

Proposal for an Arts Program - Faculty of Arts

One of the most persistant complaints from faculty and students heard at Simon Fraser is the absence of bold and imaginative curricular innovation outside the vertical departmental structures and the tutorial system. In order to correct this situation, the Faculty of Arts proposes a program which would have the following objectives:

1. To permit the offering for credit to undergraduate students of experimental, imaginative, co-operative, and/or interdisciplinary courses not easily possible within the present departmental structure.
2. To permit courses to be offered for credit of interest to undergraduate students upon student demand which do not ordinarily fall within the curricula of departments as they at the moment conceive them.
3. To provide a mechanism for the continual testing of the viability of existing departmental course offerings, and, indeed, of the existing grouping of departments.

The proposed program will be administered under the direct authority of the Dean of Arts. The Steering Committee, acting as a curriculum committee for the program, will operate under the following general groundrules:

1. Any course which a faculty member is willing and prepared to teach may be offered on a one-shot basis, providing credit granted does not exceed three credits for lower level courses and five for upper level courses. The Committee must ensure that the course would not normally be a departmental offering.
2. For a course to be re-offered, the Committee must see evidence (either through past enrollment or student petition) of genuine student interest, and of continued faculty availability.
3. Any group of interested students (in excess of 10) may petition the Committee that a course of their desire be presented in the program although an existing faculty member to teach the course might not be available. It will be the Committee's responsibility to attempt to find a faculty member to teach the course, either by obtaining release of his time from departmental obligations or by any other means possible.

Faculty members for the Arts Program will be made available in one of the following ways:

1. Voluntary effort on the part of an individual faculty member in excess of his normal departmental work load.
2. The obtaining of release time for members of departments, either (a) by voluntary contribution of faculty member's time by departments, or (b) by reimbursing departments for time hired.
3. Hiring visiting professors or outside sessional lecturers with funds at the disposal of the program.

August 27, 1970
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Arts Program - Faculty of Arts

Issues and/or Comments Raised by the Academic Planning Committee

1. Should not departments have to give up some of their lower level pre-requisites in order to provide room for those courses proposed under the Arts Program? In other words, if departments were willing to give up some of their lower level pre-requisites, it would appear on the surface that it would be possible to introduce the new courses proposed without the expenditure of any additional monies. Dean Sullivan responded that indeed it would be possible to do so, but in order to be effective, it would require that some constraints be imposed on departments so that they do not simply substitute other disciplinary courses for those that they were currently offering.
2. Will the offering of such courses lead to students taking them because it will be easier to obtain good grades? Because it will be offered with a one time commitment only, it was considered doubtful that the individuals who developed the course and requested permission to offer it would want to see it rejected for subsequent consideration because it earned the reputation as a course in which to get an easy grade.
3. Why does a program have to be solely in the Faculty of Arts as opposed to being distributed throughout the University? Dean Sullivan responded that the program does not have to be in the Faculty of Arts and that over the long term it is proposed that it be put under the responsibility of the Vice-President, Academic or the Vice-President for University and Community Services. It is proposed that initially it be placed under the Faculty of Arts in order to get the program under way and to provide some opportunity of assessment before it is expanded throughout the University.
4. Will it be possible for other faculty to bring cross-faculty proposals to the Faculty of Arts for consideration as a course to be offered under the Arts Program? Dean Sullivan indicated that this would be possible.
5. With regard to item 4, the Committee felt that if cross-faculty proposals are going to be considered, the Advisory Committee to the Dean ought to be expanded to include individuals from the other faculties as well as

those strictly from the Faculty of Arts.

6. Should there be constraints imposed upon the number of courses offered under this program and the number of such courses that an individual student can take as part of his degree program? It was recommended by the Committee that such constraints be imposed and that these issues be resolved by the Steering Committee in conjunction with the Dean of Arts and the Vice-President, Academic.
7. The program proposes that a pass-fail grading system be adopted with regard to certain of the courses to be offered under this program. Since a pass-fail grading system has not been approved by Senate, the Committee recommends that Senate give consideration to such a proposal.

August 27, 1970
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Proposal for an Arts Program

Faculty of Arts

J. M. Bumsted
March 4, 1970

Background

One of the most persistent complaints from faculty and students heard at Simon Fraser is the absence of bold and imaginative curricular innovation outside the vertical departmental structures and the tutorial system. A category of teaching offerings outside departmental programs (which are basically professionally oriented) was at the founding of the university intended in the General Education courses offered without credit to interested students. This program foundered over lack of student interest and lack of faculty interest as well, the two probably directly related. Since the opening of the university, the general direction of curricular movement, particularly in the Arts faculty, has been away from concepts of general education. The university administration has recognized the dimensions of the problem, and has discussed recently the implementation of a new General Studies program or Faculty on a university-wide basis. The best of intentions from above will founder in the face of great difficulties in promulgating and implementing such a broad university-wide program, however, given the general constraints prevailing at this university on such a level. The university General Studies program, even if brought into being, will face a good deal of opposition and inertia, and probably cannot be brought into operation with any rapidity. On the Faculty level, particularly in the Faculty of Arts, meaningful implementation may be more possible and much sooner, since there exists a good deal of sympathy within the Faculty for some such program. Such a program, brought into operation with all possible speed, could serve as a pilot program for university-wide reform and change, and could ultimately be merged into a general program if such came into existence. High-level administrative discussion of a university-wide program cannot be employed as an argument against the implementation of a faculty program of curricular experimentation in the areas of interdisciplinary and general education, since it appears very doubtful that the university program has generated any grass-roots support and it is clear that it faces complex political difficulties.

Objectives

The objectives of the following proposed Arts Program in the Faculty of Arts at Simon Fraser University are:

1. To permit the offering for credit to undergraduate students of experimental, imaginative, co-operative, and/or interdisciplinary courses not easily possible within the present departmental structure.
2. To permit courses to be offered for credit of interest to undergraduate students upon student demand which do not

ordinarily fall within the curricula of departments as they at the moment conceive them.

3. To permit faculty members to teach courses which do not readily fall within the teaching programs of their respective departments. Many faculty members have expertise or interests outside their own areas of specialization which are currently being suppressed rather than encouraged.
4. To provide a mechanism for the continual testing of the viability of existing departmental course offerings and, indeed, of the existing grouping of departments. Given the present knowledge explosion, it may well be that alternative divisions to those enshrined in our departments may prove more meaningful in the long run, and evidence from the Arts program, its successes and failures, should prove useful here.
5. To provide concrete evidence to faculty, students, and the outside world (both within and without the university community), that Simon Fraser's loudly proclaimed boast about experimentation and innovation is something more than self-delusion.

Administration

The Arts Program will be administered under the direct authority of the Dean of Arts. The individual immediately responsible to the Dean will be an Assistant to the Dean, who will be responsible for supervising administrative details and who will chair a steering committee composed of one representative from the undergraduate curriculum committee of each department in the Faculty, chosen by whatever means the department agrees upon. The steering committee's major responsibility will be to act as a curriculum committee for the program, operating under the following general ground rules:

1. Any course which a faculty member is willing and prepared to teach may be offered on a one-shot basis, providing credit granted does not exceed 3 credits for lower level courses and 5 for upper level courses. The committee's responsibility is to ensure that the course is fully articulated before permitting it to be scheduled; i.e., the faculty member must provide evidence that he has thought through the administrative and pedagogical implications of his proposal and has something more than a sexy title in mind. The committee must also determine the faculty teaching-load value of each course on its merits, and must ascertain that the course would not normally be a departmental offering.
2. For a course to be reoffered, the committee must see evidence (either through past enrolment or student petition) of genuine student interest, and of continued faculty availability.
3. Any group of interested students (in excess of 10) may petition the committee that a course of their design be presented in the program, although an existing faculty

member to teach the course may not be available. It will be the committee's responsibility to attempt to find a faculty member to teach the course, either by obtaining release of his time from departmental obligations or by any other means possible.

In general, faculty members for the Arts program will be made available in the following ways:

1. Voluntary effort on the part of an individual faculty member in excess of his normal departmental work load. This should be used sparingly, and only in the most extreme cases.
2. The obtaining of released time for members of departments, either (a) by voluntary contribution of faculty members' time by departments, or (b) by reimbursing departments for time released.
3. Hiring visiting professors or outside sessional lecturers with funds at the disposal of the program.

Proposals for courses will come to the program's curriculum committee, therefore, either from faculty members or from groups of students, and faculty members will be made available for teaching these courses by voluntary overloading, departmental contribution, departmental tradeoff, or outside hiring.

Funding

In order to make the program operational at the earliest possible time (hopefully as soon as summer, 1971), the Faculty of Arts requests of the University the sum of \$110,000 for the first three semesters of operation. \$10,000 of this money will be used for administrative purposes (secretary, office space, office equipment, etc.) and the remainder will be used by the steering committee to obtain faculty for the program in the ways outlined in the section under Administration. The ways in which departments can be reimbursed for released time are many and varied, and can be worked out only in specific cases. In general, however, \$100,000 provides salary equivalencies for 8 assistant professors, or enough manpower to mount approximately 50 hours of courses in each of three semesters. A department relinquishing the equivalent of a full faculty member for approved courses in the program over three semesters should in most cases expect reimbursement of funds to hire a replacement for a full faculty member for those semesters. In some cases, reimbursement may take the form of funds to teaching assistants rather than faculty members. The program may also use its funds to hire visiting or resident specialists, such as a film-maker or political gadfly, if there is demand for courses which could be taught by such individuals.

There is no way of predicting the subsequent demands which the program will make in the way of funding, except to suggest that if it becomes extremely successful and large numbers of faculty and students prefer non-departmental courses to existing

- 4 -

departmental ones, the time has probably come to rethink the organization and philosophy of the Faculty.

Program

The program itself will list its courses under the rubrics of Arts 1000, 2000, 3000, and 4000, depending on the level for which the course is designed. (Note: The computers will have to handle four-digit course numbers in the program, to prevent possible duplication as time goes on of one-shot numbers.) The faculty member and/or proposer of the course, in consultation with the steering committee, will assign credit (which may vary from one to five), specify enrolment limits (from a minimum of ten to an unlimited ceiling; it may be that some faculty members wish to be innovative in the SFU context and offer large lecture courses without tutorials), and grading practices (including pass/fail). No course should have any departmental offering as a prerequisite, although the faculty member may make clear that certain kinds of expertise (advanced statistics, limber muscles, etc.) will be expected of those enrolled. The numbers 1000 to 4000 will be employed only to distinguish the general audience the course is designed to appeal to (elementary, intermediate, advanced, super-specialized) and the course proposer may select his own numbering category. A sample semester curriculum might look something like the following:

Arts 1001	Greek Tragedy
Arts 1002	The Medium of Journalism
Arts 1003	Pollution and the Environment
Arts 2001	Seminar in Architecture
Arts 2002	Oriental Art
Arts 2003	Urban Poverty
Arts 3001	Contemporary European Novel
Arts 3002	Canada and Latin-America
Arts 3003	The Rise and Fall of the Roman Empire
Arts 4001	Autobiography
Arts 4002	Comparative Forms of Radio Programming
Arts 4003	Armenian Social and Intellectual Life

Other Programs

There is no other program of this nature currently in existence in Canada, although aspects of programs at the University of Lethbridge and the University of Toronto might be worth investigating in this regard. Fully articulated programs in the United States are relatively common, and a report on one such program (The Experimental College at Tufts University) is appended to this proposal as appendix A. Faculty members can undoubtedly suggest other relevant American experiences, but given the present climate of opinion in Canada, probably shouldn't.

MEMORANDUM

To: All Faculty
Subject: Proposed Arts Programme

From: Neville J. Lincoln
Date: March 12th, 1970.

A few days ago you received an abstract of Dr. J. Bumstead's proposal for an Arts Programme in the Faculty of Arts. As mentioned in Dr. Bumstead's memo, the full programme is available for reference in my office. Dr. Bumstead has now asked me to contact all faculty members and ask them the following question:

"If external funding becomes available and subject to your department being able to release you for the required number of hours, what interdisciplinary courses would you like to offer under this new arts programme if approved?"

It goes without saying that you will be required to present some proof of your competence in the area before being allowed to put on the course. Would you please complete the form below and return it to Hilary Jones.

Neville J. Lincoln

NJL/mhj

Neville J. Lincoln,
Chairman, DML.

MEMORANDUM

To..... Dr. J. Bumsted,
History Department.
Subject..... Arts Programme

From..... Dr. Neville J. Lincoln,
Dept. of Modern Languages.
Date..... April 8th, 1970.

Several members of this Department have responded to the enclosed memo which I sent out to our faculty at your request. I enclose their lists of courses they would be prepared to teach.

Neville J. Lincoln

NJL/mhj

Neville J. Lincoln,
Chairman, DML.

Enc:

NAME: U. Littmann
TITLE OF COURSE(S): English Ling. (basic) - 3
Equally divided between
Phonetics-Phonology / Morphology / Syntax

NAME: William R. Babcock
TITLE OF COURSE(S): History of the Symphony (formal development)
Music and its relationship to German Lit.
Piano Literature
Theory (Harmony and Counterpoint)

NAME: N. LINCOLN
TITLE OF COURSE(S): Buddhist Esoterology,
Indian and

NAME: B.C. GIFFORD
TITLE OF COURSE(S): RELIGIOUS THOUGHT
IN CONTEMPORARY LITERATURE

SIMON FRASER UNIVERSITY

DEPARTMENT OF MODERN LANGUAGES
CONTRIBUTED BY
THE DEPARTMENT OF MODERN LANGUAGES



BURNABY 2, BRITISH COLUMBIA
Telephone 291-3111 Area code 604

Dr. J. M. Bumsted,
Assistant to the Dean,
S.F.U.

Dear Dr. Bumsted:

This is in answer to your memorandum of 9 March re the new Arts proposal.

I find little in this to suggest that I can support it, and until I see evidence that there is a serious effort to restore standards in our present programme commensurate with what I consider to be those of a university, I shall not support such proposals. My fear is that these may constitute yet another loop-hole for the vague, the non-specific, the non-scientific (in the broader sense of the term).

Furthermore, I shall not support such proposals until these have been openly and freely debated by Faculty, because it is on the basis of debate that decisions of this kind required here can be made.

Yours sincerely,

A cursive handwritten signature in black ink.

G. L. Bursill-Hall,
Professor

GLE-H:dw

Office of the Registrar
Simon Fraser University
MAR 23 1970

SIMON FRASER UNIVERSITY

MEMORANDUM

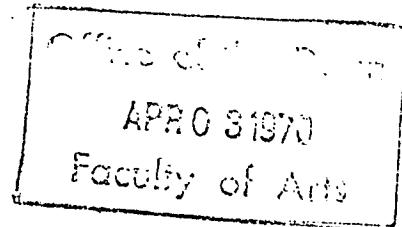
D. H. Sullivan, Dean,
Faculty of Arts
Subject: Proposed New Arts Programme

From: Ian Mugridge, Acting Chairman,
Department of History,
Date: April 1st, 1970.

