

MOUNT ALLISON UNIVERSITY
MEETING OF THE UNIVERSITY SENATE

February 12, 2019, 4:00 p.m.
Tweedie Hall

Present: F. Black, JP. Boudreau (Chair), C. Brett (Secretary), A. Cannon, A. Cockshutt, G. Cruttwell, G. Desmarais, J. Devine, J. Dryden, E. Edson, B. Evans, A. Fancy, N. Farooqi, N. Fry, A. Grant, O. Griffiths, D. Hornidge, R. Inglis, G. Jollymore, P. Kelly-Spurles, L. Kern, M. Klohn, D. Lieske, J. Lilburn, M. Litvak, S. MacIver, J. Martinez, K. Meade, A. Nurse, J. Ollerhead (Vice-Chair), E. Patterson, D. Poitras, R. Polegato, B. Robertson, J. Rogers, S. Runge, V. St. Pierre, E. Steuter, F. Strain, J. Tomes, M. Truitt, S. Unger, N. Verret, K. Wilock, W. Wilson

Regrets: E. Miller, C. Parker, N. Vogan

Observers: S. Law, R. Majithia, R. Moser, C. O'Neal, J. Wright

01.02.12 Land Acknowledgement

JP. Boudreau read the statement of aboriginal custodianship. He also welcomed D. Poitras, the newly-appointed indigenous student representative under the amended University By-laws.

02.02.12 Approval of the Agenda

Motion (A. Cockshutt/B. Robertson): that Senate adopt the Agenda as circulated.

Motion Carried

03.02.12 Approval of the Senate Minutes of January 15, 2019

Motion (N. Fry/S. Unger): that Senate adopt the Minutes of the meeting of January 15, 2019.

Motion Carried

04.02.12 Business Arising from the Minutes

There was no business arising from the minutes.

0.5.02.12 Report from the Chair

JP. Boudreau thanked J. Ollerhead for chairing the January meeting of Senate.

The President noted that February is Black History Month and he thanked everyone who helped to plan related activities on campus. He also thanked the Vice Presidents Inglis and Jollymore for their work on dealing with recent campus closures due to power interruptions and inclement weather.

JP. Boudreau then acknowledged the following, whom senators congratulated with applause: Dr. Douglas Campbell on the renewal of his Tier 1 Canada Research Chair, and Mount Allison's winning team at the Maple League Up 4 Debate competition.

JP. Boudreau informed Senate that six honorary graduands have agreed to attend the May 2019 Convocation. Their names will be released in due course.

The President noted that the Office of Marketing and Communications has launched a new Video Viewbook. He also noted that the Board of Regents held an open meeting on February 1, welcoming new Regents Dr. Andrew Wilson and Rev. Brent Hawkes.

The president continues to meet with officials from the provincial and federal governments.

Finally, JP. Boudreau highlighted several upcoming events: A talk by Catherine Cano of CPAC on February 25, the University Open House on March 1, and talk by Stephen Lewis in President's Speakers Series on March 5.

06.02.12 Report from the University Planning Committee

The committee brought two motions to Senate.

Motion (J. Ollerhead/N. Farooqi): that, as recommended by the Planning Committee on 31 January 2019, Senate establish a School of Philosophy, Politics, and Economics at Mount Allison.

Motion Carried

F. Strain said that he is excited by the school and welcomes efforts to raise funds for the program. N. Fry, a PPE student, also welcomes the initiative in the program. S. Law noted that the development of the school and associated fundraising has been a collaborative process among the departments and University Advancement. He thinks it is great that there is a fundraising effort tied to an academic program.

O. Griffiths asked for some information on how the idea of a school came into being. G. Jollymore answered that the President and representatives of University Advancement met with a member of the philanthropy community in September 2018. That person expressed interest in PPE and a desire to be part of a fundraising effort for the program. Together with prospective donors, University Advancement developed the idea of a school that could serve as an umbrella for funding opportunities for the program. The departments were then asked if they are comfortable with the idea and were invited to help shape the priorities for the project. JP. Boudreau thanked G. Jollymore and J. Wright for their leadership in the project.

J. Tomes asked whether the Departments of Philosophy and Politics and International Relations share the enthusiasm that the Economics Department has expressed. J. Dryden answered that the Department of Philosophy has found the process very collegial, including a joint meeting of the three departments to start deciding how to work through the academic issues. She added that her own initial questions have turned to optimism. J. Devine said that the Department of Politics and

International Relations is happy with the discussions so far, and that the department will be happy if departments continue to guide the process. JP. Boudreau said that he is pleased that the departments are happy with the process.

P. Kelly-Spurles added that she supports the proposal, finding it exciting and important. She wished all involved success.

Motion (J. Ollerhead/N. Farooqi): that Senate approve the end of the Disciplinary B.A. Program in Anthropology, including the minor, major and honours programs, and that in accordance with Policy 5901, the Maritime Provinces Higher Education Commission (MPHEC) be so notified by 28 February 2019.

Motion Carried (28 yay, 6 nay, 6 abstentions)

J. Ollerhead noted that this is not a happy motion, but that there is a commitment to incorporating anthropology into other programs. JP. Boudreau noted that this issue has been discussed several times before at Senate.

P. Kelly-Spurles expressed support for the motion. She said that the Department of Anthropology has shrunk to two faculty members despite repeated requests for new faculty hires in recent years. In her opinion, it is unrealistic to expect the department to grow to a sustainable size. She also noted that the initial proposal to end the program came from the department. JP. Boudreau thanked P. Kelly-Spurles for her leadership and support of students throughout the process.

J. Devine, J. Lilburn, and N. Fry expressed disappointment with the process leading up to the decision to end the Anthropology program. J. Devine noted that, in collaboration with B. Walters and R. Adlam, he had submitted an alternative proposal during Fall 2018 that had seemingly been disregarded. J. Lilburn expressed shock at the seeming lack of discussion of the issue at the University Planning Committee this year and the lack of an accompanying rationale for the current motion. He also questioned whether the Department of Anthropology had been consulted. N. Fry added that the Anthropology Students Society hopes that introductory anthropology courses will be offered this coming academic year.

J. Ollerhead responded that discussion, including meetings with students, and debate inside the committee has been going on for two years. N. Farooqi added that the current motion was discussed by department heads in Social Sciences.

J. Dryden and E. Steuter noted that the loss of one or two faculty members in a small department can make a sizable difference, as evidenced by recent events in the Department of Anthropology. J. Dryden called on the University Planning Committee to consider the precarious position of small departments when making recommendations on resource allocation.

A. Fancy asked which Anthropology courses will be available to students should the motion pass. J. Ollerhead answered that if the motion passes it will become clear that any course offerings in Anthropology would not lead to a degree in Anthropology, but could be used as part of other programs, existing or to be developed. Exact course offerings will be decided upon as part of the usual timetabling process.

F. Black noted that the motion would end the Anthropology major at Mount Allison despite sustained student interest in the program. She noted that the current situation is the result of decisions to reallocate resources that could have staffed the program.

J. Ollerhead responded that there were academic reasons for the re-imagining of anthropology offerings at Mount Allison. He also stated that he is personally committed to seeing no department have less than four faculty members. In addition, he is committed to making sure that students currently enrolled in Anthropology programs get the courses they need to complete their programs.

