

S. 72-113

**SIMON FRASER UNIVERSITY**

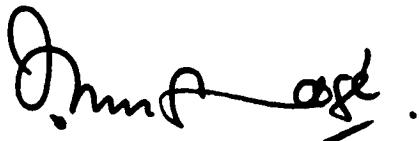
**MEMORANDUM**

To..... Members of Senate  
Subject..... Directed Studies and  
Special Topics

From..... I. Mugridge  
Assistant Vice-President, Academic  
Date..... September 26, 1972

Attached are the reports from departments on the above subject. I am also enclosing a copy of the President's memorandum on the subject, for your information.

Reports have been received from all departments except P.S.A.



I. Mugridge

:ams

att.

B.O. Wilson

K. Strand

Vice-President, Academic

President

Report for October Meeting of Senate

August 18, 1972

on Special Topics and Directed Studies Courses

As you are aware, as a by-product of its discussion of the proposals for the re-organization of the Faculty of Education, Senate, at its August meeting, passed the following motion: That Deans of Faculties and Divisions report on topics being covered under special topics and directed studies courses during the fall semester 1972/73, with report to be available at the October meeting of Senate.

It would seem appropriate for this report to contain the following information:

CALLOUT

1. the calendar description of each course concerned, including the course number, the vector number, course title and description.
2. a detailed description of the specific course being offered, including the faculty member concerned, a course outline and/or syllabus, along with a reading list, the contact hours and method of instruction involved.

It would also seem reasonable that collation of this report be undertaken by your office, following submission of reports from individual Deans. This will mean that Deans should submit material to your office in time for the meeting of the Senate Agenda Committee which will take place on September 21, 1972 to consider material for the Senate meeting on the 2nd of October.

:ams

K. Strand

c.c. Deans  
Department Chairmen  
Registrar

# SIMON FRASER UNIVERSITY

## MEMORANDUM

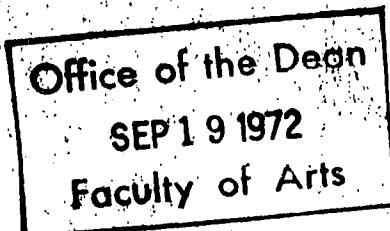
To..... D. H. Sullivan,  
..... Dean of Arts  
..... Subject. Special Topics

From..... R. L. Carlson, Chairman,  
..... Department of Archaeology  
Date..... 19th September, 1972

The only special topics course offered by the Department of Archaeology in the Fall Semester 1972 is Arc. 493-5 - Honours Readings. In this course a student who has been admitted to the honours programme works out in conjunction with one faculty member an archaeological topic on which a series of readings are then assigned. The student meets with the instructor once or twice a week throughout the semester to discuss the readings. We have one student enrolled in this course this term.

R. L. Carlson  
P.P. gmm

RLC/JMW



# SIMON FRASER UNIVERSITY

## MEMORANDUM

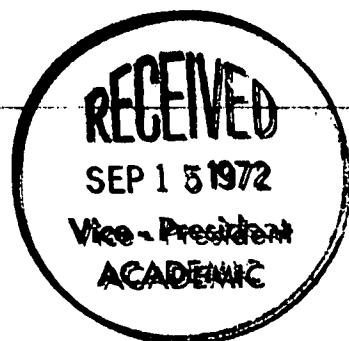
To	D. H. Sullivan	From	Mr. H. Khan
			Chairman, Undergraduate Prog. DEC
Deqa, Faculty of Arts			
Subject	"Selected Topics" and "Readings" Courses in DEC	Date	Sept. 13, 1972

Herewith please find detailed information on our undergraduate and graduate  
"Readings" and "Directed Studies" Courses in Economics and Commerce.



Office of the Dean  
SEP 1 3 1972  
Faculty of Arts

C.C. To: B.G.H.



DEC Undergraduate Readings and Directed

Studies Courses in Economics and Commerce

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Selected Topics

The DEC has six courses with the title "Selected Topics", all three-credit courses with the same description: "The subject matter will vary from semester to semester depending upon the interests of faculty and students." Three of these courses are economics courses, and three are commerce courses. All have "Permission of instructor" as prerequisite, and all have vector (0-3-0).

The department has the following general guidelines with respect to its selected topics courses:

- a) No more than one selected topics course is to be offered in each discipline in a single semester.
- b) An effort is made to offer one selected topics course in each discipline in each semester, the numbers rotating.
- c) Faculty interested in teaching such a course are asked to approach the undergraduate program chairman with a proposal for a course that he (the potential instructor) feels will be interesting and relevant to the department and overall programme. At times the undergraduate program chairman will approach faculty with suggestions for courses which he feels would be appropriate to the structure of the department's offerings over the next three or four semesters. Sometimes students will request of the undergraduate program chairman that a certain course be offered.
- d) The department does not permit selected topics courses to have prohibitive prerequisites (imposed through the mechanism of "permission of instructor") although it is assumed that in general classes will consist of students in their final two semesters.

Descriptions of the two selected topics courses being offered by the DEC this fall are attached.

### Directed Studies

The department has one course entitled directed studies, a three-credit course listed jointly under both economics and commerce. Its general description is "Independent reading and research on topics selected in consultation with the supervising instructor. This course cannot be repeated for additional credit." Prerequisite is consent of the undergraduate program chairman, and its vector is (0-3-0).

The department has the following general guidelines with respect to its directed studies course:

- a) No student may take this course more than once.
- b) Students are permitted to take this course only in circumstances in which the department's regular offerings do not meet their needs. For example, in order to graduate at the end of the semester in question, a student might need a certain type of course (e.g. honors seminar, technical course, required theory course) that is not available that particular semester.
- c) The undergraduate program chairman in all circumstances attempts to find some way in which the department's regular offerings can fill the needs of the student (here regular offerings include graduate courses which may be suitable to the student in question).
- d) In a circumstance in which it is clear that a directed studies course must be given, the undergraduate program chairman discusses the student's interests with him and suggests faculty members whom he might approach to set up such a directed studies course. Only when the course is arranged and approved by a faculty member in consultation with the student does the undergraduate program chairman allow the student to register in that course.

Because the number and nature of the department's directed studies courses for the fall semester will not be known until the first week of classes, it is impossible for us to submit course descriptions at this time.

DEC Graduate "Readings" and "Directed Studies"

Courses in Economics

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Selected Topics and Directed Readings (Graduate)

The DEC has one each of the above titles listed among its graduate offerings, Econ 896-5 (Selected Topics) and Econ 897-5 (Readings in Economics).

The Department has the following guidelines with respect to these two courses:

- a. Instructors who wish to offer a course covering materials not included in other courses listed in the calendar can, with the permission of the departmental Graduate Studies Committee, do so.
- b. If graduate students wish to study a particular area other than those regularly offered and can find a faculty member to supervise, the student must submit a statement to the Chairman of the Graduate Academic Program and secure his approval before he can be enrolled in the directed studies course.

For the full term, 1972, there is one selected topics course, Radical Perspectives in Economics. Graduate students enrolled in the course attend the lectures the undergraduate selected topics course and will do additional reading as well as an extra paper. The basic reading list is attached to the undergraduate submission.

There are no students enrolled in a directed readings course.

Commerce 492: Selected Topics in Commerce

Fall Semester 1972  
Newman S. Peery, Jr.

Texts: Richard H. Hall Organizations: Structure and Process  
Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972  
Paul R. Lawrence and Jay W. Lorsch Organization and Environment: Managing Differentiation and Integration  
Homewood, Ill.: Richard D. Irwin, Inc., 1967 (Paperback).

On Reserve:

Fred E. Fiedler, "Designing the Job to Fit the Manager,"  
Harvard Business Review, September-October, 1965.

D. J. Hickson et. al. "A Strategic Contingencies' Theory of Intraorganizational Power," Administrative Science Quarterly, Vol. 16, No. 2 (June 1971), pp. 216-229.

Raymond G. Hunt "Technology and Organization," Academy of Management Journal, Vol. 13, No. 3, (September 1970), pp. 235-252.

Terence R. Mitchell et.al. "The Contingency Model: Criticism and Suggestions," Academy of Management Journal Vol. 13, No. 3 (September 1970), pp. 253-267.

Louis R. Pondy, "Effects of Size, Complexity, and Ownership on Administrative Intensity," Administrative Science Quarterly, Vol. 14, No. 1 (March 1969), pp. 47-61.

James D. Thompson, Organizations in Action Toronto: McGraw-Hill Book Company, 1967.

Joan Woodward, Industrial Organization: Theory and Practice Oxford: Oxford University Press, 1965.

The selected topic for this course is organizational structure and design. Recent developments in organization theory and empirical research are to be reviewed in an attempt to understand possible implications for the practicing manager. Organizational design connotes the purposeful structuring of organizations so that established goals can be more effectively attained. The primary objective of the course is to attain an understanding of how certain contextual and structural variables of organizations influence the decision-maker's options in designing organizations.

In addition to the required texts and selections from reserve materials, supplementary lists of optional reserve readings will be provided to go with each of the major topics of the course. There will be a mid-term examination and a final as well as a term paper on some aspect of organizational design. The already diverse literature on organizational structure is rapidly growing and many rather important subtopics will be either omitted or lightly reviewed because of time limitations. As their term paper, students are

encouraged to either do an original field study in an organization(s) where they have access or to do library research on some issue or problem in organization design which goes beyond the limited coverage of the course. Papers should be approximately 15 double spaced typed pages.

Course evaluation:

Midterm	30%
Final	30
Term paper	30
Class participation	10
	<u>100%</u>

Course Outline on Organizational Structure and Design.

<u>topic</u>	<u>Description</u>	<u>Assignment (R=on Reserve)</u>
1	Course Introduction and Organization	
PART I FOUNDATIONS		
2	Approaches to the Study of Organizations	Hall, Chap. 1 Lawrence and Lorsch, Ch. 1
3	Types of Organizations	Hall, Ch. 2
PART II STRUCTURAL VARIABLES		
4	Size	Hall, Ch. 4
5	Complexity	Hall, Ch. 5 Lawrence and Lorsch, Ch. 2
6.	Formalization	Hall, Ch. 6
7	Composition	Pondy (R) Woodward, pp. 1-67, (R)
PART III BEHAVIORAL VARIABLES		
8	Power and Conflict	Hall, Ch. 7 Lawrence and Lorsch, Chaps. 3,4,5. Hickson et. al. (R)
MIDTERM EXAMINATION		
9	Leadership and Decision-Making	Hall, Ch. 8 Fiedler (R) Mitchell et. al. (R)

PART IV CONTEXTUAL VARIABLES

10	the environment	Hall, Ch. 10 Lawrence and Lorsch, Ch. 6 Thompson, Ch. 6 (R)
11	Technology	Thompson, Chs. 4,5 (R) Hunt (R) review Woodward, topic 7 above.
12	Goals	Hall, ch. 3

PART V ORGANIZATIONAL DESIGN

13	Classical Approaches	Lawrence and Lorsch, Ch. 7
14	Humanistic Approaches	Leavitt (R) {, March, pp 1144-1170
15	Contingency Approaches	Lawrence and Lorsch, ch. 8
16	Applications	Lawrence and Lorsch, ch. 9 Hall, ch. 11.

Purposes of the Course:

The primary intention of this course is to give the interested student an appreciation and taste for contemporary radical economics. Of course, self-styled radicals in economics have been around for at least 100 years in Western economic thought. However, this course will limit its scope to contemporary radicals (i.e. during the 1960's and 70's) or those who regardless of their era give us insight into the problems which are of primary concern of radical economists. Moreover, the course will limit itself to the four major problem areas:

Imperialism, resource misallocation, income distribution, and maldistribution of resources. Quite obviously these topics evolve around the problem areas or inevitable manifestations of Capitalism. Hence, the potential student must have a firm theoretical understanding of how these phenomenon are explained by the more conservative or liberal theories (i.e. Neo-classical and Keynesian theories) as well as the Marxian interpretation. Once this common basis is established through readings and class efforts, then a critique of these views will be given in each of the announced problem areas. Finally, when it seems appropriate or feasible each problem will be related to the Canadian context.

Format: This may be the key component of the course. If the enrollment exceeds 15-20 then the course will be run on a quasi-seminar basis. The lecturer will try to present the issue, provide background theory and then open the session to a discussion of the radical critique. With less than 15 students a seminar format will be adhered to. Furthermore, one or more people will be responsible for a certain sub-section of the course which they will choose in the opening session and enlighten the rest of the seminar when appropriate.

Student evaluation: Unfortunately this will probably be the the least radical part of the course. I will require a paper on a subject area mutually chosen, a couple of written examinations and articulate class participation. The explicit production function and the associate weights are:

- (a) Final paper (35%) due one week before the final examination date.
- (b) Final examination: a written examination with the questions known in advance (35%).
- (c) Midterm (in class examination) (15%)
- (d) Class participation (15%)

Texts: There is no one text which would adequately cover the range of topics at the level of discussion that the class will carry. Thus, either xeroxed articles or reserved books will be made available.

Office Hours: To be determined in the first class schedule. Note my current office is A.Q. 6176 for present enquiries.

SUGGESTED READINGS FOR ECONOMICS 483  
RADICAL PERSPECTIVES

Note: Be sure to read starred selections (\*)

Introduction and Overview:

- \* 1. J. Robinson; "The Second Crisis of Economic Theory", A.E.R., (May 1972), Papers and Proceedings, pp. 1-9.
- \* 2. M. Bronfondrenner "Radical Economics in America", J.E.L., (Sept. 1970), Vol. VIII, No. 3. pp. 747-766.
- 3. A. Black Radical's Guide to Economic Reality  
N.Y.: Holt, Rinehart & Winston, 1970.
- \* 4. M.H. Watkins "Economics and Mystification", Journal of Canadian Studies, (Feb. 1969), Vol. IV, No. 1. pp.55-59.
- \* 5. S.D. Clark "The Limitations of Capitalist Enterprise in Canadian Society", Chapter XXI in The Developing Canadian Community, Toronto: University of Toronto Press, 1968 pp. 243-252.
- \* 6. K. Levitt The Silent Surrender, Chap. 2.
- 7. K. Polanyi "Our Obsolete Market Mentality", in G. Dalton (Ed.) Primitive, Archaic and Modern Economics: The Essays of Karl Polanyi, N.Y.: Doubleday, 1968
- 8. \_\_\_\_\_ "The Economy As An Institutional Process", IBID.
- \* 9. J. G. Gurley "Capitalism; The Root of the Problem", in T. Christoffel, Up Against The American Myth pp. 48-55.
- 10. T. Christoffel, et al "Economic Consequences of Corporate Capitalism", in U.A.A.M. pp. 1-18.
- 11. R. Edwards et al "A Radical Approach to Economics", A.E.R., (May, 1970), pp. 352-363. (N.B. read appendix on grades!)
- \* 12. L. Currie "Growth and Well Being" , D.E.C. Working Paper 1970, pp. 1-23.
- \* 13. \_\_\_\_\_ "Economics and The Study of Well Being", D.E.C. Discussion Paper (March, 1971).
- \* 14. P. Baran and P. Sweezy Monopoly Capital, N.Y.: Monthly Review Press, pp. 1 - 78.
- \* 15. J. K. Galbraith New Industrial State, Chp. 1, and 2.

II Income Distribution; Theory; Facts, Roles of Wealth and Education and Income Tax

\* 1. J. Robinson "The Second Crisis of Economic Theory", A.E.R. Papers and Proceedings, May, 1972 pp. 1-9.

\* 2. \_\_\_\_\_ "Euler's Theorem and the Problems of Distribution", in Breit and Hochman (ed.), Readings in Micro-Economics pp. 347-358.

\* 3. J. Schumpeter The Theory of Economic Development, Oxford University Press, 1951. np. 128-211.

\* 4. J. Meade Efficiency, Equality and the Ownership of Property, Harvard University Press, 1965. Chp. 1 & 4..

\* 5. J.R. Podoluk Incomes of Canadians, Dominion Bureau of Statistics, 1968 Chp. 2, 8, 9, 10, 11.

\* 6. \_\_\_\_\_ "The Use of the Tax System to Achieve Economic and Social Objectives", Royal Commission on Taxation, Vol. 2, pp. 7-17, pp. 42-45. Chp. 6.

7. J. Porter The Vertical Mosaic, Chp.

\* 8. W.L. Hansen "Income Distribution Effects of Higher Education", A.E.R. Papers and Proceedings (May, 1970), pp. 335-340.

9. \_\_\_\_\_ and B.A. Weisbrod Benefits, Costs and Finance of Public Higher Education, Markham, 1969. pp.

10. W. Spady "Educational Mobility and Access: Growth and Paradoxes", American Journal of Sociology, (November, 1967).

\*11. S. S. Bowles "Unequal Education and the Reproduction of the Social Division of Labor", in M. Carnoy (ed.) Schooling in A Corporate Society, N.Y: David McKay Co., 1972. and R.R.P.E. Vol. 3, No. 4, (Fall, 1971) pp. 1-30.

\*12. W.L. Hansen and B. Weisbrod "The Distribution of Costs and Direct Benefits of Public Education", Journal of Human Resources, (Spring, 1969).

13. S.D. Clark "Higher Education and the New Men of Power in Society", in The Developing Canadian Economy Chp. XVII.

14. V. Perlo "Peoples Capitalism and Stock Ownership", A.E.R. Vol. 48, No. 3. (June, 1958), pp. 333-347

15. \_\_\_\_\_ Real Poverty Report pp.

\*16. J. K. Galbraith New Industrial State, Chps. 11, 12, 13, & 14.

III Resource Misallocation: Sexism; Racism and Discrimination; the Environment;  
Military-Industrial Complex

1. M. Benston "The Political Economy of Women's Liberation", Monthly Review, Sept. 1964
- \* 2. F.B. Weiskoff "Women's Place in the Labor Market", A.E.R. (May, 1972) pp. 161-66
- \* 3. C.D. Phelps "Is the Household Obsolete", A.E.R. (May, 1972) pp. 167-176.
- \* 4. M.P. Goldberg "The Economic Exploitation of Women", R.R.P.E. Vol. II No. 1 (Spring, 1970)
- \* 5. H. Zellner "Discrimination Against Women....", A.E.R. (May 1971) pp. 157-160.
- \* 6. Royal Commission Report "The Status of Women in Canada", in C.L. Boydell et al (ed.) Critical Issues in Canadian Society (Holt, Rinehart & Winston, 1971) pp. 340-356.
- \* 7. S. Ostry "The Female Worker in Canada", (D.B.S. 1968) CENSUS MONOGRAPH
- \* 8. F.D. Lacasse "Women at Home", Studies of The Royal Commission on the Status of Women in Canada.
- \* 9. M. Davies and M. Reich "On the Relationship Between Sexism and Capitalism", in R.C. Edwards et al (ed.), The Capitalist System, pp. 345-356.
- \* 10. J. Jordan "The Place of American Women", in D. Mermelstein ECONOMICS, pp. 147-154.
- \* 11. P. Baran & P. Sweezy Monopoly Capital Chp. 9. pp. 249-280.
12. M. Reich "The Economics of Racism", in D.M. Gordon (ed.) Problems in Political Economy: An Urban Perspective (1970) and in R. Edwards et al The Capitalist System pp. 314-320
- \* 13. W.T. Stanbury, et al "B.C. Indians - Unemployment Rates", Manpower Review Pacific Region, April, 1972 Vol. 5., No. 1.
- \* 14. R. Franklin "Traditional Macroeconomic Analysis of Racial Discrimination", in P. Mermelstein (Ed.) Economics pp. 117 - 126.
- \* 15. W. K. Tabb "Capitalism, Colonialism and Racism", R.R.P.E., Vol. 3, No. 3. (Summer, 1971), pp. 90-106.

16. E. Chester "Ecological Conflicts", R.R.P.E. (Summer, 1972)  
pp. 110-119.

\* 17. Bluestone & Engleld "Ecology And Class Conflict", R.R.P.E., Vol. III,  
No. 4. pp. 31-55.

\* 18. Hardesty, Clement &  
Jencks "Political Economy and Environmental Destruction",  
R.R.P.E. Vol. III. No. 4. pp. 82-102.

\* 19. C. Southworth "Some Notes On The Political Economy of Pollution",  
R.R.P.E. Vol. II. No. 2. (Summer 1970) pp. 74-87.

20. P. Baran  
and P. Sweezy Monopoly Capital, pp. 178 - 217.

IV IMPERIALISM:

\* 1. P. Baran Political Economy of Growth, New York: Monthly  
Review Press, 1957, pp. 134-301.

\* 2. W.W. Rostow The Stages of Economic Growth, Cambridge: 1963.  
Chp. 1, 2, & 10.

3. P. Baran and  
E.J. Hobsbawm "The Stages of Economic Growth", in Kyklos  
Vol. 14. (1961), No. 2. pp. 234-242.

\* 4. J. G. Gurley "Capitalist and Maoist Economic Development",  
Monthly Review, (Feb. 1971) pp. 15-35.

5. A. G. Frank Capitalism and Underdevelopment in Latin America  
(Monthly Review Press, 1967)

\* 6. S. Hymer "The Efficiency (Contradictions) of MultiNational  
Corporations" A.E.R. Papers & Proceedings (May, 1970)  
pp. 441-448, and in G. Paquet, The Multi-National Firm and  
Nation State pp. 47-65.

\* 7. P.M. Sweezy and H.  
Magdoff "The Multi National Corporation", Monthly Review, (2 pts.)  
Oct. - Nov. 1969.