At a recent meeting of the Department of History a motion "that this department endorses the proposed new arts programme and urges its speedy implementation" was passed by a vote of 19 to 2 with 1 abstention.

IM;wf

Done — *sig.*



SIMON FRASER UNIVERSITY

MEMORANDUM

To Mr. J. M. Bumsted: Special Assistant
to the Dean of Arts.From Philippa Polson: Chairman
Undergraduate Curriculum Committee
Department of English.

Subject Arts Programme Proposal

Date March 19, 1970

Your memorandum of March 9, 1970 and attached abstract (both of which were circulated to Faculty members individually), together with your Proposal for an Arts Program of March 4, 1970 were discussed at a meeting of the Undergraduate Curriculum Committee of the Department of English at a meeting on March 18, 1970

I have been asked to tell you that this committee is most interested in the Proposal and in your invitation to comment. Members wish to do this but they wish to formulate their opinion into a statement to come to you from the Committee rather than from individual members. Comments on your Proposal are now being discussed and it is hoped that there will shortly be something on paper to forward to you.

Your deadline of April 5, 1970 has been noted.

Office of the Dean
Simon Fraser University
MAR 23 1970

APR 06 1970

Office of Arts

TO: Dr. J. M. Bumsted

Assistant to the Dean of Arts.

FROM: Members of the Undergraduate Curriculum

Committee: Department of English.

(see end of document for names of members)

SUBJECT: Comment, "Arts Programme Proposal."

1. The following response to Dr. Bumsted's request for comments on "Arts Programme Proposal" represents a synthesis of opinions of the named members of the Undergraduate Curriculum Committee, Department of English, and should not be construed as the opinion of the committee as a whole, nor as reflecting opinion of the department. As of today, there has been no opportunity for discussion of the proposal in department meeting.
2. Although our response is in the nature of a counter-proposal, we have chosen to brief our response, rather than present a fully developed and detailed counter-programme, for several reasons. First, we wish to meet Dr. Bumsted's request that responses be in his hands by April 5. Second, while we are enthusiastic about the idea of innovation but in fundamental disagreement with the conceptualization of innovation reflected in the proposal, we therefore wish to identify an immediate position in regard to the proposal. Third, we have read proposals for innovation in curriculum drafted within this Faculty which do reflect our understanding of innovation, and which can be adapted to the needs of both faculty and students without creating the quasi-departmental structure outlined in the proposal. In our view, the proposal is something of a redundancy. We believe that

the sound, practical, detailed and interesting proposals already in existence prior to circulation of the "Arts Programme Proposal" should receive first consideration, in terms of eligibility for financial support, if Arts is really serious about "fostering innovation."

We wish to respond affirmatively to the invitation to think in terms of fundamental changes to Arts curricula, but we also wish to state a conviction that experimentalism in curricula begins neither at the level of funding quasi-departmentalism, nor at the level of funding actual departments, but at a level of support for individual faculty member and individual student, where experimentalism can be a process which blends guidance, investigation, interesting and absorbing work, and deepening mutual self-awareness, into a truly educative experience.

3.

Our response, therefore, takes the form of some counterproposals viz:

A. That academic planning for innovation in Arts curricula take cognizance of proposals as follows:

- A. 1. Faculty of Arts Committee on Interdisciplinary Study, a report with recommendations, 1967-68
2. Proposal by Professor P. Wagner, Geography, for an independent study programme and diminished prerequisites, 1968.

and distribute these proposals for faculty consideration and comment.

B. That the Faculty of Arts authorize for a BA degree, credit for a 499 course conceived and implemented by any department in Arts, on the model of the B.S.F. 499 course offered in the Faculty of Education.

Such a course to adapt the principle of one trimester's

work by one student, or a group of students, to the requirements of the discipline of the department concerned.

C. That the Faculty of Arts authorize credit for an equivalent course in lower division, i.e. 299.

D That the Faculty of Arts recognize the principle, and institute appropriate administrative procedures, for a "general" or "open" degree in Arts, for which the individual student is required to earn 120 credits in courses of his own selection, the sole requirements being:

- a. First 60 credits be in 100 and 200 courses.
- b. Second 60 credits be in courses numbered 300 and above.
- c. Student consult a Faculty adviser once a month.
- d. That 90 of the 120 credits be earned within Arts.
- e. Any shift to a regular programme must take place before 60 credits have been earned.
- f. A shift to a regular programme will necessitate completion of all requirements of that programme.

E. That steps toward making genuine experimentalism possible can be taken by implementing a system of "released time" for faculty involved with individualized student programmes.

F. That Honours Programmes, per se, be abolished, and that Honours degrees be awarded solely on the basis of grade point and graduating essay.

Philippa Polson
Philippa Polson
Chairman, Undergraduate
Curriculum Committee

R. D. Callahan
Member, Undergraduate
Curriculum Committee

Clark Cook
Member, Undergraduate Curriculum
Committee

Barbara Schillinger
Member, Undergraduate Curriculum Committee

J. Zaslove,
Member, Undergraduate Curriculum

M. Griffin
Student representative:
Undergraduate Curriculum
Committee.

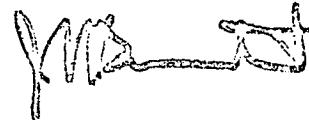
Michael Rust
Student representative
Undergraduate Curriculum
Committee

J. Fletcher
Student representative
Undergraduate Curriculum
Committee.

Richard Rathwell
Student Representative:
Undergraduate Curriculum Committee.

faculty for comments and reaction prior to forwarding the proposal
(available from your departmental chairman) to the University Academic
Planning Committee.

May I have comments - in writing - by 5 April, 1970 please?



HOORAY !!

(MORE LATER)

S. Alderman
English

SIMON FRASER UNIVERSITY

MEMORANDUM

To All Members, Faculty of Arts

From J.M. Bumsted,

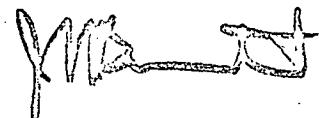
Subject Arts Programme Proposal

Assistant to the Dean.

Date March 9, 1970

Enclosed please find an abstract of a proposed new Arts Programme for the Faculty of Arts, which I am circulating to the faculty for comments and reaction prior to forwarding the proposal (available from your departmental chairman) to the University Academic Planning Committee.

May I have comments - in writing - by 5 April, 1970 please?



Dear Jack:

As I said today, I am very glad have this Abstract because I am very much in favor of what you are proposing. I hope the program is approved and fully supported: it has to be or we are more dead than anyone suspects.

Thank you for your good work.



10. III. 70.

OPEN HEARING - FACULTY OF ARTS PROGRAMMES

BUNSTED:

Well perhaps we can get on to why we have convened this session in the hopes that more people will be along. The reason for the choice of room, incidentally, is simply because this is one of the few rooms in which we can tape record easily and we're transcribing these sessions or this session which will be - and the transcription will be typed up and will be made available to the University Academic Planning Committee as part of the submissions that go forth on these new programmes.

Professor Kup is here representing the Middle East/African Studies proposal. Professor Carlson is representing the Archaeology proposal. Professor Garcia is representing, I hope, the Latin American Studies proposal and the Chairman will, as long as no one complains too loudly, speak to the Arts Programme Proposal so long as that doesn't too confuse the meeting. Let me say that the only sort of ground rules I have is that I'd sort of like to prevent people from making lengthy speeches on the ground that if they want to make lengthy speeches they can make written submissions. The point I would hope here would be one of dialogue rather than one of long oral statements. I would also appreciate it if people would identify themselves before speaking since otherwise the transcription of the tape becomes virtually meaningless. And, with those few sort of general ground rules in mind; that is to say: no long speeches, and prior identification of speakers if at all possible I'll declare this hearing open and hear from anyone who wishes to say anything.

How long is a long speech?

BUNSTED:

Two minutes; more than two minutes.

ALBERSON:
English

I have one question before we start on any of these articles. Are these - are any of these mutually contradictory in a sense that if the University grants money for some of them they are most likely to grant money for others?

BUNSTED:

Perhaps I should say a few words about that, at least as I understand the procedures. The procedures that they have set up is that for new programmes the Senate has constructed a University Academic Planning Committee. New programme proposals will go to the Academic Planning Committee where their academic merits are discussed and are then recommended to Senate for implementation on the basis of academic merit. The Senate then accepts the programmes on these merits and sends the programmes back to the Academic Planning Committee for funding on a basis of priority. We have absolutely no idea how much money is available for new programmes although new programme money is apart from budgetary money for ordinary operating expenses. I gather the way the procedure will work is that these proposals as well as others from the Faculty of Education and the Faculty of Science and other proposals for that matter, which are interfaculty in nature, will all go before the University Academic Planning Committee and be discussed on these merits, then go before Senate, then sent to this committee again for priority ratings in terms of the sum of money that you set aside for these programmes whatever that sum happens to be. Does that answer your question a little?

TEBB:
Phil.

I'd like to ask a question of you and that is I'd like to ask the extent to which Appendix A to the Arts Programme Proposal is intended to serve as something like a model of what might be established here?

BURSTEIN:

It is not intended to serve as a model at all. It's simply an illustration of what one University has done rather than a model. The general feeling was and is that any proposal has to be geared to Simon Fraser University and to the particular problems which are faced here, but at the same time I thought it would be useful if at least one functioning programme were included as an illustration of the sort of things that one might put into effect.

BURSTEIN:
Psych.

I have several questions. One is (this may take more than two minutes) but they are questions I believe in. One is what is the relationship between - what is implemented or proposed in this thing and the general education courses which now exists, the window courses, passed by Senate, and the so-called interdisciplinary programmes that are being studied by some committee, which apparently hasn't met in a year and a half. I'd like to know what sort of integration of these ideas, which seem to me to be the same ideas fundamentally, has been attempted? That's one. Two - is it not premature to talk about administration and mounting of interdisciplinary courses when we have never had a discussion on: 1. whether we want interdisciplinary courses; on 2. what are interdisciplinary courses? on 3. how are interdisciplinary courses on programmes administered? This seems to presuppose some answers to these questions or the implied meaning of interdisciplinary there is that a meaning different that I have encountered. Three - is there not in the introduction of the proposal a contradiction which starts off talking about, as so many papers do, numerous requests and complaints about the lack of X or Y and then goes on to say that the general education courses are floundering because of the lack of interest of the same people whom these requests are attributed to in the first sentence. Fourth or Fifth the intent philosophy of supply and demand I think demands some critical examination. That is, is a University a market place for supply and demand? How do you operationalize student demands? Does that mean ten students sign a thing and we give a course? What happened to the Academic standards? Cause these are other things that I think should be looked at. And lastly, after looking at the Tufts proposal in the calendar, these courses are quite different. As one might, with all due respect, these courses, if they are bold and imaginative and interdisciplinary, I don't see how they are, because the contemporary European Novel is a standard course in any English Department, Greek Tragedy these courses at Tufts involve bold innovations, they involve things like auditing three courses and getting credit for one of them - formal credit for one of them. They involve created workshops, they also involve, not being administered by the Dean's Office but having a committee of ten - five faculty and five students which is determining the curriculum in this programme. So looking at the sample of courses presented, I can see no difference between these courses and the courses currently being proposed and being

BURSTEIN: cont'd; offered in the general education programme number one; and two that programme is funded and approved. This calls for spending a hundred thousand dollars, which I have no objection to spending, for a programme which is not specified, which is not bold or imaginative or interdisciplinary in any sense. And looking around the University I can see many areas where that hundred thousand dollars could well be assigned rather than to this proposal.

BUMSTED: What of that series of questions would you like answered?

BURSTEIN: All of them, all of them I'd like answers to. I don't think there's been any, in the first place, I don't think there's been any attempt to look at these or frame this proposal within the current structure that is, the general education courses which are precisely what these courses are.

BUMSTED: Well let me start off by saying that the principle difference between these and existing general education courses is that these courses would be for credit = that's a significant difference between these, between these courses and existing general education courses. I think you'll agree that one of the problems with existing general education courses is that they are not for credit and it seems to me that is a fairly significant difference. To take - referring to the last question - you know, what you're doing is saying that I wasn't very imaginative ...

BURSTEIN: I didn't know it was your proposal or I would have used more respect.

BUMSTED: As long as it wasn't less. I drafted the proposal and was probably not as imaginative as I should have been in setting forth kinds of courses that could be offered within it. I just took some of the samples that's on there because I - in no sense can you say, in what direction faculty members will move in terms of innovation, I hope they would be innovative. Let me point out however that the one thing we can say about those 12 sample courses is that they offer whole part courses that were creating a difficulty to be offered within existing departments because of the nature of existing departments. As to the interdisciplinary aspects, I don't think a course has to be interdisciplinary to be innovative or imaginative. It seems to me within the Simon Fraser context, for example, that a first rate - let's say a superb lecturer who wants to operate a lecture course with no tutorials is being boldly imaginative and innovative, within the Simon Fraser context. Because the assumption always is that every course has to have a tutorial attached to it of one or two hours in duration. I don't think that you can - the Tufts proposal, as I say is only an illustration of sort of thing I know one University has done rather than a model for our own proposal. As far as the specific nature of those 12 four thousand courses which are being proposed or which I have written in, they're just things that came off the top of my head and

BURSTEIN:
cont'd

certainly you've indicated the bankruptcy perhaps in my own efforts at being imaginative and innovative - I didn't really intend them to be that anyway. They are simply illustrative of kinds of courses or titles of courses which might be included. As to the question of discussion of - general discussion of this kind of proposal - I think there has been a fair amount of that in various quarters. Perhaps not involved in your department but it's been involved in others.

BURSTEIN:

But my final question is what is the purpose of this programme. If we want to give credit for general education courses, that doesn't require a hundred thousand dollars and it doesn't require administrative structure.

BURSTEIN:

But these are not necessarily education courses.

BURSTEIN:

That's what I'm asking you, how do they differ from the general education courses?

BURSTEIN:

The purpose of this proposal - the Arts Programme Proposal - is to provide a vehicle for courses which cannot be, for one reason or another, put on within the existing departmental structure. Courses that don't fit into departments in terms of their existing priorities; courses which simply don't have a place in the faculty as the Arts courses for example do not, because we don't happen to have a Fine Arts Department. This is an opportunity to also give Arts students and others interested - as well as Arts students at the University - an opportunity to take courses which fit in a broad rubric under the Faculty of Arts, but for one reason or another, given the departmental nature of the curriculum that is in this faculty, are not being offered or cannot be offered.

