

S.74-10

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATEFrom ACADEMIC PLANNING COMMITTEESubject REPORT ON THE SENATE REFERRAL
MOTION OF JULY 9, 1973 CONCERNING
DEPARTMENT OF POLITICAL SCIENCE,
SOCIOLOGY AND ANTHROPOLOGYDate DECEMBER 13, 1973

MOTION: "That Senate approve, and recommend approval to the Board of Governors, the following recommendations of the Academic Planning Committee, as set forth in S.74-10:

1. The existing Political Science, Sociology and Anthropology Department be divided into separate departments of Political Science, and Sociology/Anthropology, and that this action be effective upon acceptance by the Board of Governors;
2. The separate departments bring forward statements of objectives, final program proposals, and detailed curricula for proposed implementation by September 1, 1974; and
3. Immediate planning be undertaken to investigate the establishment of a genuinely interdisciplinary program broadly based in the social sciences."

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Mr. H.M. Evans

..... Secretary of Senate

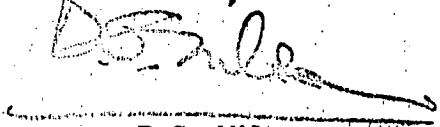
Subject.....

From..... B.G. Wilson

..... Academic Planning Committee

Date..... December 13, 1973

Attached is the report of the Academic Planning Committee, produced in response to the motion, passed by Senate on 9th July, 1973 and set out on the first page of this report.


B.G. Wilson

att.

REPORT OF THE ACADEMIC PLANNING

COMMITTEE ON THE SENATE REFERRAL

MOTION OF JULY 9, 1973

R E P O R T
OF THE ACADEMIC PLANNING COMMITTEE
ON THE SENATE REFERRAL MOTION OF JULY 9, 1973
CONCERNING
DEPARTMENT OF POLITICAL SCIENCE,
SOCIOLOGY AND ANTHROPOLOGY

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 - Appendix G. Report of the Academic Planning Sub-committee

I. INTRODUCTION AND SUMMARY OF FINDINGS AND RECOMMENDATIONS

On July 9, 1973, the Senate of Simon Fraser University passed the following motion:

That the matter set forth in paper S.73-83 be referred to the Academic Planning Committee for further consideration and any subsequent report brought before this body consider the following:

- 1. Concrete proposals of curricula in the usual format normally specified by the Academic Planning Committee;*
- 2. Academic assessment of the proposed curricula, as set forth in the policies regarding the implementation of new programs and courses by the appropriate University committees;*
- 3. A clear statement of philosophy or intent of the curricula in relation to its closely related disciplines;*
- 4. Inputs from both faculty and students in the formulation of the curriculum of the proposed programs;*
- 5. A thorough investigation and understanding of the underlying causes of the "tensions" mentioned in S.73-83; and*

finally, that the report be brought before Senate not later than January 1974.

In fulfilling its charge from Senate, the Academic Planning Committee created a special sub-committee and asked that it use the referral motion noted above as its terms of reference.

The composition of this committee and its activities over the period July through October 1973 are summarized in Appendix A. The following recommendations and report of the Academic Planning Committee to Senate have emerged from the investigations and report of that sub-committee, which is also attached as Appendix G.

The Academic Planning Committee recommends that:

1. the existing Political Science, Sociology and Anthropology Department be divided into separate departments of Political Science, and Sociology/Anthropology, and that this action be effective upon acceptance by the Board of Governors;
2. the separate departments bring forward statements of objectives, final program proposals, and detailed curricula for proposed implementation by September 1, 1974; and
3. immediate planning be undertaken to investigate the establishment of a genuinely interdisciplinary program broadly based in the social sciences.

Speaking directly to the referral motion, the report amplifies and documents the four major findings of the Committee:

1. The proposed separate curricula in Political Science and Sociology/Anthropology were judged academically superior to the existing curriculum by present members of faculty and by external reviewers.
2. A substantial majority of the faculty members in the Department and of those students who responded were in favour of the creation of two separate departments.
3. There was great variability in the information which reached the Committee concerning the causes of the alleged tensions in the Department. Similarly, the Committee found opinion divided on whether the proposed division of the Department would exacerbate or alleviate tensions.
4. There was considerable support among students and faculty for a comprehensive interdisciplinary program in the social sciences.

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II. CURRICULUM PROPOSALS

At the request of the sub-committee, the political scientists and the sociologists and anthropologists within the existing departments prepared curricula for their disciplines. They are included as Appendices B. and C. These curricula were discussed at length with members of the Department, submitted to external assessors in other Canadian universities, and distributed to students currently majoring in these disciplines. In addition, evaluative comment was invited from all faculty in the Faculty of Arts, and the curricula were reviewed with regard to their compliance with the requirements of the Faculty of Arts by the Arts Curriculum Committee. The results of the several consultations and reviews are presented in Appendix D.

In the opinion of the Academic Planning Committee, the conclusion permitted by this information is that these are acceptable models for the development of academic programs in separate departments. The form in which these curricular proposals are presented here is that specified by the Committee for the submission of new programs.

The information presented in Appendices B, C, and D is thus seen as satisfying points 1., 2., and 4. in the referral motion asking that there be concrete curriculum proposals, that they be assessed with regard to their academic merits, and that there be input from both faculty and students.

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With deliberate redundancy, the Committee wishes to underscore its determination to obtain a valid assessment of the academic merits of the proposed curricular changes and an evaluative comparison with the existing curriculum. We interpret the data in these appendices as supporting the conclusion that, in comparison with the existing curriculum, the new proposals are superior in both comprehensiveness and coherence. This is the major academic reason for our recommendation that two departments be created.

Some question remains of whether point 3. in the referral motion has been satisfied. This asks that there be a clear statement of philosophy or intent of the curriculum in relation to its closely related disciplines. While there are brief statements of purpose at the beginning of each of the two curricular proposals, they can hardly be considered detailed statements of philosophy. The sub-committee discussed this matter with members of the existing department and has concluded that it would not be appropriate to request further philosophical statements at this point. The Academic Planning Committee concurs with this view and with the suggestion that the development of a comprehensively cross- and interdisciplinary social science curriculum should include such philosophical justification.

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III. AN INVESTIGATION OF THE "TENSIONS" IN THE DEPARTMENT
OF POLITICAL SCIENCE, SOCIOLOGY, AND ANTHROPOLOGY.

The Academic Planning Committee remains humble about whether or not it has complied with point 5. in the referral motion, asking that it understand the underlying causes of the tensions. It is not humble, however, about the amount of time its sub-committee devoted to that topic in discussions with many people and in the reading of many documents during the past three months. In trying to adhere to its concern to present to Senate something constructive on this issue, the Committee has elected simply to include with this report several statements from those whose familiarity with the alleged tensions exceeds its own, although it realizes that such a course may seem unacceptably lacking in force. These statements are included in Appendix E.

In this context, the Academic Planning Committee can only reiterate the sub-committee's opinion that on the basis of opinions received, all that can be said with confidence is that:

1. There is considerable agreement that the tensions were exacerbated, if not created, by the events of 1968 and 1969.
2. There continues to be a deep conviction on the part of some members of the faculty and student body that tensions were not only created by the perceived injustice of administrative actions, but can only be alleviated by the reversal of those actions.
3. There is a strong conviction on the part of some that the tensions emerged from and are being sustained by certain members of the University community and others whose primary commitments are to organizations and values outside the University and in some instances in conflict with it.