O. Griffiths asked how it would be possible for current student to finish their programs. J. Ollerhead responded that P. Kelly-Spurles has met with every student in Anthropology to map out their program requirements in order to make sure they can finish. He applauded her work in this regard. O. Griffiths then asked about what would happen to faculty colleagues currently in the Department of Anthropology. J. Ollerhead answered that this motion would make it clear what to do. In particular, they could still teach anthropology courses.

At this point, the following procedural motion was introduced.

Motion (O. Griffiths/J. Lilburn): that the motion on the floor be tabled.

Motion Defeated (3 yay, 13 abstentions)

Upon defeat of the motion to table, the question was called on the main motion.

JP. Boudreau then thanked P. Kelly-Spurles for her support of students throughout the past two years and N. Farooqi for his efforts within the Faculty of Social Sciences.

07.02.12 Report from the Academic Matters Committee

N. Farooqi presented the report, which contained a series of motions.

Motion (N. Farooqi/S. MacIver): that Senate approve changes to the Biology Program as outlined in the Report to Senate, February, 2019

Motion Carried

Motion (N. Farooqi/S. MacIver): that Senate approve changes to the Classics Program as outlined in the Report to Senate, February, 2019

Motion Carried

Motion (N. Farooqi/S. MacIver): that Senate approve changes to the History Program as outlined in the Report to Senate, February, 2019

Motion Carried

Motion (N. Farooqi/S. MacIver): that Senate approve changes to the Fine Arts Program as outlined in the Report to Senate, February, 2019

Motion Carried

Motion (N. Farooqi/S. MacIver): that Senate approve the Certificate in Diversity, Equity, and Inclusion as outlined in the Report to Senate, February, 2019

Motion Carried

E. Steuter provided further rationale for the certificate, including recognition of skills on students' transcripts. JP. Boudreau commended the Department of Sociology for taking leadership in the creation of certificate programs.

The text of the report is appended to these minutes.

08.02.12 Report from the Committee on Committees

J. Dryden gave the report, which consisted of the following motion.

Motion: (J. Dryden/J. Tomes) The Committee on Committees moves that Senate acclaim the following students to the committees indicated for terms beginning immediately and ending May 2019:

Academic Appeals Committee

KAILEY WILOCK, Science Senator

Graduation Review Committee

EVERETT PATTERSON, Science Senator

Scholarships and Bursaries Committee

NOAH FRY, MASU Vice-President Academic Affairs

Motion Carried

J. Dryden noted that the length of term is unusually short because these are replacement appointments.

09.02.12.1 Report for Information

Senate received the report from the Committee on Emeriti Appointments as circulated.

There were no questions or comments. The report is appended to these minutes.

10.02.12 Discover Mount Allison

N. Farooqi announced that the Ron Joyce Centre for Business Studies has received funding, software and data from Louisbourg Investments to undertake new projects.

O. Griffiths publicly acknowledged the contribution of the late Ron Joyce to the university. JP. Boudreau noted that the university has also publicly acknowledged his contributions and has sent condolences to his family on his passing.

S. MacIver congratulated Mount Allison students Giuiana Dibonaventura and Erik Oliver on winning Frank H. Sobey Awards in Business Studies.

JP. Boudreau congratulated Ron Outerbridge, Chair of the Board of Regents, on being named a Fellow of the Chartered Professional Accountants of New Brunswick.

R. Polegato informed senators of the Maple League Teaching and Learning Week, February 18-22, and invited them to take part in associated events.

F. Strain noted that S. Law recently met with alumni from the Department of Economics who are now faculty members and graduate students at the Vancouver School of Economics.

J. Ollerhead informed senators that searches are ongoing for the Dean of Arts and University Librarian. The former search is closer to completion, with public components to be announced soon.

11.02.12 Other Business

There was no other business.

12.02.12 Adjournment

JP. Boudreau thanked senators for engaging in thoughtful debate.

There being no further business or announcements, the meeting adjourned at 5:20 pm (V. St. Pierre/E. Patterson).

Respectfully submitted,

Craig Brett
Secretary

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Appendices to the Minutes

- Report from the Academic Matters Committee
- Report from the Committee on Emeriti Appointments

ACADEMIC MATTERS COMMITTEE
Report to Senate, February 12, 2019

This report contains recommendations for changes to academic programs effective under the 2019-2020 academic calendar:

1. BIOLOGY
2. CLASSICS
3. HISTORY
4. FINE ARTS
5. CERTIFICATE IN DIVERSITY, EQUITY, AND INCLUSION

Note: additions/changes are indicated in bold text, deletions are indicated with strikethrough.

1. BIOLOGY

The Academic Matters Committee recommends approval of the following changes to the Biology program:

- Cross-listing of GENS 3471 as BIOL 3471

BIOL 3471 (3.00)

LIMNOLOGY

Prereq: 3 credits from GENS 2431, BIOL 2701; 9 credits from BIOL 1001, BIOL 2101, BIOC 1001, CHEM 1001, PHYS 1041, PHYS 1051; or permission of Department

This course examines the structure and function of freshwater ecosystems. It emphasizes the physical, chemical, and biological processes that occur within lakes and, to a lesser extent, river and wetland environments. The course also covers the diversity of, and interactions between, major biological communities in lakes, and it highlights environmental stressors that threaten freshwaters. [Note 1: This course is cross-listed with GENS 3471 and may therefore count as three credits in either discipline.] (Format: Lecture 3 Hours) (Exclusion: GENS 3991 Stressors on Freshwater Systems; GENS 3991 Limnology)

Rationale: This course has extensive biological content, and is already taken by some biology students and counted as a biology credit, with permission of the department. The pre-requisite structure allows students to meet requirements for it fully by taking just biology courses. Many years ago it was taught within the biology department and had a biology course number (BIOL 4001, according to the 1997/98 calendar). It is a common component of biology programs at other institutions. We think the fact that it is now housed outside the biology department should not limit its relevance to the biology degree, and therefore wish to cross list it. This is consistent with several other classes already cross listed between biology and biochemistry and biology and GENV. We prefer cross listing to simply adding it to the calendar as an option because we think it would be beneficial for students browsing the calendar to see it as a biology listing, and to make it clear that it is a regular part of the program.

Other calendar entries affected : GENS 3471: add note re: cross-listing to its description.

- the following changes to BIOL 3501

BIOL 3501 (3.00)

NATIVE FLORA (VASCULAR PLANTS)

Prereq: BIOL 2301; or permission of the Department

~~A field-oriented course on identification, taxonomy, and ecology of vascular plants.~~

This course presents principals of plant systematics and taxonomy, and the key characters of important families of vascular plants in the New Brunswick flora, enabling students to recognize plants belonging to these families in the field. Students will practice using dichotomous keys, preparing and handling herbarium specimens, and conveying of biological information though botanical sketches and floral diagrams. (Format: Lecture 3 Hours, Laboratory/Field Trip 3 Hours)

Rationale: The current description relates to the course as it was offered prior to 2005. At this time, it was typically offered as a summer field course. It has been taught twice since then (Fall 2014, Winter 2019), and it is expected that BIOL 3501 will continue to be offered during the regular academic term for the foreseeable future. Offering the course during the regular term makes it more accessible to students who have to work during the summer months, and avoids conflict with the instructor's field research season. However, most of the plants studied in the course are not in flower during the regular term. The current version of the course therefore relies more heavily on preserved plant materials and study in the lab than on field trips. The new description reflects this change, and gives a more complete picture of the material to be covered and the skills to be acquired.