BURSTEIN:

But that's my question. Why can't Greek Tragedy be offered as a general education course? Architecture, the modern contemporary European Novel? I see no reason that it can't be offered within a vehicle approved by Senate and funded now rather than proliferating the same sort of programmes every week in the University as a result of coffee house talk or something or lunch talk and starting all these programmes, which do not differ from each other. I'd like to know what reason aside from the credit, which can be changed, that everything you said can't be done within the framework of the general education courses?

BURSTEIN:

Well my answer to that would be why hasn't it been?

BURSTEIN:

Because no one's proposed that it be.

BURSTEIN:

Well, here's the proposal. All right

BURSTEIN:

A better answer is that there's been no interest as you have just said. The faculty and students are not interested in these courses or in mounting the programme.

BURSTEIN:

Perhaps not in that context they're not. If you find from this proposal comes a rejuvenation of the general education courses within this University; I would count that a considerable gain on whether or not this proposal gets adopted.

TODD:

I tend to agree with the skepticism of Professor Burstein on this matter. There's a kind of big lie that circulates around, mostly it has its source among student radicals, I think, to the effect that the curriculum is pretty much frozen and set and established and change doesn't occur and so on. In the examination though, not only in this University but any other University that I've been acquainted with, of the University catalogue, University catalogue over a series of years will show new courses constantly being added. In the catalogue just hot off the press, a day or two ago, for this University, my own department alone offers 8 new courses which hadn't been offered before and I would be willing to bet a dollar to a hole in a doughnut that if you examine that catalogue in connection with catalogues of previous years you'll find a similar case in other departments - new courses are constantly being offered. As for the courses which we have here before us in this Tuft's thing, they seem to divide into two sorts: perfectly respectable courses such as courses in the contemporary European Novel, which can be added within the present framework, and probably already exists in some department, and sheer junk, such as for example, a course permitting some adolescent pimple to write his own autobiography. Yes there's a course here that somebody signed up to and is writing his autobiography. The courses divide fairly neatly into that sort of thing. Now the most intelligent discussion in this whole appendix of the Tufts programme, is this one by this chap Carleton Ballery who I think is rather an idealistic sort of chap, but at least he sees this thing as an incipient trend towards the basic in education and in culture and I certainly won't again say that that's desirable; but if that's desirable then let's have it and the only way you can have it is, if we really want to establish some education in the basics of our culture, then for God's sake give us a Classics Department that teaches Greek and Roman and Latin languages, literature, history and philosophy. Because that's the basic, those are the basics of culture and our civilization and let's quit this hankering after courses in African drum banging and Chinese gong clanging and the other sorts of things that are being proposed around here in this University by characters who can't even write an English sentence. I'd absolutely be opposed to this kind of thing.

WEINBERG:
Psych.

As far as I can see your programme has only two purposes, presumably. One is to get some sort of interdisciplinary effort. The other is to introduce courses where they are not usually available in departments. Now with regard to the first interdisciplinary effort I think my own opinion is that you just consider this alone that there are much better ways for introducing a broad interdisciplinary programme, much broader than this, than by introducing a separate department. It could be for example, involve reducing prerequisites in departments and reducing the barriers for students now taking courses in the faculty in between departments and giving them credit for it and perhaps even designating an accumulation of credit with in different faculties and the different departments differently; for example B.A. interdisciplinary or something like that. Such that this is getting formal recognition. This could be a real interdisciplinary programme to which all departments could contribute. There is no reason why that couldn't be done ...

BUNSTED:

There are lots of reasons why it hasn't been.

WEINBERG:

Well this may be true; but there's no reason why it couldn't be done.

BURSTED:

I'm not sure who's the idealist here, the person or people who've made a concrete proposal or you who seek to oppose it by offering some alternative, which....

WEINBERG:

I tell you this - if I can go on just a minute - the second part introducing new courses, unusual courses. I like this idea but I don't think that it needs to be done within the structure of a separate department. I think new courses can be introduced within departments. Departments ought to broaden their curriculum. Psychology, which we think is one of the most restricted departments, in terms of the breadth of its offerings. But I think this would be the way to work. Let's say increase the number of courses within departments if the administration would support this in terms of the money which is involved we could put on courses like this within departments. I think that there wouldn't be much opposition to this. I'll tell you what I like most about the programme and that is, and it might be the nucleus and I think I mentioned this before, and if it was then I support it wholeheartedly, -I don't think it is really and I don't think it will ever be, but it could be the nucleus for breaking down all departmental barriers - that is to say getting rid of departments and have this thing expanded and blossom to the extent that you had a much greater number of students, you know, in this particular department than in any of the other departments pretty much as it is. I wouldn't mind seeing this at all; but I don't think that will ever happen; I think that's a mistake to do it that way. So to get back to my original point; I think the interdisciplinary effort is the primary consideration in this particular situation.

CRAWFORD:
Psych

We keep getting these proposals all the time; we've had the window courses passed by Senate and died someplace; and the general education programme died; and so on and I think we should get to the fundamental reason as to what, why these things keep cropping up and dying. And I think probably, in my opinion, the fundamental reason is that this University doesn't know what it wants to do yet. We don't know whether we want to have a great graduate school; we don't know whether we want an undergraduate programme; we don't know these kind of things and therefore these proposals keep cropping up all the time. It seems to be much more meaningful to approach this whole question would be to have Senate or the Board or whoever does these things come to some kind of a conclusion as to what the University is supposed to be. And then, once we have decided this, then it will be much easier to do so, to do this kind of thing and maybe you won't even need this anymore, we'll have decided that. We get these sort of spurious attempts, shall we say at liberalization or something, that's the first point I wanted to make. The second point I wanted to make is the general education programme failed for two reasons, in my opinion, first because people say there's a lack of faculty interest. In my opinion it's a bit more than that, it's a lack of faculty interest and competence. Most of us, like, me, are brand new Ph.D's fresh out of University or something, like that and we're just not competent to be deeply involved in an interdisciplinary kind of thing. Now it seems to me that a person who is sophisticated enough to be deeply involved in interdisciplinary kinds of things is more like a tenured Associate Professor with a number of books, or something like that, to his credit, or something like this. It's very difficult, extremely difficult to teach in your own area and it's far far

CRAWFORD:
cont'd

more difficult to give an interdisciplinary kind or be involved in an interdisciplinary kind of approach unless you're very sophisticated. So I think, again, this proposal here will not attract people; I think it will attract people to teach in it, who, basically, I know a number of people who are interested in it but most of them are people with uncompleted Ph.D.'s or something like this who think they have a broad view of the world and would like to get involved in something like this. But I really question how competent those people are to get involved this unless they've been around for quite a while. Thirdly the administrative structure you've got with this curriculum committee-steering committee - will undercut your own ideas because each of the members on that committee is drawn from the departments, from the curriculum committees from each of the individual departments. And though this is a good idea in many ways, I think it will hamstring the attempt to bring in a sense new and imaginative courses because the departments will foresee this as infringing to some extent, on their rights and shoot them down through the committee. Again it will be very difficult to give courses upon student demand because, suppose ten students petition for a course; it takes a certain amount of time to produce a course, I mean you've got to find somebody to teach it and you've got to get it on the calendar and so on. There's no way of knowing that these students will still be here when the course is to be put on; maybe 20 students petition and a year from now or even a semester from now when the course is put on they won't even be here; they'll be gone maybe, graduated or left or something.

BUNSTED:

There's nothing we can do about that. We have to, in terms of the new regulations that Senate has passed, we have to give 8 months less time for courses now anyway. Assuming you're correct about some of the students going away, all you're saying here is that this 8 months lead time is a ridiculous thing; I'd be inclined to agree with you but we're stuck with it, that's the way we have to operate now. I can't see criticizing the proposal because of the problems of the 8 months lead time because that's not ...

CRAWFORD:

I don't think it's right. I think what he meant there's a - we have a degree of timing - if somebody's credited with A's and B's and group C and so on, I see nothing about where they get the general education course programme. Would a person then be able to take all general education courses for a major or how would this work?

BUNSTED:

It's not a general education programme per se.

CRAWFORD:

Well whatever these are, I mean, are there going to be any restrictions on the number that a person can take? Let's go back - I want to go back to the second reason why the general education course failed and that is simply due to the time.... involved because the courses were quite heavy really; a lot of essays and things, so people didn't have the time to devote to these kinds of things. And I think this will be the same thing here, the students will register in these kind of things, they really won't count toward a degree very much, we don't know how, and they won't be able to devote full time to these. I think this was one of the problems with the Tufts proposal. So you'll end up with people registering in these things, as they do now in the pollution course in Science to get a bit of breathing space so that they can work hard in Psychology or do essays and I

CRAWFORD:
Cont'd

think that if we allow too many of these things it will slowly downgrade the academic standard of the University. I'm really quite worried about the proliferation of what I call pollution-type courses in this University which seem to have rather a low standard as far as I can see. And I think this could become the same kind of thing.

TODD:

Everybody recognizes that it's a - that students need to be able to take courses outside their own major field that seem to get rather narrow and specialized. And it would be a good thing for a student to be able to do this, but why can't it be done within the present structure by allowing non-majors and non-honours students in a field to take a course on a pass/fail basis? Doing all the work required of all the Honours and Majors in the course and getting just a pass or fail grade? We don't need this kind of elaborate set-up for that kind of thing. And that kind of system works very well in Berkley, I know from personal experience, and we do have lots of students in their first year taking one or two courses outside their own areas and broadening their education. As for interdisciplinary, I'm not even really sure what that's supposed to mean, in this kind of context. I could understand an interdisciplinary course if it was taught by two or three people from different disciplines. But I get the kind of feeling that what you have here is perhaps if I wanted to take a year off and re-read all the novels of William Faulkner or something, I could teach a course in the world of William Faulkner instead of a philosophy course and that would be somehow interdisciplinary. I feel that would be non-interdisciplinary. It would be a nice opportunity because I'd love to re-read all of Faulkner and I'd work very hard but I don't think it would be interdisciplinary and unless you have courses taught by two or three people cooperating very carefully and structuring the thing, structuring it so that it doesn't become, you know, a morphosis and get out of hand then I think it is really non-disciplinary not interdisciplinary. And that's one thing we want to decide, I'm sure, is whether we want interdisciplinary courses, such as the Arts 1 programme over at UBC where you do have people from different disciplines teaching the same course and working together on it; or whether we want a sort of non-disciplinary feeling like ...

BURSTEIN:

Can I sort of just get in here, you know, and I'll recognize Ken Burstein in a moment. It just seems to me that somehow or another all the arguments which people have advanced are very legitimate arguments and all of the interesting alternatives which people have are very interesting alternatives. My question would be: all right, why the Hell don't we have them? And why knock a specific proposal, which is trying to do something in terms of ideals which perhaps we ought to have but we don't have. This perhaps becomes a question of strategy, in my mind at least. It seems to me much more sensible to recognize all of the limitations of the Arts Programme, and God knows it has a lot, because among other things it's designed politically to be workable within the Simon Fraser complex. Well why get active because it doesn't have pass/fail or doesn't have this and doesn't have all these other things which no one has ever implemented at this University.

ODD:

I just want to say personally my opposition is so vehement because I think the cure being proposed is worse than the disease that we now suffer from.

BURSTEIN:

Why I get after it is because you know some day we're going to discover the wheel in about fifty years - it's like going through primary procedures. I think, Hell, why don't we hit it right on the head? There are some people here who would like to liberalize the degrees, there are some students who would like to; I'm one of the faculty who would like to. The way we do it is not to say you know, why don't we liberalize the degree; that's how the window courses and general education courses got in there. We always go in through the back door. We don't say this is the issue. Do we want to liberalize or don't we? We say let's, you know, develop let's mount these courses, they'll be a little easier and there's a myth that good Art's students can't pass Science courses; so you mount special Science courses, this is the argument in Senate when this thing was passed, to lure the Art's students in. If you want to liberalize the degree then you make a requirement like most universities have, especially those in the imperialistic country to the South where you have to take certain Philosophy courses, you have to take certain language courses, you have to take certain Science courses, that's a liberal Art's deg-ee, that's what it means. Now up here there's another problem; there's an economic problem in that, in terms of funding, you try to jam two years of grad training into your undergraduate programme and turn it into a professional degree at the same time. Well some day - this is where Chuck raises a good point - the University has never decided what it is; does it complement UBC, is it an independent autonomous institution that is going to try to be excellent, is it going to service the community, is it going to present a liberal art's degree? We've never decided these things. This is another back-door in, we said we don't have courses in some things; well we don't have courses because we don't have departments in them,. You can't have courses without competent people; and those people are usually in departments. Are we going to end up with a hybrid, residual wastebasket department? That has every course in the world that you can present minus what we have here, that goes into this? It would be nice to have an astronomy course. Should we stick that in there too? You can't have your cake and eat it too. If we need those courses then send up a proposal for a department of Astronomy or Classics. But this idea, without ever thinking about, you know, what the administrative procedures will be, in a programme of this kind, we just sit down, 1 to 5 percent of the University population say wouldn't that be a good idea, write up three or four pages and send it up. Someone else sends up another one and we end up with four programmes, one of which go anywhere. And while I agree with what Chuck said about someday the members of this University community should sit down and say "who are we and where are we going" that isn't why the general education courses failed. They failed because the students- in spite of saying that they're interested in education - not in green stamp three credit courses - are interested in three credit courses. They don't take those courses unless they get credit. They will never take them unless they get credit. A small segment, my apologies, probably will, they're interested in education but most of them won't take it because you won't give them any credit for these courses. And the best indication of what's going to happen to this programme is what happened to the window courses and what happened to the General Education courses. So why - I'm saying, here are so many things we could - we asked - most of these departments that we

BURSTEIN:
Cont'd/

represent - asked for faculty members; there's no money for faculty, we need those faculty members. There's Sabbaticals coming up, no one has every thought that's a typical thing in this institution too. There's a Sabbatical policy but there's no money for it, we'll get that later. The ideas go up, they're very vague and no one's ever thought about them; they're passed and then everybody says "how're you supposed to do this?" We need replacements for people, we don't have their money. Now we're going to spend a hundred grand to fund a programme that can easily be funded, and I certainly would support most of these courses, I think they're nice; if someone wants to take them I think that's great, I'm all for giving credit. But there's no reason to fund a separate programme here, I've yet to hear a reason, everyone of these courses can be mounted in general education. You can give credit for the courses and I think the thing that sort of irritates me, which makes me as sort of vehement as Professor Todd is, that anyone in this University or any three people can sit down and write up a proposal it goes past everybody, the Faculty of Arts has nothing to say about it. I'd like to know if this goes to the Faculty of Arts? This affects the Faculty of Arts, it affects its faculty, and I'd like to see it if the majority of the members of the body affected endorse this programme, not just four people or eight people who sent it up. Maybe a hundred percent support it. But this idea of little groups getting together and doing these goody goody things, I think that's improper in a University.