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4. That the great majority of the University community is not familiar with the events that are seen by some as the origin of the tensions and is weary of the entire matter.

Although possibly inappropriate for a report of this kind, the Committee would like to suggest the following to members of Senate and to the University community. We have no wish to whitewash or distort history in the interests of creating an illusion of contemporary peace. There is no question of the depth of conviction of many members of the Simon Fraser University community about the real basis of the difficulties that emerged within the Department of Political Science, Sociology, and Anthropology. However, this consistent intensity of conviction was not matched by any majority opinion about any particular "real" cause. Indeed, members of the Committee themselves continue to differ concerning the causes of the tensions.

We agree unanimously, however, that it is in the best interests not only of the P.S.A. Department, but of the entire University that these differences of opinion should not be allowed to continue to destroy our sense of community. We do not feel that we have discovered any specific new data that permits us to report to Senate that there is a particular reason or reasons for the tensions which, with proper treatment, can cause their elimination. Rather, we recommend a continued active debate among those who feel that there are issues that remain to be addressed; but we urge as forcefully as we can that all of us agree to conduct such debate within the framework of a community that is focussed on the constructive development of the University's academic programs. The Committee is convinced that the

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implementation of its three recommendations will increase the probability of development of that kind of atmosphere and community attitude.

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IV.

INTERDISCIPLINARY PROGRAM IN THE SOCIAL SCIENCES

In arriving at recommendation 3., that a genuinely interdisciplinary program in the social sciences be planned at Simon Fraser University, the Academic Planning Committee considered many sources of information. As this recommendation attests, we believe that a truly comprehensive cross-, multi-, or interdisciplinary program in the social sciences has never existed at this University. The Committee does not make this assertion from the perspective of disciplinary expertise in these fields, even though by chance there was some representation from the social sciences on the sub-committee. Rather, it seems obvious to us that any interdisciplinary approach in the social sciences which does not include, for example, economics, history, and aspects of psychology, cannot be reasonably defended as comprehensive. This is not a criticism of the initial concept that produced the combined Political Science, Sociology and Anthropology Department, because, quite obviously, this beginning could have provided the foundation for subsequent building toward greater comprehensiveness.

In short, we would support the view of the sub-committee that a comprehensive interdisciplinary program in the social sciences cannot be said to have failed, but would conclude rather that the idea of such a program was never tested. Moreover, we are not particularly interested in determining precisely why that full test was not forthcoming. We suggest that to attempt this now would force us back into the realm of opinion about tensions and their causes, a move that we feel would be counter-productive at this point.

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What the Committee is interested in doing is encouraging the development at Simon Fraser University of a genuinely interdisciplinary program encompassing all of the social sciences. We agree with several members of the University community to whom the sub-committee spoke that, in proposing new curricular developments, we should not rely exclusively on the traditional ways in which disciplines have been developed in North America or elsewhere. We do appreciate the fact that Simon Fraser has a reputation, perhaps not totally earned, as a university where innovation and experimentation are encouraged. It should also be noted that several of the outside reviewers who were asked to compare the draft curricula with the existing curriculum, not only commented on the deficiencies in the existing program, but also spoke in support of the concept of an interdisciplinary approach to the social sciences and urged us to try to develop such programs on the basis of disciplinary strength in all of the social sciences.

This encourages the Committee to propose that, with proper expert input, a challenging and academically sound interdisciplinary program based on disciplinary strength can be produced. For these reasons, we strongly endorse the sub-committee's enthusiastic support for an immediate development which would see the concept of an interdisciplinary program in the social sciences validly tested. Having said this, we should note in concluding that we are as sensitive as other members of the academic community to the dangers of dilettantism and gimmickry and have assumed that, should this recommendation be given favourable consideration, effective pre-planning would be undertaken to ensure that there

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was both assessment of the quality of the proposal and some estimate of the probability of its success prior to its implementation.

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I N T R O D U C T I O N
T O T H E A P P E N D I C E S

In addition to the report of the sub-committee itself and relevant earlier documents, the following appendices present all of the information submitted to the special sub-committee in written form. In general, the appendices are organized according to the terms of the referral motion. In several instances, the same document is included in more than one appendix since it was relevant to more than one aspect of the referral motion. Even though this produces some redundancy, it seemed a preferable alternative to attempting to excerpt materials around single topics and thus risk destroying the coherence and impact of the author's total statement.

A P P E N D I X A

MEMBERSHIP AND ACTIVITIES OF THE SUB-COMMITTEE OF THE

ACADEMIC PLANNING COMMITTEE

CREATED TO DEAL WITH THE SENATE REFERRAL MOTION

OF JULY 9, 1973 CONCERNING THE P. S. A. DEPARTMENT

A P P E N D I X A

MEMBERSHIP AND ACTIVITIES OF THE SUB-COMMITTEE OF THE ACADEMIC PLANNING COMMITTEE CREATED TO DEAL WITH THE SENATE REFERRAL MOTION OF JULY 9, 1973 CONCERNING THE P. S. A. DEPARTMENT

1. Members of the sub-committee were: John D'Auria, Chemistry; Don DeVoretz, Economics and Commerce; Ian Mugridge, History and Convenor of the Committee; W.A.S. Smith, Psychology; and Ted Sterling, Computing Science.
2. Terms of Reference
The terms of reference of the Committee were as specified in the referral motion of the Senate which is included in section II. of this report.
3. Activities of the Committee
 - a) Organizational meetings of the sub-committee were held during July and August, 1973.
 - b) Scheduled meetings with faculty and students were held September 27, October 2, and October 16, 1973.
 - c) The sub-committee met separately on nine additional occasions during this period.
 - d) The Committee invited written submissions from:
 - i) all undergraduate and graduate students majoring in the disciplines presently represented in the Department (see attached memo).
 - ii) all members of the Faculty of Arts, through the Chairmen in the Faculty of Arts (see attached memo).
 - iii) several outside reviewers as indicated in Appendix D,
 - e) Major recommendations and report drafted and circulated to full Academic Planning Committee.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... P.S.A. Majors

From..... I. Mugridge, Secretary of
the Sub-committee, Academic
Planning Committee

Subject.....

Date..... October 10, 1973

I am attaching to this note copies of proposed curricula in Political Science and Sociology/Anthropology. In addition, I would invite your attention to the existing curriculum in Political Science, Sociology and Anthropology which is included in the current University Calendar. In fulfilling its instruction from the Senate and the Academic Planning Committee, the Sub-committee is reviewing these curricula and would very much appreciate your evaluative comment.

Should you care to comment, we would appreciate hearing from you by October 25th. We would prefer that your comments be presented to us in writing, but we can arrange to talk with you in person should you desire. Please speak to me or any member of the Sub-committee if you wish to make such arrangements.

I should also emphasize that the two documents attached are curricular proposals only. As it has been indicated in earlier communications, should there be any revision in the curriculum for this Department, students presently enrolled in this Department would be offered the option of continuing in the existing programme or transferring into the new programme.