\* 8. I. Litvak et al Dual Loyalty (Multi-National in Canada (McGraw-Hill, 1971)  
pp. 20-35. (Chap. 4 - Appendix C. optional).

9. R.D. Wolff "Modern Imperialism: The View From The Metropolis",  
A.E.R. May, 1970, pp. 225-280.

10. T. Dos Santos "The Structure of Dependence", A.E.R. (May, 1970), pp. 221-  
236.

\* 11. H. Magdoff "Militarism and Imperialism" A.E.R. (May, 1970),  
pp. 237-242; Discussion pp. 243-246

12. H.G. Johnson "The Political Economy of Opulence in the Canadian Quandry" Toronto: McGraw-Hill, 1963. pp. 236-252.

\* 13. K. Levitt Silent Surrender Op. Cit. . . . . . , 4 and 6.

\* 14. G. Paquet The Multi National Firm and the Nation State Pts. 1 & 4.

\* 15. R. Shearer, J.H. Young and G.R. Munro Trade Liberalization and a Regional Economy (University of Toronto Press, 1971) Study 3, pp. 175-203.

\* 16. D. DeVoretz "Review of Trade Liberalization....." Journal of B.C. Studies No. 11, pp. 79-84.

17. R. Vernon "Multi-National Enterprise & National Sovereignty", Harvard Business Review, (March-April, 1967).

\* 18. \_\_\_\_\_ "Dependency and Foreign Domination in the Third World", R.R.P.E., (Spring, 1972) Vol. IV. No. 1. pp. 1-70 & 77 - 108 (especially).

#### VI MAL-DISTRIBUTION OF RESOURCES: Growth; Public or Private Goals

\* 1. L. Currie "Growth and Well Being", D.E.C. Discussion Paper (1970) .

\* 2. J. Schumpeter The Theory of Economic Development, OP. CIT. pp. 57 - 128.

\* 3. P. Baran The Political Economy of Growth, OP. CIT., Chps. 2-4.

\* 4. T. Weisskoph "The Problem of Surplus Absorption in a Capitalist Society" in The Capitalist System Op. Cit. pp. 364-371.

\* 5. P. Baran & P. Sweezy Monopoly Capital, Op.Cit., pp. 79-217.

\* 6. J.K. Galbraith The New Industrial State, Boston: Houghton Mifflin Co. 1967.

\* 7. K. Levitt Silent Surrender Op.Cit. Chp. 5 and 6.

\* 8. G. Paquet OP. CIT. Part 3 pp. 95 - 126.

9. D. Mermelstein "The New Industrial State", in Economics pp. 487 - 547.

10. R. F. Mikesell "Decisive Factors in the Flow of American Direct Investment to Europe", Economica Internazionale (Aug. 1967).

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To..... D. Sullivan, Dean  
Faculty of Arts  
Subject..... Special Topics and Directed Studies

From..... G.M. Newman, Chairman  
Department of English  
Date..... September 18, 1972

In response to your memorandum of the 23rd August, I am forwarding descriptions of courses being given by this department in the areas of special studies, directed studies, directed reading and directed research at both the graduate and undergraduate levels. The descriptions are not absolutely complete because a number of students, owing to the still-remaining awkwardnesses in the registration system, have not yet found sponsors for their courses. This irregularity, not an extensive one, seems to occur at this time of the year. Normally students in this department are not permitted to register in one of these courses until they have received a signed statement from the instructor involved, and I have authorized the instructor to accept the course as part of his teaching load. This system of permission and authorization will, I hope, in a short time become absolute.

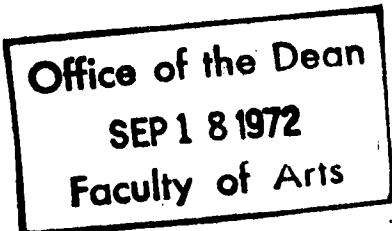
I should like to add one final comment concerning any disparity between the number of credits and the number of contact hours. Without elaborating at this time I am quite clear in my own mind that the exact, or nearly exact, correspondence required for normally scheduled courses is neither necessary nor in many instances even desirable. The attitude I have just expressed may also be applied to booklists prepared in advance of the course's being given. Frequently a fundamental part of the instruction method involves the searching out of material to be studied.

Finally I should like to mention that, should further surveys of this kind be undertaken, a different form will be devised, one which will allow for a neater laying out of the course outline and content. It is my hope also that any future surveys will take place not quite so close to the beginning of a given trimester.



— G.M. Newman

/cr



DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: 495-3

Course Description: HONORS DIRECTED READING

Faculty Member: G. NEWMAN

Subject: T. S. ELIOT

Projected Number of Students in this course: ONE

Method of Instruction: Individual Tution

Contact hours: 2 or more per week

Outline: The course is preparatory to work on a graduating essay. It is an expositon of Eliot's work and require the student to prepare a bibliography, read and discuss the material exhaustively and finally write a substantial paper.

Lorothy Gray

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: 441 + 442

Course Description: M Directed Reading

Faculty Member: M. Page

Subject: Modern Drama

Projected Number of Students in this course: 1

Method of Instruction: weekly individual consultations + attending  
scheduled 492 class.

Contact hours:  $\frac{1}{2}$  - 1 hour + 2-hour seminar

Outline:

Syllabus:

Reading List:

Selected reading in Theatre of the Absurd + Artaud - some  
theoretical reading + some playwrights (e.g. Adamov)

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGL 443-3

Course Description: Directed Reading A

Faculty Member: Dr. Neuman

Subject: Shaw, Shaw, Wilde- Plays

Projected Number of Students in this course: One.

Method of Instruction: Individual Tuition.

Contact hours: 2 or more per week

Outline: The course is preparatory to work on a graduating essay. It is intended an exploration of the field and require the student to prepare a bibliography, read and discuss the material exhaustively and finally write a substantial paper.

This student has changed the subject of his Honours paper and is consequently taking 443-3 in addition to the 483 he has already had.

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 495-3

Course Description: HONORS DIRECTED READING

Faculty Member: T. ZASLOVE

Subject: LAWRENCE

Projected Number of Students in this course: ONE

Method of Instruction: Discussion + Preliminary

Contact hours: 1-3 papers, maybe.

Outline:

Syllabus:

Reading List: Entire works of Lawrence  
+ selected critical works

Preparation for  
Honors Essay

Gregory Jones

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 496-3

Course Description: HONORS GRADUATING ESSAY

Faculty Member: T. RASLOU

Subject: LAWRENCE

Projected Number of Students in this course: ONE

Method of Instruction: Discussion & Preliminary  
Contact hours: 1-3 papers (maybe)

Outline:

Syllabus: Entire works of Lawrence  
Reading List: Selected critical  
material

Gregory Jones

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 496-3

Course Description: HONORS GRADUATING ESSAY

Faculty Member: D. STOUCHE

Subject: CANADIAN LITERATURE

Projected Number of Students in this course: ONE

Method of Instruction:

Contact hours:

Outline:

Syllabus:

Reading List:

The student is completing her graduating essay off campus. My supervision of the work took place in the summer; but the student was forced to withdraw because of illness at home and so is completing the project on her own this fall! She has enrolled for the 72-3 semester so that the formalities of examining and grading the essay can be completed.

D.S.

Margaret Kubinski

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 495-3

Course Description: HONORS DIRECTED READING

Faculty Member: M. STEIG

Subject: JANE AUSTEN

Projected Number of Students in this course: ~~one~~ ONE

Method of Instruction: Socratic

Contact hours: 1 per week

Outline: Preparation via reading & discussion for,  
Syllabus: honours essay.

Reading List:

Jane Austen, the six novels  
plus relevant scholarship

M. Steig

Hayley Strong

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 496-3

Course Description: HONOURS GRADUATING ESSAY

Faculty Member: M. STEIG

Subject: NANCY AUSTEN

Projected Number of Students in this course: ONE

Method of Instruction: Socratic + editorial

Contact hours: 1 per week (avg.)

Outline: The student will write the honours essay  
Syllabus: The instructor will read it, comment,  
Reading List: The student will revise, add manuscript  
until it is finished.

MLA Style sheet; otherwise  
comprised in Engl. 496, ancillary  
to this course

M. Steig

Mayle Steig

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 441-3

Course Description: DIRECTED STUDIES A

Faculty Member: D. SAVAGE

Subject: CANADIAN LITERATURE

Projected Number of Students in this course: ONE

Method of Instruction: Individual instruction and directed reading

Contact hours: Not yet settled (student in Chilliwack still)

Outline: Selected readings in Can. Lit. for a student who has done Eng. 416.

Syllabus: 6 books as below plus other reading

Reading List: Stead, Grain

Frances Brooke, The History of Emily Montague  
Grove, Fruits of the Earth

Roy, The Tin Flute

MacLennan, Barometer Rising

Susanna Moodie, Roughing It in the Bush

Plus other reading to be assigned.

(I gave the student the above list June 14 so she could be doing reading ahead of time. I wrote her several weeks ago to arrange a meeting but have not yet heard back, so presume she is still away working at a job. The above list, therefore, is still a partial one.)

*Virginia MacLennan*

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 443-3

Course Description: DIRECTED READING A

Faculty Member: D. SAVAGE

Subject: CANADIAN LITERATURE

Projected Number of Students in this course: ~~one~~ Two

Method of Instruction: English 466 seminars

Contact hours: As above

Outline: English 466 seminars plus other reading

Syllabus: Same as English 466.

Reading List: Same as English 416 for 72-3, with possible additions for the special needs of these two visitors from an American university.

NOTE: In 72-2 I was asked by the English Dept., through Mr. Ken Conibear, to give a directed reading course to these two visitors from University of Redlands, two of the three units for this course to be given for attending my English 466 seminars. I agreed to do this.

As my first seminar is not until Sept. 13 I have not yet met these two students. When I do I shall arrange with them what will be done for the third unit, and I imagine it will be additional reading under my direction.

Douglas Mord  
Russell Jay

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 841-5

Course Description: DIRECTED READING A

Faculty Member: D. SAVAGE

Subject: CANADIAN NOVEL

Projected Number of Students in this course: ONE

Method of Instruction: Individual instruction and directed reading, and

Contact hours: Alternate Thursdays at 1:30 p.m. *written paper.*

Outline: A survey of Canadian Literature, 1820's to 1970's, adjusted to fact student has taken English 416 and has special interests in 3 authors.

Syllabus: 36 books.

Reading List: Thomas McCulloch, The Stepsure Letters; John Richardson, Wacousta; Thos. Haliburton, The Clockmaker; Susanna Moodie, Wouthing It in the Bush; Wm. Kirby, The Golden Dog; Ralph Connor, Black Rock; Stephen Leacock, Sunshine Sketches of a Little Town; Robert Stead, Grain; Morley Callaghan Such is My Beloved; Frederick Grove, Settlers of the Marsh, The Fruits of the Earth, The Master of the Mill; Sinclair Ross, As for Me and My House; Hugh MacLennan, Barometer Rising, Two Solitudes, Each Man's Son; W.O. Mitchell, Who Has Seen the Wind; Paul Hiebert, Sarah Banks; Earle Birney, Turvey; Edward McCourt, Music at the Close, Home is the Stranger, and The Wooden Sword; Ethel Wilson, Swamp Angel; Gabrielle Roy, The Tin Flute, The Cashier, Where Nests the Water Hen, and Windflower; Mordecai Richler, The Apprenticeship of Duddy Kravitz; Sheila Watson, The Double Hook; Ernest Buckler, The Mountain and the Valley; Margaret Laurence, The Stone Angel, and A Jest of God; Margaret Atwood, The Edible Woman; Jock Carroll, The Shy Photographer; Leonard Cohen, The Favorite Game; Robertson Daries, The Fifth Business; James deMille, The Strange Manuscript Found in a Copper Cylinder. Total, 36 books by 27 authors.

(I have had two meetings with the student and one with Prof. Elliott on this list and the above is now the final list.)

Mark Theller.



DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 441-3 and 442-2

Course Description: DIRECTED STUDIES A and DIRECTED STUDIES B

Faculty Member: A. ROBERTSON

Subject: MALCOLM LOWRY

Projected Number of Students in this course: ONE

Method of Instruction: INDIVIDUAL STUDY

Contact hours: 2-3 per week

Outline: { A Study of the complete works of

Syllabus: { MALCOLM LOWRY

Reading List:

The Complete works of Malcolm Lowry

Karen Lomke

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: 495

Course Description: Honours Directed Reading

Faculty Member: M. Page

Subject: Evelyn Waugh

Projected Number of Students in this course: 1

Method of Instruction: Discussion - writing reports on reading, other written work

Contact hours:  $\frac{1}{2}$  - 1 hour weekly

Outline:

Syllabus:

Reading List: complete works of Waugh  
criticism of Waugh (5 or 6 books)  
one or 2 general works on the novel

Penny Forayth

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 496-3

Course Description: HONORS GRADUATING ESSAY

Faculty Member: M. PAGE

Subject: Tom STOPPARD

Projected Number of Students in this course: ONE

Method of Instruction: Discussion - ~~and~~ writing Essay

Contact hours:  $\frac{1}{2}$  - 1 hour weekly

Outline:

Syllabus:

Reading List:

all works of Stoppard  
criticism of Stoppard  
material relevant to his plays, e.g. Hamlet, Theatre of the Absurd,  
existentialism.

Robert Jackson

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 495-3

Course Description: HONORS DIRECTED READING

Faculty Member: M. PAGE

Subject: MODERN BRITISH DRAMA

Projected Number of Students in this course: ONE

Method of Instruction: Discussion - reports on reading (written), other writing

Contact hours:  $\frac{1}{2}$ -1 hour weekly

Outline:

Syllabus:

Reading List: 2 books on modern British drama  
major works of Arden, Osborne, Pinter, Webster, Beckett

*Peter D. Jackson*

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 420 and 470

Course Description: Special Studies C and Special Studies C Seminar

Faculty Member: B. NESBITT

Subject: COMMONWEALTH LITERATURE: AUSTRALIA & NEW ZEALAND

Projected Number of Students in this course: 45 - Actual 17

Method of Instruction: Scheduled Lectures and Seminars

Contact hours: 3 in 420; 2 in 470

Outline:

Syllabus:

Reading List:

} Attached.

Fall 1972

English 420-470

B. H. Nesbitt

Commonwealth Literature:

Australia and New Zealand

A comparative study of Australian and New Zealand literature, with special emphasis on twentieth-century fiction and poetry and the emergence of differing national literary traditions.

Texts

David Campbell, ed.	<u>Modern Australian Poetry</u>
Vincent O'Sullivan, ed.	<u>Twentieth Century New Zealand Poetry</u>
Janet Frame	<u>Faces in the Water</u>
Patrick White	<u>The Aunt's Story</u>
Xavier Herbert	<u>Capricornia</u>
Walter Murdoch and H. Drake-Brockman, eds.	<u>Australian Short Stories, 1st series</u>
S. Ashton-Warner	<u>Spinster</u>

Examination

None. Final standings will be determined by a major term paper and seminar participation.

English 470 - B. H. Nesbitt

Recommended suggestions for reading, together with seminar programmes, will be discussed in the first seminars during the week of 11-15 September.

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 841

Course Description:

Faculty Member: B. Nesbitt

Subject: CANADIAN LITERATURE (STUDIES IN POETRY + PROSE).

Projected Number of Students in this course: One

Method of Instruction: *Individual supervision*

Contact hours:

Outline:

Syllabus:

Reading List:

} To be determined 18 Sept 72

Bill Binge

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 495

Course Description: HONORS DIRECTED READING

Faculty Member: B. Nesbitt

Subject: STUDIES IN CONTEMPORARY POETRY

Projected Number of Students in this course: ONE

Method of Instruction: *Individual supervision*

Contact hours:

Outline:

Syllabus:

Reading List:

} To be determined on 18 Sept 72

Winfred Bohann

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 496.

Course Description: HONORS GRADUATING ESSAY

Faculty Member: B. Nesbitt

Subject: THE POETRY OF ALDEN NOWLAN

Projected Number of Students in this course: ONE

Method of Instruction: Individual supervision

Contact hours:

Outline:

Syllabus:

Reading List:

} To be determined on 15 Sep 72

Winfred Botanna

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 441-3

Course Description: DIRECTED STUDIES A

Faculty Member: E. ALDERSON

Subject: THEORIES OF THE NOVEL

Projected Number of Students in this course: ONE

Method of Instruction: Conference concerning student's  
independent reading

Contact hours: 10

Outline: Starting with extensive reading in Henry James' criticism,  
the student will proceed to more recent theoretical writings

Syllabus: on the novel form, including Lubbock, Booth, Frye, and various  
shorter essays. In the process, the student is expected to

Reading List: discover and follow reading interests of his own in the area.

Tentative:

James	The Art of Fiction (with Prefaces)
	Literary Reviews and Essays
	Notes on Novelists
Lubbock	The Craft of Fiction
Booth	The Rhetoric of Fiction
Frye	Anatomy of Criticism
Shorer	Technique as Discovery
	Jane Austen and the Matrix of Analogy
Crane	The Plot of Tom Jones
Aldridge	Critiques and Essays on Modern Fiction

Brock Lays

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 441-3 and ENGLISH 442-2

Course Description: DIRECTED STUDIES A and DIRECTED STUDIES B

Faculty Member: T. <sup>Imrie</sup>

Subject: STUDIES IN NOH

Projected Number of Students in this course: FOUR

Method of Instruction: Seminar discussion; ~~lectures~~<sup>reading</sup>; acting

Contact hours: Estimated at an afternoon (3-5 hrs.) every week\*

Outline: studying Noh with a

~~background~~  
~~background~~

Syllabus: View to staging some plays.

?

Reading List:

Donald KEENE, ed. 20 PLAYS of the NO Theater (1970)

Ezra POUND and Ernest Fenollosa. The Classic Noh  
Theater of Japan (New Directions 30)

Arthur WALEY, ed. The NO Plays of Japan (1954)

John BEE MOORE, Masks of Love and Death [year]  
as dramatist

\* This does not account for individual research and work  
such as costume making, etc.). I imagine the number  
of "contact hours" will increase as we get closer  
to production deadline.

Lorraine F. Smith  
Linda Miller  
Nelson May  
Edwin Sibley

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 443-3 and ENGLISH 444-2

Course Description: DIRECTED READING A and DIRECTED READING B \*

Faculty Member: J. ISMAIL

Subject: STUDIES IN NOH

Projected Number of Students in this course: ONE

Method of Instruction: Seminar discussion; reading; acting;

Contact hours: about an afternoon (3-5 hours) every 2 weeks.

outline: studying Noh with a view to staging some plays \*

7. Syllabus:

Reading List:

Donald KEENE, ed. 20 PLAYS of the Noh Theatre (1970)

Ezra POUND and Ernest FENDLISHA. The Classic Noh  
Theatre of Japan (Arm Directions, 30)

Arthur WATSON, G. The Noh Plays of Japan (1954)

John REES MOORE, Masks of Love and Death  
[Years as dramatist]

\* this estimate does not account for individual research, and  
work (such as costume making, etc.). I imagine the  
number of contact hours will increase with approach  
of production deadline.

Neil Brander

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: 441-3 & 442-2

Course Description: *Directed Studies A & B*

Faculty Member: S. DJWA

Subject: *Readings in Modern Canadian Fiction; Research in Modern Canadian Fiction*

Projected Number of Students in this course: 1

Method of Instruction: A reading course in modern Canadian fiction with emphasis on the modern novel in English and French.

Contact hours:

Wednesday : 9:30 - 10:30

Outline:

*Tutorials, book reports and a term paper required*

Syllabus:

as below

Reading List:

(subject to possible change)

Gabrielle Roy , The Cashier , The Tin Flute

Ernest Buckler, The Mountain and The Valley

Margaret Laurence, The Stone Angel

Marc-Claire Blais, A Season In the Life of Emanuel

Leonard Cohen , The Favorite Game

Beautiful Losers

Roch Carrier , La Guerre, Yes Sir! , Floralie Where Are You?

Dave Godfrey , Death Goes Better With Coco-Cola

James McNamee , Them Damm Canadians Hung Louis Riel

*R G Enfield*

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 441-3 and ENGLISH 442-2

Course Description: DIRECTED STUDIES A and DIRECTED STUDIES B

Faculty Member: S. DJWA

Subject: EXPRESSIONS OF THE FEMININE IN THE CANADIAN NOVEL

Projected Number of Students in this course: ONE

Method of Instruction: Tutorials, book reports and a term paper.

Contact hours: Wednesdays : 11:30 - 12:30

Outline: A reading course in modern Canadian fiction. Book reports and a term paper required.

Syllabus: ( as below)

Reading List: Initial List

Frederick Phillip Grove

Fruits of the Earth

Ernest Buckler

The Mountain and the Valley

Gabrielle Roy

Where Nests the Water Hen

Margaret Laurence

A Jest of God

Margaret Atwood

The Stone Angel

Roch Carrier

The Edible Woman

Sinclair Ross

Floralie, Where Are You?

Leonard Chhen

As For Me And My House

Beautiful Losers

C. Hahn

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 444-2

Course Description: DIRECTED READING B

Faculty Member: F. CANDELARIA

Subject: PHILOSOPHY AND POETRY, AESTHETICS AND POETICS

Projected Number of Students in this course: ONE

Method of Instruction: Seminar (Discussion between Mr. Lambin & me about his readings; presentation of formal essays on his topic, including papers bearing on his subject even tangentially for other courses.)

