHARPE/CONWAY moved to revise the description and prerequisite for SOC 440, 450, 460, 480, 485.

CARRIED

SHARPE/CONWAY moved to create SOC 297, 298, 299.

CARRIED

SHARPE/CHILDS moved to permit Arts students the option to complete a minor in Kinesiology.

CARRIED

Opposed: 1

SHARPE/ÖNDER moved to renumber all courses offered by the International Studies Program (including ASIA, DEVS, ES, INAF, INTL and LAS) as noted.

CARRIED

SHARPE/ÖNDER moved to revise the course titles, descriptions and prerequisites for IS 410, 420, 440, 430, 250, 450.

CARRIED

SHARPE/ÖNDER moved to create IS 490AA-ZZ, 498 and 499.

CARRIED

Abstained: 1

SHARPE/ÖNDER moved to add the following courses to the list of approved electives for the concentrations as noted.

CARRIED

Abstained: 1

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

DEFEATED

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

CARRIED

SHARPE/ASIKINACK moved to revise INDG 100.

CARRIED

SHARPE/ASIKINACK moved to delete INDG 101 and to create INDG 201.

CARRIED

SHARPE/PATENAUDE moved 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.”

CARRIED

SHARPE/ASIKINACK moved to revise the BA Major, Honours Major and Minor in Indigenous Studies.

CARRIED

SHARPE/AITO moved to revise the prerequisite for FRLS 116 and 119. (*Correction needed for FRLS 116 - *** Préalable: Avant de s’inscrire, l’étudiant doit avoir une lettre d’acceptation au Certificat en français langue seconde.*)

CARRIED

Abstained: 1

SHARPE/WILSON moved to approve the policy recognizing student’s prior learning.

CARRIED

Opposed: 3

Abstained: 2

7.2 Research & Graduate Studies Committee
No Report

7.3 CRU – as per agenda package

8. Reports from Representatives to Other Faculties

M. Jones (Arts representative to Social Work): exciting new programs are being developed.
S. Wilson (Arts representative to Business Administration): Major in Entrepreneurship was approved.

9. Reports from Representatives from Other Faculties

None.

10. Other Business and Announcements

- Update on Core Curriculum: APDC discussing what happens next; further discussions with Department and other areas on where introductory classes fit into each category. Will be discussed further at next Dean's Executive.
- Dr Philip Zimbardo: "Understanding How Good People Turn Evil"; November 19, 2009 @ 2:15 p.m. in LC 209 and @ 7:15 p.m. in Education Auditorium
- Philosophy Café: Dr Peter Campbell "Cooking with Consciousness: Something of the State of the Art"; November 25th @ 7:30 p.m. at the Connaught Library.

11. Adjournment

There being no further business the meeting adjourned.



Report of the Acting Dean

to the meeting of Faculty Council
on Wednesday 20 January 2009

1. Recruitments

Term positions to fill recent, unanticipated vacancies in Economics (1 year commencing 1 July), Justice Studies (18 months commencing 1 Jan.) and Political Science (18 months commencing 1 Jan.) have now been filled. Interviews for a 3-year term position in Psychology are complete and I should be receiving the Department's recommendation very soon. Thus far only one application has been received thus far for the Law Foundation Chair in Police Studies. The department has been actively recruiting at conferences and will continue to do so in February. Closing date for applications is 1 March 2010.

2. Budget process

During the week of Jan. 11 I will be presenting a draft of the Faculty's budget proposal to the Budget Advisory Committee and Dean's Executive. The final proposal will be due in the office of the Vice-President (Academic) on 22 Jan. Unit proposals will be presented to senior administration, with all deans and directors present in the room, on Feb. 4 and 5.

3. Strategic planning

A draft of a new strategic plan for the Faculty was presented at a special meeting of Faculty Council in mid-December. An ad hoc committee was struck to put together an operational plan based on the draft strategic plan. The committee includes the dean, the two associate deans, faculty representatives from all those departments that chose to send one, and two representatives from the Arts Students' Association. The committee is slated to have a draft ready by 14 January and will meet on that day to discuss the draft. The goal will be to have a revised version ready for discussion at a special meeting of Faculty Council before the end of the month.