- the following changes in the Major/Minor program:

MINOR in Biology is 24 credits earned as follows:

6 from BIOL 1001, 1501

3 from CHEM 1001, BIOC 1001

9 from BIOL 2101, 2201, 2301, 2401, 2701, 2811

from Biology at the 3/4000 level. **Up to 3 credits of this requirement may be obtained from the following 6 courses: BIOC 3041, BIOC 3501, BIOC 3521, PSYC 3101, PSYC 3211, PSYC 4611, GENS 3431, GENS 3461, GENS 4421**

MAJOR in Biology is 60 credits earned as follows:

6 from BIOL 1001, 1501

3 from PHYS 1051, 1041

3 from MATH 1111 or 1151

3 from MATH 1121, 1251, 2211, 2221, or COMP 1631

3 from CHEM 1001

3 from BIOC 1001

9 from BIOL 2101, 2701, 2811

9 from BIOL 2201, 2301, 2401, BIOC 2001

additional credits from Biology at the 3/4000 level. **Up to 6 credits of this requirement may be obtained from 21 the following courses: BIOC 3041, BIOC 3501, BIOC 3521, PSYC 3101, PSYC 3211, PSYC 4611, GENS 3431, GENS 3461, GENS 4421**

Note: BIOC 2001 is a prerequisite for several 3/4000 Biology courses.

Note: Additional 3/4000 level courses are needed to fulfill Calendar Regulation 11.3.5

~~**Note:** Courses with significant biological content offered by other departments may be approved as biology credits (to a maximum of 6 credits, by permission of the Biology Department).~~

Rationale: We propose this change to make clear in the calendar what is already standard practice. Biology majors are already permitted to take up to 6 credits from our list of cognate courses, posted on the department website, in lieu of 6 biology credits. However, the current approach is time consuming because it requires individual approval for each student, and not all students are fully aware of their options. Explicitly listing these courses in the calendar would alleviate those problems. For the minor, we propose to allow a similar arrangement, except that because we only require 6 credits in total for 3000/4000 level courses, we will allow students to replace 3 credits from the same list.

2. CLASSICS

The Academic Matters Committee recommends approval of the following changes to the Classics program:

- **The deletion of the following courses:**

CLAS 1641 (3.00) CLASSICAL MYTHOLOGY: THE HERO'S QUEST

CLAS 3411 (3.00) THE EPIC POETRY OF GREECE AND ROME

Rationale: The material covered by this course overlaps significantly with both CLAS 1651 and CLAS 3411; at the same time, there is a large gap in terms of what is expected from the students between the 1000 series literature courses and the 3000 series, with no 2000-level courses currently offered. We therefore propose to delete 1651 and 3411 and to create a new 2000-level course covering the same core texts but placing greater pedagogical emphasis on the development of close reading, written argumentation, and other analytical skills necessary for upper-level literature courses.

Other calendar entries affected: Remove course from list of “Humanities-b” distribution requirement.

CLAS3701 (3.00) ETRUSCAN AND EARLY ROMAN ART AND ARCHAEOLOGY**CLAS3711 (3.00) THE ART OF IMPERIAL ROME AND ITS EMPIRE**

Rationale: The Classics departmental review recommended compressing these two survey courses into one and providing a topical course with the space provided thereby. The material covered in these two courses will be covered at a slightly different pace in the new courses CLAS3721 and CLAS3731.

➤ **The addition of the following new courses:****CLAS 2411 (3.00 CR)****HERO’S QUEST: GREEK AND ROMAN EPIC POETRY / GREEK AND ROMAN EPIC POETRY**

This course presents the canonical works of the Greek and Roman Epic traditions: the Trojan war and the rage of Achilles, the wanderings of Odysseus, Jason’s quest for the Golden Fleece, and Aeneas’ search for a Roman homeland. Students read the original authors in English translation: Homer, Virgil, and Apollonius of Rhodes. The course also introduces key analytical skills necessary for research in the humanities, with a special focus on critical close reading, effective argumentation, and citation of primary sources. (Format: Lecture 3 Hours.)

Rationale: See above on deletion of CLAS 1641 and CLAS 3411, which this course replaces. The texts covered by this proposed 2000-level course represent the about three-fifths of the material covered by the 3411, including the most popular stories surveyed in digest form in 1641. The proposed course is meant to serve as a bridge to third-year reading courses, providing students with the skills necessary to excel at the upper level—especially, management of large reading loads, critical close reading, and effective argument from and citation of primary sources. It is designed to capitalize on enthusiasm for myth generated by CLAS 1651, while prompting students to think more critically and independently, and to engage directly with primary texts.

CLAS 3721 (3.00 CR)**ART AND ARCHAEOLOGY OF POMPEII**

Prereq: Second-year standing; 3 credits from CLAS, FINH, HIST at the 1/2000 level; or permission of the Department

This course closely examines the archaeological remains from the city of Pompeii in the Bay of Naples: its road system, sewars, public markets, cult places, burial monuments, brothels, bathhouses, political buildings, and houses and residential areas. It pays special attention to the occupation phases of the city before the foundation of the Roman colony in 80 BC, and the impact that the Roman conquest of Pompeii on its architectural and artistic forms. It also explores the ‘hidden history’ of Pompeii as a means to raise awareness about the role of material culture in giving voice to cultures and communities that have not left written sources to us.(Format: Lecture 3 Hours.)

Rationale: This course is intended as an expansion and deepening of the course Roman Art and Archaeology, being Pompeii one of our most important sources of information on Roman cities and daily life in Roman times.

Other calendar entries affected: Major and Minor in Art History, as well as 11.7.4 and list of ‘Other Art History Courses’ under Art History ; replace “CLAS ... 3701, 3711” with “CLAS ... 3721, 3731” throughout

CLAS 3731 (3.00 CR)**ROMAN ART AND ARCHAEOLOGY**

Prereq: Second-year standing; 3 credits from CLAS, FINH, HIST at the 1/2000 level; or permission of the

Department

This course introduces the artistic, architectural, and archaeological monuments of the Roman world from the eighth century BC to the fifth century AD. It traces Roman art and architecture from its early origins under Etruscan influence through to the periods of the Roman Republic and Principate. It engages monuments and artifacts within their political, economic, religious, intellectual, and social context. This approach provides a framework for a more comprehensive understanding of art and artistic movements in their diachronic development.

(Format: Lecture 3 Hours.) (Exclusions: CLAS3701, CLAS3711)

Rationale: Through this course, students should gain a deep understanding of the methods used by archaeologists and historians to study the Roman past, and they should have renewed appreciation for the contributions of the ancient Romans to Western civilization.