/dt


I. Mugridge

Attachments

cc: Members of the Sub-committee

SIMON FRASER UNIVERSITY

MEMORANDUM

To DEPARTMENT CHAIRMEN

From I. Mugridge
Secretary,
Academic Planning Sub-Committee

Subject

Date September 26, 1973

The Sub-Committee of the Academic Planning Committee, which was set up to consider matters concerning the P.S.A. 'Split', has arranged a meeting at 7 p.m. on Tuesday, 2nd October, 1973 in Lecture Theatre 3154 in the Academic Quadrangle, in order that faculty or members of the University community, who wish to do so, may have an opportunity to state their views.

Would you please bring this information to the attention of all members of your department.

I. Mugridge
I. Mugridge

:ans

c.c. Deans
Members of the Sub-Committee

MEETING OF THE SUB-COMMITTEE OF THE ACADEMIC PLANNING
COMMITTEE at 10.30 a.m. on Thursday, September 27th,
1973 in room 3172 of the Administration Building.

AGENDA

- 10.30 a.m. Professor McWhinney - Faculty Member
- 11.30 a.m. Chris Haug - Graduate Student
- 12.00 noon Dr. Somjee - Faculty Member
- 12.30 p.m. Professor Thelma Oliver - Faculty Member
- 1.00 p.m. Dr. Martin Robin - Faculty Member
- 1.30 p.m. Dr. Whitaker - Faculty Member
- 2.00 p.m. Dr. K. Peter - Faculty Member
- 2.30 p.m. ----Break for Academic Planning Meeting----
- 3.00 p.m. Dr. Halperin - Faculty Member
- 4.00 p.m. Tony Williams - Graduate Student
- 5.30 p.m. Dr. Whitworth - Faculty Member

SIMON FRASER UNIVERSITY

MEMORANDUM

To	Dr. John Whitworth, Acting Chairman, P.S.A. Department	From	I. Mugridge Secretary, Academic Planning Sub-Committee
Subject		Date	September 25, 1973

At a meeting of the Sub-committee last evening it was decided that meetings would be held on three occasions as follows:

Thursday, 27th September, 1973 in room 3172 of the Administration Building from 10.30 a.m. to 5.00 p.m.

This meeting is to enable individuals who have presented papers to the Sub-committee and any other interested party to attend to state his/her views.

Tuesday, 2nd October, 1973 in Lecture Theatre 3154 AQ. from 7 p.m. to 10 p.m.

Guest speakers will attend this meeting.

Tuesday, 16th October, 1973 in room 3173 of the Administration Building from 2 p.m.

P.S.A. Department meeting and Sub-committee.

It would be helpful to the Committee if at least the first meeting could be organized between our two secretaries. If you are in agreement perhaps you could have Mrs. Jordan telephone my secretary, Mrs. Sams, with respect to these arrangements.

I. Mugridge
I. Mugridge

Sams

c.c. Dean Smith ✓

SIMON FRASER UNIVERSITY

APPENDIX A

MEMORANDUM

To P.S.A. Students	From I. Murridge Secretary, Academic Planning Committee
Subject	Date July 20, 1973

As you are probably aware, at the July meeting of Senate, the following motion was moved, seconded and adopted -

that The matters set forth in paper S.73-83 be referred to the Academic Planning Committee for further consideration, and that any subsequent report brought before this body consider the following:

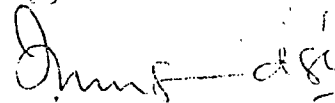
- concrete proposals of curricula in the usual format normally specified by the Academic Planning Committee;
- academic assessment of the proposed curricula, as set forth in the policies regarding the implementation of new programmes and courses by appropriate University committees;
- a clear statement of philosophy or intent of the curriculum in relation to closely related disciplines;
- inputs from both faculty and students in the formulation of the curriculum of the proposed programs;
- a thorough investigation and understanding of the underlying causes of the "tensions" mentioned in S73-83;
- the report be brought before Senate not later than January, 1974.

At a subsequent meeting of the Academic Planning Committee, the question of implementation of the above motion was discussed at some length; and it was suggested by the Academic Vice-President that the following procedure should be adopted. A sub-committee should be established, consisting of the three new Senate members of the Academic Planning Committee, Drs. D'Auria, DeVoretz and Sterling, and of the incoming Dean of Arts, Dr. Smith. This committee, at least in the initial stages, should not have a formal chairman but would be convened by me in my capacity as Secretary of the Academic Planning Committee.

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This sub-committee would undertake initial discussion of submissions to the Academic Planning Committee and would later pass them on to the full committee in the appropriate form. This proposal met with the general approval of the Academic Planning Committee.

In attempting to fulfil the conditions of the Senate motion, the Academic Planning Committee would appreciate input from P.S.A. students to the preparation of curriculum proposals and to the investigation of the problem mentioned in the fifth point of the Senate motion. With regard to the first of these problems, it is the understanding of the Academic Planning Committee that some progress has already been made with the preparation of curriculum proposals by the two major sub-divisions of the P.S.A. department; and a request has been sent to them to submit their proposals as soon as possible, but in any case by 15th September, so that a further consideration and evaluation of these proposals may be undertaken before a report is brought to Senate. It would also be helpful to the Committee to receive, by that date, any proposals concerning future curriculum which students may wish to make. It is, however, the intention of the Committee to make available to students for their comments those curriculum proposals which are submitted to it before such proposals are transmitted to Senate. With regard to the second question mentioned above, the Committee would solicit any opinions which students may care to submit on it. Comments on either of these points should be sent to me for transmission to the sub-committee and, subsequently, to the full Academic Planning Committee.


I. Mugridge

:ams

c.c. Members of the Academic Planning Committee

MEMORANDUM

P.S.A. Faculty Members

From I. Murrige
Secretary,
Academic Planning Committee

Subject

Date July 20, 1973

As you are probably aware, at the July meeting of Senate, the following motion was moved, seconded and adopted -

that The matters set forth in paper S.73-83 be referred to the Academic Planning Committee for further consideration, and that any subsequent report brought before this body consider the following:

- concrete proposals of curricula in the usual format normally specified by the Academic Planning Committee;
- academic assessment of the proposed curricula, as set forth in the policies regarding the implementation of new programmes and courses by appropriate University committees;
- a clear statement of philosophy or intent of the curriculum in relation to closely related disciplines;
- inputs from both faculty and students in the formulation of the curriculum of the proposed programs;
- a thorough investigation and understanding of the underlying causes of the "tensions" mentioned in S73-83;
- the report be brought before Senate not later than January, 1974.

At a subsequent meeting of the Academic Planning Committee, the question of implementation of the above motion was discussed at some length; and it was suggested by the Academic Vice-President that the following procedure should be adopted. A sub-committee should be established, consisting of the three new Senate members of the Academic Planning Committee, Drs. D'Auria, DeVoretz and Sterling, and of the incoming Dean of Arts, Dr. Smith. This committee, at least in the initial stages, should not have a formal chairman but would be convened by me in my capacity as Secretary of the Academic Planning Committee.

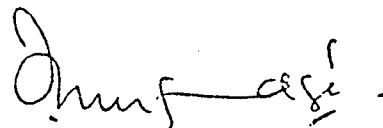
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This sub-committee would undertake initial discussion of submissions to the Academic Planning Committee and would later pass them on to the full committee in the appropriate form. This proposal met with the general approval of the Academic Planning Committee.