4. University websites

During the fall senior administration accepted a bid from Hannon Hill to supply the University with a new content management system (Cascade) for developing and maintaining all university-related websites. The system is similar to the one the Faculty implemented last year, but is considerably more intuitive and user friendly. Planning is now under way to port existing websites over to the new system. No firm timelines have yet been specified, but I am estimating a one- to two-year implementation window. Eventually all offices and Faculties, including Arts, will have their systems moved over. Information Services will be responsible for transferring existing content into the new CMS (though inevitably home units will need to make some adjustments of their own). Training will be provided for any interested persons once the new CMS is ready for use.

5. Staffing changes in the Dean's Office

Owing to resignations and leaves, there are now several new folks working out of the Dean's Office. Natalie Tomczak is our new Communications Officer. Patricia Ryan is temporarily replacing Sandy Crawford on the front desk in the Dean's Office. In Student Services Janet Moleski and Jennifer Wilson have replaced Connie Novitski and Pam Splett respectively on the front counter. Since Natalie will be coming out to visit many of you in person, I hope to introduce her to you at the meeting. If you have occasion to drop by the Dean's Office or Student Services, I invite you to introduce yourselves to our new staff members and ask that you make them feel welcome.

prepared 11 January 2010



**Report of the Associate Dean (Research and Graduate)
to the meeting of Faculty Council
20 January 2010
Thomas Bredohl**

Community Research Unit

Earlier this month the CRU was formally created as a Type II Research Centre. It is currently seeking a Director to provide leadership for the operations of the CRU, liaise with university and community members, and promote the CRU both within and outside of the university. The Director shall be an in-scope faculty member (term or tenured) in the Faculty of Arts and will be responsible for the operation of the unit, with guidance from CRU Board of Directors and staff support from the Coordinator. Attached is more information about the position and its responsibilities. Applications are to be submitted to the Community Research Unit by January 29, 2010 (see attached call for applications).

Last year the CRU was involved in nine collaborative research projects involving ten community-based organizations and 4 cross-sector coalitions involving a number of different community organizations and institutions. Last year the CRU received \$53,000 of external funding for its projects funding. It already has applied for \$24,500 to fund this year's projects. More than a dozen faculty members and researchers from the Faculty of Arts have participated in CRU projects and the CRU beginning to collaborate with other Faculties. Past projects have provided eleven students with research jobs.

Last year the CRU successfully piloted the Arts CARES community service learning program, which involved 27 undergraduate students, seven local organizations, five Arts instructors and many more facilitators and presenters. Participation in Arts CARES promises to be even more extensive this year. It is anticipated that 45-50 undergraduate

students and 20 local organizations and 8 courses taught in the Faculty of Arts will be involved.

Research Grants

During the period from May to December 2009, members of the Faculty of Arts have received research grants totaling almost \$ 500,000.00. During the same period members of the Faculty of Arts applied for grants totaling over \$ 3.3 million. On behalf of the Faculty, I would like to congratulate the successful applicants.

Events

The winter **Coffee House Controversies** series began on 14 January with Jeffery Webber's very well attended talk on "The New Latin American Left".

Other speakers this term include:

28 January: Gennadiy Chernov, "Commercial Speech on Television in Canada: Stealth Advertising in Local Television News"

11 February: David Webster, "The Peacemaker Myth: How Canada didn't Work for Peace and Human Rights in Indonesia and East Timor"

25 February: Julia Siemer, "Where are the People? Mapping Population"

11 March: Nicholas Jones, "Canada, a Safe-Haven for Perpetrators of International Crimes?"

Talks take place on Thursdays at 7:30pm at Chapters Bookstore.