Other calendar entries affected: Major and Minor in Art History, as well as 11.7.4 and list of ‘Other Art History Courses’ under Art History: replace “CLAS ... 3701, 3711” with “CLAS ... 3721, 3731” throughout

CLAS 3801 (3.00 CR)

DIGITAL METHODS IN THE HUMANITIES / DIGITAL METHODS IN HUMANITIES

Prereq: Second-year standing, any second-year course in Arts

This course introduces the tools and methods of Digital Humanities research. It surveys recent computational work in a variety of humanities disciplines, focusing critical attention on the particular modes of thought, biases, strengths, and limitations that characterize the Digital Humanities. The course simultaneously provides hands-on instruction in basic practices for digital research. It assumes no prior computing expertise but does expect that students have some experience with research in their own field. (Format: integrated lecture and laboratory 3 Hours.)

(Exclusion: CLAS 3991- Digital Methods in the Humanities)

Rationale: This course provides an accessible introduction to both theoretical and practical methods in the Digital Humanities to students across the Arts program. It aligns with the University’s emphases on undergraduate interdisciplinary research, experiential learning, and computational literacy.

➤ The following changes to the Major:

MAJOR in Classical Studies is 60 credits earned as follows:

6 from **either** LATI 1001, 1101, GREK 1001, 1101; **or 6 from from the Humanities 1600 series.**

36 from Classics, Greek, Latin, of which 24 must be from the 3/4000 level, **and may include PHIL 3000, PHIL3011**

18 from complementary courses in Arts and Letters and Humanities (or others), chosen in consultation with the Program Advisor

Rationale: The Classics department would like to start following common practice by admitting other Humanities departments’ 1600 courses as part of their program. Additionally, this allows students to obtain a Classics Major without studying ancient languages, as is common in Canada. The third year additions are courses in ancient philosophy and are therefore reasonably included in a course of study pertaining to the ancient Greek and Roman world.

3. HISTORY

The Academic Matters Committee recommends approval of the following changes to the History program:

➤ **the addition of the following new course:**

HIST 3861 - (3.00 CR)

HISTORY, MUSEUMS, AND MATERIAL CULTURE

(Short Title: History, Museums, Mat Cult)

Prereq: 6 credits from HIST at the 1/2000 level; or permission of the Department

This course examines the value of material culture, objects from the past, as sources useful in historical enquiry and representation. It examines how historians use things as an integral form of evidence to open up new ways of historical thinking. It gives special consideration to the historical development of museums, with their collections of artefacts and ‘stuff’, that function as sites for the practice and representation of public history and heritage preservation. (Format: Lecture/Tutorial 3 Hours)

Rationale: This course expands the department's 3000-level course offerings and provides historical training in methodologies and approaches of public history with its focus on material culture and museum display of the past as history and heritage. It complements existing 3000 and 4000 level courses emphasizing historical training in archival research and writing consistent with the development of public history oriented course offerings. This course will normally be taught by Will Wilson and will be rotated with HIST3361 which he also teaches. The two courses are related in terms of methodology and teaching strategies in so far as both require group work in the form of research project and formal presentation as a key course requirement. It is expected that the courses will be offered in alternate years. If successful the new course may eventually replace HIST3361 which would be removed from the list of course offerings. Other faculty members may also on occasion teach this course as the course content is not specific to historical period or area.

➤ **Changes to the following courses:**

HIST 1601 (3.00)

OLD AND NEW NATIONS IN NORTH AMERICA

This course examines themes in North American history from the sixteenth century to the 1860s, with a particular emphasis on the interaction of **Indigenous** ~~aboriginal~~, European, and West African peoples, and on the formation of the new states. (Format: Lecture 3 Hours) (**Exclusion: any version of HIST 1601 previously offered with a different title**) (Distribution: Humanities-b)

Rationale: Proposed wording changes better convey the way the course has been taught in the past decade.

HIST 3211 (3.00)

REVOLUTION AND STABILITY: POLITICS AND SOCIETY IN EARLY MODERN BRITAIN 1603-1820

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; 3 credits from HIST 1601, 2011, 2031 recommended; or permission of the Department

This course explores the ideological and socio-economic roots of the seventeenth century constitutional struggles that established the sovereignty of Parliament in Stuart Britain, and it traces the re-establishment of social and political stability from the Glorious Revolution through the Hanoverian Period. (Format: Lecture 3 Hours)(Exclusion: HIST 3400)

Rationale: The deletion of 'Second-year standing' in this and the following 3000-level courses follows the recommendation of the last external review, which would standardize prerequisites to 3000-level HIST courses so that transfer students and students who had completed first year could enrol in these courses in their second year without having to seek the permission of the department.

HIST 3221 (3.00)

MODERN BRITAIN

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; 3 credits from HIST 2041, 3211, 3251 recommended; or permission of the Department

This course traces the development of those institutions, movements, and ideas that are an integral part of the texture of modern Britain, and that have been shaping influences on the direction and pace of social, intellectual, economic, and political growth. (Format: Lecture 3 Hours)

HIST 3231 (3.00)

PAX BRITANNICA: BRITAIN'S GLOBAL HEGEMONY, 1650-1885

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; 3 credits from HIST 1601, 1611, 2031 recommended; or permission of the Department

This course examines Britain's rise to world power from the mid-seventeenth to the late nineteenth century with special reference to foreign policy, naval supremacy, international economic influence, and the acquisition of empire, together with its impact on both governors and governed. (Format: Lecture 3 Hours)(Exclusion: Any version of HIST 3231 previously offered with a different title)

HIST 3241 (3.00)

IMPERIAL SUNSET: BRITAIN'S RETREAT FROM WORLD POWER 1885 TO THE PRESENT

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; 3 credits from HIST 2041, 2721, 2731, 3231

recommended; or permission of the Department

This course analyses Britain's decline as a world power, its replacement in that role by the United States, its relations with the emerging nation states of the Third World, and its uneasy participation in the European Community. Topics include: interwar development policies for Africa, Indian nationalism, World War II and the decolonization of Asia and Africa, the 'special relationship' with the USA, the evolution of the European Community, and continued underdevelopment in the Third World. (Format: Lecture 3 Hours)(Exclusion: Any version of HIST 3241 previously offered with a different title)

HIST 3251 (3.00)

CLASS, GENDER, AND CAPITALISM: THE TRANSFORMATION OF THE BRITISH SOCIAL STRUCTURE 1750-1850

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course traces the decline of the aristocracy, the triumph of the middle classes, and the making of the working class in Britain during the early stages of capitalism and industrialization. The course also examines gender relations and analyses the notion of 'separate spheres'. **It pays particular attention** ~~is paid~~ to the controversies among historians surrounding the nature of social transformation in Britain. (Format: Lecture 3 Hours)(Exclusion: HIST 3400; any version of HIST 3251 previously offered with a different title)

HIST 3321 (3.00)

WAR AND SOCIETY IN EUROPE FROM THE LATE MIDDLE AGES TO NAPOLEON (1400-1815)

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; 3 credits from HIST 1611, 1661, 2011, 2031, 3161 recommended; or permission of the Department

This course examines the interrelationship between war and society from the late mediaeval period until the Congress of Vienna, which ended the Napoleonic Wars. Topics include: the gunpowder revolution, the rise of states, power and the pursuit of wealth, revolution and war, the social effects of warfare, transformations in strategy and tactics, and the changing justifications for war. (Format: Lecture 3 Hours)(Exclusion: HIST 3600, 3380)