It is the understanding of the Committee that program proposals from the two major sub-divisions of the P.S.A. Department are already in the process of preparation; and it would be helpful to receive such proposals as quickly as possible. I would therefore direct your attention to the first three points made in the Senate motion and request that program proposals be submitted to me for discussion by the sub-committee and subsequently by the full Academic Planning Committee as soon as possible, but, in any case, no later than 15th September, 1973. This will enable a full assessment of the proposals to be undertaken before a final report is brought to Senate.

I would also draw your attention to the fifth point of the Senate motion which requires the Academic Planning Committee to undertake a thorough investigation of the underlying causes of the tensions mentioned in S.73-83. It would also be helpful to the Committee, in undertaking such an investigation and in attempting to arrive at an understanding of this question, to have input from faculty members in the Department. I would thus request, on behalf of the Committee, any submissions which you may care to make on this question.


I. Mugridge

:ams

c.c. Members of the Academic Planning Committee

A P P E N D I X B

DRAFT CURRICULUM FOR
A SEPARATE DEPARTMENT
OF POLITICAL SCIENCE

SIMON FRASER UNIVERSITY

MEMORANDUM

Dean W.A.S. Smith,
Faculty of Arts
Subject Amendment to APC 73 - 10f

From Maurice Halperin, *M. H.*
PSA Department
Date November 2, 1973

In the draft of a Political Studies programme submitted on March 28, 1973 (APC 73-10f), the second paragraph on Page 4, under Minimum Requirements for Students Majoring in Political Studies, refers to 24 hours of upper division courses.

This should be amended to read as follows: "2. Thirty hours of upper division courses...."

MH/mg

SIMON FRASER UNIVERSITY

APC Sub-Committee
Paper #5

MEMORANDUM

To.	Dr. I. Mugridge, Secretary, Academic Planning Committee	From	M. Halperin, <i>MH</i> PSA Department
Subject	<u>Political Science Programme Sub-</u> <u>mission</u>	Date	September 19, 1973

With respect to the attached Provisional Target Model of Programme in Political Studies submitted to you on March 28, 1973 (APC 73 - 10f), I have consulted with Professors Somjee, McWhinney and Robin concerning the possible need of amendments at this stage of your deliberations.

It is our opinion that any revisions which might be proposed at a later date would be matters of detail and would not substantially alter the basic orientation of the programme. Hence the document may be considered as representing our current proposal for a new political science programme.

In consequence, I am pleased to re-submit to you my memorandum of March 28, 1973, as a formal response to your latest request.

Enc.:
MH/mg

SIMON FRASER UNIVERSITY

REC-13-104

MEMORANDUM

To: The Academic Planning Committee:
R. Bradley, Chairman; S. Aronoff;
B. Bairns; R. Brown; D. Birch;
I. Magridge; S. O'Connell; K. Strand;
Subject: D. Sullivan; J. Wheatley; E. Wilson.

From: M. Halperin

Date: March 28, 1973

Provisional Target Model of Programme in Political Studies.*

The attached document is submitted with reference to your deliberations concerning the restructuring of the P. S. A. Department. It attempts to define the function of Political Studies at S. F. U. and to specify the curriculum requirements for the implementation of the function.

The whole is set forth as a hypothetical section of the University Calendar. In this connection, the following should be noted:

1. In terms of basic objectives and organization, it presents no significant departure from programmes currently in operation in reputable institutions throughout North America.
2. It is generally compatible with the orientation of Professors Somjee, McWhinney and Robin, but is termed "provisional" to allow for modifications when they return to campus and joint consultations can be held.
3. It is expected that implementation would require several years depending on allocation of resources and availability of qualified additional faculty. Hence it is presented as a "target model".

Compared with the current P. S. A. programme as it relates to Political Studies some of the noteworthy differences are the following:

1. The model aims to provide the undergraduate student with a coherent and comprehensive sequence of courses.

* The term "Political Studies" is used instead of "Political Science". It is considered by many to be a more appropriate nomenclature. Another acceptable substitute would be "Government and Politics".

To: The Academic Planning Committee

From: M. Halperin

Date: March 28, 1973

2. Undergraduate courses are therefore organized according to well defined areas within the discipline, and in proper order with relevant prerequisites within each area.

3. Appropriate emphasis is given to Canadian Government and Politics.

4. The role of supportive disciplines is recognized, specifically Economics, History and Philosophy. Major students are advised to take a minor in a supportive discipline.

5. Account is taken, and guidance is provided, with respect to students' career interests.

6. The graduate programme presupposes the kind of basic preparation envisaged in the undergraduate programme. The graduate student could therefore safely embark on independent study and research under conditions of a high degree of curriculum flexibility.

MH/mg

cc. E. McWhinney

M. Robin

A. Sonjee

PROVISIONAL TARGET MODEL OF PROGRAMME IN POLITICAL STUDIES
AT
SIMON FRASER UNIVERSITY

I. Undergraduate Section

The undergraduate programme in Political Studies aims to provide a systematic understanding of the political process for:

- 1) Students with a general interest in public affairs and political theory;
- 2) Students with a career orientation in such fields as government service, law, journalism and the teaching of social studies in the secondary schools;
- 3) Students who plan to go on to graduate work, subsequent university teaching and professional research.

Areas of study: The curriculum is organized into five areas. In addition, an introductory course (PS 011 - 3 hours) dealing with the scope, methods and basic concepts of Political Studies, and two special courses (PS 500 and 501 - 5 hours each) for honours candidates, are listed apart. The five areas are as follows:

1. Political Thought and Analysis.

PS 111 (a) and (b) - 6 hours - General Survey of Political Ideas.

PS 211 - 3 hours - Political Behaviour.

PS 212 - 3 hours - Democracy and Public Policy.

PS 311 - 5 hours - Government and Economic Order.

PS 312 - 5 hours - Political Revolution.

PS 313 - 5 hours - Contemporary Political Thought.

PS 314 - 5 hours - Critique of Political Concepts.

PS 315 - 5 hours - Quantitative Methods in Political Studies.

PS 411-414 - 5 hours each - Selected Topics in Political Theory and Analysis.

2. Canadian Government and Politics.

PS 121 - 3 hours - Introduction to the Canadian Political Process.

PS 221 - 3 hours - Canadian Law.

PS 222 - 3 hours - British Columbia Government and Politics.

PS 223 - 3 hours - Quebec Government and Politics.

PS 321 - 5 hours - The Canadian Federal System.

PS 322 - 5 hours - Canadian Political Parties.

PS 323 - 5 hours - Canadian Urban Politics.

PS 324 - 5 hours - Canadian External Affairs.

PS 421-424 - 5 hours each - Selected Topics in Canadian Government and Politics.

3. Comparative Government.

PS 231 - 3 hours - Introduction to Comparative Government.

PS 331 - 5 hours - Western European Politics.

PS 332 - 5 hours - Eastern European Politics.

PS 333 - 5 hours - American Government and Politics.

PS 334 - 5 hours - Politics and Government of the U.S.S.R.

PS 335 - 5 hours - Government and Politics of the People's Republic of China.

PS 336 - 5 hours - Politics of Developing Countries: Black Africa.