Contact hours: c. 2 weekly.

Outline: I. Readings in (a) Maritain and (b) Gilson to relate their ontologies to (1) creativity and (2) aesthetics

Syllabus: II. Elaborating a Poetics on the basis of (I).

Reading List: III. "Testing" this poetics on writers avowedly influenced by scholasticism.

Various works of Gilson (e.g. Dante & Philosophy)

" " " Maritain (esp. Art & Scholasticism and Creative Intuition)

Some of the prose of Th. Merton, but mostly his poetry and most particularly his later work (Raids on the Unspeakable, Cables to the Ace, The Geography of Lognaire)

Pertinent critical studies (e.g., S. Campbell, The Poetry of Thomas Merton)

See Lambin

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 441-3

Course Description: DIRECTED STUDIES A

Faculty Member: J. CURTIS

Subject: ~~CLASSICAL~~ LITERATURE IN TRANSLATION, Homer to Dante

Projected Number of Students in this course: ONE

Method of Instruction: TUTORIAL, journal

Contact hours: bimonthly

Outline: The Creation and the Journey

Syllabus: —

Reading List: (INITIAL)

Homer - Odyssey, ~~Homer~~ Aeneid

Aeschylus - Oresteian Trilogy

Virgil - Aeneid

Ovid - Metamorphoses

St. Augustine - Confessions

Dante - Inferno

Re: Whisman

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 442-2

Course Description: DIRECTED STUDIES 8

Faculty Member: R. BLASER

Subject: SYMBOLIST POETRY

Projected Number of Students in this course: ONE

Method of Instruction: Directed reading and writing. Tutorial.

Contact hours: 2 hours per week

Outline: List of Texts agreed upon and a schedule is set up  
Syllabus: for formal weekly discussions. Short papers,  
Reading List: Translations and scholarly investigations of specific  
poems are followed through as they turn up,  
weekly. The direction of this course  
is ~~toward~~ toward background reading in  
Symbolist poetry as it enters the thought of  
W.B. Yeats and Ezra Pound.

Reading list includes the poetry of Baudelaire,  
Rimbaud, Mallarmé and Villiers de l'Isle Adam.  
Suitable scholarly works are recommended as  
a need for them turns up. The final emphasis  
in this course will be upon contemporary  
English and American interests in Mallarmé.

R. Blaser

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 441-3 and ENGLISH 442-2

Course Description: DIRECTED STUDIES A and DIRECTED STUDIES B

Faculty Member: R. Blaser

Subject: BACKGROUNDS OF CONTEMPORARY POETRY

Projected Number of Students in this course: ONE

Method of Instruction: Directed reading and writing. Tutorial

Contact hours: 2 hours per week

Outline:

Syllabus:

Reading List:

a list of texts is agreed upon and a schedule is set up for weekly discussion. Short paper and bibliographical exercises are undertaken at intervals, leading to a final annotated bibliography at the end of the course. This particular course is directed to background reading for the study of Charles Olson. It begins by following Olson's interests in the work of A.N. Whitehead and American Poetry. It then follows the work of Foucault & these philosophical backgrounds. The reading list will then be changed and extended to a careful consideration of Olson's arguments in the essay Poetry and Truth.

*Alia Rich*

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 495-3

Course Description: HONORS DIRECTED READING

Faculty Member: R. BLASER

Subject: WILLIAM BLAKE

Projected Number of Students in this course: ONE

Method of Instruction: Directed reading and writing. Tutorial.

Contact hours: 2 hours per week

Outline:

Syllabus:

Reading List:

This course is intended to extend the work of 406 (Romantic Studies), which in its breadth cannot begin to assist students in the reading of Blake's difficult long poems. The reading list includes a broad reading and re-reading of Blake's poetry and finally settles upon a detailed study of Blake's Milton. The necessary scholarship on this poem will be reviewed and a final paper on the structure of the poem is required.

John Headsworth

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 444-2

Course Description: DIRECTED READING B

Faculty Member: R. BLASER

Subject: MYTHOLOGICAL BACKGROUNDS

Projected Number of Students in this course: ONE

Method of Instruction: Directed reading and writing. Tutorial

Contact hours: 2 hours per week

Outline:

Syllabus:

Reading List:

The problem of mythology in contemporary poetry is a large one and no one course does much with it. The background reading is especially important to the study of Pound and Olson. A concentrated study will be given Homer, <sup>Homeric</sup> Virgil and Ovid. The instructor makes a special effort to enrich in the use of scholarly material which might otherwise deter the student from the information necessary to a knowledgeable reading of the texts. Careful attention is given to the nature of the epic as it informs contemporary writers. Discussion and informal lectures — (for one, see, but necessary). A final paper is required.

Lester Burton

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 443-3

Course Description: DIRECTED READING A

Faculty Member: D. CALLAHAN

Subject: AMERICAN FICTION

Projected Number of Students in this course: ONE

Method of Instruction: individual tutorial

Contact hours: approx. 12 during semester

Outline: none

Syllabus: to be determined. Formal research paper to complete the course.

Reading List: student is now reading the following--

Faulkner, Light in August

Roth, Goodbye Columbus

West, Miss Lonely Hearts

Wright, Native Son

Diane Marshall

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGL 445-3

Course Description: Directed Research 4

Faculty Member: D. Callahan

Subject: 20th-Century British Studies (Lawrence and Forster)

Projected Number of Students in this course: one

Method of Instruction: individual tutorial

Contact hours: approx. 12 during semester

Outline: none

Syllabus: to be determined. Formal research paper to complete the course.

Reading List:

Forster, Aspects of the Novel  
Room With a View  
Howards End  
Passage to India

Lawrence, The Rainbow  
Women in Love

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 442

Course Description: DIRECTED STUDIES B

Faculty Member: R.D. CALLAHAN

Subject: 19<sup>th</sup> CENTURY AMERICAN SHORT FICTION

Projected Number of Students in this course: ONE

Method of Instruction: individual tutorial

Contact hours: approx. 12 during semester

Outline: none

Syllabus: to be determined. Formal research paper to complete the course.

Reading List:

Works of short fiction by Poe, Hawthorne, Bierce, E.T.A. Hoffmann

P.T.O.

Wolfgang Rousch

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 441

Course Description: DIRECTED STUDIES A.

Faculty Member: R. D. CALLAHAN

Subject: SOCIAL FUNCTION OF THE ENGLISH NOVEL

Projected Number of Students in this course: ONE

Method of Instruction: individual tutorial

Contact hours: approx. 12 during semester

Outline: none

Syllabus: to be determined. Formal research paper to complete the course

Reading List:

Works of student's choice in field of politics and/or sociology.

Lawrence, Selections from Phoenix  
Women in Love

Robert Wagner

DEPARTMENT OF ENGLISH

72-3 Special Topics and Directed Studies Courses

Course Number: ENGLISH 496-3

Course Description: HONORS GRADUATING ESSAY

Faculty Member: E. LAMBERT

Subject: VALERY'S AESTHETICS

Projected Number of Students in this course: ONE

Method of Instruction: weekly seminars.

Contact hours: two per week

Outline: The student brings a prepared essay, consisting of resume of works ready plus comments; we discuss this essay.

Syllabus:

Reading List: Kant, Judgment; Wittgenstein, Tractatus, Blue and Brown Notebooks, Frege: Anatomy of Criticism; I.A. Richards, Principles of Literary Criticism and Practical Criticism; Hester, Ph.d. thesis on Aesthetics; and in 6/6 general, any relevant critical work.

Brock Layne

# SIMON FRASER UNIVERSITY

## MEMORANDUM

D.H. Sullivan.....  
Dean, Faculty of Arts.....  
Subject.....Special Topics & Directed  
Studies, your memo 23/8/72

From.....M.E. Eliot Hurst.....  
Chairman, Geography Department.....  
Date.....September 15, 1972.....

Please find attached a summary of our 404/405 Directed Readings courses as currently enrolled this Fall Semester.

Permission to take "Directed Readings" courses follows two avenues:

- (a) a student may approach the undergraduate advisor and an individual faculty member for permission and agreement to take an individual directed readings course. Consent of both faculty members is needed.
- (b) a faculty member may approach the Department Undergraduate Studies Committee to run a Directed Readings course in a future semester. If permission is given, the fact that such a readings course is to be offered is advertised.

*M.E. Eliot Hurst*

MEEH:bs  
Encl.

Office of the Dean  
SEP 18 1972  
Faculty of Arts

Summary of Geography 404-2/405-4 offerings: Fall 1972:

<u>Course No.</u>	<u>Faculty</u>	<u>Topic</u>	<u>Contact Hours</u>	<u>Instruction</u>	<u>No. of Students</u>
404-2	Dr. E.J. Hickin	Glaciation	2/week	Supervised reading and discussion	1
405-4	Dr. R.B. Horsfall	Human micro-geography	4/week	Seminar discussion, supervised reading	3
405-4	Prof. F.F. Cunningham	Pleistocene geomorphology	1/week plus field work	Reading, Discussion, Field Work	1

Simon Fraser University  
Department of Geography  
Fall Semester 1972

Geography 404-2  
E. J. Hickin

Student: Daryl Wayne Drew

Course Outline:

1. Pattern of world climatic change
2. Pattern of world glaciation
3. Glaciation in North America
4. Literature review - glaciation in the B. C. Lower Mainland
5. Problems of glacial chronology in B. C.

Reading List (Key references only)

Class times: Tuesdays, 2 p.m. Rm. 7130.

Method of Instruction: (a) Informal discussion  
(b) Supervised literature search  
(c) Term paper

Armstrong, J. E., 1960, Surficial geology of the Sumas map-area, B.C.: Geol. Survey Canada Paper 59-9, 27 p.

Armstrong, J. E. & Brown, W. L., 1954 Late Wisconsin marine drift and associated sediments of the Lower Fraser Valley, B. C. Canada: Geol. Soc. America Bull., v. 65, pp. 349-364.

Armstrong, J.E., Crandell, D.R., Easterbrook, D.J. & Noble, J.B., 1965 Late Pleistocene stratigraphy and chronology in S.W. British Columbia & N. W. Washington: Geol. Soc. America Bull., v. 76, pp. 321-330.

Crandell, D.R., 1963 Surficial geology and geomorphology, Lake Taffs Quad., Washington: U.S. Geol. Survey Paper 388-A.

Crandell, D. R. 1965 The glacial history of Western Washington and Oregon: The Quaternary of the United States, H. E. Wright et al (eds.) P.U. Press.

Crandell, D.R., Mullineann, & Waldron, H.H., 1958 Pleistocene sequence in southeastern part of the Puget South Lowland, Washington: Amer. Journ. Science, v. 256.

Easterbrook, D.J. 1963, Late Pleistocene glacial events and relative sea-level changes in Northern Puget Lowland, Washington: Geol. Soc. America Bull., v. 74, pp. 1465-1484.

Easterbrook, D.J., 1966 Glaciomarine environments and the Fraser glaciation in Northwest Washington: Guidebook for 1st Annual Field Conference, Pacific Coast Section, Friends of the Pleistocene.

Easterbrook, D. J. 1966 Radiocarbon chronology of Late Pleistocene deposits in N.W. Washington: Science, vol. 152, pp. 764-767.

Flint, R. F. 1957 Glacial and Pleistocene Geology and references therein.

Frye, J.C. 1968 Definition of Wisconsin Stage: U.S. Geol. Survey Bull. 1274-E.

Hansen, M.P. 1947 Postglacial forest succession, climate, and chronology in the Pacific Northwest: Amer. Phil. Soc. Trans.,

Huesso, C.J., 1960 Late Pleistocene environments of North Pacific North America: Amer. Geog. Soc., Spec. Pub. No. 35, 248 p.

Mathews, W.A. 1951 Historic and prehistoric fluctuations of alpine glaciers in Southwestern British Columbia: Journ. of Geol., vol. 58.

Mullineann, D.R., Waldron, H.H. & Rubin, M. 1965 Stratigraphy & chronology of late interglacial & early Vashon glacial time in the Seattle area, Washington: U.S. Geol. Survey Bull. 1194-0, pp. 1-10.

Richmond, G.M. 1957 Three Pre-Wisconsin glacial stages in the Rocky Mts.  
Region: Geol. Soc. Amer. Bull. vol. 68, pp. 239-262.

Roberts, M.C. & Mark, D.M., 1971 Use of trend surfaces in till fabric analysis: Reply:  
Canadian Journal of Earth Sciences, vol. 8, No. 9,  
pp. 1167-1169.

Roberts, M.C. & Mark, D.M., 1970 The use of trend surfaces in till fabric analysis:  
Canadian Journ. Earth Sciences, vol. 7, No. 4, pp. 1179-1184.

Wright, H.E., 1961 Late Pleistocene Climate of Europe; A review: Bull. Geol. Soc. America, vol. 72, pp. 933-83.

Schwarzbach, M., 1963 Climates of the Past

Simon Fraser University  
Department of Geography  
Fall Semester 1972

Geography 405-4  
F. F. Cunningham

1. An original survey of Pleistocene Valley Trains, Deltas, and Terraces of the Bridge River Valley, British Columbia.

The purpose is to formulate a sequence of and postulate origins for the deltas and terraces which are a major feature of the Valley. Study will be within the lower 60 miles of the Bridge River as the upper 30 is impounded as a reservoir, and will concentrate on stratigraphy.

2. Contact hours involved - 1 hr. contact per week to check on readings and consider field progress. Field trip.
3. Method of Instruction - Readings, Discussion, Field Work (student will spend a minimum of 7 field days), Term paper.
4. One student viz: M.S.P. Kennedy 72100-4888 Sem. 7.

Reading List: 405-4

1. Leopold, Wolman, & Miller, 'Fluvial Processes in Geomorphology,' Freeman, San Francisco.
2. Rankama K., 'The Quaternary' Interscience, 1965.
3. Thornbury, W., Principles of Geomorphology, John Wiley, New York, 1954.
4. Dunbar & Rogers, 'Principles of Stratigraphy,' John Wiley, N.Y. 1963.
5. Flint, Glacial & Pleistocene Geology, John Wiley, N. Y. 1957.
6. Charlesworth, The Quaternary Era, Edward Arnold, London 1957.
7. Embleton & King, Glacial and Periglacial Geomorphology, Edward Arnold, 1965.
8. Trettin, H.P. 'Geology of the Fraser River . . .' B. C. Dept. of Mines Bull. 44, 1961.
9. Duffell & MacTaggart, Ashcroft Map Area, B. C. Mines Mem. 262.
10. Mathews, W. H. - 1941 Climbs in the Lillooet Range, Can. Alpine Journal pp. 60-4.
11. - Glacial Lakes and Ice Retreat In S. Central B. C. Trans. Roy. Soc. of Canada Sec. N. pp. 39-57.
12. - " " Dept. of Geology U.B.C. Report #6, 1968.
13. Davis & Mathews - 4 Phase of Glaciation in S. B.C. J. of Geol. Vol 52, pp. 403-413.
14. G.S.C. Mem 262.
15. Flint - Trans. Roy.-Soc.-Can. Sec. 4 pp. 107-114.
16. Fulton - Am. J. of Sci. Vol. 263 pp. 553-570.
17. Lay, B. C. Mines Bull. (3) Part.III
18. Ryder - 1970. Alluvial Form of Post-Glacial Environments (Pt. II). Unpub. Doc. Thesis.
19. Leech, Geol. of the Shulaps Range, B. C. Mines Bull. 32 (1953)
20. Holland, Landforms of B. C. B. C. Mines Bull. 48 (1964).

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To: **Mr. E. Eliot Hurst**

From: **R.B. Horsfall**

**Geography**

**Geography**

Subject: **405 - Information for Senate**

Date: **12th September 1972**

1. Course outline (brief): Attached, full outline after first meeting, based on student areas of interest (designed vs. natural environment, recreational systems, etc., etc.).
2. Reading list: Common readings listed on outline, student-specific specialty lists to follow, as in item 1.
3. 4 hours/week, in two 2-hour blocks.
4. Instruction: Seminar discussion. I expect to have to "lecture" for the first few weeks, largely on relevant perceptual theories and appropriate methods for evaluating human interaction with the everyday physical environment (brief overview of semantic differential, reptest, checklist methods, as well as a sampling of relatively nonreactive approaches). "Lecture," with a group of this size, means that I am forced to do most of the talking, and little more.
5. # students: 3 enrolled, one more possible (depending on her timetable).



Simon Fraser University  
Department of Geography  
Fall Semester 1972

Geography 405  
R. B. Horsfall

Seminar in human microgeography

Course Content

The course will deal with the nature and scope of the interaction between the human organism and his physical surroundings. Emphasis will be on physical and perceptual needs and characteristic adaptations of and to space, for the individual both in isolation and in groups. There will be some attention to spatial requirements of special-need groups, including cultural differences.

Recommended Readings

D. Appleyard, K. Lynch, & J.R. Myer, The View from the Road; Cambridge, M.I.T. Press 1964

K. E. Boulding, The Image, Ann Arbor, U. Mich. Press 1968

K. H. Craik, Environmental Psychology in New Directions in Psychology 4, New York, Holt, Rinehart and Winston 1970.

E. T. Hall, The Silent Language; Greenwich, Conn. Fawcett 1959

H.M. Proshansky, W.H. Ittleson, & L.G. Rivlin, Environmental Psychology; man and his physical setting; New York, Holt, Rinehart and Winston 1970.

L. Rodwin & associates, Planning Urban Growth and Regional Development: The Experience of the Guayana Program of Venezuela; Cambridge, M.I.T. Press 1969, see Appleyard article particularly.

R. Sommer, Personal Space: The Behavioral Basis of Design, Englewood Cliffs, N.J. Prentice-Hall 1969

Organization

Two 2 - hour blocks, with the first hour of each to be used for lecture, the second for discussion. Students will be responsible for leadership in two seminars during the second half of the semester, and for a good deal of reading beyond a specified set of basic readings.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To..... D.H. Sullivan, Dean  
Faculty of Arts  
Subject..... Special Topics and Directed Studies

From..... H.J.M. Johnston,  
Chairman,  
Department of History  
Date..... September 18, 1972.

The Department of History offers courses which could be considered under the heading 'Special Topics and Directed Studies' listed as Group B: Approaches to History, Group B: Thematic Studies, and Directed Readings courses: Problems in History and Studies in History.

Those courses listed as Group B: Approaches to History, are directed towards students in the first four levels of study and designed to introduce students to some important approaches to the study of history. Emphasis is placed upon method of enquiry and validity of techniques. Courses listed as 290 are considered in this group of courses.

Those courses listed as Group B: Thematic Studies, are directed toward students in the final levels of study and are offered according to faculty availability and student interest. Themes considered will vary, however, such historical problems as revolution, ideology, political stability and war and peace are indicative of themes studied.

History 299; Problems in History and History 489: Studies in History are offered as directed readings courses. These courses are specifically designed to allow students to pursue in depth a particular historical problem. They are offered as individual reading courses or as small seminars. Admission is by consent of the instructor and specific course format is formulated by the instructor. These courses are designed for history majors and those individuals interested in the possibility of graduate study in history.

Office of the Dean  
SEP 18 1972  
Faculty of

Intellectual and cultural history covers a broad and often vague spectrum. This course is designed to introduce you to this spectrum. It will ask such questions as: What is it? Why is it? and How is it done? During the first half of the course tutorial discussions will consider various answers to these questions as proposed by intellectual and cultural historians in analytical articles and as illustrated in specific studies. The second half of the course will be devoted to studying various aspects of a specific period, such as that of the Enlightenment or of Romanticism, which has been, and continues to be of particular interest to intellectual and cultural historians. One essay will be expected, which can be based on a topic related to the specific period studied. Grades will be based on your total performance in your written and oral work. There will be no examinations.

#### SPECIFIC READING ASSIGNMENTS:

##### FIRST WEEK:

- \* Arthur O. Lovejoy: "Reflections on the History of Ideas, Journal of the History Ideas, I (1940), pp. 3-23.
- \* Franklin L. Baumer: "Intellectual History and its Problems," Journal of Modern History, 21 (1949), pp. 191-203
- \* George L. Mosse: "History, Anthropology, and Mass Movements," American Historical Review, 75 (1969), pp. 447-452.

##### SECOND WEEK:

- \* Paul Kecskemeti: "Introduction," in: Karl Mannheim: Essays on the Sociology of Knowledge, pp. 1-32
- \* Bruce Mazlish: "Introduction," in: Bruce Mazlish (ed.): Psychoanalysis and History, pp. 1-22
- \* Jacques Ellul: "Modern Myths," Diogenes, 23 (1958), pp. 23-40
- \* David Schalk: "The Novel as History," in: David Schalk: Roger Martin du Gard, pp. 1-17

##### THIRD WEEK:

- \*\* J.B. Bury: IDEA OF PROGRESS: An Inquiry into its Origin and Growth

##### FOURTH WEEK:

- \*\* Raymond Williams: The Long Revolution

##### FIFTH WEEK:

- \*\* Norman Hampson: The Cultural History of the Enlightenment

##### SIXTH WEEK:

- \*\* J.B. Halsted (ed.); Romanticism: Problems of Definition, Explanation and Evaluation.

\* on reserve in library

\*\* available in book store.

## HISTORY 294

S. VICTOR

### COURSE OUTLINE

FALL SEMESTER, 1972.