HIST 3331 (3.00)

WAR AND SOCIETY IN EUROPE FROM NAPOLEON TO NUREMBERG (1815-1945)

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; 3 credits from HIST 1661, 2041, 3301, 3321 recommended; or permission of the Department

This course examines the interrelationship between war and society from the Congress of Vienna, which ended the Napoleonic Wars, to the conclusion of the Second World War. Topics include: technology and war; the military implications of industrial competition; nationalism, state-building, and warfare; the First World War; and the Second World War and its immediate aftermath. In addition to the social effects of war, the course also examines peacemaking and changing ethical views towards warfare. (Format: Lecture 3 Hours)(Exclusion: HIST 3600, 3380)

HIST 3401 (3.00)

THE ATLANTIC REGION

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course surveys the political, socio-economic, cultural, and environmental history of Canada's Atlantic region from the eighteenth century to the 1990s. (Format: Lecture 3 Hours)(Exclusion: HIST 3420, 3451, any version of HIST 3401 previously offered with a different title)

HIST 3411 (3.00)

NEW FRANCE

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course examines the expansion of the French empire in North America with particular emphasis on ~~Aboriginal~~ **Indigenous** peoples prior to and following European contact and the socio-economic and cultural life of the French colonies. (Format: Lecture/Tutorial 3 Hours)(Exclusion: Any version of HIST 3411 previously offered with a different title)

HIST 3431 (3.00)

QUEBEC FROM CONFEDERATION TO THE SOVEREIGNTY MOVEMENT

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course examines the political, religious, economic, and cultural development of Quebec since Confederation

with particular emphasis on the growth of nationalism and the emergence of the sovereignty movement. (Format: Lecture/Tutorial 3 Hours)(Exclusion: Any version of HIST 3431 previously offered with a different title)

HIST 3441 (3.00)

MODERN CANADA

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course traces the development of political movements and ideas that are an integral part of the texture of modern Canada and that have been shaping influences on the direction and pace of social, intellectual, and economic life. (Format: Lecture/Tutorial 3 Hours)

HIST 3461 (3.00)

CANADA AND ASIA

Prereq: ~~Third-year standing~~ **6 credits from HIST at the 2000 level**; or permission of the Department

This course examines Canada's relationship with the peoples and nations of Asia through four inter-related themes: immigration, missionary activity, diplomacy and foreign policy, and trade. It pays particular attention to East and South Asia and how interactions with these regions have affected contemporary Canadian society. (Format: Lecture/Tutorial 3 Hours)

HIST 3471 (3.00)

CANADIAN WOMEN IN HISTORICAL PERSPECTIVE

Prereq: ~~3 credits from HIST 1601, 1621, 1671, 2031, 2411, 2421; 3 credits from HIST at the 1/2000 level~~ **6 credits from HIST at the 1/2000 level**; or permission of the Department

This course draws upon both historical and theoretical perspectives to examine the diverse experiences, conditions, and roles of women in Canada from Pre-confederation to the late twentieth century. (Format: Lecture 3 Hours)

HIST 3481 (3.00)

RELIGION IN CANADA

Prereq: ~~3 credits from HIST 1601, HIST 1621, HIST 2411, HIST 2421, HIST 2011, HIST 2031, RELG 2801, RELG 2831; 3~~ **6 credits from HIST, RELG at the 1/2000 level**; or permission of the Department

This course surveys the history of religion in Canada from the pre-European period to the 1980s. It focuses on religious traditions that developed or were established early in Canadian history - ~~aboriginal, but others are also included.~~ **Indigenous, Christian, and Jewish, and others.** The content includes ~~both~~ traditional topics such as influential individuals, writings, and institutions in relation to the state and public life, as well as themes from the newer socio-cultural history of religion. [Note 1: This course is cross-listed as RELG 3481 and may therefore count as 3 credits in either discipline.] (Format: Lecture 3 Hours)

Other calendar entries affected: RELG 3481

HIST 3491 (3.00)

IMMIGRATION IN CANADIAN HISTORY

Prereq: ~~Second-year standing~~; 6 credits from HIST **at the 1/2000 level**; or permission of the Department

This course explores the history of immigration to the lands which became Canada, from the seventeenth to the twentieth centuries, and in the context of world migration history. In addition to gender and class, key themes ~~will~~ include: the impact of immigration on host societies, the changing roles of institutions and the state with regard to immigrants and refugees, and the construction of identities based on ethnicity or nationality. (Format: Lecture 3 Hours)

HIST 3511 (3.00)

COLONIAL AMERICA IN AN ATLANTIC WORLD

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course examines the history of North America **and the Caribbean** from the fifteenth century to the American Revolution. ~~It focuses on the mainland colonies~~ within the wider context of the Atlantic world. (Format: Lecture 3 Hours) (Exclusion: HIST 3550; any version of HIST 3511 previously offered with a different title)

Rationale: This revision reflects the way the course has been taught in recent years and enhances sabbatical replacement

HIST 3531 (3.00)

AMERICAN WOMEN'S HISTORY

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course explores theoretical approaches to women's history through an examination of the role and experience of women in the United States from the Revolution to the present. (Format: Lecture 3 Hours)

HIST 3541 (3.00)

CHALLENGES TO AMERICAN MODERNITY: THE UNITED STATES DURING THE 1920S AND 1930S

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course examines selected crises and challenges that shaped American public life during the 1920s and 1930s: the ~~"first generation gap"~~; the Second Ku Klux Klan and other ultra-conservative reactions to modernity; aspects of popular culture, especially music; the Dust Bowl; the Great Depression and responses it evoked; and the development of industrial unionism. (Format: Lecture 3 Hours)(Exclusion: HIST 3520; HIST 3521; HIST 3991A-US during the 20s and 30s if taken in Winter 2011 or Winter 2012)

HIST 3721 (3.00)

THE CONFUCIAN WORLD

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 2000 level; 3 credits from HIST 2731, 2741 recommended; or permission of the Department

This course examines the various schools of Confucianism that have dominated the philosophy, social relations, and political economy of China, Japan, Korea, and Vietnam for thousands of years. ~~It analyzes these relationships from~~ **focuses on some of the core texts of the Confucian canon and their reinterpretation during** the twelfth-century emergence of Neo-Confucianism ~~until the collapse of the Qing dynasty 700 years later~~. It **also** pays particular attention to the Confucian legacy in the modern, industrialized states of East Asia. (Format: Lecture 3 Hours)

HIST 3761 (3.00)

JAPAN AND THE MAKING OF MODERN ASIA

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 2000 level; 3 credits from HIST 2731, 2741 recommended; or permission of the Department

This course examines the modern history of Asia, centering on Japan and its interactions with China, Korea, and the Euro-American powers. It considers particularly how the peoples of this region initiated and responded to radical social, political, and economic change. (Format: Lecture 3 Hours)(Exclusion: HIST/POLS 3731, HIST 3751; any version of HIST 3761 previously offered with a different title)

HIST 3801 (3.00)

BIRTH TO DEATH: LIFE COURSE AND FAMILY HISTORY

Prereq: ~~Second-year standing~~; 6 credits from HIST **at the 1/2000 level**; or permission of the Department