This year's **Woodrow Lloyd Lecture** will be delivered by Judy Rebick. She will talk about "Transforming Power: New paths to social and political change." Thursday, January 21 at 7:30 p.m., Riffel Auditorium, Campion

Director of Community Research Unit (CRU)

The CRU is currently seeking a Director for a three-year term to provide leadership for the operations of the Unit, liaise with university and community members, and promote the CRU both within and outside of the university. The Director shall be an in-scope faculty member (term or tenured) in the Faculty of Arts and will be responsible for the operation of the unit, with guidance from CRU Board of Directors and staff support from the Coordinator.

The Community Research Unit is a type II research unit within the Faculty of Arts that facilitates partnerships between the community and the university. Its mission is to enable the Faculty of Arts to serve as a resource for non-profit organizations and communities, rural and urban, and to be enriched in turn by those communities. Our mandate is to transfer knowledge from and to our communities. We accomplish this transfer by providing independent, participatory research support in response to needs expressed by community-based organizations with a view toward building capacity and enhancing our communities' quality of life. The CRU facilitates and supports community engaged scholarship, including community-based research and community service-learning.

Responsibilities include:

- oversight of the operation of the unit and reporting to the Dean of Arts;
- promoting and facilitating the work of the CRU within the Faculty of Arts, the University of Regina, and Saskatchewan communities;
- establishing relationships with other organizations/institutions involved in community-based research and community service-learning;
- promoting collaboration in CRU operations, including the board of directors; and
- representing CRU at public meetings and events

The Director should demonstrate commitment to the mission and goals of the Community Research Unit, including the principles of democratic participation, consensus decision-making, working collaboratively and building community capacity.

The Director should also demonstrate the following abilities:

- a commitment to community-based research (academic expertise is an asset);
- familiarity with collaborative, community-based, and/or intersectoral research;
- a broad understanding of, and interest in, community issues;
- an understanding of the culture within the Faculty of Arts and University of Regina;
- ability to mentor staff; and
- experience with volunteer boards of directors

Please submit a CV, statement of vision for the CRU, and any other supporting material by **January 29, 2010**, to the CRU Coordinator c/o Dean of Arts Office.

Questions may be directed to Yolanda Hansen, CRU Coordinator, at 585-4084, Dr Thomas Bredohl, Associate Dean of Arts (Research and Graduate Studies) 585-5324, or to Co-chairs of the CRU Board, Dr Kyle Hodder at 585-5127 or Dr Claire Polster 585-4158.



Academic Program Development Committee

Report to Arts Faculty Council

20 January 2010

The Academic Program Development Committee recommends approval of the following motions.

A. Department of Sociology and Social Studies

MOTION to create SOC 322 (*pending Library approval*).

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.

Implications for other programs

From: Wendee Kubik
To: John Conway
Date: 11/17/2009 1:51 PM
Subject: Re: New course/Sociology 328

Hi John,

We don't have any overlapping classes with this class, in fact it is a very welcome class. We will be happy to cross-list it with Women's and Gender Studies. We have had a couple of our students go on to complete MA's in Social Policy and also quite a few of them end up working for the government so, yes, I think there will be interest in our students taking the class.

take care,

Wendee

Wendee Kubik, PhD | Associate Professor & Coordinator | Women's and Gender Studies | University of Regina
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* wendee.kubik@uregina.ca www.arts.uregina.ca/womens-gender-studies/

Dear Wendee and Jeremy

The Academic Program Development Committee of the faculty has suggested I consult with both of you on this new course we are proposing (women and social policy). Of particular concern, of course, is whether there is any substantial overlap with courses already offered you your programs. If this were the case then we would have to attach a caveat that students could not

receive credit for both courses.

I would also like your brief input on whether you see any value in this course, from the perspective of your programs and possible elective interest among your students.

We hope to begin offering this course in the 10/11 academic year, so your timely advice would be much appreciated.

Regards, John

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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 **3:3-0**

The Sociology of Disaster

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.