PS 337 - 5 hours - Politics of Developing Countries: North Africa and the Middle East.

PS 338 - 5 hours - Politics of Developing Countries: Asia.

PS 339 - 5 hours - Politics of Developing Countries: Latin America.

PS 431-434 - 5 hours each - Selected Topics in Comparative Government.

4. International Relations.

PS 241 - 3 hours - Introduction to International Relations.

PS 242 - 3 hours - International Organization.

PS 341 - 5 hours - World Power Structure.

PS 342 - 5 hours - Relations between Developed and Developing Nations.

PS 343 - 5 hours - Public International Law.

PS 441-444 - 5 hours each - Selected Topics in International Relations.

5. Public Administration.

PS 251 - 3 hours - Introduction to Public Administration.

PS 351 - 5 hours - Fundamentals of Public Administrative Organization.

PS 352 - 5 hours - Fundamentals of Public Administrative Behaviour.

PS 451-454 - 5 hours each - Selected Topics in Public Administration.

Lower and upper division courses. The 100 and 200-level (lower division) courses are generally introductory. Normally a 200-level course should not be taken before a student enters his second semester. The 300 and 400-level courses (upper division) in all cases have prerequisites and are designed for students who have completed four semesters of undergraduate study. They provide some degree of specialization in each of the five areas of study.

Guidance for majors. Students who intend to major in Political Studies will find it to their advantage to consult with the Department as early as possible. Each major student, upon being accepted by the Department, will be assigned to a faculty adviser for guidance in selecting and implementing a programme of courses.

Supportive disciplines. Major students will be encouraged to take one or more courses in supportive studies such as Economics, History and Philosophy. In most cases it will be advisable to take a minor in one of these disciplines.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Members of the Academic Planning
Committee

From M. Halperin *M. H.*

Subject Corrections in document submitted
March 28, 1973

Date April 3, 1973

Please note the following corrections:

Page 4, line 2: PS 111 should be PS 011

Page 4, line 3: PS 211(a) should be PS 111(a)

MH/mg

c.c. E. McWhinney
M. Robin
A. Somjee

Minimum requirements for students majoring in Political Studies.

1. Eighteen hours of lower division courses, including PS 111⁰¹¹ - Introduction to Politics and Government - 3 hours and PS 211¹¹¹(a) and (b) - General Survey of Political Ideas - 6 hours.

2. Twenty-four hours of upper division courses, including one course in each of any three areas of study selected by the student.

Honours programme. Ten additional hours, as follows:

1. PS 500 - 5 hours - Directed Honours Readings in Political Studies.
2. PS 501 - 5 hours - Honours Essay in Political Studies.

Programme for Majors with career goals in government and other public service.

The curriculum may vary according to specific needs and objectives of the student. In general, it can be expected that upper division courses will include:

PS 312 - 5 hours - Government and Economic Order.

PS 321 - 5 hours - The Canadian Federal System.

PS 351 - 5 hours - Fundamentals of Public Administrative Organization.

Programme for Majors with a career goal in law.

The main areas of interest are likely to be Canadian Government and Politics and International Relations. However, a broad selection of appropriate courses is possible and will be made in consultation with the student's faculty adviser. The student should also consult the calendars of law schools for further information concerning course recommendations.

Programme for Majors expecting to teach Social Studies in the secondary schools.

Students seeking certification as a teacher of social studies in the B.C. secondary schools are advised to consult with the Faculty of Education and the Department with respect to a choice of courses.

Programme for Majors contemplating a career in journalism.

A large part of the curriculum in Political Studies is of immediate relevance for prospective journalists. The selection and sequence of courses can be made in consultation with the faculty adviser.

Programme for Majors intending to pursue graduate work.

Other than fulfilling the requirements for a major, preferably with honours, no additional criteria for the selection of courses are needed, except for the following recommendation: the student should take PS 315 - 5 hours - Quantitative Methods in Political Studies and two 400-level courses (Selected Topics, 5 hours each).

II. Graduate Section

The Department offers a graduate programme leading to the M.A. and Ph. D. degrees in Political Studies. The programme aims to prepare the student for university teaching, professional research and specialized governmental or other public service. Regular members of the Department, special lecturers and occasional visiting faculty offer advanced seminars in most areas of the discipline. Research and independent study are emphasized. Seminars will vary from semester to semester and will be announced prior to the beginning of each semester.

The programme is designed for flexibility. There are no seminars specifically required and no obligatory areas of concentration. The student develops his own programme in conjunction with a departmental Supervisory Committee. This Committee evaluates the student's progress toward a degree.

For further information, see Graduate Studies--General Regulations (approved by Senate January 8, 1973).

III. Description of Undergraduate Courses.

PS 011 - 3 hours - An Introduction to Politics and Government.

The process of decision-making in modern societies. The main topics to be examined include the nature of politics; the stakes of politics; the participation in politics; states and nations; the machinery of government; the performance of political systems.

No prerequisite. Required of Majors.

1. Political Thought and Analysis.

PS 111(a) - 3 hours - and 111(b) - 3 hours - General Survey of Political Ideology

From Plato and Aristotle to modern times, including, among others, the views of Machiavelli, Hobbes, Locke, Rousseau, Marx, Weber, Lenin, Kropotkin and Mao-tse tung. No prerequisite. Required of Majors. Courses are

consecutive and both must be taken to receive credit. Total credit, 6 hours.

PS 211 - 3 hours - Political Behaviour.

The impact on public affairs of political culture and socialization, personality, class structure, mass movements, leadership and the manipulation of communications by diverse interest groups. Within this context various phenomena will be examined such as voting habits, political alienation, status motivation and utopian aspirations. Prerequisite, PS 011.

PS 212 - 3 hours - Democracy and Public Policy.

Historical, social, economic and psychological conditions which have affected the development and maintenance of democratic systems. Democratic processes of resource allocation, distribution of benefits and burdens of control will be examined. Prerequisite, PS 011.

PS 311 - 5 hours - Government and the Economic Order.

A survey of policies and mechanisms in modern Western societies regulating economic activity such as transportation, electrical utilities, communications, taxation, agricultural subsidies, foreign trade and investments.

Prerequisite, PS 212 and a minimum of one elementary course in Economics; or permission of the instructor.

PS 312 - 5 hours - Political Revolution.

The theory and practise of revolution will be viewed against the background of the English, American, French, Mexican and Russian Revolutions. Contemporary Marxist and non-Marxist ideas will be examined. Empirical data will be drawn from the revolutionary process in China, Algeria and Cuba.

Prerequisite, PS 111 (a and b) and PS 211.

PS 313 - 5 hours - Contemporary Political Thought.

An examination of ideas and movements outside the mainstream of Anglo-North American liberal and democratic theory, including conservatism, pacifism, anarchism, socialism and communism; Freud and the left-Freudian approach to the political process; absurdist and existentialist critiques of the political order.

Prerequisite, PS 111(a and b).

PS 314 - 5 hours - Critique of Political Concepts.

An evaluation of the major conceptual approaches to the study of politics. Topics include the concept of objectivity; the logic of examination and prediction; the nature and function of theory; the relationship between empirical and normative inquiry; research strategies in empirical investigation.

Prerequisite, PS 011, PS 111 (a and b) and any upper division course in Political Studies, excluding Public Administration.