This course explores the cultural and demographic history of individuals, families, and stages of the life course, from infancy to the experience of death and dying. Life course and family history thus overlaps with gender history, the history of medicine, and legal history. ~~and includes~~ **Topics include:** ~~such as~~ sexuality and sexual orientation, education, ~~or~~ **and** old age. ~~The~~ **It** ~~focuses is on~~ North America from the seventeenth to the twentieth centuries, but ~~the course~~ also draws comparisons to Western European patterns, and is situated in the context of world population history. (Format: Lecture 3 Hours)

HIST 3811 (3.00)

CANADIAN WORKING-CLASS AND LABOUR HISTORY

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course focuses on everyday working-class resistance manifested through labour organizations and political movements. (Format: Lecture/Tutorial 3 Hours)

HIST 3901 (3.00)

HISTORICAL RESEARCH AND WRITING METHODS

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course focuses on the essential methods of historical research and writing. (Format: Lectures/Tutorial 3 Hours)

HIST 3991 (3.00)**SPECIAL TOPIC IN HISTORY**

Prereq: ~~Second-year standing~~; 6 credits from HIST at the 1/2000 level; or permission of the Department

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course that is being considered for inclusion in the regular program. [Note 1: Prerequisite set by Department/Program when the topic and level are announced. Note 2: When a Department or Program intends to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean. Note 3: Students may register for HIST 3991 more than once, provided the subject matter differs.] (Format: Variable)

HIST 4901 (3.00)~~Historical Perspectives and Archival~~ **ARCHIVES AND RESEARCH METHODS**

Prereq: Third-year standing; ~~6~~ **3** credits in History at the 3000 level; or permission of the Department

~~Drawing upon appropriate historical perspectives,~~ This course focuses on **advanced historical methods, issues in archival studies, and** the development of a research project using ~~archival research and training in historical methodologies~~ **local archives.** (Format: Seminar 3 Hours) (**Exclusion: Any version of HIST 4901 previously offered with a different title**)

Rationale: This revision better conveys to students the way the course has been taught by the current and previous instructor.

4. FINE ARTS

The Academic Matters Committee recommends approval of the following changes to the Fine Arts program:

➤ **The deletion of the following studio courses:****FINA 1901 (3.00)****ELEMENTS OF ART I**

Rationale: Through curriculum discussions, the Fine Arts Department recognized a gap in our first year BFA curriculum, namely that our incoming students need a better understanding of what it means to make and study art within contemporary art contexts and at the university level. Furthermore, our students need a better understanding of how studio practices function in contemporary culture that isn't strictly an art historical investigation. We decided that we need a first year course to address this issue. To add such a course requires that we delete one. Currently, FINA 1901 "focuses on elements of two dimensional design in black and white and colour. It also surveys theories of composition in the visual arts and provides an introduction to art theory and media." In the past ten years, this course has evolved to introduce aspects of visual culture, as well as attempting to furnish tools for students to connect their work to larger cultural currents. However, it has had to do so "around" the out dated pedagogical model that the topic of "elements of art" assumes (i.e., that formal aspects of composition and pictorial organization can be fruitfully studied as abstract components divorced from specific instances and contexts). In the Department's view, a new course that is explicitly designed to address these issues would be a better use of our limited resources. The design and composition content of FINA 1901 can be more adequately addressed by integrating it into our other first year studio courses, FINA 1101 and 1111, Fundamentals of Drawing I and II; and FINA 1921 and 1931, Introduction to Media I and II. Therefore, our first year students will still receive basic two-dimensional design information within the context of their other studio classes.

Other calendar entries affected: Changes to the BFA requirements. Currently, FINA 1901 is required for all BFA students.

FINA 1911 (3.00)**ELEMENTS OF ART II**

Rationale: The Fine Arts Department would like to replace FINA 1911 with a revised version of the course that would follow our proposed first year seminar, FINA 1941, Examining Studio Practices. Currently, FINA 1911 "surveys elements of three dimensional design and composition, alternate media and processes, and non-conventional and lateral thinking in the visual arts." In the past ten years, this course has evolved to introduce aspects of non-media specific practices, such as installation and performance as well as time-based practices such as video. The proposed replacement of this course (FINA 1951) would have a description more closely aligned with how FINA 1911 is currently approached. Elements of three-dimensional design can be more adequately covered in

the sculpture component of FINA 1931, Introduction to Media II, so students will still receive this training if we delete FINA 1911. This focus on establishing connections across media would build on our proposed course, FINA 1941, Examining Studio Practices.

Other calendar entries affected: Changes to the BFA requirements. Currently, FINA 1911 is required of all BFA students.

➤ **The addition of the following studio courses:**

FINA 1941 (3.00 CR)

EXAMINING STUDIO PRACTICES

This course examines elements and conditions of what constitutes a studio art practice, to ground first year fine arts students' understanding of studio-based education within a contemporary cultural context. [Note: Open to only B.F.A. students; open on a space available basis to B.A. Majors and Minors in Fine Arts.](Format: Lecture/Seminar 3 Hours)

Rationale: Through curriculum discussions, the Fine Arts Department recognized a gap in our first year BFA curriculum, namely that our incoming students need a better understanding of what it means to make and study art within contemporary art contexts and at the university level. Furthermore, our students need a better understanding of how studio practices function in contemporary culture that isn't strictly an art historical investigation. We decided that we need a first year course to address this issue. This course will allow us to bring all incoming first year students, who have a disparate level of art training, to a shared introductory understanding of contemporary, professional art practices. This course will be taught yearly during the fall term, by the Fine Arts Studio Faculty members.

Other calendar entries affected: This will be a mandatory 1st year course for all BFA students. Prerequisite for FINA 1951.

FINA 1951 (3.00 CR)

EXPLORING A STUDIO PRACTICE

Prereq: FINA 1941; or permission of the Department.

This course supplements the Introduction to Media courses in painting, printmaking, sculpture, and photography, (FINA 1921 and 1931). It focuses on alternative media and processes and encourages a broad view of studio practice that moves beyond specific media boundaries. (Format: Studio 6 Hours)

Rationale: Through curriculum discussions, the Fine Arts Department recognized that our current 1st year curriculum reinforces a siloed approach to art making: students study and perceive our 5 studio disciplines (Drawing, Photography, Printmaking, Painting, and Sculpture) as separate entities. This has discouraged students from developing a more holistic approach to studio practice as they progress through our program. FINA 1951 would encourage students to move beyond media boundaries as soon as they enter our program. Building on our proposed lecture/seminar course FINA 1941, Introduction to Studio Practice, FINA 1951 would reinforce concepts studied in FINA 1941 .

Other calendar entries affected: This will be a mandatory 1st year course for all BFA students.

➤ **Changes to the following studio courses:**

FINA 2201(3.00 CR)

INTAGLIO AND RELIEF PRINTMAKING-I

Prereq: FINA 1921; or permission of the Department

This course introduces intaglio and relief printmaking techniques. (Format: Studio 6 Hours) (Exclusion: Any version of FINA 2201 previously offered with a different title)

FINA 2211 (3.00 CR)

LITHOGRAPHY PRINTMAKING-II

Prereq: FINA 1921; or permission of the Department

This course introduces lithography printmaking techniques. (Format: Studio 6 Hours)(Exclusion: Any version of FINA 2211 previously offered with a different title)

Rationale: These course title changes are designed to avoid confusion for students. A long ago timetable change has had Fine Arts offering FINA 2211 in the fall and FINA 2201 in winter creating confusion during registration. Changing the course titles is intended to more clearly represent the offering of the course and to eliminate confusion over timing of course delivery. This has no effect on resources or other calendar entries.