Implications for other programs

From: Bernard Thraves
To: John Conway
Date: 11/18/2009 12:29 PM
Subject: Re: New course/Sociology 333

John

I've heard back from Alec. Extracting from his e-mail, he notes:

"I personally don't see very much overlap of the proposed 333 in Soc with the 333 course that I offer. ... [Geog 333] is aimed more at a better understanding of the physical/natural characteristics of certain selected hazards - including of course prairie thunderstorms - and secondly at preparedness for and response to events related to these hazards."

In recent years, Alec has taught Geog 333 every third or fourth semester. Alec will be retiring June 30, 2010 so there is considerable uncertainty as to when Geog 333 will be taught next and if it will be taught at all. With this in mind, Soc 333 might prove a useful elective for some of our students.

Cheers

Bernie

>>> John Conway 11/18/2009 11:57 AM >>>

Thanks Bernie...and of course you know sociologists are the ones it is most important to listen to...that is Polo's take and he will be the first to try this course out. I might of worded it differently, and I did modify his proposal to some extent. I anticipate we may have to massage the description in future, especially as people other than Polo try the course out. John

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>>> Bernard Thraves 11/17/2009 3:43 PM >>>
John

I'll circulate this to colleagues and ask for feedback. Alec Paul teaches our course on Natural Hazards (Geog 333). He might have something to say. Also, I think most geographers would have difficulty with the definition of disaster proposed in the course. Maybe it has to be that way because sociologists are sociologists and geographers are geographers.

Bernie

>>> John Conway 11/17/2009 1:47 PM >>>
Dear Bernie

The Academic Program Development Committee of the faculty has suggested I consult you on a new course we are proposing (the sociology of disaster). They would like to ensure there is no significant overlap with courses currently in your program, since if that were the case a caveat would be required informing students they could not get credit for both courses. Let me know what you think. Also, do you see any value in this course from the point of view of your program and the possible elective interest among your students?

Regards, John

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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.

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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,

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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.

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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.

Sygná, 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 of 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

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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.

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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.

Program Implications

From: Annette Desmarais
To: Allan Patenaude
Date: 11/25/2009 12:54 PM
Subject: new course in sociology

CC: john.conway@uregina.ca
Allan,

As you know John Conway sent me the course description for the new course on the global food system being proposed in sociology. Although the SOC course does address similar aspects of the food system as JS 355, the department of Sociology is emphasizing a sociological perspective whereas JS 355 takes an interdisciplinary approach. Also, the SOC course will not use the same required texts as JS 355. For these reasons I don't believe there is a need for a caveat nor it is necessary to cross-list the courses.

Annette Desmarais

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

MOTION to revise the prerequisites for all 200-level SOC courses **from** "Completion of 12 credit hours or permission of the department head" **to** "Completion of 12 credit hours, or SOC 100, or permission of the department head."

Rationale

The absence of SOC 100 from the prerequisite unintentionally prevented students with fewer than 12 credit hours, but with SOC 100, from taking 200-level SOC courses. This prevented many part-time and off-campus students from taking 200-level SOC courses, even though they had completed the introduction.

MOTION to revise the prerequisite for SOST 306.

SOST 306

3:3-1

Applied Methods: Quantitative Approaches

In this course, students will produce and analyze quantitative data, using a survey and other methods. Students will be introduced to computer programs and use these to assist in writing reports and papers that analyze the data. This class is intended for sociology majors.

*** Prerequisite: SOST 201 ~~One 200 or 300 level sociology course~~ and SOST 203, or permission of the Department Head. ***

Rationale

Students very much need the background provided in the 200-level Social Studies courses to cope with the material and expectations of SOST 306.

MOTION to revise the description of SOST 201 and 203.

SOST 201

3:3-1

Statistics for the Social Sciences

This course introduces students to the basic methods of statistics with applications to the social sciences.