#### Religion and Science: Spiritualism and dogmatism, Speculation and Experimentation

Science and religion will be seen to have a variety of historical interconnections. The course will consider some of the following problems in particular cases: creation myths and the origins of science, theological doctrines and the setting of research problems, scriptural literalism as a stimulus and as a hindrance to the enterprise of science, alchemy as an example of a religious science.

The course will be part lecture and part seminar. The one lecture a week will attempt to spin an historical thread connecting the various topics. The tutorials, 2 hours each, will be an occasion for more detailed consideration of selected materials and an opportunity for the student pursuing his own interests to share his views.

#### Course requirements:

One short paper and one longer one, to be described in detail later.

A final exam. Don't panic; a list of questions from among which the exam questions will be chosen will be available beforehand.

Students will be expected to attend the weekly tutorials and to have prepared the reading assignments for that week. Intelligent and knowledgeable participation in these tutorials will make up part of the course grade.

#### Required Reading:

All students should read the following which are available at the bookstore. A list of readings for each week will be available shortly. Required readings may also be assigned from the list of library reserves.

Frankfort, Henri	Before Philosophy
Holmyard, E.J.	Alchemy
Allen, D.C.	Legend of Noah
Koyre, Alexandre	From the Closed World to the Infinite Universe
Gillespie, C.C.	Genesis and Geology

#### Also recommended, available in the Bookstore:

Yates, Frances	Giordano Bruno and the Hermetic Tradition
Westfall, Richard S.	Science and Religion in Seventeenth Century England

Cont/.....

Reserve books:

The following books have been placed on reserve in the library. Some of the weekly assignments will be made from these books. They may also be of use in preparing the required papers. They might even be of interest without a classroom inducement.

Allen, D.C.	The Legend of Noah
Barbour, Ian G	Issues in Science and Religion
Basalla, G.	The Rise of Modern Science
Debus, A.	English Paracelsians
Dillenberger, J.	Protestant Thought and Natural Science
Drake, Stillman	Discoveries and Opinions of Galileo
Frankfort, Henri et al.	Before Philosophy
Gillespie, Charles C.	Genesis and Geology
Grant, Edw.	Physical Science in the Middle Ages
Holmyard, E.J.	Alchemy
Kocher, Paul	Science and Religion in Elizabethan England
Koyré, Alexandre	From the Closed World of the Infinite Universe
Leff, Gordon	Paris and Oxford Universities in the 13th and 14th Centuries
Nasr, S.H.	Science and Civilization in Islam
Olson, Richard	Science as Metaphor
Paracelsus (ed. A.E. Waite)	Hermetic and Alchemical Works
Thomas, Keith	Religion and the Decline of Magic
Westfall, R.S.	Science and Religion in Seventeenth-Century England
Wilson, R.J.	Darwinism and the American Intellectual
Yates, Frances	Giordano Bruno and the Hermetic Tradition

HISTORY 298  
COURSE OUTLINE  
FALL SEMESTER 1972

DR. R. K. DEBO

INTERNATIONAL POLITICS: AN HISTORICAL INTRODUCTION

Throughout recorded history men have organized themselves in political communities to defend and advance their common interests. With the passage of time, these communities (now called 'states') have become identified with specific areas of the globe and, assuming a theoretical monopoly over all public interest, have taken on a life of their own, seemingly independent of the mere mortals who momentarily animate and direct them. Proud, imperious and demanding these states have come to exercise absolute political authority within the territorial limits which they have established. Beyond those limits, however, exist other states, equally proud and imperious, demanding recognition of their rights and privileges as independent political communities. The problems created by the clash on interest among these rival communities have frequently led to bloody conflict, and in the best of circumstances, to a perpetual atmosphere of tension which must be carefully managed to avoid its degeneration into spontaneous violence. The purpose of this course will be to examine, in a historical context, the development of relations among competing states, particularly in the past two hundred years, and the manner in which the problems of international relations have been handled and mishandled by the men who exercise power.

There will be one lecture each week in which the problems of international relations will be analyzed by the instructor. There will also be a two-hour tutorial each week in which specific problems of both a theoretical and practical nature relating to international relations will be discussed in depth.

COURSE REQUIREMENTS AND MARKING SYSTEM:

Tutorial attendance and participation	30%
Essay (4000-5000 words)	35%
Final Examination	35%

ASSIGNED READING:

Pierre Renouvin and Jean-Baptiste Durosselle, INTRODUCTION TO THE HISTORY OF INTERNATIONAL RELATIONS.

F.L. Loewenheim, PEACE OR APPEASEMENT? HITLER, CHAMBERLAIN AND THE MUNICH CRISIS.

New York Times, THE PENTAGON PAPERS

The above mentioned works are all available in paperback and will serve as the basis of discussion in tutorial.

Lecture Topics:

Introduction

The Emergence of the Modern International System

The State

Power Politics

Formulation of Foreign Policy

The Instruments of Foreign Policy: Diplomacy.

The Instruments of Foreign Policy: Propaganda and Economics

War as an Extension of Diplomacy.

Resolving International Conflicts

The Foreign Policy of the Super-Powers

The Foreign Policy of China

The Foreign Policy of Middle and Small Powers

Continuity and Change: World Politics in the Seventies

ESSAYS:

The library contains numerous collections of documents relating to the development of international relations in the past two hundred years. Among these are:

BRITISH DOCUMENTS ON THE ORIGINS OF THE WAR, 1898-1914. D505 668

DOCUMENTS ON BRITISH FOREIGN POLICY, 1918-1939. DA566.7 A18

DOCUMENTS ON GERMAN FOREIGN POLICY, 1933-1945. JX691 A45

DOCUMENTS ON CANADIAN EXTERNAL RELATIONS. JX351 A3

FOREIGN RELATIONS OF THE UNITED STATES. JX233 A3

For those who read languages other than English the following collections are also available:

DIE GROSSE POLITIK, 1871-1914. D394 G4

AKTEN ZUR DEUTSCHEN AUSWARTIGEN POLITIK, 1918-1945. JX691 A44

DOCUMENTS DIPLOMATIQUES FRANCAIS. DC396 A45

DOKUMENTY VNESHNEI POLIKI SSSR. DK65 A57

VNESHNIAIA POLITIKA ROSSII, XIX-XX VEKA. DK65 A5

On the basis of documents drawn from one of these series plus related memoirs, biographies and secondary works each student must submit one essay on a topic approved by the instructor. Essays should not be less than 4000 or more than 5000 words in length. Each essay should be a well-organized, balanced discussion of the problem chosen for study, written in a good style and based on a substantial bibliography. (i.e. at least four or five major works in addition to the documentary collection chosen as the basis for the essay). Essays failing to meet accepted standards of grammar and spelling will be penalized. Students unfamiliar with proper footnote and bibliographical procedure should consult Dorothy Blakey and A. C. Cooke, THE PREPARATION OF TERM ESSAYS. Wood Gray, THE HISTORIAN'S HANDBOOK or the M.L.A. style sheet are also acceptable.

Students frequently ask how many footnotes they should use in writing their essays. This, of course, is an impossible question to answer. You should use footnotes when:

1. quoting another writer's exact words.
2. paraphrasing the idea of someone else.
3. attempting to substantiate a fact used in a chain of argument.

Most students use too many or too few footnotes. Attempt to avoid extremes (e.g. ten to twelve footnotes per page versus one or two for the entire essay.)

**PLEASE NOTE:** Footnotes must be placed at the bottom of the page of which they are used. They should not appear anywhere else.

**CHEATING AND PLAGIARISM:** The minimum penalty for academic dishonesty is automatic failure of the course. Plagiarism is a form of cheating, involving the attempt to pass off someone else's written work as your own. **ACKNOWLEDGE ALL QUOTATIONS used in your essays.**

**READING ASSIGNMENTS FOR DISCUSSION GROUPS:**

1. Introduction
2. Renouvin and Duroselle, 3-52
3. Renouvin and Duroselle, 53-138
4. Renouvin and Duroselle, 139-201
5. Renouvin and Duroselle, 237-294
6. Renouvin and Duroselle, 295-340
7. Renouvin and Duroselle, 341-376
8. Loewenheim, 74-190
9. Loewenheim, 2-71
10. PENTAGON PAPERS, 26-66
11. PENTAGON PAPERS, 115-157; 191-233
12. PENTAGON PAPERS, 271-306; 345-381; 418-458
13. PENTAGON PAPERS, 542-588; 613-623

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### EDUCATION, TECHNOLOGY & SOCIETY IN EUROPE SINCE 1815

This course deals with the impact of industrialism and technology upon European educational institutions since the French Revolution. In the process it will deal also with such questions as social class and education, the school and the family, literacy, social advancement, technical training and teacher recruitment.

There will be one research paper of about 25 pages on a theme which will be chosen from the reading and after consultation with me. You will probably also be asked to give a report during the semester. Since there are no examinations, class discussion is very important and will count as part of your grade.

The following books will be used extensively:

Cipolla, Carlo, Literacy and Development in the West.

Halsey, A.H., J. Floud and C.A. Anderson, Education, Economy, and Society, A Reader in the Sociology of Education.

Musgrave, P.W., Sociology, History and Education, A Reader.

Musgrave, Frank, The Family, Education and Society.

Reading List: (all are on reserve; \*book & xerox copies on reserve.

Weeks I to II: Literacy and Pre-industrial Societies: the Middle Ages to the Eighteenth Century.

Cipolla, Literacy, Chapters 1-2.

\*P. Aries, "Two Concepts of Childhood," and W.J. Ong, "Latin Language Study as a Renaissance Puberty Rite," both in P.W. Musgrave, Reader, 30-35 and 232-248.

\*F. Musgrave, Family, Chapters I-II.

Weeks III to IV: Education & the Industrial Revolution.

\*P.H. Gosden, How They Were Taught, Ch. I.

Cipolla, Ch. 3

\*Cotgrave, S.F., Technical Education & Social Change, pp. 1-59.

Landes, David, The Unbound Prometheus; Technological Change and Industrial Development in Western Europe from 1750 to the Present, 147-169

\*Vaughan, M., & M. Archer, Social Conflict and Educational Change in England & France 1789-1848, pp. 202-230. 187-192

326-358.

\*Haines, George, Essays on German Influence upon English Education and Science, 1850-1919. Chapter 1.

\*F. Musgrave, "Population Changes & the Status of the Young", in P.W. Musgrave, Reader, 36-57.

V to VI: The Education of Elites: Secondary and Higher Education.

\*Campbell, F. "Latin and the Elite Tradition in Education", P.W. Musgrave, Reader, 249-264.

Ringer, F., The Decline of the German Mandarin, 1-61.

\*Simon, Brian, Studies in the History of Education, 1780-1870, 279-335.

VII to IX: Changes in Twentieth Century Education.

Cipolla, Ch. 3; F. Musgrave, Chpts. 3-5.

Porter, John, The Vertical Mosaic, 165-198.

L. Wylie, Village in the Vaucluse, pp. 37 - 133.

Halsey & Floud: read three of the following:

Peter Drucker, "The Educational Revolution", 15-21.

Eli Ginzberg, "Education and National Efficiency in the USA," 68-79.

H.S. Becker, "Schools & Systems of Stratification," 93-104.

R.H. Turner, "Modes of Social Ascent through Education: Sponsored and Contest Mobility," 121-139.

D.V. Glass, "Education & Social Change in Modern England," 391-413.

'plus one of the following:

B. Bernstein, "Social Class and Linguistic Development: A Theory of Social Learning," 288-310.

F.L. Strodbeck, "Family Integration, Values & Achievement," 315-347.

J.A. Kahl, "Common Man" Boys, 348-366.

X -XIII: Some Radical Proposals:

Goodman, Paul: read either Growing Up Absurd, or Compulsory Miseducation, or The New Reformation,  
and

\*Michael Katz, Class, Bureaucracy and Schools, ch. 3.

and

Commission on Education of the Province of Ontario, Living and Learning (the Hall-Dennis report).

**The Urban History of Latin America (History 482-5)**

Although the topical heading of this course sounds highly specialized, the urban perspective is actually a legitimate and penetrating way to view many of history's traditional content areas. In the case of Latin America, the city has played such a central role in all other developments that it may be the most fruitful way to approach questions of social, economic, and political history.

Discussions in the weekly seminar meetings will be based on readings in both theoretical and historical literature. The theoretical aspect will draw upon a broad range of available disciplines (social anthropology, sociology, economics, political science, planning, etc.) in search of organizing ideas. The historical dimension will be an attempt to understand the Latin American reality by exploring topics such as the Amerindian and Iberian antecedents, the centrifugal city of colonial times, systems of cities, cities and regions, cities and development, and migration. Since much of the theoretical literature is based on the experience of the industrialized western world, the topical and chronological study of the Latin American situation will provide a chance to use the theory selectively and with adjustments.

Supplementing the above, each person will undertake an independent study of one Latin American city. While researching his city, he will "represent it" at the seminar sessions - adding variety to the discussions by having a number of different "cases" to draw upon. These projects will culminate in a term essay that will be due approximately one week before the end of classes.

STUDIES IN HISTORY V: NATION BUILDING IN AFRICA

The general headings for seminar topics and suggested sources, together with lists of books on reserve and suggested essay topics, are attached.

The major issues which face us are the degree to which a nation existed at independence and the extent to which it was necessary to attempt to create a nation thereafter.

It is proposed to examine these issues against a background of Tanzanian history. In order to appreciate what has happened there, it is necessary to give attention to developments elsewhere and some consideration will be given to Nigeria, Kenya and Uganda.

The objectives in the weekly seminars are:

1. to distinguish between the state, the nation and the nation-state;
2. to recognise the variety of indigenous structures and their limitations;
3. to trace the factors which decided the frontiers of Tanzania;
4. to identify the political reasons and the economic motivation behind, introduction of indirect rule into Tanganyika;
5. to consider the political limitations of indirect rule and especially the limitations the system imposed on
  - (i) the development of modern local government and
  - (ii) the emergence of a modern political structure;
6. to establish the extent to which Legislative Councils before 1945 were viewed as economic, rather than political, advisory bodies; and
7. to ascertain the point at which legislative councils became proto-parliamentary and parliamentary institutions.

After seven seminars, it will prove possible to relate the emergence of political parties to then-existing political structures and to consider the extent to which these structures controlled the form of activity adopted (Seminar 8). Thereafter, the degree to which African political parties had to conform to established British practice to secure independence will be considered (Seminar 9).

At this stage, it ought to be clear that the British passed on to Africans political and administrative structures which were devised to serve British needs. The ability of Africans to operate such systems in Tanganyika in 1961 depended on their educational and economic resources, which are explored in seminars 10 and 11 respectively. It is important to remember that the educational and economic structures had been influenced by British political objectives and by indigenous attitudes.

The problem from independence was to adapt British systems to serve African needs and priorities. The solutions adopted required political motivation and political solutions, topics for consideration in seminars 12 and 13. Particular attention will be given to the one-party state as a mechanism to replace colonial control of local and national politics and administration, and to African socialism as a justification for increased governmental control.

Required course books are:

- a. G. Bennett: Kenya - A Political History: the Colonial Period
- b. Kalu Ezera: Constitutional Developments in Nigeria
- c. Henry Bienen, Tanzanian: Party Transformation and Economic Development.

There will be a three-hour examination at the conclusion of the course.

Your attention is drawn to the annual reports on Tanganyika which are available for use in the Library from the DT section and to the Handbook of Tanganyika by Sayers (1930) and Moffett (1958).

The following books have been placed on reserve to allow everyone equal opportunity to dip into them when reading in preparation for seminars.

You are not expected to read them all.

Similarly, where preparing for seminars 2 and 4 to 9 inclusive, you are expected to concentrate on Tanganyika and one area rather than on all areas equally.

The eight books marked (246 are on reserve for History 246 as far as the Library is concerned.

Abrahams, R.G.	The Political Organization of Unyamwezi	1967
Anstey, Roger	Britain and the Congo in the 19th C.	1962
Apter, David E.	The Political Kingdom in Uganda	1966
Austen, Ralph A.	North-West Tanzania under German & British Rule	1968
Burke, Fred G.	Local Government and Politics in Uganda	1964
Bennett, George	Kenya-A Political History: The Colonial Period	1963
**	My Tanganyika Service and Some Nigeria	1939
Cameron, Sir Donald	Tanganyika and International Trusteeship	1961
Chidzero, B.T.G.	One Party Democracy	1967
Cliffe, Lionel	Tanganyika: The Development of its Laws and Constitution	1964
Cole, J.S.R. &	Local Administration in Tanzania	1968
Denison, W.N.	Nigeria: The Development of its Law and Constitution	1967
Dryden, Stanley	Constitutional Developments in Nigeria	1960
Elias, T.O.	I. An African Survey	1957
Ezera, Kalu	II. Native Administration in the British African Territories, Part I: East Africa	1950
Hailey (William M)Lord	Wholesale and Retail Trade in Tanganyika	1965
Hawkins, H.C.G.	History of East Africa, Volume II (246)	1965
Harlow, Vincent & Chilver, E.M.	The Kenyatta Election: Kenya 1960-1961 (246)	1961
** Bennett, George & Rosberg, Carl G.	Tanganyika under German Rule 1905-1912 (246)	1969
Iliffe, John	The Making of Modern Uganda	1958
Ingham, Kenneth	Desecration of My Kingdom	1967
Kabaka of Buganda	Kikuyu Social and Political Institutions	1956/65
Lambert, H.E.	Tanganyika Territory	1944
Leubuscher, Charlotte	Phelps-Stokes Reports on Education in Africa	1962
Lewis, L.J.		

Listowel, Judith	The Making of Tanganyika	1968
Louis, Wm. Roger	Great Britain and Germany's Lost Colonies, 1914-1919	1967
Low, D.A. and Pratt, R.C.	Buganda and British Overrule	1960
Lugard, (F.D.) Lord	The Dual Mandate in British Tropical Africa	Any Edition
Maguire, G. Andrew	Toward 'Uhuru' in Tanzania	1969
Mangat, J.S.	A History of the Asians in East Africa from c.1886 to 1945 (246)	1969
Mboya, Tom	Freedom and After (246)	1963
Mitchell, Sir Philip	African Afterthoughts	1954
Moffett, J.C. (Ed.)	Handbook of Tanganyika	1958
Morris-Hale, Walter	British Administration in Tanganyika from 1920 to 1945	1969
Oginga, Odinga	Not Yet Uhuru (246)	1967
Oliver, R. and Mathew, G.	History of East Africa Vol. I (246)	1966
Orr, Sir Charles	The Making of Northern Nigeria	1965
Nyerere, Julius K.	I. Freedom and Unity	1967
Perham, Margery	II. Freedom and Socialism	1968
Pesnick, Idrian N.	Native Administration in Nigeria	1962
Rosberg, Carl G. & Nottingham, John	Tanzania: Revolution by Education	1968
Sanderson, G. H.	The Myth of Mau Mau (246)	1966
Sayers, G.F. (Ed.)	England, Europe and the Upper Nile 1882-1899	1965
Smith, Hadley E.	Handbook of Tanganyika	1930
Stephens, Hugh W.	Readings on Economic Development and Administration in Tanzania	1966
Tamuno, Tekena N.	The Political Transformation of Tanganyika 1920-67	1968
Taylor, J. Clagett	Nigeria and Elective Representation 1923-1947	1966
Tordoff, William	The Political Development of Tanganyika	1963
Welbourn, F.B.	Government and Politics in Tanzania	1967
Wilson, Monica	Religion and Politics in Uganda 1952-1962	1965
Winans, Edgar V.	Good Company	1951
	Shambala	1962

STUDIES IN HISTORY V: NATION-BUILDING IN AFRICA

SEMINAR TOPICS: SUGGESTED SOURCES

Sources quoted are on reserve: please refer to the reserve list.

1. General Discussion: The State v. The Nation - the attributes of each.

2. Indigenous Structures

a) Buganda	b) Unyamwezi	c) Kikuyuland
d) Unyakyusa	e) Shambala	

Sources: a) Apter, Kabaka, Low and Pratt

b) Abrahams

c) Lambert

d) Wilson

e) Winans

f) General: Oliver

3. Boundaries: The case of Tanzania

- a) The Anglo-German Convention 1886
- b) The Anglo-German and Anglo-French Conventions 1890
- c) The German-Congolese Agreement, 1894
- d) Treaty of Versailles, 1919
- e) The Union of Tanganyika and Zanzibar
- f) The degree of natural unity?