PS 315 - 5 hours - Quantitative Methods in Political Studies.

The application of statistics to Political Studies, involving measurement and scaling, empirical frequency distribution, central tendency and dispersion, regression, correlation, probability and analysis of variance. The course assumes no prior statistical training and does not require advanced mathematical competence.

Recommended for Majors who intend to go on to graduate study.

PS 441-414 - 5 hours each - Selected Topics in Political Theory and Analysis.

Each of the four courses is designed to investigate in depth a different problem of current or perennial interest. The content and perspective will vary according to the instructor's area of competence and his approach to the subject. Courses will be offered intermittently, as the general requirements of the curriculum and availability of instructors permit.

Prerequisite, 10 hours of upper division courses in the area of Political Theory and Analysis, or permission of instructor.

2. Canadian Government and Politics.

PS 121 - 3 hours - Introduction to the Canadian Political Process.

The structure of government and the organization and functioning of political institutions such as the cabinet, parliament, the judiciary and the public service; federalism and federal-provincial relations; political parties and the formation of public opinion; the issues of bi-lingualism and separatism.

Prerequisite: students are advised to take PS 011 prior to this course but are not obliged to do so.

PS 221 - 3 hours - Canadian Law.

An elementary survey of the institutions and problems of law which form a significant part of the fabric of societal relations. Topics include the organization and functioning of the federal and provincial court systems; the selection of the judiciary; civil law relating to questions of marriage and the more common contracts such as sale, lease and partnership. Conclusions will be drawn concerning the meaning of law and the impact of the legal order on current political and social problems.

PS 222 - 3 hours - British Columbia Government and Politics.

A general survey including such topics as the powers and functions of the executive, legislative and judicial branches of the provincial government; relations with the federal government; relations between municipal and provincial authorities; public finance and social welfare; policy formulation with respect to environmental, ecological and natural resource problems; western regionalism.

Prerequisite, PS 121.

PS 223 - 3 hours - Quebec Government and Politics.

The contemporary ^{political} process with special reference to relations with Ottawa, the separatist movements and political violence. The subject will be viewed against the background of French-Canadian history.

Prerequisite, PS 121.

PS 321 - 5 hours - The Canadian Federal System.

Evolution of the theory and practise of federalism in Canada and an evaluation of its role in promoting and resolving regional conflicts of interest; Canadian federalism compared with federalism in the United States, the German Federal Republic and Switzerland.

Prerequisite, either PS 222 or 223.

PS 322 - 5 hours - Canadian Political Parties.

The organization and operations of the parties in the electoral system; the impact of economic, social and ideological pressure groups on the parties; provincial interests and party policies.

Prerequisite, PS 121 and 211.

PS 323 - Canadian Urban Politics.

A comparative study of the responses of the Canadian and other Western urban political systems to the management of contemporary metropolitan problems. Consideration will be given to theories of municipal government, the nature of city politics, patterns of community decision-making, inter-governmental relations and public policies; Canadian empirical data will be drawn from urban experience in Montreal, Toronto and Vancouver.

Prerequisite, either PS 222 or 223.

PS 324 - 5 hours - Canadian External Affairs.

The structure of the External Affairs Department in Ottawa and its network of foreign missions; the decision-making process by which foreign policy is formulated and executed; Canadian participation in the Commonwealth, NATO and the United Nations; Canadian relations with selected countries and areas such as the United States, the United Kingdom, France, the U.S.S.R., the People's Republic of China, the Caribbean region and Francophone Africa.

Prerequisite, PS 121 and 241.

PS 421-424 - five hours each - Selected Topics in Canadian Government and Politics

See PS 411-414 for organization of courses.

Prerequisite, 10 hours of upper division courses in the area of Canadian Government and Politics

3. Comparative Government.

PS 231 - 3 hours - Introduction to Comparative Government.

The methods and criteria employed in the study of comparative government will be examined through a survey of the distinguishing characteristics in the political systems of a number of modern and developing countries; the role of history, geography and economic growth in determining both diversity and similarity will be

PS 331 - 5 hours - Western European Politics.

Current political structures and problems in the United Kingdom, France, the Federal German Republic, Italy and Sweden; NATO, the European Common Market (E.E.C.) and changing relations with the countries of Eastern Europe and the United States will be examined.

Prerequisite, PS 231.

PS 332 - 5 hours - Eastern European Politics.

A comparative study of communist political systems, primarily in Poland, Hungary, Czechoslovakia and the German Democratic Republic; bilateral and multilateral relations will be analyzed, including the organization and functions of the Warsaw Military Pact and the Council of Mutual Economic Assistance (COMECON); relations with Western European countries and North America will also be considered.

Prerequisite, PS 231.

PS 333 - 5 hours - American Government and Politics.

The American constitution; political institutions and processes at national and state levels; executive-legislative relations and the judiciary; the civil service and specialized regulatory agencies; political parties and pressure groups; the military-industrial complex and the formulation of foreign policy.

Prerequisite, PS 231.

PS 334 - 5 hours - Government and Politics of the U.S.S.R.

Domestic politics and foreign relations during the post-Stalin period, viewed against the background of the Bolshevik Revolution of 1917; the structure of the Soviet state and the Communist Party and their interlocking relations in the process of the formulation and implementation of public policy; the economic planning system, the military establishment and the legal system; the nature and function of ideology in the mobilization of public opinion.

PS 335 - 5 hours - Government and Politics of the People's Republic of China

The political process since the communist taking of power in 1949, seen against the background of Chinese history and the distinguishing characteristics of Chinese culture; attention will be given to the structure and function of the Communist Party, Maoist ideology and foreign party and state relations.

Prerequisite, PS 231.

PS 336 - 5 hours - Politics of Developing Countries: Black Africa.

The process of the building of nation-states in former colonial territories in sub-Saharan Africa; the legacies of colonialism and the issue of neo-colonialism will be examined; topics to include the struggle for independence in the Portuguese colonies and the movement for Pan-African unity.

Prerequisite, PS 231.

PS 337 - 5 hours - Politics of Developing Countries: North Africa and the Middle East.

Attention will be focussed on the political systems and foreign policies of Egypt and the petroleum producing states including Algeria, Libya and Iran; topics include Arab nationalism vis-a-vis Israel and the great powers, and the distinctive features of Arab socialism.

Prerequisite, PS 231.

PS 338 - 5 hours - Politics of Developing Countries: Asia.

Primary attention will be paid to the governments and politics of India, Pakistan and Japan, with some consideration given to the states comprising Indochina and the American intervention in the region.

Prerequisite, PS 231.

PS 339 - 5 hours - Politics of Developing Countries: Latin America.

A comparative analysis of selected countries of the region, particularly Mexico, Argentina and Brazil; significant changes in traditional power structures, political objectives and external relations will be examined in such countries as Cuba, Chile and Peru; nationalism and radicalism as generalized phenomena throughout the region will also be considered.

Prerequisite, PS 231.

PS 431-434 - 5 hours each - Selected Topics in Comparative Government.

See PS 411-414 for organization of courses.

Prerequisite, 10 hours of upper division courses
in the area of Comparative Government.

4. International Relations.

PS 241 - 3 hours - Introduction to International Relations.