*** Prerequisite: Any 100-level course in the social sciences. ***

* Note: Students may receive credit for only one of SOST 201, STAT 100 or STAT 160. SOST 201 is a prerequisite for some courses in other departments. Students doing double majors should be sure to take SOST 201 in sequence in order to receive credit for it. *

* Note: It is recommended that sociology majors take SOST 201 and 203 in the Fall semester. *

SOST 203

3:3-0

Introduction to Social Research Methods

An introduction to the social research process and the ethical dilemmas faced by social scientists. A survey of the essential procedures for investigating social research problems, including writing literature reviews, stating testable hypotheses, specifying conceptual and operational definitions for relevant concepts, sampling, and selecting appropriate methods for data collection.

*** Prerequisite: 12 credit hours or permission of the Department Head ***

* Note: It is recommended that sociology majors take SOST 201 and 203 in the Fall semester. *

B. Arts & Culture Program

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	HUM 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		

* 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	CULT_HUM-206	
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.

C. Department of Religious Studies

MOTION to revise the title and description of RLST 332.

RLST 332

3:3-0

Postcolonial/Eco-Christianity~~Contemporary Christianity~~

Most Christians today are in Africa, Asia, and Latin America. Post-modern, post-colonial, and liberation theologies are giving new directions to contemporary Christianity. Topics include Feminist Theology, Black Liberation Theology, Liberation Theology in Latin America, African and Asian theologies, ecology, social activism and the Fundamentalist reaction against social changes.

~~Central issues in Christian thought since 1950, including secularism, Vatican II, the meaning of "God," liberation theology, the Third World theologies, feminist theology, theology and the environment, war and peace.~~

*** Prerequisite: Completion of 30 credit hours. RLST 100 is recommended. ***

* Note: Formerly numbered RLST 265. Students may ~~not~~ receive credit only for one of both RLST 332 or and RLST 265. *

Rationale

This change reflects how the course is actually taught.

MOTION to revise the title and description of RLST 245.

RLST 245

3:3-0

Bible: Old Testament/Tanakh~~Biblical Literature – Hebrew Bible~~

A survey of the various books of the Hebrew Bible (Old Testament or Tanakh) from historical, literary, and theological perspectives.

*** Prerequisite: Completion of 15 credit hours. RLST 100 is recommended. ***

* Note: Formerly numbered HUM 202. Students may ~~not~~ receive credit for only one of both RLST 245 or and HUM 202. *

Rationale

This more accurately reflects what is taught in the course.

MOTION to create RLST 388AA-ZZ and RLST 488AA-ZZ.

RLST 388AA-ZZ

3-6:3-6-0

Study Abroad I

This course immerses students within the cultural landscapes of particular religious traditions through lectures, assigned readings and study abroad trips. First-hand experience of religious institutions will facilitate students' ability to evaluate how religious sites (e.g., churches, synagogues,

temples, pilgrimage destinations) have functioned among their religious contexts.

*** Prerequisite: Completion of 30 credit hours. RLST 100 is recommended. ***

RLST 488AA-ZZ

3-6:3-6-0

Study Abroad II

This course immerses advanced students within the religious and cultural landscapes of particular religious traditions and includes a minimum of a two-week study abroad trip. Specific topics in the study of religion as it is practiced on-site will be addressed.

*** Prerequisite: Completion of 60 credit hours. RLST 100 is recommended. ***

Rationale

These two courses are designed to incorporate international field study into the RSLT department. The AA-ZZ designation will be used to identify specific locations of these courses, e.g., Study Abroad: Japan, which we are planning to offer in Spring, 2010. The course proposal forms are attached.

D. Department of Anthropology

MOTION to revise the descriptions of the following courses:

ANTH 202

3:3-0

Anthropology of Language

An introduction to the anthropological study of language. This course examines a variety of theories and methods for the study of the variable relations between language use and aspects of social life and of personhood, among them social organization, hierarchy, power, gender, sexuality, and subjectivity.

~~Synchronic and diachronic perspective in linguistic analysis. The relationships of language to mind, culture, and society.~~

*** Prerequisite: ANTH 100 or a linguistics course ***

ANTH 237

3:3-0

Ethnography of Europe

This introductory course offers an overview of the ethnographic study of Europe since the 1950s. Different regions of the continent are examined through close reading of ethnographic writings concerned with gender, morality, social class, ethnic affiliation, and nationalist ideology.