Sources: Sanderson, Anstey, Oliver, Louis (esp. Chap. 21), Iliffe

4. Local Government: the origins of Indirect Rule

a) Northern Nigeria	b) Buganda	c) Tanganyika
a) Orr, Lugard (Chaps. X & XI), Kirk-Greene (esp. the Introduction)		
b) Low and Pratt		
c) Cameron, Mitchell, Taylor		

5. Local Government: The Development of Indirect Rule

a) Nigeria	b) Buganda	c) Tanganyika
a) Kirk-Greene, Pegham, Ezen, Elias		
b) Apter, Burke, Welbourn		
c) Abrahams, Hailey, Dryden		

6. Legislative Councils: Origins and Membership

a) Nigeria	b) Uganda	c) Tanganyika	d) Kenya
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- a) Ezera, Elias, Tamuno
- b) Ingham, Harlow
- c) Cameron, Harlow; Chidzero
- d) Bennett, Harlow

7. Legislative Councils: Developments after 1945

- a) Nigeria
- b) Uganda
- c) Tanganyika
- d) Kenya

- a) Ezera, Elias
- b) Ingham, Apter, Welbourn
- c) Chidzero, Taylor, Listowel
- d) Bennett; Bennett & Rosberg

Hailey I

8. Nationalist Parties: Origins and early development

- a) Nigeria
- b) Kenya
- c) Tanganyika

- a) Ezera
- b) Bennett, Rosberg, and Nottingham, Mboya, Oginga
- c) Listowel, Maguire

9. Nationalist Parties: The run-up to Independence

- a) Nigeria
- b) Kenya
- c) Tanganyika

- a) Ezera
- b) Bennett, Bennett and Rosberg
- c) Listowel, Nyerere (I), Stephens, Maguire

10. Education: In Tanzania

Lewis, Morris-Hale, Resnick, Mitchell

11. Economic Development: in Tanzania

Leubuscher; Enrlichin Smith; Harlow; Mangat, Hawkins

12 & 13. Solutions (?) in Tanzania

- Local Government Tordaff, Dryden
- Central Government Cliffe
- Education Nyerere II, Resnick
- Economic Development Nyerere II, Smith

STUDIES IN HISTORY V: NATION-BUILDING IN AFRICA

An essay, not to exceed 3500 words, must be submitted in the nineth week of the semester.

Should none of the following titles prove attractive, I have no objection to individuals devising their own, subject to my approval before background reading for such topics commences.

1. To what extent was it impossible for the colonial regime to engage in constructive nation building?
2. How far was African Nationalism founded solely on opposition to the Colonial regime? Consider the implications at independence.
3. To what extent was it necessary to liberate the economy after independence?
4. Was independence granted to Tanganyika in response to irresistible internal pressures?
5. How well-developed were local government institutions at independence?
6. When do you consider the Tanganyika Legislative Council became a truly parliamentary body?
7. Were there any reasons for assuming Africans might find the concept of a loyal opposition acceptable?
8. To what extent did social development re-emerge as the dominant issue at independence?
9. Why did the Republican constitution in Tanzania provide for an executive President?

**Professor:** R. K. Debo.

**Student:** Barbara Duzy.

**Course Number:** 299

**Course Title:** The Russian Revolution.

**Course description:** An examination of the Russian Revolution comparing the interpretation of Soviet and Western historians. The course will emphasize the differing assumptions, methodology and use of evidence exhibited by the historians in question.

**Method of instruction:** Biweekly meetings with student. Approximate length of each meeting: 2-3 hours. Discussion and analysis of assigned reading. Course essay.

**Bibliography:**

- I. I. Mints, ISTORIIA VELIKOGO OKTIABRIA.  
(3 volumes)
- E. N. Burdzhalov, VTORAIA RUSSKAIA REVOLIUTSIIA.
- Sir Bernard Pares, THE FALL OF THE RUSSIAN MONARCHY.
- A. Ulam, THE BOLSHEVIKS.
- R. Wade, THE RUSSIAN SEARCH FOR PEACE.
- A. Rabinowitch, PRELUDE TO REVOLUTION.
- R. Daniels, RED OCTOBER.
- E. H. Carr, THE BOLSHEVIK REVOLUTION, Volumes I-II
- J. Silverlight, THE VICTORS' DILEMMA.

**Professor:** R. K. Debo.

**Student:** Larry Sproul.

**Course Number:** 299.

**Course Title:** Sino-Russian Relations prior to 1917.

**Course Description:** An examination of Chinese-Russian relations, prior to the Russian Revolution, emphasizing their general characteristics, the first contacts between the two empires, their struggle in Central Asia and the Great Power contest for control of China.

**Method of instruction:** Weekly meetings with student. Approximate length of each meeting, 1 hour. Discussion and analysis of assigned reading. Course essay.

**Bibliography:** (attached).

SINO-RUSSIAN RELATIONS PRIOR TO 1917.

General:

Cheng, Tien-fong. A HISTORY OF SINO-SOVIET RELATIONS.

Clubb, O. E., CHINA AND RUSSIA.

Golder, F. A. RUSSIAN-EXPANSION ON THE PACIFIC.

Prince Lobanov-Rostovsky, RUSSIA AND ASIA.

Weight, Ken Shen. RUSSO-CHINESE DIPLOMACY, 1689-1904.

First Contacts:

Baddeley, John F. RUSSIA, MONGOLIA, CHINA. 2 volumes.

Chen, Vincent, SINO RUSSIAN RELATIONS IN THE 17TH CENTURY.

Cahen, Gaston. HISTORY OF THE RELATIONS OF RUSSIA WITH CHINA UNDER PETER THE GREAT.

Bell, John A. JOURNEY FROM ST. PETERSBURG TO PEKIN, 1719-1722.

Mancall, Mark. RUSSIAN-CHINESE RELATIONS FROM THE BEGINNING TO 1728.

Kerner, Robert J., URGE TO THE SEA.

Also note:

Kerner, Robert J. NORTHEAST ASIA BIBLIOGRAPHY.

Fletcher, Joseph, (review) V. A. Eleksandrov on RUSSO-CH'ING RELATIONS IN THE SEVENTEENTH CENTURY. Kritika, VII, No. 3. Spring 1971. 138-170.

Gibson, James R. FEEDING OF THE RUSSIAN FUR TRADE: PROVISIONMENT OF THE OKHOTSK SEABOARD AND THE KAMCHATKA PENINSULA, 1639-1856.

The struggle in Central Asia:

Allworth, Edward. CENTRAL ASIA.

Becker, S. RUSSIA'S PROTECTORATES IN CENTRAL ASIA, 1865-1924.

G. M. Friters, OUTER MONGOLIA AND ITS INTERNATIONAL POSITION.

Mary Holdworth, TURKESTAN IN THE 19th CENTURY.

Hsu, Immanuel, THE ILI CRISIS (1871-1881).

Lattimore, Owen. PIVOT OF ASIA: SINKIANG AND THE INNER ASIAN FRONTIERS OF CHINA AND RUSSIA.

Richard A. Pierce, RUSSIAN CENTRAL ASIA, 1867-1917.

The struggle in Central Asia (continued)

Ann Sheehly, "Russia and China in the Pamirs: 18th and 19th centuries," CENTRAL ASIAN REVIEW, XVI, No. 1 (1968).

D. Dallin, THE RISE OF RUSSIA IN ASIA.

The Great Power Contest for control of China:

George Lensen, THE RUSSIAN PUSH TOWARD JAPAN, 1697-1875.

George Lensen, THE RUSSO-CHINESE WAR.

R. K. Quested, THE EXPANSION OF RUSSIA IN EAST ASIA, 1857-1860.

Tang, Peter S. RUSSIAN AND SOVIET POLICY IN MANCHURIA AND OUTER MONGOLIA, 1911-1931.

Witte, Serge I., THE MEMOIRS OF COUNT WITTE.

Tan, Chester C. THE BOXER CATASTROPHE.

Yakhontoff, V. A. RUSSIA AND THE SOVIET UNION IN THE FAR EAST.

Dallin, D. THE RISE OF RUSSIA IN ASIA.

Malozemoff, RUSSIAN FAR EASTERN POLICY, 1881-1904.

Rosen, R. R. FORTY YEARS OF DIPLOMACY.

Romanov, B. A. RUSSIA IN MANCHURIA.

White, J. A. THE DIPLOMACY OF THE RUSSO-JAPANESE WAR.

Sumner, B. H. TSARISM AND IMPERIALISM IN THE MIDDLE AND FAR EAST.

Department of History

Proposed Reading List for History 299 (Group 01)

Re: Problems in History

Instructor - Prof. R. BOYER

- 1) Cuba: Socialism and Development - by Rene DUMONT
- 2) Socialism in Cuba - by Leo HUBERMAN and Paul SWEENEY
- 3) Man and Socialism in Cuba: The Great Debate - e.d., by B. SILVERMAN.
- 4) The Youngest Revolution: A Personal Report on Cuba by Elizabeth SUTHERLAND.
- 5) Cuban Communism - by Irving HOROWITZ
- 6) Castro's Cuba, Cuba's Fidel - by Lee LOCKWOOD
- 7) Unarmed Victory - by Bertrand RUSSELL.

My purpose for taking this reading course is that I am pursuing a "minor" in the Latin American Studies Program. I have been assured by the L.A. Studies Dept. that this course will be credited to the program as Prof. BOYER is a member of the L.A.S. Committee.

I have discussed the course with Prof. BOYER and it is my intention to submit a typed critique, in essay format, of each book every second week. I should also point out that I am presently enrolled in Prof. BOYER's History 458 (01) course.

J.M. Kitchen      History 299   History 489

History 299 and History 489 are taught as directed readings courses.

Required are 3 contact hours per week on an individual tutorial basis.

Term essays required min. 2500 words.

HISTORY 299

**NAPOLEONIC WARFARE**

Preliminary Reading List:

A. Vagts - History of Militarism

Napoleon - Maximes de Guerre in T.R. Phillips - Roots of Strategy

Henry Lachouque - Napoleon's Battles

E.V. Tarle - Napoleon's Invasion of Russia

A.B. Rodger - The War of the Second Coalition

Piers Mackesy - The War in the Mediterranean

A. Brett James - 1812

E.M. Earle - Makers of Modern Strategy

R. W. Phipps - The Armies of the First French Republic

T.A. Dodge - Napoleon

A. Fournier - Napoleon

G. Lafevre - Napoleon

David Chandler - Campaigns of Napoleon

Esposito - Military History and Atlas of the Napoleonic Wars

Essay Topic

What was Napoleonic Warfare and how far was it a Break with Previous Traditions?

**HISTORY 489**

Communist Manifesto.

Poverty of Philosophy.

Wage Labour and Capital.

Grundrisse.

Contribution to the Critique of Political Economy.

Wages Prices and Profits.

Capital Volume One.

Anti-Dühring.

Critique of the Gotha Programme.

"On Marx's Capital" (Progress Publishers Moscow)

**Additional:**

Lenin: What the 'Friends of the People Are'

The Development of Capitalism in Russia

Marxism and Revisionism

Three Sources and Three Component Parts of Marxism

The Historical Destiny of the Doctrine of Karl Marx

Imperialism the Highest Stage of Capitalism

State and Revolution.

Essay: "Georg Lukacs writes: 'Historical Materialism is the theory of the proletarian revolution. It is so because its essence is an intellectual synthesis of the social existence which produces and fundamentally determines the proletariat; and because the proletariat struggling for liberation finds its clear self-consciousness in it.' Illustrate this point from the writings of Marx and Lenin listed above."

**Professor:** R. K. Debo  
**Student:** Ronald Hardy  
**Course Number:** 489.  
**Course Title:** De-stalinization.  
**Course description:** A study of de-stalinization in Russia, examining Stalinism, the attack on the "cult of the personality" under Khrushchev and its later development after Khrushchev's fall. Special emphasis will be placed on de-stalinization in the Soviet arts and sciences.  
**Method of instruction:** Weekly meetings with student. Approximate length of each meeting, 2 hours. Discussion and analysis of assigned reading. Course essay.  
**Bibliography:** (attached).

## BIBLIOGRAPHY: DESTALINIZATION IN RUSSIA.

### Stalin and Stalinism:

A. S. Allilueva, THE ALLILUEVA MEMOIRS.  
A. Avtorkhanov, STALIN AND THE SOVIET COMMUNIST PARTY.  
I. Deutscher, STALIN  
R. Conquest, THE GREAT TERROR.  
F. B. Randall, STALIN'S RUSSIA.  
B. Souvarine, STALIN.  
Moscow. Institut marksizma-leninizma. JOSEPH STALIN.  
P. S. Payne, THE RISE AND FALL OF STALIN.  
J. V. Stalin, STALIN'S KAMPF.  
B. B. Wolman, THE PSYCHOANALYTICAL INTERPRETATION OF HISTORY.  
Gustav A. Wetter, DIALECTICAL MATERIALISM.  
Robert C. Tucker, THE SOVIET POLITICAL MIND.  
R. A. Medvedev, LET HISTORY JUDGE.

### De-stalinization:

Carl A. Linden, KHRUSHCHEV AND THE SOVIET LEADERSHIP, 1957-1964.  
R. Conquest, RUSSIA AFTER KHRUSHCHEV.  
Wolfgang Leonhard, THE KREMLIN SINCE STALIN.  
Michael Tatu, POWER IN THE KREMLIN: FROM KHRUSHCHEV TO KOSYGIN.  
Bertram D. Wolfe, KHRUSHCHEV AND STALIN'S GHOST.  
Columbia University, Russian Institute. THE ANTI-STALIN  
CAMPAIGN AND INTERNATIONAL COMMUNISM.  
N. S. Khrushchev, THE CRIMES OF THE STALIN ERA.  
John W. Strong, THE SOVIET UNION UNDER BREZHNEV AND KOSYGIN.  
A. Rothberg, THE HEIRS OF STALIN: DISSIDENCE AND THE SOVIET REGIME  
A. Amarlik, WILL THE SOVIET UNION SURVIVE UNTIL 1984.

### Ideology:

Gustav A. Wetter, SOVIET IDEOLOGY TODAY.  
Richard T. De George. THE NEW MARXISM, SOVIET AND EAST  
EUROPEAN MARXISM SINCE 1956.  
R. Conquest, THE POLITICS OF IDEAS IN THE USSR.  
J. A. Armonstrong. IDEOLOGY, POLITICS AND GOVERNMENT IN  
THE SOVIET UNION.  
A. Brumberg, IN QUEST OF JUSTICE; PROTEST AND DISSENT IN  
THE SOVIET UNION TODAY.

### History:

Nancy W. Heer, POLITICS AND HISTORY IN THE SOVIET UNION.  
Lowell Tillett, THE GREAT FRIENDSHIP. SOVIET HISTORIANS  
ON THE NON-RUSSIAN NATIONALITIES.  
Cyril Black, REWRITING RUSSIAN HISTORY.  
Vladimir Petrov, JUNE 22, 1941: SOVIET HISTORIANS AND THE  
GERMAN INVASION.

### Literature:

Harold Swayze, POLITICAL CONTROL OF LITERATURE IN THE USSR,  
1946-1959.  
George Gibian, INTERVAL OF FREEDOM: SOVIET LITERATURE  
DURING THE THAW.  
Robert Conquest, THE PASTERNAK AFFAIR.  
Michael Schmehl, SOLZHENITSYN.

Literature (continued):

W. Lacquer and G. Lichtheim, THE SOVIET CULTURAL SCENE, 1956-1957.  
P. Johnson, KHRUSHCHEV AND THE ARTS. THE POLITICS OF  
SOVIET CULTURE, 1962-1964.

Science:

D. Joravsky, THE LYSENKO AFFAIR.  
Z. A. Medvedev, THE RISE AND FALL OF T. D. LYSENKO.  
George Fischer, SCIENCE AND IDEOLOGY IN SOVIET SOCIETY.  
George Fischer, THE SOVIET SYSTEM AND MODERN SOCIETY.  
Albert Parry, THE NEW CLASS DIVIDED: SCIENCE AND TECHNOLOGY  
VERSUS COMMUNISM.  
L. R. Graham, SCIENCE AND PHILOSOPHY IN THE SOVIET UNION.  
I. Kurakov, SCIENCE, TECHNOLOGY AND COMMUNISM.  
Survey, THE STATE OF SOVIET SCIENCE.

Russia on the eve of revolution:

Sir Bernard Pares, The Fall of the Russian Monarchy.  
M. T. Florinsky, The End of the Russian Empire.  
G. Katkov, Russia, 1917.

The Bolsheviks:

A. Ulam, The Bolsheviks  
B. Wolfe, Three Who Made A Revolution.  
P. N. Pospelov, Lenin, 150-264.

February to October (the classics)

W. H. Chamberlin, The Russian Revolution, Vol. I.  
N. N. Sukhanov, The Russian Revolution of 1917, 2 volumes.  
L. Trotsky, History of the Russian Revolution.  
A. Kerensky, The Kerensky Memoirs.

February to October (revisionist)

R. Wade, The Russian Search for Peace  
A. Rabinowitch, Prelude to Revolution.  
R. Daniels, Red October  
USSR Academy of Sciences, Institute of History,  
History of the October Revolution, 1-159

Consolidation of Bolshevik Power

USSR Academy of Sciences, Institute of History,  
History of the October Revolution, 160-409.  
E. H. Carr, The Bolshevik Revolution, Volumes I and II.  
W. H. Chamberlin, The Russian Revolution, Volume II  
L. Schapiro, The Origin of the Communist Autocracy.

Foreign Intervention in the Russian Civil War.

J. Bradley, Allied Intervention in Russia.  
J. Silverlight, The Victors' Dilemma.  
J. Thompson, Russia, Bolshevism, and the Versailles Peace

THE CANADIAN WEST

A.J.Wright  
Studies in History

History 489 readings are selected from the following list according to the student's specific interest, whether it be in the history of British Columbia or the Prairie provinces. Directed readings students are required to maintain three hours of contact work per week.

Students can check the following for articles relevant to their topics:

Canadian Historical Review: C.H.R.  
Canadian Historical Annual Report: C.H.A.R.  
Transactions of the Royal Society of Canada: T.R.S.C.  
British Columbia Historical Quarterly.  
Alberta Historical Review.  
Saskatchewan History.  
Transactions of the Historical and Scientific Society of Manitoba.  
Pacific Northwest Quarterly.  
Queens Quarterly.

\* \* \* \* \*

-- Organizational meeting.

-- 1. The Geographic Setting.

- ✓ Ormsby, M., British Columbia: a history.
- ✓ Haig Brown, R., The Living Land.
- ✓ MacIntosh, W. A., Prairie Settlement, the Geographic Setting.
- ✓ Sage, W. N., "Geographical and Cultural Aspects of the Five Canadas", C.H.A.R., 1937.
- ✓ Wolfe, R. I., "Transportation and Politics - The Example of Canada", Annals of the Assoc. of American Geographers, 1962.
- ✓ Jones, S. B., "Cordilleran Section of the Canada-U.S. Border", Geographical Journal, 1937.

"THE LAND" - NATIONALISM IN CANADA - Vol. 1, 1962.

## 2. British Columbia Indians, prior to European penetration.

✓ Howay & Scholfield, British Columbia, 1914, v. 1-4.  
 ✓ Morice, Father, History of the Northern Interior of British Columbia.  
 White, Journals of David Thompson.  
 Glover, David Thompson's Narrative.  
 ✓ Morice, Father, Fifty Years in Western Canada.  
 ✓ McFeat, Tom, Indians of the Northwest Coast.  
 Innis, H. A., The Fur Trade.  
 Jewitt, John, Four Years in Captivity (?) 1805?  
 Sproat, G. M., Scenes and Studies of Savage Life, 1850?  
 ✓ Stanley, G. F., "The Indian Background of Canadian History", C.H.A.R., 1952.  
 ✓ Drucker, P., Indians of the North Pacific Coast, 1965, (pre. and Post-European penetration) Indians of the North-West Coast, 1955, pre-European.  
The Northern and Central Nootkan Tribes, 1951. →

## 3. Prairie Indians prior to European Penetration.

White, Journals of David Thompson.  
 Glover, David Thompson's Narrative.  
 Stanley, G. F., The Birth of Western Canada.  
 Innis, H. A., The Fur Trade.  
 Farraud, M.G.R. Henri, Dix-Huit Ans Chez Les Sauvages.  
 Harmon, D. W., Sixteen Years in Indian Country.  
 Jefferson, R., Fifty Years on the Saskatchewan, (to 1885) (Cree History).  
 McInnes, C.M., In the Shadow of the Rockies.  
 Morris, A., The Treaties of Canada with the Indians of Canada.  
 Howay, F.H., "Crowfoot, Great Chief of the Blackfeet", C.H.A.R., 1930.  
 ✓ Stanley, G. F., "The Indian Background of Canadian History", C.H.A.R., 1952.

## — 1. British Columbia: the European Impact on the Indians.

9. General - General survey of History,  
 Howay & Scholfield, British Columbia, 1914, v. 1-4.  
 ✓ Morice, Father, History of the Northern Interior of British Columbia.  
 White, Journals of David Thompson.  
 Glover, David Thompson's Narrative.  
 Ormsby, M., British Columbia.  
 ✓ Sage, W., Sir James Douglas of British Columbia.  
 ✓ Morice, Father, Fifty Years in Western Canada.  
 Davidson, The Northwest Company.  
 ✓ GAKER, M. H. "THE RELATIONS OF THE EARLY FUR COMPANIES WITH THE INDIANS OF THE PACIFIC NORTHWEST", (FURS), LIV. OF VOL 1924.