ROY:
Student

I'd like to say that I support the whole idea of this. As a student I'd be interested in taking these courses at Simon Fraser and I certainly like the idea of

KOPEL
Hist.

Excuse me if I may say so you've got my programme there. It's my paper you're reading. I'm glad to hear it anyway.

ALDERSON:

I'm astounded. I came here with the idea of supporting the first programme I've seen since the three years since I've been here that is practical, workable, and sensible, as a way of expanding and liberalizing the curriculum for Art's undergraduates. I served on an early interdisciplinary studies committee in the Faculty of Arts under Dean Matthews and we came up with one of the kinds of programmes that Ken Burstein is talking about and nothing happened to it. I've seen over that the first general education document, that fifty page document, and I know that nothing has happened to that and I got this in my mail box and I discovered that here was a case, here was a programme in which we had a relatively small - a programme which was conceived as a minor programme, both in terms of budget and in terms of faculty time - which would permit itself to grow if there were interest in it and which by the device of giving credit was very useful for - it was realistic as a programme, it gave realistic possibilities for growth, as the general education programme obviously did not. Further more I thought that since these courses were not connected with anyone's major, any department's major requirements that there was a kind of natural limit placed on the amount of education that any student would be able to receive from this and took that as hardly a political gesture but as a very useful one under the circumstances of certain kinds of resistance which might be met with in the Senate or wherever. I didn't expect to find such resistance in the Faculty of Arts which seems to me really to be non-resistance to

ALDERSON:
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the matter of this programme, to the practical aspects of this programme, but basically a kind of pig-headed conservatism that is really defeating education in the University.

EASLOVE:
English

Well I don't know how much negative comment has been made. Maybe it would be useful just for background to pick up something that Ken Burstein said. I really sympathize with what he says that nobody sits down and thinks about these things in terms of the long run possibilities. I think certainly that the faculty members should have a chance to debate this and talk about it. For a whole year I was the Chairman of the Academic Planning in Arts you know, the non-existent oasis, and I took this on a year ago because I told Sullivan that I was going to be here for the next year and I would be willing to spend my time on this and call meetings and really get something done. Well you know, this is really pushing the rock up the hill because I never could get going; every time I called a meeting very few members of individual departments showed up. I really had no support at all, from individual departments or from the Dean's Office, I think, whatever the reasons for that and I practically, you know, on certain points really begged and pleaded with Dale to get this kind of plan off the ground. Now why it never happened isn't something that you could explain but if it can happen how, if Burstein is right, it ought to be done with this kind of careful contemplation of possibilities. If it can be done now I would like to know how? Now can you get this kind of session going? You know some sort of careful planning could be done. My personal response to this proposal is that it doesn't go far enough.

BURSTED:

As the draftsman of the proposal I'll agree with you.

EASLOVE:

That if I were to find the one - it doesn't really isolate the problems that we have, I think, and I'd like to hear from students - really - what they consider the problems to be. Now from the top down it looks to me like the problems are just a tremendous amount of splitting of people's time, A kind of adolescent - in terms of ---- complex. Things that people are trying to accomplish that's that way. Would you say that this proposal could accommodate say, a special studies 499 that we would give 15 hours credit for? Accomplishing something, over a long period of time.

BURSTED:

Not initially, but I would hope that the initial proposal works out fairly well that that kind of thing can be added on in time, on the premise that this is a base to which can be added.

EASLOVE:

Yeah but what's the argument that the urgency of the situation is now the student's time is parcelled out, is categorized, a timeclock people are punching all the time. I assume this is the kind of thing that goes through people's minds when they're discussing this kind of thing. Why can't we have Arts 499 or, for example, a secondary new course of 299? Why can't we plot new courses like that. Is that something that contradicts this?

BURSTED:

No. Well it does in the terms of this proposal which talks unfortunately in many ways of three credit and five credit courses, because that's what we have. But I would hope, you know, I would hope that in the long run that other things can be added on to this kind of proposal. This one's kind of limited.

Notes on that early interdisciplinary committee also which was chaired by Matthews. There are a variety of reasons that nothing came of that. Primarily - and the primary reason was the structure through which programmes had to go. And the current procedures now is an attempt to get by that, that is to say to get things accomplished that can't be blocked at a lower level. And there is some virtue in that programme, you know, that I think should be open to discussion of the faculty. The point is that - or kind of help that I thought at that time was reasonable for the programme. We even talked about the possibility of getting interdisciplinary work between Arts and Science and the basis of this proposal was that several people would teach the same course from different disciplines. Why didn't anybody pick that up and plug it into the system and send it right now? It would go up just as quickly as this one would go up. I think that, perhaps you know, what you pointed out that this was a practical, new practical approach. My point is that that could be a practical approach under the new procedure and why couldn't we just send that straight up? That was teacher faculty. I'd just like to comment on the fact that you brought up the point that this is an approach somehow more practical than the other.

ALDERSON:

Just let me point out that it seems to me that the advantages is that it starts off small and it has a chance to grow and depending upon demand it could be formed by a committee which will remain relatively static as it grows. The advantage of the other was that it involved the development of a new department.

BURSTEIN:

I think the real thing here, which I think some people fail to recognize, is that this proposal really is no different than any of the other proposals, as I think Alderson implies, that have come to Senate. If you go back and read the fifty pages that reached your box it has the same aura of bold new experience and being able to be creative and doing the things that they want to do. The reason these things die is the same argument that accompanies every programme proposal that reaches Senate. The reason that they die is either, and this is something else that no one here seems really to accept, is that really there isn't even a small minority ready to exhibit an interest in the programmes that's why they die or that we don't have somehow the wheels to get them moving. Again I suggest to you that you can get everything in here done; unless you've got a set of some administrative structures for justifying a budgetary item of a hundred and ten thousand dollars, everything here can be done within the general education framework. Some of these courses have already been offered within the general education framework. There is no difference in the rationale for these as accompanied the window course or the general education courses; there is no difference whatsoever. The rationale's exactly the same. They all die and no one - and then someone says well let's do it again and then we end up with another name and another thing that dies.

ALDERSON:

Well do you think this is true though? There's a small minority at least five or six in the English Department who are anxious for this kind of chance in general education for...

BURSTEIN:

But how does the English Department feel about that? Taking them out to teach those courses? Well who's going to teach the courses in the English Department?

BURSTEIN: That's one of the advantages of this proposal is that it provides funds from the department to replace those people who are teaching here.

BURSTEIN: Yeah well that's one of the things that I think irks some faculty that we can't hire - we don't have a hundred thousand to hire faculty that we need but we have a hundred thousand to mount general education courses by people, some people have implied are really not competent in these areas.

ALDERSON: Asking for an additional hundred thousand to educate students not to hire faculty we need.

BURSTEIN: This sounds great to educate students I assume that the entire University budget is to educate students.

ALDERSON: We don't educate students without faculty to educate them. We claim to educate students that never get a thing through their heads.

BURSTEIN: That's true. We have a lot of programmes that sound very liberal and they educate students and they are utterly useless.

CRAWFORD: As a sort of an analysis I tried to sort of analyse some of the problems again as why this wouldn't work as general education wouldn't work. I'd like to point out why I don't think this programme will go either. I also don't participate in it because I know being an untenured assistant professor I know that for me to go and teach the French Novel and all other kinds of ... if I did something it's not going to get me a promotion, it's not going to get me a raise, it's not going to get me tenure and all those kinds of things. And this programme isn't going to go as far as I can see because people are not actively going to become involved in it. It'll last if some fundamental change in the nature of the University in the Tenure Committee in the Senate or something that means proposals like this are valued; because proposals like this aren't valued. And until that change occurs I don't see how this can go.

STUDENT: I'm just looking at everybody. It seems to put the whole emphasis on the faculty that means you ~~scum~~ to take for granted that the students and I don't understand the full context, you know, things aren't going to work because the faculty aren't going to do it. Well the thing isn't going to be even off that base if the students aren't interested in it. And either way, the way you're talking, there's no way I would want a course under either of you.

BURSTEIN: How many general education courses have you taken?

STUDENT: York University, I took a full year of it.

BURSTEIN: The one's here have you taken it? I don't think we're talking about this guy, we said students aren't interested in courses they don't get credit for.

CRAWFORD: A point of information in the Tufts proposal I believe there was a proposal for senior students teaching courses wasn't there in that Tufts programme? Well maybe this has worked. I mean then senior

CRAWFORD:
cont'd

students would become involved in this thing. I wouldn't become involved in it because I know what the score is you know, I've got a family to feed and so on.

KUP:

Can I suggest there are two other programmes to discuss.

BUMSTED:

Yes. Perhaps we could, for the sake of the other programmes, go from the Arts Proposal to some of the others and we'll try to come back for those who want to.

BURSTEIN:

Well couldn't we just schedule it for a Faculty of Arts meeting? It would be nice to have the approval of the majority of the members of the Faculty concerned rather than simply sending things up and forwarding to Senate. I think this is a proper discussion for the Faculty of Arts, which hasn't met for quite some time.

BUMSTED:

It is within your province to petition for a Faculty of Arts meeting at any time.

BURSTEIN:

I should think it would be a regular process. Not that one had to petition for it.

TODD:

As critical as I've been I nevertheless want to thank you for doing it because at least it gets discussion of the thing moving.

BUMSTED:

Well perhaps we could turn to the Middle East/Africa Studies Proposal. Professor Kup will, I'm sure, be happy to try to answer any questions about this.

KUP:

Yes I could but I said just now it is my programme with my own private notes on it. It is, of course, Mr. Stigger's work, who's called the meetings and I might add all the departmental representatives gathered to talk about this and we've had many meetings to discuss this over several months. It is an attempt to again begin to break away from the rigidity of departmental offerings and have offerings outside the departments like this one. I think some of the programme is being slightly misunderstood because we've got expensive, like all programmes do. But if you look at page 14 it does say that at least 9 credit hours would normally be obtained in a non-European language. This will allow sufficient flexibility to meet the needs of a student who is particularly interested in an area where Arabic or a Bantau language is not spoken. In such circumstances until a relevant local language is available competence in two European languages would be required to be taught by the Department of Modern Languages. In other words if I could also draw your attention to page 17 where the expenses of the thing are and I see everyone is worried about them - those heavy expenses under Arabic Speaker, Bantau Speaker and Swahili Speaker, which add up to a very sizeable budget, I think about two hundred thousand, there were one, one, two, three, four, five years. These are not considered to be absolutely essential at the moment. In other words this certificate of competence is very largely intended to be what we could put on here at no extra cost at all; this is really how this thing began; how discussions began. This is what the origin of the thing was. Having said that I would now be happy to answer any questions but I would like to hear more students asking questions and we had a nice discussion there and perhaps - this is very important - we have discussed it among faculty

KUP:
cont'd

already at some length and at several meetings and presumably the faculty have had a chance to say what they want or will have a chance later but I would imagine anyway we should cut short my colleagues and I would welcome reaction from students particularly about the languages.

STUDENT:

Which of these courses do you foresee dealing with actual cultural studies?

KUP:

Yes. Well you can see the PSA department, is heavily involved in the teaching and you can draw your own conclusions; and this is the intention that you should have Archaeology and Sociology and Anthropology and all the other things and not merely just History or Geography but you should also have those too; language is another thing and Economics is a ... as well. So you should, as it were, be a metropolitan type perhaps ...
country ... the lot of it; it doesn't hurt to ...

STUDENT:

I've got a programme specialty now but - well with the involvement with PSA, - I mean it's so hard to get into PSA courses now. We all know what kind of trouble PSA is having regarding teachers and the...

KUP:

Was that a question?

STUDENT:

Well

KUP:

Well I could say this about that, it's hard to get into many courses now because there's a squeeze on and most History courses for example have a ceiling on them. I think this is - I don't know why you should think about PSA in this way - and PSA isn't going to fold up on us. I shouldn't worry about that.

STUDENT:

Oh Well. Also in the History courses and there's quite a number of History courses mentioned here. Would these stay the same or be restructured or different content, you know, as to what the students want.

KUP:

Yes, well the answer to that is - to both your questions - is yes. In other words they might stay the same or they might be restructured. I don't think this is anything - and I'm not trying to dodge this question - it's just that we would have to see how this went but the History department is, in fact, thinking about replacing some of its courses already and so I don't think any, I think this is the nice thing about this University, no course offerings in any Department are fossilized. Perhaps we've had complaints that they're not fossilized though. But it is a living thing and therefore there's no reason why they shouldn't change under changing circumstances.

BURSTEIN:

I have two questions which may not interest the students. One has to do - really my basic objection, I think, to all these programmes is that they're called new programmes.

KUP:

This isn't a new programme, This is the whole point. Have you read our paper. It's not new programmes.

BURSTEIN:

Right I don't think it is either.

/16
KUP:

BURSTEIN:

Well this is the point we have not called it a new programme.

It's a field of concentration and it would seem to me that all it would require is a calendar entry and the agreement of the departments concerned in the courses being offered in that field of concentration. That's one point. Now the other point is that, and the other source of, in a sense of frustration, with me, is, that aside from what seems to be a proliferation of programmes and programmes there's a proliferation of administrative structures involved. And this particular administrative structure again, I know I would call into question; it is administered by faculty teaching in each given term. Now this means that, as I read it, it means that five or six faculty are going to administer the curriculum of this field of concentration one term they probably won't be on the next term. We get five or six different people. Now my experience from decision making bodies in this university is they're bad if they have a five year term. If you change them every term the result is chaos.

KUP:

Well I'd like to say two things about that. One is we don't envisage having to have much of a superstructure at all. We envisage possibly later on somebody who coordinates the programme who will not get any extra money for it but may get some money to buy postage stamps with, would be a part time secretary. But since we are not, and I repeat, we are not putting on extra courses in that sense, we are only using what's already available in the University, we don't see the need for a great superstructure anyhow.

BURSTEIN:

That's my whole point; it's a field of concentration which is more or less natural in many universities and consists of taking certain patterns of certain courses over various departments and this should be agreed on formally or informally between the departments concerned, it would seem to me. And it should be listed in the calendar, this is simply a request for a calendar entry change, from my point of view. The other thing that bothers me is that, I'm not sure I read it carefully, you said that some sort of certificate is given. I wonder about the value of that certificate actually I really - in some sense if I were entirely honest - I wonder about the specification of the field of concentration. I assume anyone who can read a transcript knows that this business of the Middle Eastern politics Middle Eastern languages, Middle Eastern Archaeology, or whatever it is but if we want to formalize that as a field of concentration that's fine; but I wonder whether this isn't going to lead to a proliferation of certificates of various patterns of courses and various departments, the meaning of which is yet to be defined.