~~Comparative analysis of processes and directions of social and cultural change in a selected area of Europe, particularly since World War II.~~

*** Prerequisite: One course from ANTH 100, GEOG 100, any 100-level HIST course, INDG 101, PSCI 100 or SOC 100. ***

ANTH 240

3:3-0

Popular Culture

Taking an ethnographic approach, this introductory course examines representations of popular culture in mass media, music, film, advertising, consumer goods, and leisure. The course is particularly concerned with ways in which popular discourses and practices are implicated in the reproduction of, and resistance to, dominant values, norms, and ideologies.

~~This course will survey the popular culture of "modern" societies, particularly as expressed through mass media, music, speech, dress, consumption and recreation. It will explore how popular culture overlaps with and diverges from elite and scientific discourses, and how it helps articulate such pervasive modern world views as individualism and nationalism.~~

~~*** Prerequisite: One course from ANTH 100, GEOG 100, any 100-level HIST course, INDG 101, PSCI 100 or SOC 100. ***~~

ANTH 307 **3:3-0**

Anthropology of Ritual

This course investigates ritual as a social event where participants convey key cultural values and meanings through symbolic action in "sacred" space and time. Using anthropological theory and ethnographic case studies, the course inquires into how religious belief, ethnic and national affiliation, class and gender, prestige and political power are reproduced and reconfigured in ritual practiced today in differing locales of the world. How we distinguish ritual from other kinds of activity, the role of religious and secular rituals in social action, and the challenges they present to notions of articulate belief and rationality. The course will discuss the variety of rituals within and across cultures, and cover theories that explain them, including intellectualist, functionalist, and performative approaches.

~~*** Prerequisite: ANTH 100 and any 200-level course in the social sciences. ***~~

ANTH 309 **3:3-0**

The Anthropology of Personhood

An exploration of diverse cultural understandings of personhood. This course will use cross-cultural ethnographies as well as a variety of Western accounts to address social practices and understandings of bodies, sex and gender, subjectivities, emotions, and self-consciousness. It will also address debates concerning agency, freedom, morality, and structure. An exploration of diverse cultural understandings of personhood. This course will locate Western ideologies of individualism and agency within a broader range of notions about the self provided by comparative ethnography. It will discuss "culture and personality" and life history approaches to personhood from the perspective of more recent developments in anthropology.

~~*** Prerequisite: ANTH 100 and any 200-level course in the social sciences. ***~~

ANTH 406

3:3-0

European Cultures After Socialism

This course explores ongoing economic and sociocultural transformations in Eastern Europe after the demise of communist rule. Using recent ethnographic accounts and documentary films, the course discusses postsocialist markets, consumption, gender, politics, popular culture, as well as changes in social identity and morality.

~~This course explores ongoing sociocultural and economic transformations in Eastern Europe after the demise of communist rule. Utilizing recent ethnographic accounts and documentary films, this course will examine such topics as postsocialist markets, consumption, political practices, popular culture, and changes in identity.~~

*** Prerequisite: Any two 200-level courses from ANTH, HIST, PHIL, SOC, PSCI or WGST, at least one of which is to be selected from ANTH 203 or ANTH 230- 239, or permission of the department head. ***

Rationale

These changes bring the course descriptions up-to-date and better align with how they're delivered.



Research and Graduate Studies Committee
Report to Faculty Council
20 January 2010

ITEM FOR APPROVAL

1. *Motion to approve RLST request to propose three new Graduate classes: RLST 843, 845 & 847*

Rationale:

The Religious Studies Program recently underwent a unit review, and it was suggested that the Program review its Graduate program. The proposal of three new Graduate courses will regularize classes that have been taught as directed readings over the past few years.

The proposal of these three new courses does not involve any changes to the program requirements, nor will these courses be hybrid courses.

The Religious Studies Program has sent this proposal to the Library for a report on their library holdings in the proposed areas of study.