Campbell, M.W., The Northwest Company.  
 Innis, H. A., The Fur Trade.  
 Rich, E.E., The Hudson's Bay Company, v. 1-ii.  
 Morice, Father, A History of the Catholic Church in Western Canada.  
 Duff, Wilson, The Indian History of British Columbia, Vol. I, The Impact of the White man.  
 Hawthorn, H.B., Belshaw, C.S., & Jamieson, S., The Indians of British Columbia: a Study of Contemporary Social Adjustment.  
 LaViolette, F.E., The Struggle for Survival: Indian Cultures and the Protestant Ethic in B. C.  
 Lemert, E.M., Alcohol and the Northwest Coast Indians.  
 Lemert, E.M., The Life and Death of an Indian State.  
 Shankel, G.E., "The Development of Indian Policy in British Columbia", Ph.D., History, Univ. of Wash., Seattle.  
 Thompson, F.W., "Employment Problems and Economic Status of British Columbia Indians", M.A. thesis, U.B.C., 1951.  
 Stanley, G.F., "The Indian Background of Canadian History", C.H.A.R., 1952.  
 Drucker, P., Indians of the North Pacific Coast.  
 Boas, Franz, Kwakiutl Ethnography, (c. 1875-1920) ed. by Helen Codere.  
 Barnett, H.G., The Coast Salish of B. C., Univ. of Oregon Press, Eugene, 1955.  
Indian Shakers, a Messianic Cult of the Pacific Northwest, Carbondale, 1957.  
 Cail, Robert E. "The Disposal of Crown Lands in B. C. 1871-1913", M.A. thesis, (history), U.B.C.  
 Collins, J.M., American Anthropologist, 1950, v. 52, 331-342.  
 Crosby, T., Among the An-Ko-me-mums, Toronto, 1907.  
 Gladstone, Percy, "Native Indians and the Fishing Industry of British Columbia", C.J.E.P.S., 1953, Vol. 19: 20-34.  
 Shankel, G.E., "The Development of Indian Policy in British Columbia", Ph.D. thesis, (hist.) Univ. of Washington, 1951.  
 Wike, J., "The Effect of the Maritime Fur Trade on Northwest Coast Indian Society", Ph.D. thesis Columbia Univ., 1951.  
 Lamb, W.K., ed., Letters and Journals of Simon Fraser, 1806-1808.  
 2. The B. C. Fur Trade: Origins, History, Significance.  
 Howay & Scholfield, British Columbia, v. 1-lv.  
 White, Journals of David Thompson.  
 Glover, David Thompson's Narrative.  
 Ormsby, M. British Columbia: a history.  
 Sage, W., Sir James Douglas of British Columbia.

THE M.D. 1980 DECREE OF THE  
 FUTURE OF THE NATIVE PEOPLE  
 OF BRITISH COLUMBIA  
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HISTORY 489:

Instructor - I. Mugridge

Student - P. Doherty

Subject - The Role of the Military in American Foreign Policy making since 1945.

This investigation has arisen from a paper written by Mr. Doherty in History 449. Instructor and student wish to meet for weekly discussions. A basic reading list is appended.

Walter Millis, American Military Thought

R.F. Weigley, The American Military

Fred Cooke, The Warfare State

Tristan Coffin, The Passion of the Hawks

Samuel P. Huntington, The Soldier and the State

John Spanier, The Truman - MacArthur Controversy and  
the Korean War.

Gar Alperovitz, Atomic Diplomacy

Bernard Brodie, Strategy in the Missile Age

William M. Kaufmann, Military Policy and National Security

Andrew Scott & Raymond Dawson, Readings in the Making of  
American Foreign Policy

Henry A. Kissinger, Nuclear Weapons and Foreign Policy

H.H. Ransom, Can American Democracy Survive Cold War?

Samuel Huntington, The Common Defence

Jack Raymond, Power at the Pentagon.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To D.H. Sullivan, Dean, Faculty of Arts	From H.J.M. Johnston A/Chairman Department of History
Subject Special Topics & Directed Studies	Date September 25, 1972.

Addendum to Department of History submission of 'Special Topics and Directed Studies' information.

Lower Level courses offered by the Department of History  
as Selected Topics and Directed Studies.

1. History 150-3 Selected Topics in Pre-20th Century History.
2. History 160-3 Selected Topics in Contemporary History.
3. History 199-3 Studies in Historical Method.

History 150 and History 160 are offered each semester, topics for each being announced in advance. Contact hours consist of two hours of lecture and one hour of tutorial per week.

History 199 is offered each semester and consists of a study of problems encountered in the analysis and interpretation of historical evidence, using primary sources. Contact hours consist of one hour of lectures and two hours of tutorial per week. History 150, History 160 and History 199 while not required are recommended for all prospective history majors.

DB/ad

### INDEPENDENCE MOVEMENTS IN THE AMERICAS, 1760-1840

The course will cover a period spanning the latter years of the eighteenth century and the early years of the nineteenth, and will examine the principal independence movements in the Americas and the revolutions which resulted from them. In order to do this, we shall discuss the problems of colonialism and revolution, the patterns of development in the various colonies, the long and short-term causes of the revolutions and the revolutions themselves. From time to time, some attempts will be made to compare these movements.

#### 1. Course requirements:

The final grade for the course will be assigned on the basis of students' performance in the following aspects of their work. Fixed percentages of the grade will not, however, be given for each of them.

##### a. Written work -

Students will be required to present a paper of up to 5,000 words by the end of the tenth week of the semester. There will also be a final examination, required of all students and based on the work covered in the course as a whole. Further details of these requirements will be discussed during tutorials in the first week of classes.

##### b. Readings -

The following books constitute a major part of the required readings and will be available in the University bookstore.

R.G. Humphreys & John Lynch, eds., The Origins of the Latin American Revolutions, 1808-1826.

Edmund S. Morgan, ed., The American Revolution: Two Centuries of Interpretation.

Sections of these books which apply to specific lecture and tutorial topics have been noted below. In addition, students will be required to read a number of articles which have been listed below under the lecture topics to which they apply and which have been xeroxed and placed on reserve in the library.

- 4 -

c. Tutorials:

Tutorial participation will be given major consideration in assessing final grades. Students should therefore attend tutorials prepared to discuss the topics listed below.

II. Course Outline:

Week:

1. a. Introduction  
b. The problems of colonialism
2. a. The definition and theory of revolution  
b. Great Britain in the 18th century

Readings: Hannah Arendt, On Revolution  
Crane Brinton, Anatomy of Revolution  
Sir Lewis Namier, Monarchy and the Party System  
King George III

3. a. Spain in the 18th century  
b. The Americas and Europe in the 18th century

Readings: Vicente Atard, Spanish Enlightened Despotism  
Juan Herrero, The Spanish Liberals and the Clergy.

4. a. The development of a colonial culture:  
b. British North America

Readings: Charles & Mary Beard. The Growth of Social and Intellectual Autonomy  
Michel-Guillaume de Grevecoeur  
Letters from an American Farmer  
David van Tassel and Robert McAhren  
European Origins of American Thought, V & VI

5. a. The development of a colonial culture:  
b. Spanish America

Readings: John Tate Janning, The Reception of the Enlightenment in Latin America  
Humphreys & Lynch, p. 243-66  
Mariano Picon-Salas, The Eve of the Revolution.

6. a.) The economics and politics of Spanish  
b.)

Readings: Humphreys & Lynch, p. 113-189

7. a.) The Growth of Spanish American  
b.) nationalism

7. Readings: Humphreys & Lynch, p. 269-300  
Gerhard Masur, Nationalism in Latin America  
Jaine Eyzaguirre, The Political Ascendancy  
of the Creoles.

8. Revolution in Spanish America: a. the east coast  
b. Mexico

Readings: Humphreys & Lynch, p. 193-240  
J.H. Parry, The Disintegration of the Empire  
Manuel Ceneipo, The Forgotten Masses  
Miguel Arizpe, The Sacred Rights of Man have  
been crushed.  
Enrique Nunez, The Gothic Shadows of the Colonial  
Past.

9. Revolution in Spanish America: a. Central America  
b. Simon Bolivar and the  
Latin American Revolutions

Readings: Angel Rivas, Liberty and the Spanish Character  
Bolivar: Cult and Anticult

10. a.) The economics and politics of British  
b.) rule in the 18th century

Readings: Jack P. Greene. The Role of the Lower Houses of  
Assembly in the 18th century Politics.  
J.R. Pole. Historians and the Problem of Early  
American Democracy.

11. a.) The Declaration of Independence  
b.) "Give me liberty or give me death."

Readings: R.R. Palmer, The People as Constituent Power  
Jesse Lemisch, The American Revolution seen from  
the Bottom Up.  
Clinton Rossiter, Political Thought of the American  
Revolution.

12. a. George Washington and the American Revolution  
b. The American Revolution in History

Readings: Morgan, p. 52-72-115-38; 147-79  
Gordon S. Wood, Rhetoric and Reality in the American  
Revolution  
Washington on the revolution  
Jack P. Greene, The Ambiguity of the American Rev.

13. a.) Rhythms of the Revolution  
b.)

Readings: Jack P. Greene, The Reinterpretation of the American  
Revolution  
R.R. Palmer, The Revolution  
J.H. Parry, Aftermath of Empire  
Hannah Arendt, Constitutio Libertatis

QUEEN VICTORIA IS ALIVE AND WELL AND  
LIVING IN THE WHITE HOUSE

The U.S.A. is widely regarded as the most powerful nation on earth. She is also the most destructive nation, and probably the most disliked. The effects of her thinking and of her decisions go round the world; when the U.S.A. sneezes the world catches cold.

There is nothing new in this. At different times, the Babylonians, the Persians, the Mongols, the Chinese, the Incas, the Dutch and the Spanish and the British dominated a big sector of the world. In 1933, for instance, the British ruled a quarter of the earth's surface and a quarter of the earth's people. Today, Russians and Americans share the planet, China permitting.

It is possible, in most of these cases, to trace the processes by which exceptional power is acquired and used, and eventually lost. It is possible - though this is harder - to estimate the effects of exceptional power upon the psyche of the nation which has it. Most students would probably like to study the American empire most of all, because we have to live with it and because Canadians find anti-Americanism congenial. (Is this because things are not turning out so well up here: instead of a nice mixture of British government, American knowhow and French culture, we seem to be stuck with British knowhow, French government, and American culture?) But there are two drawbacks to studying American experience; firstly, it is overwhelmingly close to us, and secondly, it is not finished (is it?). We wallow in prejudice, half knowledge and guess work. So the middle section of the course will consider the effect of exceptional power upon those other people whom the modern Americans resemble so strongly, the subjects of Queen Victoria.

The Victorians thought they carried intolerable burdens in a complex world. They wished to export their own way of life to everybody. They found other nations ungrateful and quite often inferior. They were much disliked and much envied. The parallels with America today will be obvious. The Victorians carried "The white man's burden" and the Americans believe they shoulder the "free world's defence". By studying how and why Queen Victoria's empire disappeared,

Cont/.....

Cont/.....

we might get some idea of American prospects. We might also learn how to live defensively with exceptional power. Perhaps economics explain everything. Perhaps ideas do. To end the course, we will spend a couple of weeks examining some theoretical interpretations of exceptional power and its uses.

## HISTORY 160

Required readings for the course in the following text,  
now in the Bookstore:

Fieldhouse, The Colonial Empires

Combs, Three Views of American Diplomacy

Gollwitzer, Age of Imperialism

Wright, New Imperialism

Lewis, British in India

Steele, Pax Americana

A recommended order of chapter readings follows:

With the author's initial first, and a chapter of his book  
next, e.g. F. 5, 6, means Fieldhouse, chapters 5, and 6.

### United States

F. 5, 6;  
C. 1, 2, 5;  
S. 1, 2;  
F. 14;  
C. 7;  
S. 7, 8, 9;  
C. 8, 9;  
S. 13, 14, 15;  
C. 6;  
S. 3, 4, 5, 6;  
S. 10, 11, 12;  
C. 11;  
S. 18.

### Britain

G. 2, 5, 9, 10;  
F. 8;  
L. Complete;  
F. 9, 12;  
G. 3, 7, 14;  
F. 10, 11;  
W. Complete;  
G. 6, 8;  
F. 16;  
G. 11, 12, 13.

HISTORY 199  
COURSE OUTLINE  
FALL SEMESTER 1972

J. WRIGHT

STUDIES IN HISTORICAL METHOD: LOCAL HISTORY

As the Calendar suggests, this course is designed to allow students to gain a deeper understanding of historical processes as they practice doing what the historian does - dealing with actual historical resources, gathering evidence, making judgements about conflicting evidence, and attempting to place what actually happened in a meaningful context.

Using Local History as a vehicle, an attempt will be made to introduce various kinds of history, such as social, economic, political, biographical, etc., as well as the wide variety of source materials to which the historian has recourse in the preparation of his work. The first part of the course will be concerned with the state of Local History in Britain, the United States, and Canada, as well as with the techniques being employed by leading historians in the field - including historical demography, historical archeology, family reconstruction, and oral history. The second part will allow the student to place himself in the position of the historian: using one or more of the techniques described, he will be asked to prepare a research paper based on the history of a local British Columbia community.

A lecture time has been scheduled, the time being used to give introductory lectures and the occasional resource film, but the effective work in the course will be done in the two-hour tutorials and in the completion of various assignments and exercises outside of class. Participation in tutorials and the completion of the assignments will account for 50% of the final grade; the other 50% will be accounted for by the completion of the research paper.

It should be noted that this course has been designed to tie in with a symposium on Approaches to Local/Regional History which will be held at Cariboo College in Kamloops in the first week in October. If funds are forthcoming it is hoped that some, if not all, of the students in the course will be able to attend the conference. For that reason the required book list has been kept short, the feeling being that the students' hard-earned dollars might better be spent in registering for the symposium.

Required Reading:

R. J. Shafer: A Guide to Historical Method

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dean D. H. Sullivan,  
Faculty of Arts.....  
Subject: Special Topics and Directed  
Studies

From..... Dr. Neville J. Lincoln,  
..... Department of Modern Languages.  
Date..... September 12, 1972.

Your memorandum dated August 23, 1972 refers.

Descriptions of the following courses which come under the heading Special Topics or Directed Studies are forwarded.

French 409  
French 492  
Spanish 409

RECEIVED  
SEP 15 1972  
Vice-President  
ACADEMIC

*Neville J. Lincoln*

Neville J. Lincoln,  
Chairman, DML.

BAG/bg  
Encl.

Office of the Dean  
SEP 14 1972  
Faculty of Arts

French 409-3: Readings in French Linguistics

- 1) Guided readings on selected topics: required for honors students, though it may be taken by other students with the consent of the course chairman.
- 2) This course is conceived as a bridge between the 400-level courses and the 800-level courses and its goal is to prepare students to undertake successfully graduate studies. At the beginning of the semester the student receives an intensive reading list on one specific subject related to French Linguistics (cf. N.B.). During the semester he has two to three meetings with his supervisor and at the end of the semester he submits a term paper (20 to 30 pages) with his comments and discussion of the topic.

French 409-3 is offered only on students' demand: it will not be offered in Fall 1972 but has been offered several times during the past years.

N.B.: list of topics actually given previously to students enrolled in French 409-3:

Martinet's works in phonology and grammar.

De Saussure's school of linguistics and his influence on modern structuralism.

The French school of psychological linguistics (Guillaume, Galichet, Brunot, Togeby etc...).

Tesnière, Dubois, Gross: a comparative study of different approaches on French Grammar.

FRENCH 492-3

a) Calendar description:

French 492-3 (0-3-0) Honors Essay

Topic of a comprehensive nature to be approved by the course chairman.

b) Detailed description of course:

i) (Syllabus presented to student during pre-registration)

### Aim

To prepare the student for graduate work. A personal sustained research project in literature on a topic to be determined. The Honors essay will be like a short thesis (30-50 pages long), preferably analytical rather than descriptive or historical in nature. It will be written in French, in two copies (one for the French division, one for the student).

N.B. A good background in literature is needed for this course. It is therefore advisable not to undertake it before the 7th. semester, or with the equivalent preparation of at least three 400 level courses in French.

## ii) (Methodology)

In the first 7 weeks meet with the student at least one hour a week to determine:

- a) choice of topic, (usually one author the student already knows from previous courses) detail aspects to be analyzed,
- b) establish critical bibliography,
- c) formulate an evaluation of critical material,
- d) thus, by elimination draw up a chapter by chapter plan of research
- e) and finalize research and outline of essay.

In the following six weeks meet with the student between two and three hours a week to correct drafts of chapters (content re-organization at times but mostly to correct the expression and the language). Establish final draft before final typing, last week of lectures or first week of examination period.

## SPANISH 409

The aim of this course is to meet the "individual needs and interests" of the students.

We consider it should be conducted in such a way that the student meets with a Faculty advisor approximately once a week to receive guidance for his reading and for discussion.

The student makes reports and writes papers on his readings. The course is designed principally for the honors student and is a preparation for work at the Graduate level.

The following topics are currently being offered:

A. Spanish Phonology -- Dr. J. Knowles

The student is required to read and investigate the following themes:

- a) Phonemic theory applied to Spanish data
- b) Distinctive feature theory applied to the same data
- c) Morphophonemic processes in Spanish

B. Lexical Borrowing in Spanish -- Dr. T. Kim

Terlingen - Los italianismos en Español

Deroy - L'emprunt linguistique

and other relevant materials.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To..... D. H. Sullivan, Dean.....

Faculty of Arts.....

Subject..... Special Topics and Directed Studies Courses.....

From..... R. D. Bradley.....

Acting Chairman.....

Department of Philosophy.....

Date..... September 14, 1972.....

### Foreword

The Department of Philosophy offers 3 "Selected Topics" courses:

Selected Topics I (Philosophy 231-3)  
Selected Topics II (Philosophy 331-3)  
Selected Topics III (Philosophy 435-5)

The calendar description, which is similar for each course, is deliberately wide, as the Department construes 'topic' to include Philosophical doctrines, figures and attitudes as well as branches of Philosophy which are not currently covered in our Curriculum. The Selected Topics courses permit the Department flexibility and a trim calendar.

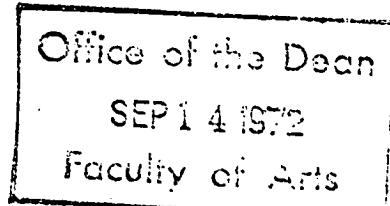
In the past the "Selected Topics" at the 200-level have been Existentialism, Philosophy of History, Philosophy of Law, and Philosophy of Literature, and at the 400-level, Phenomenology, Thomas Reid, Mills' Ethical Writings, Realism, and Hume's Social and Ethical Theories.

Selected Topics courses are offered as student demand and/or faculty interest warrant. A proposal to offer a Selected Topics course, like all curricula proposals in the Department of Philosophy, is subject to the approval of the Committee of the Whole.

### SPECIAL TOPICS COURSES OFFERED IN 72-3

Course No	Course Vector	Topic Offered	Course Description	Instructor
Phil. 231-3	2-1-0	Law and Morality	See attached	A. Grants

  
R. D. Bradley



/man

PHILOSOPHY 231

SELECTED TOPICS I

(LAW AND MORALITY)

FALL SEMESTER 1972

A. GRANTS

REQUIRED TEXTS:

DEVLIN, PATRICK

THE ENFORCEMENT OF MORALS

HART, H.L.A.

LAW, LIBERTY AND MORALITY

RECOMMENDED TEXTS:

SUMMERS, R.S. (EDITED)

ESSAYS IN LEGAL PHILOSOPHY

WASSERSTROM, R.A. (EDITED)

MORALITY AND THE LAW

COURSE DESCRIPTION

Except for some very few general questions about the law, such as "What is law?" or "What is justice?" the direction of the course will be toward an investigation of that part of the law which is concerned with immorality and with the criminal punishment of immoral behaviour. Here are some of the questions of this sort:

"How appropriate are the criteria - e.g., retribution, deterrence, utility, reform or remedy - as guides for the regulation of conduct by law?"

"Does the law merely gratify the public feeling to choose out for punishment the one who has actually caused great harm?"

"Why should the accidental fact that an intended harmful outcome has not occurred be a ground for punishing less a criminal who may be equally dangerous and equally wicked?"

"What are good reasons for official actions?"

.....

"Why should the law define offences which it punishes in such a way as to make this state of mind or will, and not that, a necessary condition of liability to punishment?"

"Why should this kind of behaviour be more severely punished than the same kind of behaviour if it is accompanied by this state of mind or will rather than that?"

"For the purposes of punishment, what conduct is intentional?"

"Is the immorality of a kind of behaviour ever, by itself, sufficient justification for making that kind of behaviour criminally punishable?"

"Does the legislature select certain offences haphazardly or are there some principles which are used to determine what part of the moral law should be embodied in the criminal?"

"Is it always better that ten men ruin themselves than that one man be unjustly deprived of liberty?"

"Under what circumstances, if any, is one justified in disobeying the law?"

## DIRECTED STUDIES - PSYCHOLOGY

(report prepared by Dept. Undergraduate Studies Committee)

Psychology offers Directed Studies to undergraduate students under the following numbers, 493-3, 494-3, 495-3, 496-5, 497-5, 498-5. The blanket calendar description used to describe all of these courses is as follows: "Independent reading or research in topics selected in consultation with the supervising instructor" (see pg. 190, 1972-3 Calendar).

A copy of the formal Departmental policy for the administration of Directed Studies Courses is attached (Attachment I).

In practice, the administration of directed studies in Psychology has evolved over the years. In the last two years the courses have been very small (usually 1 or 2 students) and have covered a broad range of interest areas. The basic necessities for a Directed Studies course being offered is 1) the mutual interest of a faculty member and a student and 2) the faculty member's confidence in the student's competence. A large number of students requesting Directed Studies have been turned away because their interests could not reasonably be covered by any available member of our faculty or because faculty members were not confident in the student's ability to work in the Directed Studies context. Approval by the Undergraduate Studies Committee has become almost routine once a faculty member and student have reached accord. The number of directed studies the average student takes has remained very low and the maximum number for those students who prefer the Directed Studies approach to education has been limited in almost every case to 8 hours for majors and 11 hours for honors students by the Departmental Policy.