KUP:

Yes, but of course I can't speak for whoever else wants to put a certificate on naturally, whether anybody does. But it would seem that it does require a little extra work from students rather than the ordinary straight B.A. and therefore it does seem reasonable to give it a name. After why write B.A. after somebody who made up his credits to see whether he's got one or not, even though you can carry this argument to almost any length. You don't have to have a piece of paper with Bachelor of Arts on it, even though ... And I don't see that this is necessarily an argument one way or the other. Now as to whether it's a viable certificate or not depends entirely upon Senate and what regulations it puts it under and what the courses are.

KUP
cont'd

WHITE:
Student

If they say certainly they're interested it will be the same as any other course that's taken in the University.

Contrary to Mr. Burstein I think more is needed than just a calendar entry. As an upper level History student what I'm interested in - what I can see is needed is more interdisciplinary - especially between History and PSA - cooperation. You go along and you pick up, you know, I'm interested in African studies and African history. You pick up the odd PSA course here that just happens to fit in maybe, ok. It doesn't work it's not just a calendar entry, you want some sort of structure that's going to get the people from PSA and the people from History - the faculty - who, that's where the responsibility lies, together to work out some sort of integrated programme for the students rather than leave it - you happen to run into somebody in the hall, some professor in the hall, and you happen to pick up his course, and it's great, it fits in. Wow. I'd just like to see a little more organization.

ALDERSON:

I really like this programme. I think if all departments put on a programme like this we'd have an interdisciplinary programme making them all combined. The certificate's fine - why not? I wish Psychology would do it so that they would, say, take courses in other departments, for the fulfillment of a certificate and get some acknowledgment for that. I can't see any argument against it. It fits within the current structure of the University, it's not going to cost much money, and it is an interdisciplinary course and if every department did it we would have an interdisciplinary programme within the University.

TODD:

Yeah, I was going to say, I mean we can print up nice certificates I don't really care so long as it's just done on the basis of some kind of greater coordination of our current course offerings and then it's just a matter, you see, of having the computer spew out the names every year of the students who have taken X number of courses and hand them a certificate, and that's fine with me. But this is really a proposal for some kind of programme that we don't have already and I'm kind of wondering what for? Why do you want these courses in African stuff? If we're going to compete with Queen's, for example, in staffing the department of External Affairs that's fine - let's say so and offer courses towards that, you know, purpose so that we can educate diplomats and so on. But otherwise what's the interest or value of putting on all these courses? I want to separate, by the way, the Middle Eastern proposal from the African one - because it's easy to justify the Middle Eastern proposal; after there's very close connections between Western European culture and civilization and Middle Eastern culture and civilization and languages. But I don't, if you're not really going to train some specialists in African studies, who are, you know, if you're just going to offer a lot of courses because people are interested, you know, a few people are interested in them I don't think there's any point to it.

KUP:

But that's the point, we're not just offering a few scattered courses. That's the whole point we don't offer a few scattered courses now. The whole object of the exercise is to integrate what we do offer more than it is integrated already. I don't see

KUP:
cont'd

why we should try and please some Government Department. I don't see that there's any relevance at all.

TODD:

Well because, look there's no - the fact of the matter is that true enough some Saharan Africans have various cultures in the rather degenerate and debased sense of the term culture, which is used by Sociologists and Anthropologists.

STUDENT:

By God!

TODD:

But in fact there is no culture interest, they have nothing to offer of any cultural interest in the sense of the term which one might use it speaking of a high culture. That is to say ...

STUDENT:

I have something to conjecture.

TODD:

Wait a minute. I know there is no Swahili Shakespeare

STUDENT:

I haven't seen anything like this since a boy-scout meeting.

TODD:

Well if someone will inform me of the name of a Swahili Shakespeare I shall be very happy to ...

KUP:

Gentlemen! I do object to this arrogance of people in here, they've been speaking

STUDENT:

It's a put on

STUDENT:

It's because of people like you that we need these bloody courses!

BURSTEIN:

Just one comment. That's why I say we need to define interdisciplinary. I don't think this is an interdisciplinary programme at all. An interdisciplinary programme means that you have people competent in different disciplines given the same problem, I'm all for that. In Psych, if we had cognition we'd have perhaps a neurophysiologist, a mass modeler, a psychologist, someone in the Bio-Sciences all addressin' themselves to the same problems and issues. The meaning of interdisciplinary that we're using makes the B.A. degree an interdisciplinary degree. It simply says if you take a course in PSA and you take a course in History and they're somewhat related it's interdisciplinary. That isn't what the term, in my experience, means. You have nothing but a checkerboard of related courses - they're not interdisciplinary in every sense. If I understand your comment that you meet a guy in the hallway and his course happens to fit in, that's exactly what this is.

BURSTEIN:

I hope we can play those comments back when we get back to the Arts Programme.

BURSTEIN:

But the thing is there's nothing interdisciplinary about it. It implies competent people in different disciplines looking at the same subject matter in a different way. Not some guy who ways I'd like to teach this course and there are ten students who want to hear it. It's very different.

MALLOVE:

That's just absolutely untrue, that you can define interdisciplinary.

BURSTEIN:

Do you define the absolute with Mr. Todd?

SASLOVE:

I'm talking about the traditional concept that interdisciplinary studies encompasses both problem areas as well as the kind that you defined. It encompasses something as far ranging as people coming together in under a special name of a college and living together and working together and studying together. It encompasses at least five different kinds of concept. The kind you just described is just one. It seems to me the History Proposal is talking about an area study.

BURSTEIN:

Well I'm suggesting that the only one that generates any addition in terms of knowledge is the kind that I'm talking about. Not when people talk about their subject matter from their point of view but when they look at different subject matter from their point of view, where they have a common ability involved. Interdisciplinary approach to what? Now you fill in the what, and you tell me how your system is an interdisciplinary approach to anything.

SASLOVE:

I myself believe this proposal that the Middle East and Africa is a problem area that no one person is specialized in and that if you bring a group of people together you can concentrate attention and information in a particular area. I mean is this so simple that it makes no sense?

BURSTEIN:

The Middle East is a problem area, it is probably, you know, has an infinite number of facets and I'm sure they'll all adjust themselves to some of these facets. But there is nothing interdisciplinary about what is being generated or what the students are getting unless they adjust themselves to the same facet of the problem.

SASLOVE:

Well I would agree with that.

BURSTEIN:

I'm not sure how bringing five psychologists together to talk about problems of cognition.

BURSTEIN:

That's not what I said. I didn't say five different Psychologists at all. That wouldn't be interdisciplinary at all. I said to bring in a Neurophysiologist, a mass modeler, a pharmacologist, a cellular biologist. Think how their different concepts which the other four don't know anything about.

BURSTEIN:

Ok. Sorry about that.

CRAWFORD:

I think this programme might have some more possibilities than we've really seen so far. For one thing it is, I think it can grow, I think, because the contents is based in the department where the power in this University seems to lie, and that people in the departments; if people in PSA and History and Modern Languages can in a sense become committed to this, I think there's a possibility of people becoming interested up here that might affect appointments and promotions add things. That's where the key lies in the thing and people could, I think, I think it's possible for this to be developed. And possibly also it could be used to loosen things up. For example if History will let people in from Modern Languages and some senior applicant History course without, you know, ten courses and so on. I haven't read the proposal so I can't talk about it too much. But it

CRAWFORD:
cont'd.

does possess some possibilities, more I think than the first one.

CARL ROGERS:
Student

One point that's continually being pushed is Academic competence to teach the courses. If you only have one man on campus who knows something about a course - if there's only one guy on campus who knows something about a topic, who's specialized in it. Who's going to judge the man's competence? On what basis is it going to be judged? And the other thing is, I'm wondering whether there's an accurate perception of what a B.A. is really all about? Finishing mine this semester I'm finding exactly what it's worth. I'm having to tell people I'm a grade 11 drop out to get a job. I'm finding that a B.A. as such is a great way to get a broader education; it's a nice way to stay out of the labour market for four years. But unless you're going to go on and get into the publish or perish game - except for very limited faculties of either the high Science or the applied Engineering type of thing you're not going to be using your B.A. to work in the field with which you presumably are specializing. I think that if you go ahead and ask the students up here the majority of them have been sucked in by the myth that unless you've got a B.A. you're nothing. I think the rest of society is starting to accept that unless you've got a B.A. you're nothing, you have to have a grade 12 to drive a garbage truck, but within four years you'll need a B.A. to do the same job. I think the broader a perspective a student gets on his own culture and the other cultures, I think, one of the probably best articles that has been written has been the Body Rituals of the Naleramena, to point out just our own ethno-eccentricities. And I think via that type of a perception we would realize that perhaps there are African Shakespeares. It will make people realize that some of the cultures have been around for three or four thousand years; most of them from the Middle East which was around when the culture from Shakespeare came were non-existent as civilized culture.

STUDENT:

I'd like to come back to Professor Todd's point, roughly, in that no one would deny that there are certain natural ties between the study of Political Science, Sociology, Anthropology and History and of Modern Languages and no one would deny that it would be nice if in all the courses that you could have some overlappings so that you can go on from a History course to a Sociology course and find some sort of natural ties. But it's also hard to deny that it's damn difficult to do that, in all areas. I mean, it would be damn difficult to coordinate all the History courses on European History and all the things PSA has to say about the situation in Europe. You know, if you could take it continent by continent; it would just be damn difficult and probably impossible to get all the courses coordinated in Modern Languages and History and PSA so that there would be a consistency in all of them that people want. So what's being argued here is that Africa and the Middle East deserve special attention in all this; if we can't have consistency in PSA, History, and Modern Languages and in every continent let's at least pick two and concentrate on them. Now what's the justification for concentrating on Africa?

KUP:

Well I can answer that one. Since the taxpayer already foots a large bill at UBC for concentrating on the Far East. because it doesn't make sense to spend a lot of money duplicating courses. If you want to study the Far East, and there's a heavy and good

KUP:
cont'd

collection of Chinese manuscripts and other collections, and it's very expensive - building up this collection - it doesn't literally make sense to do it all over again here, with our stricken finances, it doesn't make sense anyway.

STUDENT:

I take it the University now is that there's no University in Canada that's concentrating on African Studies so here's a chance for us to achieve special status if we concentrate on African studies?

KUP:

Well in fact we already have the biggest holding in any library in Canada, I think I'm right in saying, in Africana.

BAIRD:
Hist.

Very close to it.

KUP:

So it's not a matter of starting it, we're there.

STUDENT:

I see - so that your argument is that we've got a chance to make it as a History department, in DML, and some of the PSA Department. To make it as a University, to concentrate on Africa. And let's forget about Africa, comparative import of African History and European History but we could make it in African History so we should do that?

KUP:

Well the answer is the object of all this is to use better, the talents we already have here. In other words to coordinate them more fully and, and I wish some students would speak about this, who've taken these courses, to provide better some of the things the students find are a present lacking in these courses.

STUDENT:

Now this seems absurd because someone could go all the way through this University and take a liberal arts degree and never hear about Messian or DeBussy or Voltaire, I mean there are people who go through this University without being in touch with European History and culture the culture on which we are all based.

KUP:

We offer European History courses.

STUDENT:

Yes. But I mean it's possible for people to, at this stage, I mean the whole education process is so incompetent, it's possible for people to go through this University without getting in touch with their own culture. Now in light of this, the suggestion that we should extend great effort and a great deal of faculty time to come in contact with culture - with the African culture, which you know is necessarily more impoverished than our own and farther away from our own, necessarily more impoverished because they do-t - most of these tribes don't even have a written language.

KUP:

I'm not going to answer this question because I'm tire of it - maybe somebody else can.

TODD:

Yes. I just want to say that I personally am well aware that the intellectual heresy of culture relativism is rampant on this campus and that it is the wide spread belief that all cultures and all civilizations in all periods are of equal value. Someone pointed out to me a few minutes ago something to the effect that our ancestors were once

TOND:
Cont'd

savages. Quite true. Anyone objective 2000 years ago, looking at European painting their bodies blue and baying at the moon and comparing them with the Chinese would have had to say that the Chinese had a superior culture. They had a civilization while our ancestors were savages. That would have been true 2000 years ago; it is true today, however, that European culture and civilization, in terms of its value and its intrinsic interests, and merit is utterly superior to all of the current alternatives and there is no cultural interest, there is and can be no cultural interest in establishing this kind of programme as there could or would be in establishing a programme or a course in Italian music, or German Opera, French literature and so on. I am not opposed to an African studies programme but I want to know the purpose of it. If we're going to set up a, say, an Anthropology Department which specializes in African studies fine but let's get some better proposals than this. It just sort of looks like you're interested in proposing a kind of very liberal and culturally relativistic smorgasbord, and also that students can go through and taste a little of this and taste a little of that. Well I'm sorry they haven't had enough of their own culture; I'm just not satisfied really.

KUP:

May I ask a question then, just for a change? We have here a lot of criticism about the programmes that have been put out and how wrong they all are and how courses are supposed to be structured. I'd like to know why, when you ask for programmes to be put up all these people with these wonderful ideas didn't put up a programme themselves?

STUDENT:

They're too busy congratulating themselves on their superior culture.

BURSTEIN:

I'm not sure that's a relevant question.

BONNIE NELSON:
Student

It seems to me that I'm ... to what Mr. Burstein's been saying. You really have to decide are we a training institute or are we education.

BURSTEIN:

Right, right.

NELSON:

Why don't people get together and talk about what we're doing; what is it?

BURSTEIN:

We've just heard two people, two students, both intelligent I'm sure. One of them says how can you get through here not knowing who Voltaire is or Metternich or DeBussy. We have someone who says he can't get a job. If I had my way I'd tell him to go to a trade school if he wants a job, you should have been told when you enrolled in the programme that you can't get a job with an AB the same thing is true in Psych. But it the fact is - has he decided what he wanted to be? Then you would have these different philosophies generating all kinds of, you know, programmes all of which are antagonistic to each other. I like to comment on one of Professor Kup's, I have no objection to the content of either of these proposals. I object to the structure which always involves administrative structure, proliferation of names, I think these can be done very simply.

KUP:

Well I pointed out to you once we want a part time secretary.

BURSTEIN:

Right, I'm all for it, Utilize your facilities. That's great.

KUP: Can't utilize the administrative structure where there isn't one.