The nature of the national state system, the forces affecting international relations, the sources of conflict and the solution of conflict by armed force or peaceful means. Topics include the historic, economic and ideological components in the formulation of foreign policies, the functions of diplomacy, economic aid and subversion, and the legal and ethical restraints on behaviour in international relations.

Prerequisite, PS 011.

PS 242 - 3 hours - International Organization.

The basic principles, structures and operations of regional and world international organizations. Attention will be focussed on the United Nations and its specialized agencies and on the Organization of American States. Canada's role in these organizations will be examined.

Prerequisite, PS 241.

PS 341 - 5 hours - World Power Structure.

The rise of the Cold War bi-polar (East vs West) political-military bloc system and its transition, beginning in the mid-1960's, into an era of relative detente and co-operation between the two super-powers; the process of the weakening of internal cohesion within the blocs; the role of the Sino-Soviet rift in the restructuring of relations among the major powers; symptoms of the emergence of a new system of balance of power between the United States, the European Economic Community, the U.S.S.R., the People's Republic of China and Japan.

Prerequisite, PS 241.

PS 342 - 5 hours - Relations between Developed and Developing Nations.

Problems arising from the disparities in power and wealth between the highly industrialized countries situated primarily in Europe and North America and the under-industrialized countries located principally in Asia, Africa and Latin America. Topics to be treated include colonialism and the concept of neo-colonialism, patterns of economic relations and political conflict between rich and poor countries, the impact on international stability of expanding populations and national aspirations in the latter, and the development of policies of adjustment and alleviation in the former. Attention will be given to the confrontation between the have and have-not states in the United Nations and its specialized agencies.

Prerequisite, PS 241 and one of the following

PS 334 or 335 or 336 or 337.

PS 343 - 5 hours - Public International Law.

The nature, sources and sanctions of international law. Questions concerning state sovereignty, nationality, jurisdiction and arbitration will be examined. Selected cases of adjudication by the International Court of Justice will be studied in relation to present trends in the international legal order.

- 10 -

PS 441-444 - 5 hours each - Selected Topics in International Relations.

See PS 411-414 for organization of courses.

Prerequisite, 10 hours of upper division courses
in the area of International Relations.

5. Public Administration.

PS 251 - 3 hours - Introduction to Public Administration.

General survey of administrative structures and their role in decision-making processes in the modern Western state. Topics will include the functions and responsibilities of administrative mechanisms in the management of public finance, the judicial and quasi-judicial processes and personnel selection and control. Some attention will be given to theories of public administration.

Prerequisite, PS 011.

PS 351 - 5 hours - Fundamentals of Public Administration Organization.

Administrative structures and functions in the modern state will be examined in detail. Topics will include the goals and policies of administration, the policy process and government planning, staff and line in the management of government, forms of administrative conflict and obstacles to scientific administration.

Prerequisite, PS 251.

PS 352 - 5 hours - Fundamentals of Public Administrative Behaviour.

Administrative motivation and performance will be examined in connection with such questions as the qualification of high ranking administrators, political control and administrative influence, "bureaupathology" and technocracy, economic appraisal of administrative efficiency, the open and closed career systems and the dilemmas of administrative responsibility and professionalism.

PS 451-454 - 5 hours each - Selected Topics in Public Administration.

See PS 411-414 for organization of courses.

Prerequisite, PS 351 and 352.

Honours Programme.

PS 500 - 5 hours - Honours Readings in Political Studies.

PS 501 - 5 hours - Honours Essay in Political Studies.

A P P E N D I X C

DRAFT CURRICULUM FOR A SEPARATE

DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY

SIMON FRASER UNIVERSITYDRAFT CURRICULUM IN SOCIOLOGY AND ANTHROPOLOGY

The Department of Sociology and Anthropology offers a variety of courses in each discipline as well as a number of courses which are interdisciplinary to Sociology and Anthropology. The underlying assumption is that some core areas are distinct, while others are common to both subjects and that a well-trained sociologist needs a disciplinary as well as an interdisciplinary education in both fields. This need is particularly evident when the focus of attention is on a particular geographical area or social problem.

In addition, the departmental approach to its subjects attempts to be comparative and historical. For instance, to understand industrial mass culture, particularly in the Canadian context, the student must not only be aware of the empirical data supplied by the disciplines, but also of historical, ideological and social trends throughout the world which influence the Canadian context. Consequently, there is a marked emphasis, particularly in the early courses, on equipping the student with the groundwork of empirical knowledge presented in a historical and comparative perspective. In its later stages the undergraduate programme delineates areas that have in recent years become specialisms within the two disciplines.

COURSE REQUIREMENTS IN LOWER LEVELS:

Students who plan to graduate in Sociology and Anthropology, either Majors or Honours, must obtain credit for the following courses in the first four levels:

SA100, 150 and 170 plus 3 SA courses at 200 level. This is a minimum requirement. Students may take additional courses at the 200 level.

COURSE REQUIREMENTS IN UPPER LEVELS:

Major Programme: 6 SA courses at 300 and 400 level.

The department has a number of model programmes, which, whilst not compulsory, are recommended to students as they form a logical and developed curriculum. 300 and 400 level courses may be taken concurrently except where prerequisites demand a particular sequence.

Honours Programme: 10 SA courses at the 300 and 400 level. They must, however, include SA499 and either 497 or 498.

Languages Other than English

Many graduate schools require a reading knowledge of one or two languages other than English. Those who contemplate graduate studies are advised to include language courses other than English in their programmes.

DESCRIPTION OF COURSES:

SA100 Aspects of Canadian Society

A preliminary course designed to familiarize students with the social scientific approach by the detailed examination of one or more contemporary Canadian social issues. The focus will vary from semester to semester, but might include such questions as those of Quebec, minority groups, socio-political trends and native peoples.

SA150 Introduction to Sociology

The study of basic concerns of sociology, such as social order, social change, social conflict and social inequality through the concepts developed by professional sociologists.

SA170 Introduction to World Ethnography

An examination of the major varieties of cultural forms studied by anthropologists. The course is designed to provide students with basic information which may be developed in subsequent courses in anthropology.

SA202 Modern Industrial Society

A comparative study of the principal institutions of modern industrial societies, including the political system, the economy, kinship and social stratification, forms of social control, religion and the mass media; social processes associated with industrialization - urbanization, bureaucratization and secularization.

Prerequisites: SA100 and 150

SA220 Social Stratification

An examination of the principal types of stratification in caste, estate and class systems. The course will deal particularly with studies of class and status in modern industrial societies, and questions such as the role of elites, class conflict, social mobility, and with the changes in social stratification in developing countries.

Prerequisite: SA150

SA250 Introduction to Sociological Theory

An account of sociological theory, outlining the main ideas and concepts of the principal schools of thought. The course will also deal generally with the nature of social models, explanations and laws.

Prerequisite: SA150

SA255 Introduction to Social Research

An introduction to the methodology of the social sciences, including causal inference, anthropological field work, historical research and empirical techniques. Concentration will be on the methods most used in sociology and anthropology, including documents and content analysis, participant observation, interviewing, experimental methods and sample surveys.

Prerequisites: SA150 and 170

SA260 Individual and Society

An introduction for sociologists and anthropologists to pertinent social psychological theories concerning the relationship of individuals to social structures. The course will particularly concentrate on socialization.