Nine Directed Studies courses are anticipated this semester. A summary of each is attached, covering the points requested in the memos we have received from the President, Vice-President, Academic, and the Dean of Arts.

Office of the Dean  
SEP 19 1972  
Faculty of Arts

DEPARTMENT OF PSYCHOLOGYPolicy on Directed Studies CoursesNature of Courses

These courses enable a student or a small group of students to work with a faculty member on projects of mutual interest which are not normally covered by regular courses. The projects will often involve the student directly in empirical or theoretical research. There are many reasons why a student might wish to take a directed studies course such as:

1. The continuation of a research project conceived or begun in another course.
2. The covering of material not dealt with in regular courses.
3. The handling of special cases. For example a student may not be able to graduate in a particular semester unless he has a certain number of upper level credits. If these credits are unavailable through the regular course offerings for that semester some of them might be made up through a Directed Studies Course.

Directed studies courses should be the exception rather than the rule in a students program. The department should provide through its normal offerings courses adequate for all students.

Recommendations

1. A faculty member who wishes to give a directed studies course should submit a brief outline of the course and the names of the students who wish to register in it to the Undergraduate Studies Committee at least two weeks before registration. Ideally these courses should be arranged near the end of the semester before the semester in which they are to be given.
2. The Undergraduate Studies Committee should make recommendations to the Department Chairman on particular directed studies courses and either the Chairman or the instructor involved can take any recommendation to the Committee of the Whole.
3. At the completion of the course the faculty member in charge of the course should submit a brief written report of the work done to the Undergraduate Studies Committee. These reports should be kept on file in the Department.
4. When the faculty member in charge of the course submits a grade he should put a brief description of the course and the students performance into the student's file.
5. Psychology majors should be allowed a maximum of eight credits and Psychology honors students a maximum of eleven credits in directed studies courses.
6. For Psychology students, only those in their last four semesters should be allowed to register in directed studies courses.

7. Entrance to these courses should be by permission of the instructor.

Notes

1. Several five and three credit course numbers are available. Since an undergraduate may not repeat a course for which he has received credit he must have a new number for each Directed Studies course. Therefore if one of these courses has more than two students they may have to take the same course under different numbers.
2. Directed Studies courses do not normally count as part of the teaching load of a faculty member.

DIRECTED STUDIES DESCRIPTION

Faculty Member B. K. ALEXANDER

Students and Course Number for each:

<u>Gary Fach</u>	<u>497-5</u>
_____	_____
_____	_____
_____	_____

Course outline or syllabus:

Field research on the social display behaviour of Vancouver's subtidal crabs, Magester Dana. This will be a continuation of research initiated by the student in Psychology 385. Crabs in three areas of Burrard Inlet will be observed, captured, and marked for individual identification.

Reading List:

Green, J., The Biology of Crustacea, Witherby Ltd., 1963.  
Lockwood, A. The Physiology of Crustacea, Freeman, 1967  
Waterman, T. The Physiology of Crustacea, Academic Press, 1961.  
Wright, H. Comparative Studies of Social Behavior of Grapsoid Crabs,  
UCLA, 1970.  
Carlisle, D. & Knowles, B. Endocrine Control in Crustaceans,  
Cambridge Univ. Press, 1959.

Anticipated Contact Hours:

Three discussion meetings during the semester. Most of the time to be spent collecting data.

Method of Instruction:

Critique of research design and discussion of results with instructor.  
Final paper submitted late in term.

## DIRECTED STUDIES DESCRIPTION

Faculty member Christopher M. Davis

Students and Course Number for each

<u>Sheldon Curry</u>	<u>493-3</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Course outline or syllabus

Continued experimental exploration of the effects of direct hypothalamic stimulation on rats. The proposal is for students to use experimental and surgical techniques acquired during the summer along with physiological information acquired in Psychology 380, to explore the effects of stimulation on septal and other hypothalamic sites in rats brains. Work to be carried out under my supervision and direction and to result in written report of work accomplished.

### Reading list

Anticipated contact hours at least three each week.

Method of instruction by instruction and discussion of procedures and results.

DIRECTED STUDIES DESCRIPTION

Faculty Member B. LYMAN

Students and Course Number for Each:

Ulf Kristiansen

497-5

(66-300-5042)

\_\_\_\_\_

\_\_\_\_\_

Course Outline or Syllabus:

Physical attractiveness and the self concept. The course consists primarily of library research on the relation between physical attractiveness (both objective and subjective) and self-esteem. This is a neglected area in that self-esteem is usually tied to psychological & social variables.

Reading List:

Goffman, E. Stigma.

Berscheid & Walster. Interpersonal Attraction.

Hastorf, A. et al. Person Perception.

Mischel, W. Introduction to Personality.

Rotter, J. Social Learning & Clinical Psychology.

Ad lib from various Psychological Journals.

Anticipated Contact Hours:

5

Method of Instruction:

Weekly discussion meetings plus a team paper will be required. A research project will also be carried out.

## **DIRECTED STUDIES DESCRIPTION**

Faculty member H. Weinberg

**Students and Course Number for each**

**Seldon H. Currie**

Psychol. 495-3

### **Course outline or syllabus**

This course is an advanced and intensive survey of Physiological Psychology. Emphasis is placed on important basic issues in the area.

### Reading list

Pribram, K. Languages of the brain.

Regan, D. Evoked Potentials

Quaartton, et al. The Neurosciences, Vol. I and II

## Shagass, C. Evoked brain potentials in psychiatry

Williams, D. (ed) Modern Trends in Neurology, IV.

**Anticipated contact hours** 3

3

**Method of instruction** seminar

DIRECTED STUDIES DESCRIPTION

Faculty Member

BRUCE ALEXANDER

Students and Course Number for Each:

Ary Bovernkirk

Sydney Heizer

Maureen Lyons

Course outline or syllabus:

Reading and research in squirrel monkey behaviour. Students will attempt to cover the literature on squirrel monkey behaviour, concentrating on recent journals but also utilizing older classical sources. Experiments will be carried out involving social preference behaviour and effect of crowding on aggressive behaviour.

Reading List:

Primates

Behaviour

Folia Primatologica

Science

Behaviour of Nonhuman Primates

Harlow, Schrier & Stollmitz (4 Volumes)

Anticipated Contact Hours:

5 hours/week

Method of instruction:

Seminar and research participation

DIRECTED STUDIES DESCRIPTION

Faculty Member

E. M. COLES

Students and Course Number for Each:

Jack Singer (71-100-7924)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Course outline or syllabus:

A literature review and experimental study of concepts of mental illness held by various lay (ie non-psychiatric) groups and professions.

Reading List:

Anticipated contact hours:

Method of instruction:

DIRECTED STUDIES DESCRIPTION

Faculty Member A. L. DIAMOND

Student Name and Course Number:

Gary Fach (69-302-2727) 493-3

Course Outline and Syllabus:

The course will cover the area of vision and visual perception in Psychology. It will involve a review of the literature as well as an empirical study concerning adaptation to underwater distance distortion.

Reading List:

Graham, C.H. Vision and Visual Perception.  
Bradeley, A.D. Visual Activity Underwater.  
Hemmings, C.C. et al. The Visibility of Underwater Objects.  
Kinney, T.O. et al. Visibility of Colors Underwater.  
Kinney, T.O. et al. Effect of Turbidity on Judgments of Distance.  
Luria, S.M. et al. Estimates of size-distance Underwater.  
Lythgoe, J.N. Red & Yellow as Conspicuous Colors Underwater.  
Ross, H.E. Size & Distance Judgments Underwater & on Land.  
Ross, H.E. Adaptation of Divers to Curvature Distortion.  
Ross, H.E. et al. Adaptation of Divers to Size Distortion.  
Ross, H.E. et al. Visual Stability During Bodily Movement Underwater.  
Ross, H.E. et al. Size & Distance Judgments in the Vertical Plane.  
Ross, H.E. et al. Distance Estimates of Familiar Objects Underwater.  
Ross, et al. Size-Distance Invariance in Perceptual Adaptation.  
Ono, H. Adaptation to Underwater Distance Distortion as a Function of Sensory-Motor Task.  
Ono, H. et al. Underwater Distance Distortion Within The Manual Work Space.  
Weltman, et al. Visual Fields of the Scuba Diver.  
Ross, H.E. Stereoscopic Acuity Underwater.  
Faust, K.J. & Beckman, E.L. Evaluation of a Swimmer's Contact Air-Water Lens System.

Anticipated Contact Hours:

3 discussion and/or lab hours per week.

Method of Instruction:

Discussion with student concerning reading list, criticism, and instruction in laboratory technique. Final report late in term.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

Dr. S. Aronoff .....

From. Dr. G. H. Geen, Chairman .....

Dean of Science .....

Dept. of Biological Sciences .....

Subject. Special Topics and Directed  
Studies .....

Date. September 5, 1972 .....

Reference is made to the President's memorandum of August 18, 1972 regarding the above.

This Department does not offer Undergraduate Special Topics or Directed Studies courses.

The only Undergraduate courses that could perhaps be considered in this category are:

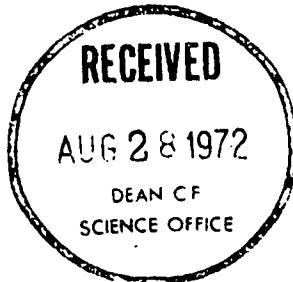
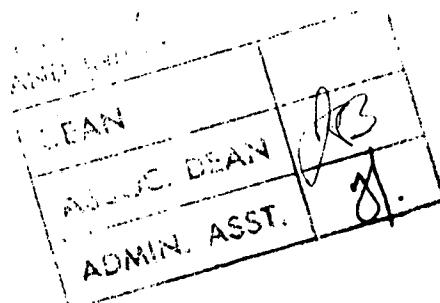
ENROLLMENT 72-3	
BISC 490-5 Research Design	nil
491-5 Research Technique	nil
492-5 Research Reporting	nil
498-3 Undergraduate Research.	2

The Calendar description of these is attached. It is not possible to describe in detail these courses as they are different for each student depending on the research area and the faculty member supervising the student. It is fairly clear from the Calendar description what is involved in the courses.

We do offer Special Topics Graduate Courses - BISC 859-3, 869-3 and 879-3. As stated in the Calendar the content of these courses varies from Semester to Semester depending upon the needs of the Graduate Student and the Faculty member offering the course(s). We do not anticipate offering any of these courses during the Fall 1972 Semester.

GGB:GHG:ct  
Enclosure

  
Glen H. Geen,  
Chairman.



**BISC****490-5 Research Design****491-5 Research Technique****492-5 Research Reporting**

The above three courses must be pursued as components of an Individual Study Semester. They must be taken concurrently under the guidance of a sponsoring professor who will chair a three-member supervisory committee. Students wishing to take Biological Sciences 490, 491 and 492 must apply to the Department prior to the end of the first month of the semester preceding the semester in which they will be taken.

**Prerequisites:**

- (i) *Completion of all first and second level Biological Science courses plus Biology 301 (Biochemistry), or their equivalent.*
- (ii) *Completion of all Physics, Chemistry and Mathematics prerequisites.*
- (iii) *At the time of application, have a minimum cumulative GPA of 2.75, and a minimum cumulative GPA in Biological sciences of 3.00.*

**498-3 Undergraduate Research**

Students who wish to take this course must have completed their 6th semester in Biology. A student will be permitted to enroll in this course only if he obtains the prior written agreement of a professor to act as research adviser.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

Dr. J. Barlow	From ... T.N. Bell, Chairman,
Associate Dean	Department of Chemistry
Subject Report on Special Topics Courses	Date 18th September 1972

### Fall Semester 1972

#### 481-5 Undergraduate Research

"Laboratory or library research, for preparation of thesis for the honors degree in Chemistry"

Enrolment 1 (H. Rhodes) Supervisor: Prof. L.K. Peterson

Topic: The identification and stereochemistry of complexes formed from the reactions of ketones with various ions, e.g. Co, Ni, Hg, Zn and Sn, and the role of these ions as catalysts. Optical and mass spectroscopy will be used as analytical tools.

#### 482-3 Directed Study in Advanced Topics (0-0-3)

"Directed reading in a topic chosen in consultation with a supervisor"

Enrolment 1 (V. Chamberlain) Supervisor: Prof. J. D'Auria

Topic: The formation of atoms in the universe. The formation of stars and nucleosynthesis will be discussed with particular reference to conditions and the reactions occurring. Consideration will be given to anomalies in chemical composition. Consideration will be given to the dispersion of heavy elements involving the ejection of material from stellar bodies.

#### Short Reference List

1. Synthesis of the Elements in Stars: Burbidge, Burbidge, Fowler & Hoyle, Rev. Mod. Phys. Vol.29, No. 4, Oct. (1957)
2. Abundances of the Elements: Seuss & Urey, Rev. Mod. Phys. 28, 53 (1956)
3. Cosmological Element Production: R.V. Wagoner, Science 155, 1369 (1967)
4. Nuclear Reactions in Stars Without Hydrogen: E.E. Salpeter, Astrophys. Journal 115, 326 (1952)
5. Origin of the Elements in Stars: Burbidge, Burbidge, Fowler & Hoyle, Science 124, 611 (1956)
6. Origin of the Elements: D.D. Clayton, Physics Today, May 1969

7. The Creation of the Universe: George Gamow,  
    QB 981 G3 (1961)
8. The Universe & its Origin: Messel & Butler,  
    QB 981 M48



T.N. Bell

TNB:rdh

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To.....	Dr. S. Aronoff	From.....	Dr. R.W. Lardner
	Dean of Science		Chairman Mathematics Department
Subject.....	<u>DIRECTED STUDIES COURSES IN MATHEMATICS</u>		
	Date..... September 13, 1972		

SEP 14 1972

As requested, this memorandum is to report on the Directed Studies courses being offered by this Department during the Fall semester 1972. It should be pointed out that all Directed Studies courses are screened by the Department's Undergraduate Studies Committee before they are authorized in order to avoid duplication with regular course offerings. For the Fall semester 1972, the Undergraduate Studies Committee has authorized the following Directed Studies courses:

1. Mathematics 492-4 DIRECTED STUDY (Permutation Groups), Dr. B. Alspach

a. Calendar description: Independent reading or research in topics selected in consultation with the supervising instructor.

There is no vector number for this course.

b. Course description:

1. Fundamentals of permutation groups.
2. Multiply transitive groups.
3. The transitive constituents of the stabilizer of an element.
4. The method of Schur.
5. Relationships with representation theory.
6. Applications to automorphism groups of graphs.

Text: Finite permutation groups by H. Wielandt (Items 1-5 above)

Supplementary book: Permutation groups by D.S. Passman

Item 6 (above) will involve the students in reading research papers.

The course will involve 4 contact hours per week and the students and the instructor will alternately present the material to the class. Homework problems will play a role in the course.

Enrollment: 2 students.

2. Mathematics 492-4 DIRECTED STUDY (Foundations of Mathematics), Dr. T. Brown

a. Calendar description: Same as above.

b. Course description:

1. From the book, Naive Set Theory by P. Halmos, the following

chapters:

The axiom of extension, the axiom of specification, unordered pairs, unions and intersections, complements and powers, ordered pairs, relations, functions, families, numbers, the Peano axioms, order, the axiom of choice, Zorn's lemma, well ordering, transitive recursion, ordinal numbers, sets of ordinal numbers, ordinal arithmetic, the Schröder-Berstein theorem, countable sets, cardinal arithmetic, cardinal numbers.

2. From the book, An Introduction to the Foundations and Fundamental Concepts of Mathematics by Eves and Newsom, the following chapters:  
Mathematics before Euclid, Euclid's elements, the real number system, logic and philosophy.
3. From the book, Introduction to the Foundations of Mathematics by R. Wilder, the following chapters:  
the axiomatic method, the early developments, formal systems, mathematical logic.

This course will have one contact hour per week, and will involve weekly assignments and a term paper.

Enrollment: 1 student.

3. Mathematics 493-4 DIRECTED STUDY (The Art of Computer Programming),  
Dr. T. Brown

a. Calendar description: Same as for Mathematics 492-4.

b. Course description:

1. Algorithms.
2. MIX, the MIX Assembly Language, and applications to permutations.
3. Some fundamental programming techniques.
4. Trees, traversing binary trees, etc.

Text: The Art of Computer Programming, Volume I: Fundamental Algorithms by Donald Knuth

The course will involve one contact hour per week, weekly assignments and a term paper.

Enrollment: 1 student. (Note: There is some difficulty with this student's registration, and this course may be cancelled.)

It should be noted that none of the instructors for these courses is receiving any teaching credit, in accordance with our Departmental policy on Directed Studies courses.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To: Dr. J. S. Barlow

From: K. E. Rieckhoff, Acting Head

Associate Dean of Science

Department of Physics

Subject: SPECIAL TOPICS AND

Date: August 23, 1972

DIRECTED STUDIES COURSES

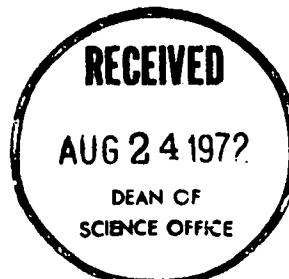
No courses are taught under the listing "Special Topics" and/or "Directed Studies" in the Physics Department during the fall semester.

*K.E. Rieckhoff*

KER/ml

PLEASE READ  
AND INITIAL

DEAN	



# SIMON FRASER UNIVERSITY

## MEMORANDUM

To.....	Dr. Ian Mugridge, Assistant Vice President, Academic	From.....	D.R. Birch, Dean, Faculty of Education
Subject.....	Special Topics and Directed Studies - Memo of Aug. 18, 1972	Date.....	September 21, 1972

Herewith the information requested in a motion passed at the  
August meeting of the Simon Fraser University Senate:

That Deans of Faculties and Divisions report on  
topics being covered under special topics and  
directed studies courses during the fall semester,  
1972, with report to be available at the October  
meeting of Senate.

EDUCATION 461-4

TRENDS AND DEVELOPMENTS IN EDUCATIONAL PRACTICE

A. Several courses listed in the Course Guide as specific topics under Education 471-4, Curriculum: Theory and Application and under Education 481-4 Directed Studies will now be re-titled since Senate approved Education courses at its August meeting.

<u>In Course Guide</u>	<u>New Course</u>
Education 461-4 Topic: Early Childhood	Education 464-4 Early Childhood Education
Education 471-4 Topic: Science Education	Education 476-4 Designs for Learning-Natural Sciences
Topic: Language Arts	Education 472-4 Designs for Learning - English and Language Arts
Education 481-4 Topic: Audio-Visual Techniques in Education	Education 463-4 Educational Media

These changes have been noted in this report although the courses as presently constituted are regular offerings and not special topics or directed studies.

B. Education 432-5 Contemporary Issues in World Education

Calendar Description: In this course an attempt is made to use theories and data derived from such fields, as, for example, political science, sociology, cultural anthropology and economics to explain and evaluate educational systems throughout the world.

(3-2-0)

Students with credit for SPF 432-5 may not take this course for further credit.

Detailed Description: Please see attached sheet.

Seminar Topic: Myth and Curriculum Development.

Faculty Member(s): Dr. Kieran M. Egan, Visiting Assistant Professor

Number of Students: 14

Contact Hours: 5 (two seminars of 2 1/2 hours each)

Method of Instruction: Seminar

Course Outline: attached

Reading List: attached

## MYTH AND CURRICULUM DEVELOPMENT

Fall 1972

EDUCATION 432

Kieran Egan

There is an obvious formal analogy between the way a primitive child is initiated into a culture by, among other things, being taught the myths of the group, and the way in which a child is initiated into our culture by being taught the knowledge we have gained by our various forms of rational inquiries. In both cases the initiate is presented with a particular view of the natural and social world and of his or her place in it.

Recent studies have disclosed how the, often seemingly absurd, myth stories serve an important role in providing a logical ordering of natural and social phenomena that determines their meaning, for the primitive. The methodological tools developed by these studies of myth, and many of the particular insights about the way myth serves to secure both the social group's and the individual's identity open up ways by which we can more precisely examine, at a level of considerable generality and importance, the effects of typical curriculum organization on a child's education in our culture.

The course will concentrate on, firstly, introducing students to some of the methods and results of recent myth studies in anthropology, poetics, and semiology. In the light of these we will examine typical school curricula, and deal with the problems that are immediately raised: eg. contradictions between assertions "embodied" in the formal organization of curricula and explicit aims of, particularly, humanities teaching; the incoherence in the hidden assertions about the nature of the world or society made by different subjects within a single curriculum (the source of the "two cultures"); the effects of different subjects appearing as more or less discrete areas; whether initiation into rational modes of perceiving, investigating, and dealing with the world may be achieved without the accompaniment of a sense of "alienation" in the student.