KOEPKE: It seems to me there's a great deal of misinformation. You don't even get the facts straight. You guys want to mount a proposal programme utilizing courses already in existence or not. Courses that we already have on the faculty, we already have people to teach, all you want to do is integrate them up a little bit and let people that take them say that they took them and get a little thing that says they took them. Is that right? That's all it is.

? Not really.

KOEPKE: Well what else is there? That's what I want to get clear.

KUP: The language, in future, not at the moment but later on when there's somebody available. There are students ... that would like to study Arabic and Bantu languages.

KOEPKE: Now of course that would depend on whether we take it..whether they like your programme or ..not, anybody who wants to take Bantu when then naturally you're not going to ever get a Bantu specialist. What, if in fact, you have .. programmes made up of people already here with courses already here and there are a lot of people that are interested in it and it's swell then we'll be reasonable about a Bantu specialist someday. It seems to me that this argument is over nothing.

TODD: Just as a point of information how many of the twenty or thirty of the Bantu languages are you going to offer. I mean Bantu is not the name of a language; it is a family of languages.

KUP: I happen to teach Africa; I know about that, I know

TODD: Well how many are you going to offer and what, you know,,

KUP: Is it likely we're going to offer more than one? I mean is it?

TODD: The proposal says

KUP: I mean really, I can't take the speaker seriously because of the sort of

BUMETED: In the proposal it says Swahili speaker maybe that will clear it up for you.

TODD: Well, you know, look, if you're only going to offer one then, you know,

STUDENT: The reason for offering just one happens to be in the report too.

STUDENT: It doesn't seem to me to be

HASLOVE:

I don't see any inherent...
the proposal....
like to ask a question. To what extent is the success of this
programme dependent upon the certificate? Now suppose one of the
fears and anxieties that you're raising is that the people are
going to shout opportunist at the faculty the grand empire-
builders. I mean this is going to be hallways of the faculty I
mean I think it's good that it's here. But to what degree is the
success of the programme dependent upon status or identity in
terms of a certificate or with simply on the transcripts BA in
African Studies be sufficient?

KUP:

Well I don't - it wouldn't really think you could call it a
B.A. in African Studies or similarly a competence in African
Studies. But if you read the programme you'll see it takes a
certain competence to do just a little bit more than you would
do normally, to take the ordinary B.A.

HASLOVE:

More than an Honours

KUP:

Slightly more. This depends of course on whether you're going to
study Bantu or Swahili or whatever it may be. Which might well
cost very little if someone had for example, an example of this,
if one had for example a graduate student in the Pestology Department
from East Africa, which might well happen; he might well be glad
to pick up money T.A. in teaching Bantu in this context. Now and
therefore this is a pity it won't be but this is really and most
truly interdisciplinary.

STUDENT:

We are talking about the allocation of resources. It would be
possible to have the kind of coordination that's being suggested
here on every area of the world; on the Middle East and on Africa
and on Europe and South East Asia and China and the Soviet Union.
It's just impossible for this kind of coordination. Now this
suggestion made peculiarly by an Africanist, is that all these
departments should focus on at least Africa and a couple of others.
There are resources at stake here, resources of faculty time and
faculty interest. You're not suggesting they put a lot more work
into teaching those courses in coordinating them..

MOUL:

History Student

It's not necessarily what you say. It's adding people to other
departments and leaving nothing to the students to go into
specialized area of studies. It just so happens that Africa and the
Middle East are not offered anyplace else in Western Canada and
this is an opportunity here and as a History student myself I find
a large gap with the courses that we have. Right now I'm not getting
what I want out of these. I need an interdisciplinary approach;
I need some Geography, I need some Economics, I need some Languages.
Language primarily because that's necessary for an Africanist or
a Middle Eastern.

WHITE:
Student

As I understand this proposal it's not necessarily so much just
increasing of just work. As I see it all it would require is
just a little more coordination between courses offered in PSA
and courses offered in History, which do, as you say, tie in.

WHITE:
Student
Cont'd

This would just imply a little more coordination between the faculties when these courses are offered. To be of more benefit to the students, let's have less random.

POLSON:
English

I would like to ask the student here you use the expression that you needed more interdisciplinary something. What I want to ask you is what are you looking for that you can't get now? Because in planning your own schedule you go around and you have this from History, this from - what does this proposal give you?

MOUL:

It gives me a language that I don't have right now. And I don't have any opportunity of getting it unless I go down to the United States.

POLSON:

Is the whole thing turning on this language bit? Because as I understand it there was a Swahili teacher in the Dept. of Modern Languages in the early days and he left for lack of customers. And he was dying to teach and he's gone back to Africa. So that you can't sort of conjure up demands by waiving a magic wand and saying here's a man who can teach Bantu.

KUP:

I thought it was Hindu wasn't it..

GARCIA
DML

No. No. I am from Modern Languages was a Swahili specialist and he was never offered in the programme of Modern Languages and so he was never in the calendar so...

PAULSON:

Oh I see. I beg your pardon. But he never had a chance to teach it this is what I'm getting at.

KUP:

It may well turn out that we have, for all I know, a Swahili speaker on campus now and we're just not making use of the talent - I have no idea.

POLSON:

Can I go back to my question that the only thing then that this programme would give you that you can't at present get

MOUL:

Uh huh right now it would be a language and there's also in the Geography department they are starting up a Geography course in Africa which would be of aid to me. Right now I can get, like you say, I can get courses in PSA that are sufficient for what I want but this would make it complete.

KUP:

I would say of course there's also the matter of Economics and there are Economics in Africa within developing countries.

POLSON:

That's not developing now.

KUP:

No quite, and this is another thing that people would like to see.

POLSON:

So really your proposal is to ginger up other department in this direction.

KUP:

Sup. Yes, yes, quite.

BURSTEIN:

Do you remember when I asked you what the meaning of certificate and you interpreted that as meaning within the University, I mean outside and as someone else has pointed out the meaning of the degrees you know, and AB degree is a piece of paper. but that paper is, in a sense, translatable into the language of other Universities. The certificate I'm not sure is and really I think what several people have either explicitly or suggested it, is rather than sending up a certificate proposal, that the departments involved should get together and offer an AB degree in this thing instead of stoking it with these beautiful words of interdisciplinary, which really don't apply...it isn't interdisciplinary and just evolving a programme which consists of courses like any other programme in the university, interdisciplinary or not, and offer a degree in African studies.

KUP:

If you read the programme carefully you will see that you can't get a certificate or be recommended for one until you've fulfilled all the requirements in the department, whichever department you happen to be in, because you still are in a department, all the requirements for a B.A. And therefore it is quite translatable in any other language because it's still exactly the same translation.

BURSTEIN:

Could we have, say, perhaps two or three more minutes on Middle Eastern and African studies and then give Latin American studies a chance?

POLSON:

Do you require more than 120 credit hours for a B.A. for your programme?

KUP:

I think that's a hard question because Professor Stigger's worked it all out...I think with the languages the answer's yes - just a few.

POLSON:

But the things like the English Honours programme would pass?

KUP:

Precisely.

ZASLOVE:

There's one question that I think that probably fits into the Latin American Studies as well. To what extent is the Dean's Office ready to fight in Senate for and relevation of pre-requisites in departments as such in order that, say, this B.A. in History along with a certificate of competence and in order that other kinds of, you know, interdisciplinary course proposals can get off the ground? So the students don't have to be, you know, riding three or four rails at once?

PALLOGI:

Is an honours degree in do?

BURSTEIN:

Well if I may answer that question by saying this particular representative of, from the Dean's Office, would relish a chance to fight in Senate on a concrete proposal for reduction in pre-requisites. As a matter of fact this particular representative

BUKSTED:
Cont'd

of the Dean's Office at one time seriously proposed the elimination of all pre-requisites and co-requisite requirements in this University.

ZASLOVE

Where. Where did you propose it?

BURSTEIN:

In the History department. Which approved of it in principle and then we saw it disappear into the blue as is so wont to happen to proposals of that kind.

KUP:

How do you get proposals on the department.

BUKSTED:

They never did as a matter of fact but that's neither here nor there. I think the answer to your question Jerry is that what is needed if these people feel that it's needed, is for someone to come forward with a proposal for dropping pre-requisites and co-requisite requirements. Unless we have one we

BURSTEIN:

Why don't we get back to what I said was the issue that none of us will face? That we want to liberalize the degree, which is what you call dropping the pre-requisite, but we do it through the backdoor every time. All we have to do is, as you say, limit the maximum number of requirements, you then liberalize the degree.

BUKSTED:

No we have to do two things Ken. As far as dropping the pre-requisites and co-requisites requirements we offer the opportunity for liberalization of the degree. We don't, by doing that, per se, liberalize the degree.

BURSTEIN:

OK But that's the issue that we always get back to because that really lies at the base of a good many of these proposals. And we do it in ways, you know, that are circumspect that nobody knows what we're doing. And we throw these labels on it 'interdisciplinary'. Ten years ago you threw 'existential' or something that has nothing to do with the programme at all. I mean we have never faced the issues in this University.

BUKSTED:

Well that may be true but you know, there are two separate issues. One is the liberalization of the degree requirements and the other is alterations and changes of what people within the existing degree requirements can do. It seems to me that these are separate things and while they may be joined together as Professor Zaslove suggests by the process of reducing pre-requisites and co-requisites to make it more possible for students to have more flexible programmes that doesn't necessarily follow, that is, there are separate questions, these are separate questions, because you can liberalize the degree requirement for if indeed what the students can take for courses are only the existing illiberal courses then you haven't liberalized anything at all.

POLSON:

What's a illiberal course?

BURSTEIN:

You mean the courses in the interdisciplinary studies?

POLSON:

What would you mean by new liberal course?

BUMSTED:

A new liberal course - well I would define myself - and I really shouldn't, as chairman of this meeting, shouldn't be speaking of course but I'll speak anyway. A new liberal course is one which has a professional orientation, which is one in which the faculty members will teach the course with the notion of forcing students to do exactly what he had been forced to do in order to get to be a faculty member. In other words, you know,

BURSTEIN:

That's an old war-cry; that's not a course. It's a student war-cry.

POLSON:

May I ask again what one awfully terribly simple question of a - is interdisciplinary, can it mean anything else except administrative structure? Isn't it - doesn't it boil down to who pays the wages?

BUMSTED:

Well interdisciplinary it seems to me, you know, what you have to define, before you define interdisciplinary, is what you mean by disciplinary...

POLSON:

At the moment it's administrative isn't it, because you have the faculties and the sub-divisions, and the departments, the budget...

BUMSTED:

That's only one way of getting into the whole problem of interdisciplinary. We raised the question earlier about whether one man can teach an interdisciplinary course. Professor Burstein thinks it unlikely that one man could teach an interdisciplinary course. I'm not so sure that if, by disciplinary course, we mean, as we do at Simon Fraser, a course which fits into one faculty of Arts eight, or with professor Carlson's proposed department, nine departmental disciplines; then you have nine disciplines to play with and anything which is inter those nine disciplines, then becomes interdisciplinary.

POLSON:

But don't we have electives out of which a B.A. is built. Some place ..

BUMSTED:

All of the electives in this University are within departments. And so that what interdisciplinary, you elect to take and you get at best a multi-disciplinary course.

POLSON:

The nucleus is within the department, but the surrounding electives

BUMSTED:

No. the surrounding electives are somebody else's department. Are they not?

POLSON:

Oh I see what you mean! Then that comes back to my original question that interdisciplinary was a matter of administration. In order to have some...

BUNSTED:

Well it's a matter of frame of mind as well, I think, as well as anything else. But it seems to me, you know, that to say - this gets back to the question of reducing pre-requisites and co-requisite we reduce the pre-requisites and pro-requisites and then say all right you are now free to take more courses in other disciplines than the one in which you have a major. You haven't necessarily done anything except give a student an introduction to a variety of disciplines.

POLSON:

The problem remains similar - it's a re-distribution.

BUNSTED:

Yeah. That's all you've done really by doing that. Well perhaps we can turn, if we can, to Latin American studies. Professor Garcia is here to - Would you like to say anything?

GARCIA:

I'm just going to touch some few points that perhaps differ from the Middle East/African Studies. Basically this programme is more or less the same. The difference perhaps is in two areas. In this proposal for Latin American Studies we are asking for introducing two courses that hopefully will be interdisciplinary, or cross disciplinary. And these two courses; one will be in the lower level credit, lower level courses; and the other in the upper level courses. It means 200 or generally speaking whatever the number is going to be and the other in the 400 level. Of the two courses one is going to be an introduction to Latin American Cultural aspects taught conjunctively by two or three professors one from History, Latin American Literature, a Geographer, an Ecologist, or so forth. And the same thing in the 400 level. This is called an interdisciplinary seminar which is going to consist of, I think, for a topic taken by a group of professors that are going to be on campus for that particular semester. And take for instance Cuba today and take literature, Political problems, Cultural problems and so forth. Other topics like indigenous problems in the cultures if the Andes and so forth. This is a distinctive picture and I suppose in that area we are asking for some budget to pay many of the faculty, for that proposal I think, to buy up one person at a time on faculty from these particular departments that are going to be involved, in those courses. The programme will then consist of a - the core will be a regular B.A. degree in any department participating, or any department of the University for that matter. And this particular number of courses that are already taught and are already in the Calendar in History, Geography, Modern Languages etc. are going to be coordinated, there's nothing new to do to this coordination and they will have this type of - we haven't... but concentration of Latin

American Studies. I think the reason why we didn't ask for a B.A. degree in Latin American Studies was that perhaps, looking at the practical point, of appointment of students in this concentration, in the kind of my extent of the relations with Latin America and other things, some students might like to have the traditional B.A. so I will say B.A. in History - concentration in Latin American studies; B.A. in Spanish Literature - concentration in Latin American Studies; and so forth, and just broaden their area

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GARCIA:
Cont'd

CRAWFORD:

of concentration.

One point I want to raise, having lived in Canada all my life, I'm fairly familiar with what people are interested in here. And there always has been a lot of strong interest in Africa because of our connections to Africa, our connections are rather strong through the British Empire and so on and we've been involved there for three quarters of a century or so. In general there's been very little interest in Latin America and I'm really quite doubtful if there is very much interest in Latin America. I'll just give you an example of statistics, in the field of University Service overseas, two thirds of our volunteers are in Africa; about 5% are in Latin America and I'm somehow doubtful really how great the interest will be in a Latin American/Asian programme, - a Latin American Studies programme - irrespective of how good or how bad it is.

GARCIA:

Can I answer that? I think a recent development... in the actual revision in the Government of Canada is showing that there is interest in Latin America. The outlet for American goods going to Cuba as Canada. Few .. are contemplated as opposed to the opening in Latin America. And I think Canada is revising perhaps its International Politics in looking back to the hemisphere. Let me mention, perhaps the founding of the learned society of Latin American Studies last year at York University. In the business world there is - what is it? - an association for Latin America in which all main industrial companies are represented.