The request to propose three new RLST Graduate classes was approved by the Research and Graduate Studies Committee on the meeting of 6 January 2010. The Research and Graduate Studies Committee recommends that the motion to approve the three RLST classes be approved by the Budget Advisory Committee.

The Letter of Rationale for the RLST request to propose three new Graduate classes is attached (Appendix A).

APPENDIX A

Letter of Rationale

Please find attached proposals for 3 new Graduate classes in RLST. These classes are the second stage of our review of our Graduate program as suggested by the recent RLST unit review. These 3 courses regularize classes that have been taught under the category of RLST 890 (directed readings) over the past few years.

These new class proposals do not involve any changes to our program requirements.

New classes:

RLST 843 Advanced Studies in Islam

RLST 845 Advanced Studies in Christianity

RLST 847 Advanced Studies in Ancient Religions

These classes are not hybrid classes (i.e., attached to undergraduate classes)

I have sent these proposals to Larry McDonald for a report on our library holdings in these areas.

If you require any further information, please do not hesitate to call on me.

(Leona.anderson@uregina.ca).

Leona Anderson
Head, RLST

NEW GRADUATE COURSE PROPOSAL

NAME AND NUMBER

RLST 843

Advanced Studies in Islam

CALENDAR DESCRIPTION

This course will explore selected themes, movements, philosophies, historical periods, and religious practices of Islam through the examination of selected figures, myths, texts, rituals and symbols.

PREREQUISITES

Permission of department head

ACADEMIC LIMIT

8

REASON FOR PROPOSED COURSE (including target population)

This course is designed to regularize graduate courses that have been taught since the inception of the Graduate program in RLST (e.g., RLST 890 AK; BB; BO; BN; BD). We are simply trying to regularize these offerings.

OTHER COURSE CHANGES NECESSARY AS A RESULT OF THIS PROPOSAL

None

SUMMARY OF COURSE CONTENT

The content of this course is specific to the individual areas of research of our graduate students.

PROPOSED TEXTS AND REFERENCES

The library has decent holdings in RLST, but students will also access materials through InterLibrary loan

DESCRIPTION OF PRESENT LIBRARY HOLDINGS IN THE AREA

OTHER SPECIAL FACILITIES OR MATERIALS NEEDED

N/A

POSSIBLE DEMAND FOR COURSE/FREQUENCY OF OFFERING/INITIAL OFFERING

Taught once every 2 years.

POSSIBLE DUPLICATION

None

ACCREDITED INSTRUCTOR(S)

Franz Volker Greifenhagen

GRADING

Written work: 100%

NEW GRADUATE COURSE PROPOSAL

NAME AND NUMBER

RLST 845
Advanced Studies in Christianity

CALENDAR DESCRIPTION

This course will explore selected themes, movements, philosophies, historical periods, and religious practices of Christianity through the examination of selected figures, myths, texts, rituals and symbols.

PREREQUISITES

Permission of department head

ACADEMIC LIMIT

8

REASON FOR PROPOSED COURSE (including target population)

This course is designed to regularize graduate courses that have been taught since the inception of the Graduate program in RLST (e.g., RLST 890 AH; AN; AO; AP; AY; BA; BC; BE; BQ; BR; BV; BY; BZ CE; CM; CN). We are simply trying to regularize these offerings.

OTHER COURSE CHANGES NECESSARY AS A RESULT OF THIS PROPOSAL

None

SUMMARY OF COURSE CONTENT

The content of this course is specific to the individual areas of research of our graduate students.

PROPOSED TEXTS AND REFERENCES

The library has decent holdings in RLST, but students will also access materials through InterLibrary loan

DESCRIPTION OF PRESENT LIBRARY HOLDINGS IN THE AREA

OTHER SPECIAL FACILITIES OR MATERIALS NEEDED

N/A

POSSIBLE DEMAND FOR COURSE /FREQUENCY OF OFFERING/INITIAL OFFERING

Taught once every two years.