## Bibliography

### 1. The basic readings for the course will include:

Aristotle	-	<u>The Poetics.</u>
Roland Barthes	-	"Myth Today".
Ernst Cassirer	-	<u>Language and Myth.</u>
Noam Chomsky	-	<u>Language and Mind.</u>
Frank Kermode	-	<u>The Sense of an Ending.</u>
Thomas S. Kuhn	-	<u>The Structure of Scientific Revolutions.</u>
Bronislaw Malinowski	-	"Myth in Primitive Psychology".
Claude Levi-Strauss	-	"The Structural Study of Myth", and other essays from <u>Structural Anthropology</u>
Claude Levi-Strauss	-	"Overture" to <u>The Raw and the Cooked</u> .
Henry Murray (ed.)	-	<u>Myth and Mythmaking.</u> Selected essays
John Vickery (ed.)	-	<u>Myth and Literature.</u> Selected essays
Giambattista Vico	-	<u>The New Science.</u>

### 2. Other recommended works:

Erich Auerbach	-	<u>Mimesis.</u>
Roland Barthes	-	<u>Elements of Semiology.</u>
Roland Barthes	-	<u>Mythologies.</u>
Kenneth Burke	-	<u>The Philosophy of Literary Form.</u>
F.M. Cornford	-	<u>From Religion to Philosophy.</u>
F.M. Cornford	-	<u>Thucydides Mythistoricus.</u>
Mircea Eliade	-	<u>Myth and Reality.</u>
Mircea Eliade	-	<u>Cosmos and History.</u>
Henry Frankfort, et. al.	-	<u>Before History.</u>
Sigmund Freud	-	<u>The Interpretation of Dreams.</u>
Northrop Frye	-	<u>Anatomy of Criticism.</u>
E.H. Gombrich	-	<u>Art and Illusion.</u>
Geoffrey S. Kirk	-	<u>Myth: Its Nature and Meaning....</u>

## Bibliography (Cont'd)

Edmund Leach	-	<u>Levi-Strauss.</u>
Edmund Leach	-	"Genesis as Myth" in <u>Myth and Cosmos</u> ed. John Middleton
Andre Malraux	-	<u>Metamorphosis of the Gods.</u>
Claude Levi-Strauss	-	<u>The Savage Mind</u>
Claude Levi-Strauss	-	<u>The Raw and the Cooked</u>
Marcel Mauss	-	<u>The Gift.</u>
Friedrich Nietzsche	-	<u>The Birth of Tragedy.</u>
Jean Piaget	-	<u>Structuralism.</u>
Vladimir Propp	-	<u>Morphology of the Folktale.</u>
Philip Rhav	-	"The Myth and the Powerhouse".
Paul Ricoeur	-	<u>On Interpretation: Freud and Philosophy.</u>
Thomas A. Sebeck	-	<u>Myth: a symposium.</u>
Bruno Snell	-	<u>The Discovery of the Mind.</u>
Peter Winch	-	"Understanding a Primitive Society"

C. Education 440-5 Advanced Undergraduate Seminar

Calendar Description: Individual study program or seminar for students with sufficient background in areas of concern. Admission by special permission only. This course may be credited toward a Master's degree program provided that notice is given to the instructor prior to enrollment - additional readings and assignments may be required.

(0 - 5 - 0)

Students with credit for SPF 440-5 may not take this course for further credit.

Detailed Description of Seminars:

1. Seminar Topic: Children's Literature

Faculty Member(s): Dr. G. Blatt  
Dr. M.S. O'Connell

Number of students: 3

Contact Hours: Students will meet twice a week, once as a group and once individually with one of the instructors.

Method of Instruction: Seminar and Tutorial

Course Outline: Attached

Reading List: Attached

Children's Literature  
Fall, 1972  
Vernon, B. C.

The purpose of this course is to acquaint students with a wide variety of children's literature. While some attention will be given to uses of children's books in the class, primary focus will be on the actual books themselves.

Some Suggested Reference Sources:

Huck and Kuhn. Children's Literature in the Elementary School. Second Edition. Holt, Rinehart and Winston, 1968.

Arbuthnot, Mary Hill. Children and Books. Third Edition. Glenview, Ill. Scott, Foresman, 1964.

Children's Books. Too Good to Miss. Western Reserve University Press, 4th Edition, 1963.

Eakin, Mary K. Good Books for Children: A Selection of Outstanding Books. Chicago, University of Chicago Press, 1965.

Eastman, Mary H. Index to Fairy Tales, Myths and Legends. Boston, Faxon, 1926. Supplement, 1952.

Mahoney, Bertha E., Louise Payson Latimer and Behlah Folmsbee. Illustrators of Children's Books: 1744-1945. Boston: Horn Book, 1947.

Viguers, Ruth Hill; Marcis Dolphin and Bertha Mahoney Miller. Illustrators in Children's Books: 1946-1956. Boston: The Horn Book, 1958.

Kingman, Lee: Joanna Foster and Ruth Giles Lontoft. Illustrators of Children's Books: 1957-1966. Boston: The Horn Book, 1968.

Eaton, Anne T. Treasure for the Taking: A Book List for Boys and Girls. New York: Viking, 1957.

Kunitz, Stanley and Howard Haycroft. The Junior Book of Authors. N. Y. Wilson, 1963.

Larrick, Nancy. A Teacher's Guide to Children's Books; N.Y. Doubleday, 1958.

Miller, Bertha and Eleanor Field Coldecott Medal Books: 1937-1957. Boston, Horn Book, 1957.

Newberry Medal Books, 1938-1957. Boston, Horn Book, 1957. Elementary English, The Horn Book Magazine.

Charles, P. J.  
Dubuque, Iowa  
January, 1970.

Illustrations in Children's Books

Creative Topics for Class Discussion:

1. The New Look in Children's Literature
2. Children's Reading Interests and Reading Needs
3. Individualized Reading and Children's Literature
4. Integrated Day and Children's Literature
5. Awards
6. Modern realistic fiction - criteria
7. Modern realistic fiction - and minority ethnic groups
8. Controversial literature
9. Picture Books - criteria
10. Illustrations of Children's Books
11. Poetry Criteria
12. Response to Poetry in the classroom
13. Folk Literature Criteria and Characteristics
14. History of Folk Tales
15. Violence in Folk Tales + Modern Realistic Fiction
16. Fantasy - Criteria
17. Science Fiction as literature
18. Information Books - Criteria; Biography - criteria
19. The Classics compared with Modern books
20. Response to literature and the Dartmouth Conference
21. Approaches to creativity
22. Canadian children's literature

Project (choose one):

1. Annotated bibliography on a theme of your choice. Possible topics:
  1. Modern problems (minority groups drugs, violence, delinquency)
  2. Minority groups
  3. Sports
  4. Growing up
  5. Personal problems (illness, death, divorce)
  6. Illustrations in children's literature

Each listing should include: author

Title

Publisher

Date

Uses of the Book in the classroom

2. Term paper on topic of your choice, for example:
  1. In depth study of one author or illustrator
  2. Treatment of a minority group in children's books
  3. Comparison of folk tales with same motif from different countries.
  4. Treatment of death, or family problems or growing up, etc. in children's literature.
  5. Treatment of Canadian History in Children's Books
  6. Reviews of Children's Books in Magazines.

2. Seminar Topic: Relevance of Theories of Personality to Education

Faculty Member(s): Dr. G. Eastwood

Number of Students: 1 (Qualifying student, has B.A.)

Contact Hours: Normal attendance requirement for Psych. 307-3 plus weekly tutorial with Dr. Eastwood.

Method of Instruction: Completion of all Psych. 307 requirements, weekly tutorial, leading tutorials in Educ. 201, Extended essay for G.R. Eastwood.

Readings: Maslow: Motivation and Personality Toward a Psychology of Being.

3. Seminar Topic: Social Science Curriculum

Faculty Member(s): Dr. D. R. Birch (see attached list)

Number of Students: 1 (Senior Undergraduate)

Contact Hours: Weekly meeting to discuss readings.

Method of Instruction: Weekly Individual Tutorial

Course Outline and Reading List: Attached

## ADVANCED SEMINAR IN SOCIAL SCIENCE CURRICULUM AND INSTRUCTION

### (General Outline and Reading List)

#### a. Disciplinary Bases for Social Studies

Commager      The Nature and Study of History  
Pelto           The Study of Anthropology  
Broek           Geography: Its Scope and Spirit  
Martin & Miller      Economics and Its Significance  
Sorauf           Political Science: An Overview  
Rose              Sociology: The Study of Man in Society  
Krug              History on the Social Studies

#### b. Alternative Curricular Frameworks for Social Studies

Phi Delta Kappa      Education and the Structure of Knowledge  
Michaelis           An Inquiry - Conceptual Approach to Social Studies  
                         (The California State Framework)  
Simon                A Reconstructive Approach to Problem-Solving in  
                         the Social Studies  
Birch                Man in Society: The Future of Social Study  
Jarolimek           Guidelines for Elementary Social Studies  
Beyer & Penna       Concepts in the Social Studies

c. Selected Approaches to Teaching and Learning in the Social Studies

Herman	Current Research in Elementary School Social Studies
Fox, et al.	Diagnosing Classroom Learning Environments
Oliver & Shaver	Teaching Public Issues in the High School
Shaftel	Role Playing for Social Values
Metcalf, ed.	Values Education
Beck	Moral Education in the Schools
Michaelis	Social Studies for Children in a Democracy (5th edition)
Alberta Dept. of Education	Experiences in Decision Making (Elementary Social Studies Handbook)
B.C. Dept. of Education	Syllabi for Social Studies
Project Canada West	Project Reports

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To..... Dr. B. G. Wilson,  
Vice-President, Academic.  
Subject..... Directed Study Courses.

From..... R. C. Brown, Dean, *RC Brown*  
Division of General Studies.  
Date..... September 20/72.

Attached is the report on directed study and special topic courses being offered by the Division of General Studies during the fall semester, 1972. Please note that only courses in Kinesiology are included. The B.S.F. - Communications Studies group has no courses of this type in the calendar.

RCB/JMB

Enclosure.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To.....Dr. R.C. Brown, Dean

From.....E.W. Banister, Chairman

General Studies.....

Dept. of Kinesiology.....

Subject.....

Date.....September 5, 1972

This memo is in response to the memo of Dr. Strand to Dr. Wilson and subsequently of yours to me with the direction for chairmen to report to Senate on topics being covered in the Fall Semester 1972/3 by courses designated special topics or directed studies. The report answers generally the questions posed by the President described hereunder:

1. the calendar description of each course concerned including the course number, the vector number, course title and description.
2. a detailed description of the specific course being offered, including the faculty member concerned, a course outline and/or syllabus, along with a reading list, the contact hours and method of instruction involved.

### 1. Calendar Description

#### Kines. 496-3 Directed Study

Directed reading and literature research on topics selected in consultation with the supervising instructor. This course cannot be repeated for additional credit or taken concurrently with Kines. 498-3

#### Kines. 498-3 Undergraduate Research

Directed study and research selected in consultation with the supervising instructor leading to the preparation of an Honors research paper in Kinesiology. This course cannot be repeated for additional credit or taken concurrently with Kines. 496-3.

Prerequisite: Consent of Chairman

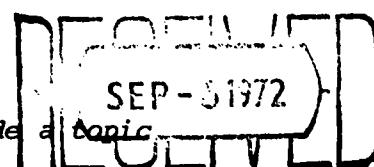
### A. Problem

may be i) a topic which is not offered in any course at present  
or

ii) more intense study of some area which created some interest during a regular course.

### B. Getting started

Any faculty member will refuse to suggest or provide a topic



if a student comes to a faculty member (and they do this) asking for 3 hours of directed studies and he expects him to tell the student what topic to study, the faculty member will say no at that time.

Providing the suggested topic is within the area of competency, of both the student and faculty member, the latter will agree to direct it.

C. Requirements

a) the student prepares a basic reading list for the faculty member. (It is preferable that this be done before the term begins).

This list is perused by the faculty member with the student and suggested alterations or additions to it are made.

By forcing the student to make the initial reading selections, it is hoped to make them actively seek ideas rather than passively depend upon faculty.

b) the student begins the reading assignments and a series of appointments are set up so that the readings are discussed together for about 2 hours per week. Usually new suggestions for reading will emerge from these meetings.

D. Evaluation

Evaluation is made on the basis of one or all of the following assessments:

1) based on discussions that have taken place with regard to  
a) evaluating the extent of reading, b) understanding of the concepts,  
c) provocative questions or speculations that arise from the  
discussions prompted by the student.

2. based on a report or essays on the material discussed or  
submission of a comprehensive manual of resources available  
on the topic.

3. in the case of original research by the student (Kines. 498)  
the research proposal, implementation and report will be  
paramount.

In both of the above courses and in all of the methods of assessment, new interpretations of data or the generation of new ideas which ~~have~~ some validity within the student's knowledge of the topic will, subject to the other requirements being satisfied, gain the student an A mark. Routine good surveys or experimental procedures will usually gain a mark no higher than B with lesser work correspondingly less rewarded.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To.....Dr. R.C. Brown, Dean.....

General Studies.....

Subject.....

From.....E.W. Banister, Chairman.....

Dept. of Kinesiology.....

Date.....September 5, 1972.....

With reference to my previous memo, currently in the Fall Semester, two students are provisionally enrolled in Kines. 496.

One student, Mr. Larry Bowen, is proposing to work under my direction in a survey of the etiology, treatment and rehabilitative measures applicable to human muscular dystrophy and presently is preparing a reading list for consultation with me in this topic.

The requirements will include review of the contributions of studies in:-

- 1) Muscle Ultrastructure
- 2) Biochemistry - Metabolism
- 3) Electromyography
- 4) Medicine
- 5) Rehabilitation Medicine
- 6) Preventive Medicine

to the understanding of the etiology, progress, diagnosis and alleviation of the disease in humans and animal models (dystrophic hamster).

Primary myopathies studied will include:

- 1) Genetically determined myopathy (muscular dystrophy)
- 2) Congenital myopathy
- 3) Metabolic myopathy
- 4) Inflammatory myopathies.

A requirement will be to consult several times (2-3) with the persons in the department expert in various aspects of the topic.

Primary readings to be suggested:

Strength of Biological Materials	Yamada
Muscle as a Tissue	Rodahl
Applied Electromyography	Marinacci
Principles and Practice of Medicine	Davidson & Macleod
Physiological Basis of Rehabilitation Medicine	Downey & Darling

Muscular Dystrophy Abstracts and relevant journal articles suggested by them.

A requirement will be made to study the current methods of rehabilitation

practiced at the G.F. Strong Rehabilitation Centre and include these in the written report which will be used in the evaluation as indicated previously.

One other student I as yet have no information on.



E.W. Banister

EWB/cma

SIMON FRASER UNIVERSITY  
MEMORANDUM

S72-113 a

To..... Dean of Arts..... From M. Halperin, A/Chairman, PSA Dept.....

Subject..... Special Topics and Directed Studies..... Date September 6, 1972.....

M.H.

During the Fall 1972 semester, the PSA Department is offering six courses which essentially fall under the heading of Special Topics and Directed Studies. It has been customary for instructors to choose the content and organizational structure of these courses. A list of these courses and pertinent data concerning them is attached. In addition, the department offers four honours reading and essay courses, as follows:

PSA 491-5 - Directed Honours Reading in Political Science

PSA 492-5 - Directed Honours Reading in Sociology

PSA 493-5 - Directed Honours Reading in Anthropology

PSA 499-5 - Honours Essay

Here, too, content and organization are at the discretion of the instructor. Since these courses are offered only on individual student demand, it is not possible at this moment to provide any specific information concerning them.

MH:cs

Att. 6

Office of the Dean  
SEP 6 1972  
Faculty of Arts

SPECIAL TOPICS AND SIMILAR COURSES

302-5    Sociological Theory: Selected Texts - II

(S)

*An examination of the ideas of a particular thinker or group of thinkers, or of the different approaches to a particular theoretical problem. The texts to be discussed in the course will be announced at the beginning of each semester in which it is given.*

(1-4-0)

PSA 302-5 - SOCIOLOGICAL THEORY: SELECTED TEXTS II

K. O'BRIEN

COURSE CONTENT

An examination of the sociological systems of two major influences on contemporary social science, Karl Marx and Max Weber, focused on the theoretical schemas of industrial society which both men attempted, and on the following sectors: the modern nation-state, power, the money economy, and the concept of science. Consideration will be given to some of the ways in which Marx and Weber have influenced mid-twentieth century social science thinking. The course is divided into four parts: (1) the sociology of Marx; (2) the sociology of Max Weber; (3) Marxist sociology in the twentieth century: Georg Lukács and Louis Althusser; (4) mid-twentieth century Weberian sociology: Blau and Hagan.

REQUIRED READING

- F. Engels, *The Dialectics of Nature*.
- K. Marx, *Hegel's Philosophy of Right*.
- M. Weber, *The Theory of Economic and Social Organisation*.
- Julien Freund, *The Sociology of Max Weber*.
- M. Weber, *General Economic History*.
- H. Lefebvre, *The Sociology of Karl Marx*.

ORGANIZATION

One one-hour lecture and one two-hour seminar. Students are expected to do a seminar presentation. The paper will be distributed one week before it is discussed. Every member is expected to comment on each presentation. In addition, each member is expected to contribute a short report for discussion purposes.

311-5 Political Theory: Selected Texts - I

(P)

An examination of the ideas of a particular thinker or group of thinkers, or of the different approaches to a particular theoretical problem. The texts to be discussed in the course will be announced at the beginning of each semester in which it is given. (1-4-0)

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PSA 311-5 - POLITICAL THEORY: SELECTED TEXTS I

M. ROSHWALD

COURSE CONTENT

An analysis of the concept and theory of liberty. The theme will be discussed systematically rather than historically. Four major issues will be considered: (1) individual liberty; (2) collective liberty (including nationalism); (3) conflict of liberties; (4) liberty defined in the context of civilization.

REQUIRED READING

- J.S. Mill, *On Liberty*.
- Plato, *The Republic* (Cornford translation, Oxford).
- J.J. Rousseau, *The Social Contract*.
- Bronislaw Malinowski, *Freedom and Civilization*
- G.D.H. Cole, *Essays in Social Theory*.
- Jacques Maritain, *Man and the State*.
- H.J. Blackham, *Political Discipline in a Free Society*.
- Bengamin Akzin, *State and Nation*.
- Hans Kohn, *The Idea of Nationalism*.
- Hans Kohn, *Prophets and Peoples*.
- Hans Kohn, *Nationalism and Liberty*.
- Royal Institute of International Affairs, *Nationalism*.

ORGANIZATION

One three-hour seminar.

The course will involve some classical texts dealing with liberty, directly or indirectly, approvingly or critically, as well as some modern writing. While some of the texts will be required reading for all, each student will prepare a paper on a specific and agreed topic, within the general theme, which will be discussed in class (in a predetermined order). Occasional guiding lectures will provide the framework for the discussion of the theme and the papers.

## 313-5 Political Theory: Selected Texts - II

(P)

An examination of the ideas of a particular thinker or group of thinkers, or of the different approaches to a particular theoretical problem. The texts to be discussed in the course will be announced at the beginning of each semester in which it is given. (1-4-0)

PSA 313-5 - POLITICAL THEORY: SELECTED TEXTS II

F. CASSIDY

### COURSE CONTENT

A study of Leninism, with a view to uncovering the methods and assumptions which underly his prescription concerning revolutionary action and organization. Five of his most important works will be read. Lenin's attitude toward Marxism will be examined, including his use of Marx's writings and class analysis. A comparison with a few other works of political theory will be undertaken in order to supply additional dimensions for an understanding of the art of the political.

GENERAL READING

*Selected works of Lenin.*  
Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte*.  
Carl von Clausewitz, *On War* (a selection).  
N. Machiavelli, *The Prince*  
N. Krupskaya, *Reminiscences of Lenin*.  
Georg Lukács, *Lenin*.  
Alfred Meyer, *Leninism*.  
Rosa Luxemburg, *Organizational Questions of Social Democracy*.  
Franz Fanon, *A Dying Colonialism* (a selection).  
Hannah Arendt, *On Revolution* (a selection).

PSA 313-5 (continued)

### ORGANIZATION

One three-hour seminar. One half of the grade will be assigned on the basis of participation and reading. The remainder of the grade will be based on a term paper which relates directly to some aspect of Lenin's political practice and theory.

346-5 Regional Studies in Politics - Latin America

(P)

*Politics, leadership, the role of the military, problems of unity, and ideological patterns in selected countries within a region. Informal and formal types of authority, party and pressure group activities will be studied.*

(1-4-0)

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PSA 346-5 - REGIONAL STUDIES IN POLITICS: LATIN AMERICA

G. ZARAGOZA

COURSE CONTENT

A comparative analysis of ideological movements in a number of Latin American countries, with emphasis on the anarchist contribution to current radical thinking.

REQUIRED READING

To be announced at the first seminar.

ORGANIZATION

One three-hour seminar. Procedures will be discussed at the first meeting.

373-5 Regional Studies in Anthropology - North West Pacific (A)

*The ethnography of the region. Comparative analysis of traditional economies, politics, religions, consanguineal and property systems of the people of the region. Contemporary national divisions. Economic contrasts and relatedness. The processes of social and economic change within the region analyzed in a structural context.* (1-4-0)

PSA 373-5 - REGIONAL STUDIES IN ANTHROPOLOGY:  
NORTHWEST PACIFIC

H. HICKERSON

COURSE CONTENT

The Indians of Canada, with emphasis on culture change due to such factors as the fur trade, missions and expansion of the frontier.

REQUIRED READING

H. Hickerson, *The Chippewa and their Neighbors: A Case Study in Ethnohistorical Method.*  
Bruce G. Trigger, *The Huron Farmers of the North.*

ORGANIZATION

One three-hour seminar. There will be 3 or 4 papers of 1500-2000 words in length, which the participants should consider as take-home exams. They will have two weeks to prepare these papers, using as much outside reading as possible. Seminar participation and voluntary papers or projects selected by the participants will be weighed.