BUNSTED:

How is enrollment in your courses in Latin American? The existing courses at Simon Fraser?

CRAWFORD

Well it is quite meagre...

BUNSTED:

I think that's probably

CRAWFORD:

How many students in introductory Spanish as compared to Introductory French or something like that?

GARCIA:

I don't know about French.

CARLSON:
Arch.

More in Spanish, its easier.

GARCIA:

Anyway there is the History Department; History 244 - 51 students; History 451 - 15 students; History 452 - 17 students; PSA 342 - 20; PSA 342 - 32, that's in the current semester; Latin American Literature 23; in translation-and introduction to Latin American Literature 6, that's without counting the students involved in languages because languages are a skill and we have already the languages established. I think that altogether the Spanish division has about 200 students in different levels.

CRAWFORD:

Another point that's what I'm basing my figures for some students in terms of Canadian University service overseas. Almost everybody we've got in Latin America are paramedical engineers which we don't have at Simon Fraser.

GARCIA:

I think the reason why CUSO - this is a - I think Latin America is getting momentum now, I recognize it perhaps, a new interest, a new link with Canada but that doesn't mean that it's going to stay our way.

BURSTEIN:

More highjackings - plane highjackings, to Latin America than to Africa.

KUP:

I think possibly one explanation is that there are a lot of French speakers in Canada, as we all know, whereas there probably aren't so many Spanish speakers. And therefore there are many people who would naturally be qualified and very useful because there are apart from French people who have completed this... to speak French that are extremely useful in the developing world. They are not tainted in this way and they are very valuable and very welcome. And this may explain, and there's no earthly reason why if we don't teach them Spanish, they wouldn't be just as valuable and just as welcome in Latin America.

CRAWFORD:

Actually I'm not sure this is true. As far as employment and this kind of thing in Latin America, Latin American people are nowhere specialized have rather a surplus of teachers, unemployed teachers by the hundreds in Latin America and this sort of thing. If people expect to use this kind of person, it's best to get a b.A. in History and go to Latin America and actually do something, he just won't get a job period.

GARCIA:

You mean there's teachers unemployed in Latin America?

CRAWFORD:

Yes I think it's true. One of the countries I've got statistics on one in ten.

GARCIA:

I don't think so; I think it's the other way around.

CRAWFORD:

All right against statistics again Simon Fraser has never been able to place a CUSO volunteer in Latin America.

BURSTEIN:

It's inevitable ... they don't know anything about Latin America.

GARCIA:

All right we'll start sometime.

CRAWFORD:

They will start - we have some very good candidates, there's just no jobs for them. We could place engineers. I'm not arguing against your programme, I'm just warning you.

GARCIA:

I think progress probably is the matter, as with Asian people as well it's the matter of language barrier as well. In other words it's very easy to send people to Barbados or to English speaking Africa and also because of the system. If you have within the Anglo-Saxon system it's easy to talk. Transfer to a Spaniard

GARCIA:
Cont'd

or to an Italian and you see what happens in official papers, the way the means is very different and probably the approaches have never been ... Nevertheless now the basic ... Latin American Studies this year in the graduate level and the outstanding people and they have, I don't know, ... people right now in Latin American ... maybe it will work.

CRAWFORD:

I don't want to push the issue, I just want to warn you that from my sort of information from CUSO, and to my own personal experience of living in Canada for over 30 years, that there's not very much interest. Maybe it's developing, I don't know.

GARCIA:

It is developing

CRAWFORD:

Maybe it is, but I really don't accept your evidence that it is. Mr. Sharp - he went to a lot of other places besides Latin America for example he went to...

GARCIA:

He went to Latin America

CRAWFORD:

Yes, but he also Sweden, and to all sorts of other places; to Africa, to the Middle East.

GARCIA:

Right but, you know, this business with Latin America you cannot see the whole continent in a few weeks and that kind of thing.

BUNSTED:

Are there any other comments.

MOUL:

How do you stimulate interest unless you teach courses? I mean that's the major thing right? I mean how can you be interested unless you offered areas for a person to study in this area?

CRAWFORD:

I suppose it's true. We have some now, I'm just wondering really, I just, you know, I'm not arguing against the proposal, I'm just warning that as you know in any high school there's almost no emphasis on Latin American at all during junior high and senior high. One becomes fairly competent in African geography and history and so on but Latin America isn't mentioned. And it's a hard thing to start because interests are formed, you know, at the junior high and senior high school level.

MOUL:

Well interest is always not very much at the beginning of any project and you have to stimulate interest and you stimulate it by developing your courses and your project.

CRAWFORD:

Maybe we will. I'm quite happy to have it stimulated, I've got nothing against it.

MOUL:

Well the way to stimulate it is to set up new courses.

CRAWFORD:

Yes but what I'm trying to emphasize - there's limited funds we can't finance these programmes.

TODD:

This seems to me to be a perfectly sensible, sound, modest proposal and given the present historical trend it seems to me to be a reasonable one. I don't really understand the objections. I think Canada is moving in to closer connection with Latin America. The question I have is: you say this really will - now just to add in a couple more courses to what we already have in the calendar -

GARCIA:

and coordinate the others, yes

TODD:

and coordinate the others - now that coordinating - I don't know how you're going to coordinate it or what has to be done in order to coordinate them but why is this coming forward as a, you know, sort of a great big proposal; why aren't you having these people simply quietly write up the course proposals and sending them to faculty and to Senate and so on; getting them into the calendar I don't understand why...

GARCIA:

I think that's all we want

BUNSTED:

May I answer that question? A large part of the reason is because in order to mount these two interdisciplinary courses there is the need for money to release time and faculty from existing departments.

TODD:

I see

BUNSTED:

and if the Latin American Studies people were simply asking for calendar entry it could be done in other ways. But one of the curious things is that while there's a good deal of talk in various quarters of the faculty about interdisciplinary courses when the question comes for releasing time for faculty members to teach them, the departmental courses always have priority over the courses being taught outside. And the only way to get around this is - given the present state of affairs - to have some money available. I think that - am I mis-stating the reasons - that this is the reason this has come in the present form.

TODD:

It seems to me probably financially for this proposal and a sound one. I certainly would like to support it.

BUNSTED:

Any other comments on Latin American studies?
Roy - on the Department of Archaeology.

CARLSON:

Unlike the previous proposal, this one is a disciplinary rather than an interdisciplinary proposal. And what it does is attempt to change both the administrative and curricular organization of Archaeology from a non-departmental studies programme to a departmental majors programme. At present Archaeology is administered as a trusteeship of the Dean of Arts and offers a series of general, of credit courses in the Faculty of Arts. And what the re-organized programme does is present a set of core Archaeology courses which are designated as a major, a set of courses in other disciplines which complement Archaeology and which are recommended for Archaeology majors to take. And then it provides for the administration of the programme through a departmental structure. The re-organization itself is predicated on the basis that

CARLSON:
Cont'd

Archaeology has flourished here since it has been offered and increased enrollment that the other two universities in the province do not offer a B.A. in Archaeology and that the re-organized programme costs no more than the present one. Now the new curriculum - I think I should point out there are only three new courses needed to be added to our present course programme - these courses have already been approved by the Faculty of Arts Curriculum Committee; and the Curriculum itself was submitted to ten outside referees for comments and I'm asking them the question whether or not students who completed the programme would be eligible for graduate admission at their Universities, and these comments are appended here, the general consensus being yes they would be eligible for admission.

BURSTEIN:

To try to take the sting of what I suspect will be, might be, one of the proposed, or one of the questions which will arise - the decision as to whether or not this was a new programme was made by the Dean's Advisory Committee on a split vote. And because it is entirely possible that this is not a new programme, but there is a lot of argument on either side of that particular case.

TODD:

In general I'm very much in favour of seeing an Archaeology Department get going as a separate department. I just want - just as a matter of information - are you going to concentrate are you going to focus mostly on Archaeology in regards to this area or are you going to ...

CARLSON:

No. We feel that that is too narrow to focus. In other words to have a programme strictly on the Archaeology of British Columbia. It would be far too limited.

TODD:

What about North American Indians generally? Are you going to include this?

CARLSON:

What we have really in the proposal or in any kind of department here is a teaching programme and a research programme. And of course what we teach is world pre-history. We teach the 90% of history not taught by the History Department because it is pre-literate and we feel that that must be taught on a world-wide basis and as such our programme is structured from general world pre-history in the lower levels up through the more specific studies. Now our field research programme, particularly when students learn field techniques, of necessity at present is based strictly in B.C. but these techniques are then applicable for work in most other parts of the world.

BURSTEIN:

I'm always telling Professor Carlson that I strongly support the formation of an Archaeology Department.

CARLSON:

I recall, Professor Burstein, you're having told me that many times.

BURSTEIN:

But there are some things that bother me about this. That is, you know, before it bothered me that we were funding things that were really duplications with a lot of money. Here I think we're presented with a programme that needs much more in the way of backing than we have and this is what bothers me. Cause when I go over the proposals, and I may be a little bit off - but I try to be accurate, in the sample programmes there are 12 Archaeology courses over eight terms. You go through eight terms and get the sample programme for a student, in that sample programme there are 12 Archaeology courses, that's as is required because you have a requirement of 36 hours.

CARLSON:

Yes. 36 hours two lower division courses for credit coverage.

BURSTEIN:

So you come along and require 36 hours and you're offering 36 hours. Now what bothers me is that this University is on the trimester system and theoretically students can enter at any term. And if that is true, I'm not saying it is true, but it theoretically is true, then you need to offer 36 courses over that period to handle the phased input for Fall, Spring and Summer. Now in some sense if I give a little leeway - what I'm saying is you have a total available manpower in terms of, from my figures, 24, 28 available courses over those eight terms, in terms of teaching ability and you have a requirement of 36 and you can't meet that.

BURSTEIN:

No. 36 hours not courses.

BURSTEIN:

No 36 courses to fulfill the requirement on a trimester system.

BURSTEIN:

No. but he doesn't have a require of 36...

BURSTEIN:

I think that you're raising a question that we don't need. Because there is a requirement of 36 courses to fulfill a 12 course requirement if you're going to fulfill the requirement when students enter in each term of the trimester system.

TODD:

In order to have a fulltime programme the year round in other words.

BURSTEIN:

There's a 36 course requirement of which 28 can be manned. Now if we, you know, agree that this isn't really true, that none of us do that, we don't really multiply by three and mount the courses that way. Let's say we drop the summer term, you still need 24 courses. Even if you say, you know, forget about the summer, you know, you'll make it up in the fall. You still need 24 courses you have 28. You could make it, and I'm not mentioning grad courses which aren't mentioned here in which exist. So, you know, my real point is that not only with respect to this programming, which I think is going to be critical, very delicate but with respect to filling in the loads for students, cause they can't hang around taking, you know, waiting for the next yearly offering, of a course you've filled in, you know, with DML courses, and with Geography courses, and with PSA courses. This whole thing, you know, seems to me it needs a manpower commission to see that these courses are offered by those departments on those terms, specific terms, so the student can fill out his programme. Fundamentally what, you know - this thing is on a hairstring, as far as I'm concerned, it

BURSTEIN:

Cont'd

seems to me either that you have to lower the degree requirements or get additional staff. I would favour the latter, as I'm sure you would too. But OK now to finish the other things that bothers me is, you know, sometimes you get offers of jobs and you get the calendar and you see the department has three members. Now three members, if this information is in the calendar, one of whom has a M.A. one is a new Ph.D., and, you know, granted you're experienced and all that, I'm not really wild about, you know, my University, in the sense that I mean mine, and my faculty, mounting a programme with three members. I noticed one of the letters said "It's a fine programme depending on the competence and efficiency of the faculty". Well three members - one M.A., one new Ph.D., I'm not certain that you're biting off more than is necessary; or that perhaps you should become more progressive and do more biting.

CARLSON:

Well what you're arguing for is that we do feel that we should have another faculty member or two.

BURSTEIN:

Well in the absence of something that takes this off the wire I think you're walking with this programme, and I'm not certain that you have, you know, anticipated walking towards this wire, that the whole thing will collapse and it's unfair to students. If someone won't offer a course and they can't finish their programme in the absence of that, I can't see mounting a programme in the Arts Faculty with three members. I mean that course is as extensive as courses in every other department. The programme - 36 required hours. How can we do that with three faculty members?

CARLSON:

You can do it.

BURSTEIN:

You can do it but I'm saying I'm not really wild about it

CARLSON:

All right well what we're saying here is that with three faculty members we are at minimum effective strength. Assuming that the programme is successful then we hope that sometime in the future to reach an optimum size of about six. I mean we have to start somewhere.

BURSTEIN:

OK. You took one step. You have a sample programme for a student. Have you gone through that - what about the other students who come in, cause that's a job I didn't want to go through I'm lazy. Have you gone through having another student coming in in the Spring finish the programme because you've committed yourself to teaching those courses. I'm not certain he can finish the programme. Even on the assurance that those other departments are going to offer those courses.

CARLSON:

Well the courses in other departments, Ken, are courses that are recommended, in other words, they're complimentary courses in other departments that are recommended for Archaeology Majors, they're not requirements.

BURSTEIN:

Well what I'm sayin' is, you know, most departments have other courses as - they may not be required but they fit in - you're not saying that we're going to offer a degree with 120 hours right, 36 required, which leaves 84 elective hours, because I, you know, 84 elective hours is - you know, maybe that's where we want to go with the other proposal. I'm not certain that a student can come in and take the courses that you feel he can take, which I...

CARLSON:

Well most departments have only 30 upper division credit hour requirements.

TODD:

For a major not an honors

CARLSON:

For a major yes

BURSTEIN:

Upper division?

CARLSON:

Yeah

BURSTEIN:

But there are other requirements.

CARLSON:

Not necessarily.

BURSTEIN:

Well we have 50 or 60 in the A and B requirements.

CARLSON:

For a student - the thing is for a student in Archaeology, they can get a very broad background in the first two years, logically in the courses that are recommended here.

BURSTEIN:

Well I, well that sentence - I won't bother you anymore. At one time in our department we had a requirement for upper division; we didn't have the hours, we couldn't even do it, but we passed it. What I'm asking is, have you ever gone through and said, you know, that's our programme for Joe Jones who came in the Fall right? Now what happens to Selma Sandler who comes in the Spring? And Junior Jones who comes in the summer? Can they finish your programme? Can you mount that programme? I'm not certain that you can - but if you run through it

CRAWFORD:

Let's put it this way, once every two years you're not going to be able to offer under the present situation, once every two years you won't be able to offer any one or two hundred courses. Once every two years there would be no 200 courses under this thing here.

