

SIMON FRASER UNIVERSITY

MEMORANDUM

To The Registrar,

Secretary of Senate

Subject Arts Faculty Curriculum Changes

From Dean D.H. Sullivan,

Faculty of Arts

Date June 17, 1969

The curriculum changes shown in the attached papers have been approved by the Arts Faculty Curriculum Committee and have been endorsed by a referendum vote of the Faculty.

I now request that the curriculum changes be placed on the Senate agenda at the earliest opportunity.

D.H. Sullivan

FACULTY OF ARTS - UNDERGRADUATE CURRICULUM

PROPOSAL I

The following changes are proposed in the History curriculum:

I (a) History 100-3 Introduction to the Study of History

NEW
COURSE

A general introduction to history, examining some of the major problems which historians deal with and how they attempt to resolve them. The course will consider the nature and methods of historical study, philosophies of history, impersonal forces in history, and the problem of continuity and change.

(1-2-0)

I (b) History 495-5 Methodology and Philosophy of History

REVISED
COURSE

497-3

(0-5-0)

I (c) History 496-3 Directed Honors Readings I

NEW
COURSE

Ordinarily this course will serve as an introduction to the events and literature of a broad area of student interest. From these directed readings in a general field of study, the student will choose a more specific topic on which to concentrate future honors work.

(0-3-0)

I (d) History 497-3 Directed Honors Readings II

REVISED
COURSE

493-3

A continuation of History 496, with readings normally closely related to the proposed subject of the Honors Essay and directed towards its final preparation.

I (e) History 498-5 Honors Essay

REVISED
COURSE

494-3

The Honors Essay, written under the direction of an individual faculty member, will reflect a familiarity with the events and literature of a particular area of study.

I (f) History 499-18 Honors Semester

NEW
COURSE

A semester in which reading and research in a specialized area of study will be undertaken. Conducted in close cooperation with faculty, this 18-hour "course" will culminate in an Honors Essay, a work which shall reflect an ability to analyze and synthesize the events and literature of the specific subject being considered.

JUSTIFICATION FOR PROPOSAL II (a) History 100-3 Introduction to the Study of History

NEW COURSE. Replaces History 101 as the single course required of all History majors. History 101 will remain in the calendar.

This new course is designed to explain the nature of history, outline the problems it presents (and the historians' response to them), and introduce students to the methodology of the discipline. At present, History is perhaps the only discipline taught at this University which does not explain its basic concepts to the student at the introductory level. Such a course will enable the student more fully to benefit from subsequent courses in History.

I (b) REVISION TO THE HONORS PROGRAM

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I (f) A student intending to enter Honors in History shall make application to the Department's Undergraduate Studies Committee, ordinarily at the end of his fourth level. The normal sequence of Honors courses for all students in their fifth and sixth levels will be: 495 and 496. Before entering the seventh level, the student must choose one of two plans:

Plan A Designed to allow the student to pursue a broader education, this plan allows more choice of courses outside the department while still providing the student with the opportunity, through additional reading and the Honors Essay, to concentrate on a particular area of historical inquiry. The basic requirement for Honors students under this plan is fifty-one hours of course work in History, divided into seven 400-level courses and four Honors courses.

Plan B This alternative offers the student a chance to free himself from pressure typical of the semester system and to concentrate fully on further research in his specific area of historical interest, and on his Honors Essay. The basic requirement for Honors students under this plan is fifty-six hours of course work in History, divided into six 400-level courses, two Honors courses, and the Honors Semester. A student enrolled in 499 will not be permitted to take any other course for credit in the same semester.

The following outlines a typical program of study under the two plans (H-History; O-Optional; H495 to H 499- Honors Courses):

LEVEL 5

H 400-5
H 400-5
H 495-5
O 200-3
18

LEVEL 6

H 400-5
H 400-5
H 496-3
O 400-5
18

REVISION TO THE HONORS PROGRAM (continued)

Upon completion of level 6, the student must choose, after consultation with faculty, either Plan A or Plan B for his final two semesters.

<u>PLAN A</u>		<u>PLAN B</u>	
<u>LEVEL 7</u>	<u>LEVEL 8</u>	<u>LEVEL 7</u>	<u>LEVEL 8</u>
H 400-5	H 400-5	H 400-5	H 499-18
H 400-5	H 498-5	H 400-5	
H 497-3	O 400-5	O 400-5	
O 400-5	O 200-3	O 200-3	
<u>18</u>	<u>18</u>	<u>18</u>	

This revised program combines History 491 and 492, to avoid unnecessary repetition and to make problems of research more immediately relevant by combining consideration of methodological problems along with philosophies of history. The proposed program also will allow the student to do more reading in the area or areas of his interest and to investigate in greater depth his chosen topic in preparation for the Honors Essay.

History 499-18

With respect to 499, the department believes that this 'package' course provides additional advantages to the Honors students. Specifically, 499 is designed to free the student from the normal pressures of a semester in which he must meet the specific and varying demands of some four or five separate courses. The resultant freedom is not seen as merely giving the student more time to do the reading for and the writing of his Honors Essay. In addition, and most important, it is seen as giving him time to explore more fully methodological problems involved in his projected essay and to explore other disciplines, possibly through auditing courses in these areas, etc., which relate to his research. He will do this work under close supervision of an individual faculty member. The department believes that such freedom from normal course requirements is a desirable goal and that honors students are, on the average, most capable of benefiting from such freedom.

It should be noted that it would be the student's responsibility both to find a faculty member to supervise him and to choose the area of study. The supervision of honors essays would not count as part of the faculty teaching load.

June 18, 1969

FACULTY OF ARTS -- UNDERGRADUATE CURRICULUM

PROPOSAL II

The following new courses are proposed by the Philosophy Department:

II (a) Philosophy 407-3 Explanation

NEW COURSE Deductive, statistical, and contextual theories of explanation; causal vs. motive explanation; the thesis of the symmetry of explanation and prediction; the existence of historical and sociological laws; the role of 'versethen' in explanation; teleological explanation. (2-I-0)

Philosophy 473-2 Reading Course in Explanation

II (b) Philosophy 413-3 Philosophy of Perception

NEW COURSE An examination of the role of perception in the acquisition of knowledge. Topics to include: selected historical theories of perception; the nature of the 'given' in sense experience; the incorrigibility of sensation reports; the problem of perceptual error; the objectivity of observational reports. (2-I-0)

Philosophy 475-2 Reading Course in Philosophy of Perception

JUSTIFICATION FOR PROPOSAL II

II (a) Philosophy 407 and Philosophy 473: This course (lecture and seminar) is in the areas of Philosophy of Science and of Epistemology, which are major areas of concern. Several faculty members are mutually interested in this topic. As well as being an important topic for Philosophy students, it is thought by the Department that students from other departments --e.g., PSA, Psychology and History -- would wish to take the course.

II (b) Philosophy 413 and Philosophy 475: This course (lecture and seminar) is in the area of Epistemology and is the first ostensibly epistemological upper-division course. Upper-division courses in this area are needed to augment the History and Philosophy of Language courses.

As well as Philosophy students, the Department thought that Psychology students would be interested in taking this course.

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