POSSIBLE DUPLICATION

None

ACCREDITED INSTRUCTOR(S)

William Arnal, Richard Hordern, Bryan Hillis, Jacoba Kuikman, Ben Fiore, Franzvolker Greifenhagen, Darlene Juschka

GRADING

Combination of written work and oral presentations with oral work never constituting more than 25% of the graded material.

NEW GRADUATE COURSE PROPOSAL

NAME AND NUMBER

RLST 847

Advanced Studies in Ancient Religions

CALENDAR DESCRIPTION

This course will explore selected themes, movements, philosophies, and religious practices ancient religions including the traditional religions of Greece and Rome, Hellenistic religions, Hermetic materials, ancient Judaism, and ancient Christianity, through the examination of selected figures, myths, texts, rituals and symbols.

PREREQUISITES

Permission of department head

ACADEMIC LIMIT

8

REASON FOR PROPOSED COURSE (including target population)

This course is designed to regularize graduate courses that have been taught since the inception of the Graduate program in RLST (e.g., RLST AR; AX; BG). We are simply trying to regularize these offerings.

OTHER COURSE CHANGES NECESSARY AS A RESULT OF THIS PROPOSAL

None

SUMMARY OF COURSE CONTENT

The content of this course is specific to the individual areas of research of our graduate students.

PROPOSED TEXTS AND REFERENCES

The library has decent holdings in RLST, but students will also access materials through InterLibrary loan

DESCRIPTION OF PRESENT LIBRARY HOLDINGS IN THE AREA

Reasonable holdings in both antiquity and in religious studies.

OTHER SPECIAL FACILITIES OR MATERIALS NEEDED

N/A

POSSIBLE DEMAND FOR COURSE /FREQUENCY OF OFFERING/INITIAL OFFERING

Taught once every 2 years.

POSSIBLE DUPLICATION

None

ACCREDITED INSTRUCTOR(S)

William Arnal, Darlene Juschka, Franz Volker Greifenhagen, Ben Fiore

GRADING

Written work: 100%



Undergraduate Student Appeals Committee

Report to Arts Faculty Council

20 January 2010

The Undergraduate Student Appeals Committee recommends approval of the following motions.

MOTION to add the following regulation concerning the “Timely Grading of Student Work” to section 5.7.1 of the Faculty of Arts Handbook.

Faculty members/instructors shall structure their grading scheme so that, before the deadline for withdrawing from the class with a grade of W (or at least have the option to) receive back graded work worth no less than 20% of their overall mark. This principle may be waived only in cases where its implementation would clearly be impractical, as for instance in honours-essay courses.

Appendix VII

Anthropology Announcement:

The Department of Anthropology would like to share with the Faculty Council the second point in the minutes of the Department of Anthropology Meeting of Wednesday September 9th, 2009

“2. The Acting Head noted that, according to the statistics made available by the Dean, the Department of Anthropology tended to have slightly but not egregiously high class grade averages in comparison with other departments in the faculty. This resonated with what the Acting Head had read in “Ivory Tower Blues” (CAUT) and other similar books, concerning the loss of the quality of education in North America and Europe. This loss of quality was tied causally in various ways with the complex interrelations between decreased government investment in universities, increased tuition fees, grade inflation, and student disengagement. The Acting Head had therefore invited Dean Richard Kleer to discuss the matter of grading standards with the Department. The Dean urged department members to grade to the university standard, and noting that his own department of Economics had arbitrarily set 67 as the standard grade for basic, perfunctory performances, urged that the department decide upon a comparable standard.

Department members agreed that we would refamiliarize ourselves with the Grading System and Descriptions in the Undergraduate Calendar, and agreed to have the minutes state that we had ‘agreed informally’ on having 67 be the standard grade for a perfunctory performance (with that as the baseline for other grades).

It was pointed out that this did not entail that class averages would necessarily correspond to the baseline grade of 67 for perfunctory performances, and that this should be made clear to students. (Nothing is to keep an entire class from doing a job that is better, or worse, than perfunctory, and thus for a class average to be, say, 72 or 65.)”