FINA 3101 (3.00)

INTERMEDIATE DRAWING-I

Prereq: FINA 2101, ~~FINA 2111~~; or permission of the Department

This course demands an advanced approach to drawing to further students' understanding of the cultural, historical, and theoretical issues related to drawing through refinement of technical and conceptual skills. It provides for increased responsibility to work independently, apply research, and generate subject matter. (Format: Studio **6 Hours**) (**Exclusion: Any version of FINA 3101 previously offered with a different title**)

FINA 3111 (3.00)

TOPICS IN INTERMEDIATE DRAWING II

Prereq: ~~FINA 3101~~ **FINA 2101, 2111**; or permission of the Department

This course emphasizes individual direction and style in drawing, using a variety of traditional and non-traditional media. (Format: Studio **6 Hours**) (**Exclusion: Any version of FINA 3111 previously offered with a different title**)

Rationale: We have proposed to drop the BFA and BA Major requirement to take FINA 2101 and 2111 (Second Year Drawing), so as to make drawing a media stream that students can choose to focus on. Currently we only offer one semester of Third Year Drawing, FINA 3101, in the Fall term and we do not have room in our course schedule to offer FINA 3111 in the Winter term. For students who choose drawing as one of their medias of concentration, they will need a second term of Third Year Drawing, so we would like to offer FINA 3101 and FINA 3111 in alternating years. This would allow our students concentrating in drawing to take two terms of Third Year Drawing over two years. Eliminating the FINA 3101 prereq for FINA 3111 and changing the titles will allow students to take Third Year Drawing out of consecutive order in their third and fourth years of study. The new prereq of FINA 2101 and 2111 would ensure that students entering FINA 3101 and 3111 completed Second Year Drawing.

➤ **Changes to the BA Fine Arts Minor:**

MINOR in Fine Arts is 24 credits earned as follows:

- 6 from FINH 2101, 2111
- 6 from 1000 level Fine Arts studio courses
- 6 from 2000 level Fine Arts studio courses
- 6 from 3000 level Fine Arts studio courses

Note 1: Students admitted to a Minor in Fine Arts will be registered following consultation with the Fine Arts Department.

Note 2: Students must have appropriate pre-requisites for 2/3000 level courses or permission of the Department

Rationale: The few students admitted to the Minor in Fine Arts (often in the second year of their degree) regularly fail to meet minor requirements or attain prerequisites. Consultation with the department when beginning the program regarding course offerings and scheduling, should avoid many of these unfortunate situations. This change should not impact budgets or other University resources.

➤ **Changes to the BA Fine Arts Major:**

MAJOR in Fine Arts is 60 credits earned as follows:

- 6 from FINH 2101, 2111
- 6 from Art History at the 2/3/4000 level
- ~~15-12~~ from FINA 1101, 1111, 1921, 1931, ~~2101~~
- ~~24~~ from 1000/2000/3000 level Fine Arts studio courses (9 credits must be at the 3000 level)
- 27 from 1000/2000/3000 level Fine Arts studio courses (9 credits must be at the 3000 level)**
- 6 from 4000 level Fine Arts Advanced studio courses

3 from Fine Arts Seminar 3701, 4701

Note: Students must have appropriate pre-requisites for 2/3/4000 level studio courses or permission of the Department

Rationale: The Fine Arts Departmental proposal, removes FINA 2101(drawing) as a specific degree requirement and makes it one of numerous FINA courses at the 1/2/3000 level. The department no longer recognizes the special status of drawing to a Fine Arts Major degree. This change will elevate scheduling difficulties for students who concentrate outside of drawing, allowing students more choice in their media specialization and avoid variances to Fine Arts Major requirements. This change does not impact budgets or resources in the Fine Arts Department or the University.

➤ **Changes to the Bachelor of Fine Arts Program under academic regulation 11.7.4:**

11.7.4 Requirements for the Bachelor of Fine Arts Degree

Year One:

- a) 18 Studio ~~Art~~ credits from ~~Fine Arts~~ FINA 1101, 1111, 1901, 1911, 1921, ~~and~~ 1931, **1941, and 1951**
- b) 6 credits from FINH 2101, 2111
- c) 6 credits from outside of Fine Arts **and Art History (see Notes below)**

Year Two:

~~a) Fine Arts 2101 and 2111~~

~~a) b) 12 additional studio~~ **18 -Studio** credits selected from FINA **2101, 2111**, 2201, 2211, 2301, 2311, 2401, 2411, 2501, 2511

~~b) e) 6 credits from 3/4000 level Art History (FINH) courses or from CLAS 3621, 3631, 3701 or 3711, 3721, 3731, ENGL 3621, FREN 2801, GERM 2701, HIST 4001, PHIL 2401~~

~~c) e) 6 credits from outside of Fine Arts and Art History (see Notes below) (CLAS 3621, 3631, 3701 or 3711, ENGL 3621, FREN 2801, GERM 2701, HIST 4001, PHIL 2401 excluded)~~

Year Three:

~~a) 15 studio~~ **Studio** credits from FINA 3101, 3111, 3201, 3211, 3301, 3311, 3401, 3411, 3501, 3511, 3601, 3611

b) FINA 3701 - Third Year Seminar

~~c) 6 credits from 3/4000 level Art History (FINH) courses or from CLAS 3621, 3631, 3701 or 3711, 3721, 3731, ENGL 3621, FREN 2801, GERM 2701, HIST 4001, PHIL 2401~~

~~d) 6 credits from outside of Fine Arts and Art History (see Notes below) (CLAS 3621, 3631, 3701 or 3711, ENGL 3621, FREN 2801, GERM 2701, HIST 4001, PHIL 2401 excluded)~~

Year Four:

a) 12 ~~studio~~ **Studio** credits - FINA 4801, 4811, 4821, 4831

b) 3 additional credits from 2/3000 level studio courses

c) FINA 4701 - Fourth Year Seminar

~~d) 6 credits from 3/4000 level Art History (FINH) courses or from CLAS 3621, 3631, 3701 or 3711, 3721, 3731, ENGL 3621, FREN 2801, GERM 2701, HIST 4001, PHIL 2401~~

~~e) 6 credits from outside of Fine Arts and Art History (see Notes below) (CLAS 3621, 3631, 3701 or 3711, ENGL 3621, FREN 2801, GERM 2701, HIST 4001, PHIL 2401 excluded)~~

Note 1: 24 credits from Art History courses are required as a component of the Bachelor of Fine Arts degree program and therefore a Minor in Art History is not recorded as a separate additional credential.

Note 2: CLAS 3601, 3611, 3621, 3631, 3721, 3731, ENGL 3621, FREN 2801, GERM 2701, HIST 4001, PHIL 2401 count as Art History courses and cannot be counted toward the 24 credits from electives outside of Fine Arts and Art History.