BURSTEIN:

You have 1 one hundred and two hundred courses every two years.

CARLSON:

Well we have one 100 level course every two years and two 200 level courses every year.

CRAWFORD:

Every year? So you give your 200 level course in one year and then you give your other thing that year. Won't your second year - or are my permutations and computations incorrect?

TODD:

Well I'd like to see this figured out in a memo on a piece of paper.

CRAVENSON: It looks to me like in two years you're going to miss a one or two level course, I'm not sure but it looks to me like that.

STUDENT: I think that this is something that you'll have to put on paper.

BURSTEIN: Someone's going to get stuck waiting two years for the course.

JOHNSON: No I think your criticism, if true, must be met by Roy and I'm sure he can meet it; but I'm not sure he can meet it here.

CARLSON: No. it takes a long time. Well of course the thing is with such a minimum of lower division requirements a student would not declare a major until he had completed 60 hours anyway. So the point is after they have completed 60 hours then you have to be able to offer them 30 upper division hours before they can graduate.

But prior to that time you don't necessarily, you only have to offer Two courses

CARLSON: Yeah you only have to offer two courses.

BURSTEIN: You have to offer those two courses.

CARLSON: Well in other words it would mean possibly a revision of the table on page 16 then.

ROB: It might be possible - it's a question I'd like to ask - presumably we might get more money for T.A.'s for probably one of the first priorities in the University. And would that help if you had more TA's?

BURSTEIN: Well the hundred grand for the Arts programme would help the Archaeology department.

CARLSON: Uh no. I think we have enough TA's at the present time now. We haven't had in the past.

STUDENT: Well I think possibly to somewhat answer your question I've gone 28 months straight in this place to get a B.A. If an Archaeology course had been able to be offered this semester I would have completed the requirement for an Archaeology B.A. and there isn't an Archaeology course offered.

BURSTEIN: OK well that's not

CARLSON: That's under two faculty members.

STUDENT: That's under two faculty members. That's considering that during the summers there are no Archaeology courses.

BURSTEIN: Well what are the preparatory degree requirements now?

CARLSON: Right now you can't get an Archaeology degree, you get one in Anthropology.

TODD: What he's saying is that he could have completed 30 credit hours
BURSTEIN: But not all in Archaeology?

TODD: Yeah all in Archaeology

STUDENT: There weren't 30 Archaeology credits available when I or there
weren't when I was going through there were 28 of them.

BURSTEIN: Well I think it's possible that someone's going to end up like
that every few months without

CARLSON: We'll have to revise that

BOMSTED: Roy, you will - to short-circuit this particular aspect of this
discussion - you will have to go back over and see whether indeed
these criticisms are valid.

CARLSON: Yeah we'll have to go back over the table on page 16

BURSTEIN: Yeah but at least you can't argue individually to principle that it's
about time these guys

BURSTEIN: But what's going to happen to the programme? These guys, I mean, don'
....They have Sabbaticals coming to them

CARLSON: All right we'll be under the same restrictions in any department.
If Sabbaticals do come through, of which I am very doubtful they
will.

BURSTEIN: But how can you take a Sabbatical?

CARLSON: How can you take one?

BURSTEIN: Because I am replaceable...

BOMSTED: Are you? there's so much...

CARLSON: In order for us to take a Sabbatical we first would have to guarantee
a replacement for that Sabbatical and...

BOMSTED: That's true, that's true in any department.

BURSTEIN: That's not necessarily true in any department. Some departments
could get along by dropping, you know, a

BOMSTED: The presumption under which all departments operate is the
presumption that they have to have a replacement

BURSTEIN: That's a presumption. But that's not necessarily true.

BURSTEIN:

Well it is true; because if it's not true, you know, I mean, if indeed every departmental chairman insists that there is no fat in his department. If there is fat in his department then that's an argument for not hiring more people.

BURSTEIN:

Sure. I understand that. I agree with that argument myself. My only point is that whole programme is mounted just on a tightrope and it, you know, in some sense, again I'd like to say I'd rather see that hundred thousand dollars for the Arts Programme go into the Archaeology programme and let them hire a couple of faculty members and mount the Arts Programme through the vehicle of general education. There's another thing, I think someone over there brought it up, there is a common pot and this is another thing that no one ever seems to consider. All these things consume finite amounts of money that we get. Although we look at programmes at a theoretical level, in the same pot, there are other things in a University; the funding of Sabbaticals, there's the next floor for the Library, there are lots - the centre building, who establishes the priorities on all of these things?

KUP:

I'm going to ask Mr. Chairman that I submit this is irrelevant.

BURSTEIN:

Well I don't think it's irrelevant.

KUP:

Well it is

BURSTEIN:

When you don't get a Sabbatical because of general programme you might not think it's irrelevant either.

KUP:

That's not for this meeting to decide.

BURSTEIN:

Well someone should decide it because every meeting says the same thing, Peter Kup.

KUP:

I quite agree, I've been objecting to the Sabbatical policy for years but I still don't see that it has anything to do with this meeting.

ZASLOVE:

I'd like to know what the - in relationship to what's in the standing memo - what are the, maybe it's academic in this small group, but what are the requirements for these various proposals in Arts? That is to get upstairs and get oriented to the priorities.

BURSTEIN:

My understanding is that while, in some sense, Professor Burstein is right that there's one pot, obviously there's one University, there's one pot. Nevertheless my understanding is that the University has made a commitment to fund new programmes off the top apart from departmental programmes. And so....

BURSTEIN:

Well if that's the commitment I'm arguing against it. I think someone's ...

BURSTEIN:

I quite agree with you that someone should discuss it but again I think Peter's point has to be well taken in that that particular

QUESTIONED:
Cont'd

commitment can't be discussed here. These programmes are responses to the decision by the Administration to fund new programmes off the top with separate money. And it seems to me that Senate, if any place, is the place for this discussion.

KUP:

Now indeed I entirely agree with Ken that I think this is the first definitive statement I've actually heard about this. All I've heard is rumours and I entirely agree. I still don't think

BURSTEIN:

Well someone's got to because Senate has relegated the responsibility to someone else. If we don't discuss it when those programmes come to Senate they're discussed on Academic grounds. Have you ever heard of any programme that was not passed on academic grounds?

EASLOVE:

The chairmen are discussing it though. I mean, that's the loop-hole that is

TODD:

Yes by the Dean's committee and so on

EASLOVE:

The Chairmen are talking about it, I mean, this is never being discussed by the rank and file.

BURSTEIN:

Yes shouldn't the faculty decide whether it is more interested in having the money spent on Sabbaticals, the new library, a centre building, or on new programmes; rather than have someone send to you a thing saying we are giving a hundred thousand dollars off the top which lead to a proliferation of proposals which never would have been generated in the first place sometimes. There's no one has ever decided - doesn't the faculty have a voice in where the money goes? Well may I ask why they shouldn't have a voice in where the money goes?

TODD:

You're not quarrelling with this man, you know.

BURSTEIN:

No I'm saying there's an ... comes down that we have a hundred thousand dollars for new programmes because we don't discuss it and because every where you go they say "That's not our business". Well that leaves a vacuum and someone else, some little man somewhere has made it his business. And we don't have a voice in that business anymore.

KUP:

As you know I can see what will be said if we object to having a hundred thousand dollars, "all right if you don't want it we'll take it somewhere else".

BURSTEIN:

But that's a defeatist attitude.

BURSTEIN:

May I make a practical suggestion, Ken, and that is, you know, that you write a paper not this open hearing here but for the University Academic Planning Committee which the Senate of which you are a member has created.

BURSTEIN:

That's exactly what I don't want to do. One, its not a voting committee. It bypasses every individual affected by it's recommendation. I want the Faculty of Arts to meet and to discuss things appropriate to the Faculty of Arts or the joint faculty. That

BURSTEIN:
Cont'd

Academic Planning Committee bypasses everything - you can send a programme up to them you don't even have to talk to the Faculty of Arts. There is no way the Faculty of Arts can express it's view except if it says "Let's have a meeting and send it along".

BUMSTED:

I am talking to the Faculty of Arts.

BURSTEIN:

But it's not approved by the Faculty of Arts. This is not the Faculty of Arts, is it? The Faculty of Arts is a disinterested body that is difficult to convene so it hasn't met in two years.

KUP:

Anybody who is interested could come here today, anybody.

BURSTEIN:

Well people become interested when they're falling off the cliff. And their money's gone for things - after it's over. That's what's unfortunate...

KUP:

Yes, I know

BURSTEIN:

Before that they say this is not the body to discuss it.

CARLSON:

That, unfortunately is the nature of faculty, Ken. The nature of man.

BUMSTED:

I would hope that we can end on a perhaps more optimistic note than Ken Burstein's nature of man; or perhaps not. Are there any other comments...

CRAWFORD:

Well I guess I shouldn't say, in a way I agree with Ken, I think everything I say to you, I'm sure, is quite irrelevant to any of these things. I'll say something else anyway, however, and that is I like Archaeology and so on and it's important. I'll point out that there's very few universities in Canada that have Archaeology. This may be the reason for having Archaeology or that we don't have any reason for not having it because maybe Archaeology isn't very important in the total scheme of the world, I don't know. I don't know about that. It's a possibility to wonder why there's only this one in Canada, maybe we do, maybe we don't. On the other hand there is this money that we could have a department of Classics, I'm with you, I'd prefer a department of classics than some other kind of a department we could have. I just wonder, we're not going to get very many more new departments in this university for a long, long, time. Is Archaeology going to be the one? Should it be the one? I just wanted to raise the question. Is there anything else we want more than Archaeology? I don't care really, I'm not a student here....

CARLSON:

Well the problem of course with your question is that you already have Archaeology

CRAWFORD:

Wait just a minute. I believe we have one tenured Archaeologist with a degree in Anthropology. Am I right?

CARLSON:

That's right.... to become an Archaeologist you get a degree in Anthropology.

CRAWFORD:

Well I say one could eliminate both your colleagues in somehow I wouldn't want to do this but it could be done since they haven't got a permanent contract here. I'm not advising this I'm just pointing out that we have Archaeology in other words if we pass this we'll have Archaeology and if we don't maybe we'll get a department of Classics, or maybe we couldn't, maybe the money would go into building a new parking lot or something.

CARLSON:

And what do I tell my students? They'll take classics instead of psychology?

RUP:

But I do think the registration in Archaeology speaks for itself. I don't think there's any argument there.

BUCHNER:

How many majors do you have?

CARLSON:

Somewhere between 35 and 70 it's hard to keep track of them.

TODD:

Wow.

CRAWFORD:

I'm not sure that I trust those figures, there's been a lot of trouble in Archaeology and PSA and all these sorts of things and as a statistician I somewhat wonder what projection of these trends in the future really, you know, I mean, I think, the conditions under which these were computed were somewhat unstable in this area. Actually the question about the projection of these on ten year basis

BUMSTED:

I think you can raise the projection or, you know, questions about the projection of whether there'll be any students enrolled in the University next semester, too. I don't think we should shut the doors of the University.

CRAWFORD:

I'm not shutting doors, but I can project that History will be a stable department a hundred years from now. You know what I mean...

BUCHNER:

I'm not so sure Historians would accept that projection.

CARLSON:

Then pre-history should be the same way.

CRAWFORD:

I make my projection on my knowledge of man not upon the nature of history.

BUCHNER:

Well then you're not basing your projections upon the statistics which you prefaced your remarks by saying you were

CRAWFORD:

No I'm basing them basically...

BUCHNER:

It's a leap of faith.

CRAWFORD:

I'm basically saying the statistics were collected under somewhat unstable conditions and one wonders how reliable they will be for projecting into the future. The same thing applies to any statistic at Simon Fraser of course.

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BUMSTED:

Yeah well that's the point.

CRAWFORD:

Yes but you're not a good statistician if you don't sort of look at the particularities of your sample, you know.

STUDENT:

I don't see what your argument is. You also call for anthropology in the calendar if there haven't been more than one for the last three semesters there is going to be no more than one for the next three semesters. So how do you

BUMSTED:

Course in Anthropology

STUDENT:

Course in Anthropology, there's only one listed - one lower level and one upper level. They know they have no PSA courses at all ... strings but why the transfer... What happened to PSA could happen to psychology.

CRAWFORD:

No. I'm pointing out certain things. Examples for you to explain any basis because of this people may be going into Archaeology would have not necessarily gone there beforehand and this may be spuriously increasing the current enrollment in Archaeology.

STUDENT

But they were shoved in Anthropology, now they've got no where to go. They're floundering so why not take a chance on it?

CRAWFORD:

Well that's what I want to say do we want to take a chance on Archaeology or do we want to take it in classics or do we want to take it on existentialism and meditation or something, I don't know what you want to take it on.

STUDENT:

You really have a hang-up about your classics.

KUP:

Well the point is there have been proposal for Archaeology and PSA and Latin America; there has not been a proposal before to get a department of classics. If there had been I could see some point in discussing it.

CRAWFORD:

I don't necessarily want classics but I want to use it as an example. But there's nobody here to propose that sort of thing.

STUDENT:

How about you?

CRAWFORD:

I don't know anything about classics, or anything else.

STUDENT:

Why don't you like to....

CRAWFORD:

I barely survived in Psychology without worrying about trying to write a programme in, you know, all the things you can have programmes in.

KUP:

The point is Mr. Chairman that I'm trying to say, before I was interrupted, was that there has been these programmes put forward, and we have discussed them and there have been one or two people here who query every proposal put up they smash down and this has been an interesting exercise for them no doubt and no doubt they feel better. I feel this meeting would have been over a jolly

KUT:
Cont'd

sight quicker if a great deal of these irrelevancies had not been uttered. I'd be much more impressed if people who were against these programmes which have been published for a long time, had put forward a paper of their own, frankly.

BURSTED:

You mean in regard to these programmes?

KUT:

Regarding some other programme, they don't seem to like these programmes. I would suggest that they either put forward something constructive or really let other people who have constructive ideas have some chance to discuss it. Really it is evident to me that the floor has been hogged for a long time this afternoon by one or two people and the students have hardly had a chance to get a word in edgways and I know many of them came here with the intention of doing so.

TODD:

Did you not think of the objections raised were...

BURSTED:

They were.....

CRAWFORD:

I think we should have a Department of Law or a Faculty of Law which has regard for the most important discipline of the world.

STUDENT:

.....More important than Psychology?

CRAWFORD:

Well, I mean I regard Law as so important that probably no University should be without it. There's something there about English which no University can live without. Well I think I'll take off.

BURSTED:

I declare meeting adjourned.