Note 3: BFA students who complete a Minor from those listed under section 11.2.18 or 11.3.21 (excluding Art History and Fine Arts), or a Specially Approved Minor (see 11.2.17), will have the Minor recorded on the transcript.

Rationale: The Fine Arts Departmental proposal, adds the proposed new courses FINA 1941 and 1951 to the BFA

requirements replacing 1901 and 1911 which we propose to remove from Year One (assuming these additions/deletions) will be accepted by Senate. There is a neutral effect on teaching resources and budgets with this proposed change.

In Year Two it removes FINA 2101, 2111(drawing) as specific degree requirement including them as one of the FINA studio courses at the 2000 level. The department no longer recognizes the special status of drawing to a Bachelor of Fine Arts degree. Drawing 2101 and 2111 will now be equivalent to all other 2000 level studio courses. Students entering Year Two of the BFA program will choose three media areas of the current five (drawing, painting, photography, printmaking, and sculpture). This allows students to choose areas of interest earlier and provides students more options in the focus of there BFA specializations. This change does not impact budgets or resources in the Fine Arts Department or the University.

The addition of the Notes should help to address confusion over which courses from other disciplines count as Art History and cannot be counted as courses from outside Fine Arts and Art History. It also explicitly states that students will not have a Minor in Art History recorded on the transcript as this is incorporated into the BFA degree.

5. CERTIFICATE IN DIVERSITY, EQUITY, AND INCLUSION

- The Academic Matters Committee recommends approval of the following certificate program to be listed in the calendar under Sociology to follow Honours in Sociology (Applied Option) and precede ‘Sociology Courses’:

The Certificate in Diversity, Equity, and Inclusion

Overview

The Department of Sociology’s *Diversity, Equity, and Inclusion Certificate* provides students with the opportunity to develop valuable knowledge, methodologies, and applied skills about the important issue of building an inclusive society free from barriers to full participation and engagement. Students develop their cultural competence by exploring the wide range of human qualities and attributes within a group, organization, or society including dimensions of diversity such as ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexuality, and socio-economic status. Courses examine the principles of equity in policies and practices to assess and improve their effectiveness in achieving fair, inclusive, and respectful treatment of all people. Course material reviews historical and contemporary injustices and disadvantages faced by particular groups. Students examine how to create opportunities and reduce disparities in opportunities and outcomes for diverse communities and to assist institutions and organizations in identifying and tackling barriers to create safer environments for marginalized people. Applied projects allow students to develop strategies that facilitate individuals’ and communities’ social inclusion in economic, social, cultural, and political dimensions.

The Diversity, Equity, and Inclusion Certificate is 18 credits earned as follows:

9	from SOCI 2111, 2121, 2211, 2221, 2231, 2401, 2501, 2611
3	from SOCI 3101, 3511, 3551, 4551, 4561
3	from SOCI 3701, 3711, 3731, 3781
3	from SOCI 3771, 4701

Other Calendar Entries Affected: Add the certificate under new section **11.8.43- Certificate Programs Available.**

Rationale Recognizing and implementing effective policies and practices that respect diversity, equity, and inclusion is a skill set that students will have competency in if they succeed in this selection of courses in our department. Employers value intercultural skills as highly as formal qualifications in the workplace, according to recent global research which surveyed employers working in public, private, and non-profit organizations in nine countries.¹ The research shows that despite this high demand for intercultural fluency, most employers say that education

Learning outcomes (*not for inclusion in the calendar but should be included on the Sociology Department website*)
The Sociology Department has carefully designed this certificate in Diversity, Equity, and Inclusion to teach students the specific set of theories, methodologies, and applied skills that constitute an academically valid certificate. This rigorous curriculum encapsulates the most current thinking on the topic and will give students and

employers confidence in the value and depth of the concepts and skills mastered. Students who earn this certificate will have achieved the following cultural competency benchmarks:

- Demonstrates understanding of the social construction of difference.
- Demonstrates knowledge of social processes of social identity, discrimination, prejudice, inequality, privilege, and oppression.
- Demonstrates an understanding of intersectionality and its impact for diverse populations.
- Demonstrates knowledge of the impact of discrimination and social inequalities.
- Demonstrates culturally competent problem-solving, or conflict resolution skills related to diversity.
- Demonstrates ability to communicate respectfully and have open and honest conversations across diverse individuals and groups.
- Demonstrates ability to apply and evaluate approaches or modes of inquiry used to analyze diversity, equity & inclusion and the social barriers to these goals.
- Demonstrates ability to theorize concepts of cultural humility which investigate the unearned advantages, privileges and power that derive from our own particular social location.
- Demonstrates ability to theorize concepts of critical reflexivity to identify how one's own actions/inactions are shaped by, contribute to, and/or challenge social power structures.
- Demonstrates ability to select and apply appropriate methods of inquiry to analyze complex questions about cultural diversity and equity.
- Demonstrates ability to conduct effective assessment, measurement, and research of diversity, equity & inclusion practices.
- Demonstrates ability to create equity-related learning policies and guidelines.
- Demonstrates ability to utilize tools and processes of review to identify and remove systemic barriers.

ⁱ British Council (2013). *Culture At Work: The value of intercultural skills in the workplace*.
<https://www.britishcouncil.org/sites/default/files/culture-at-work-report-v2.pdf>

Report to the Senate
From the Committee on Emeriti Appointments
February 12, 2019

The Committee on Emeriti Appointments met via email correspondence over the period of January 8, 2019 to January 25, 2019. It determined, based on the criteria set out in Policy 3002: Appointment of Professors Emeriti and Librarians Emeriti,

that the title of *Professor Emeritus* be awarded to **Ron Aiken, Thaddeus Holownia, and Hans vanderLeest**, that the title *Professor Emerita* be awarded to **Christl Verduyn**, that the title of Associate Professor Emerita be awarded to **Margaret Beaton**, and that the title of Associate Professor Emeritus be awarded to **Stephen Duffy**.

The committee ratified this determination via email ballot of committee members.

For the information of Senate, the criteria under Section 4 of Policy 3002 are listed below:

These titles will be awarded in accordance with this Policy to eligible faculty members and librarians who on retirement had at least 10 years of continuous service at Mount Allison as a faculty member or librarian. Emeritus status is not awarded posthumously and only one form of emeritus status will be granted by Mount Allison University to any one individual.

These titles may be awarded in accordance with this Policy to faculty members and librarians who do not satisfy the length of service criteria in the previous paragraph but whose service was exceptional.

'Retirement' is defined as meaning leaving the university's employ through 'early retirement' at age 55 or beyond or 'normal retirement', as per the definition contained in the University's pension plan.

Also for the information of the Senate, the committee members at the time of our meeting were:

- Craig Brett, the secretary of Senate (chair)
- Margaret Beattie, person with an emeritus position, elected by Senate
- Peter Higham, person with an emeritus position, elected by Senate
- Cheryl Hodder, appointed by the Board of Regents
- Peter Winters, appointed by the Board of Regents
- Karen Spracklin, faculty, elected by Senate
- David Fleming, faculty, elected by Senate
- Caroline Pomare, faculty, elected by Senate
- Samuel Unger, student, elected by Senate

Respectfully Submitted,

Craig Brett
Secretary of Senate and Committee Chair