Prerequisite: SA150

SA270 Introduction to Anthropological Concepts

An examination of the major concepts employed by anthropologists, focusing around culture and structure; the significance of environment, kinship, economy, religious organization, symbolism and myth, and social and cultural change.

Prerequisite: SA170

SA280 Peasant Society

A study of the types of peasantry in pre-industrial and industrializing agrarian states through a comparison of regional and community institutions of peasants in selected societies.

Prerequisite: SA170

SA300 Canadian Social Structure

An examination of the development of the major institutions of Canadian society, with particular reference to the dynamics of contemporary patterns of change.

Prerequisite: SA100

SA304 Social Control

An analysis of deviance and systems of social control in modern society, with particular reference to law and techniques of formal and informal sanction.

Prerequisite: SA202

SA308 Industrial Sociology

A sociological analysis of aspects of the industrial system: industry and society; the industrial community; bureaucracy; the sociology of work; informal organization in the work group.

Prerequisite: SA202

SA310 Urban Sociology

An analysis of the structure, organization and development of urban areas: the evolution of cities, urban process in relation to economic development; tradition and change in urban social organization, patterns of urban growth; and problems of rapid urbanization.

Prerequisite: SA202

SA312 Formal Organizations

An analysis of the structures and processes of organizations in modern industrial society. Theoretical models for the analysis of organizational behaviour will be dealt with as well as empirical analysis of existing institutions in the major segments of contemporary society.

Prerequisite: SA202

SA314 Mass Media and Mass Behaviour

The analysis of the organization and social impact of mass media of communication.

Prerequisite: SA202

SA315 Sociology of Leisure

An introduction to the problems of leisure in the modern world, focussing upon either the sociological analysis of sport or the sociological approach to the study of contemporary mass culture.

Prerequisite: SA202

SA320 Sociology of Population Dynamics

A study of the reciprocal influence of population and social structure and attempts to use population as a variable in social explanation; a discussion of cultural and institutional influences on human populations with respect to fertility, mortality and migration.

Prerequisite: SA202

SA321 Social Movements

A study of the sources, development and effects of social movements in transitional and modernized societies. Specific types of movements will be analysed.

Prerequisite: SA202

SA322 Sociology of Religion

An examination of the development and social impact of religious institutions in modern industrial societies. Consideration will be given to the classical theoretical approaches to the sociology of religion, and further topics which may be considered include: denominational religion in Britain and North America; the secularization thesis; the relationship between science and religion, and the organization, structure and social appeal of sectarian groups in contemporary society.

Prerequisite: SA202

SA323 Anthropology of Religion

An examination of ritual and cosmological systems in primitive and tribal societies. Consideration will be given to some classical and modern anthropological theories of religion and magic, and to new religious movements in selected colonial and post-colonial societies.

Prerequisite: SA270

SA325 Political Sociology

An analysis of the relationship between political institutions and religious and economic institutions; the rise and fall of political ideologies, systems and institutions; political socialization and participation.

Prerequisite: SA202

SA327 Sociology of Knowledge

An examination of sociological theories concerning the interaction of social structures and meaning and belief systems.

Prerequisite: SA250

SA331 Sociology of the Family

A description and analysis of the principal systems of kinship and family structures with cross-cultural analysis of inheritance, marriage and divorce. Attention will be paid to both sociological studies of the family in contemporary industrial society and the material derived through anthropological field work.

Prerequisite: SA202

SA333 Sociology of Education

A sociological analysis of the nature of education and its relationship to the social structure with special reference to modern industrial society. Aspects to be studied would include some of the following: educational institutions; education and the economy; education and social class; social class and language; obstacles to opportunity in education.

Prerequisite: SA202

SA350 Classical Sociological Thought

A cumulative introduction to the works of classical theorists in sociology, including Weber, Durkheim, Pareto and Simmel.

Prerequisite: SA250

SA351 Classical Marxist Thought

A detailed study of classical Marxist social thought.

Prerequisite: SA250

SA352 Structural Functionalist Theory

An analysis of the ideas of the major theorists of the structural-functional school.

Prerequisites: SA250 and 270

SA354 Contemporary Sociological Theory

An analysis of some major theoretical issues of present concern. The subjects to be discussed will be announced at the beginning of each semester in which the course is given.

Prerequisite: SA250

SA355 Methods of Sociological & Anthropological Research

The study of research procedures, including concept formation, observation, measurement and verification.

Prerequisite: SA255

SA356 Quantitative Techniques in Sociological Inquiry

A consideration of the techniques for translating qualitative information into quantitative data, and its processing by statistical means.

Prerequisite: SA255

SA358 The Philosophy of the Social Sciences

A study of the fundamental aspects of the logic and conduct of social inquiry; general pattern of explanations; relations to physical theory; the structure and use of models; problems of measurement and validation.

Prerequisites: SA250 and 255

SA359 Problems in Comparative Sociology

The uses and difficulties of the comparative method, exemplified in a variety of studies dealing with comparisons between whole societies, between particular institutions or processes in different societies (e.g., political systems, social stratification and mobility, education), or between different groups in a single society.

Prerequisites: SA250 and 255

SA362 Social Change in Modern Industrial Societies

An examination of social change in specific advanced industrial societies.

Prerequisite: SA202

SA363 Social Change in the Third World

An examination of social change in specific developing countries.

Prerequisite: SA270 or 230

SA368 Economic Anthropology

An examination of the economic systems of tribal and peasant societies with special reference to organization of production, distribution, exchange, gifts and markets; entrepreneurship.

Prerequisite: SA270

SA369 Political Anthropology

Comparative study of primitive and tribal political organization; leadership in non-centralized and centralized political systems.

Prerequisite: SA270

SA370 History of Anthropological Thought

A critical review of theories, aims and achievements in social and cultural anthropology.

Prerequisite: SA270

Regional Studies in Anthropology

The ethnography of the region, including 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 analysed in a structural context. (At the 300 level, regional studies focus on general areas of the world, showing especially the interconnections both within the region and between adjacent regions.)

Prerequisite for all these courses: SA270

SA374 Ethnography of Africa

SA386 Ethnography of North American native peoples

SA391 Ethnography of Latin America

SA393 Ethnography of Oceania

SA395 Circumpolar Ethnography

SA396 Ethnography of a selected region

SA401 Canadian Ethnic Minorities

An analysis of specific Canadian ethnic minorities. The groups will be studied in the context of the wider literature of race relations and ethnicity.

Prerequisite: SA300

SA409 Sociology of Occupations

An analysis of occupations and professions, including recruitment, training, occupational organizations (unions and professional associations). Attention will be paid to specific occupations, analysing their structure and relations with other work groups.

Prerequisite: SA308

SA416 Sociology of Art Forms

An analysis of the contribution of sociologists to the understanding of art forms. Particular attention will be paid to the interplay between modes of art and societal trends.

Prerequisite: SA314 or 315

SA427 Sociology of Science

An examination of a number of facets of the reciprocal relationship between the development of the ethos and institutions of science and general social development. Among topics which may be considered are: the nature of scientific knowledge in pre-industrial societies; the impact of Darwinism on social and religious conceptions, the changing nature of scientific research; the scientist as a man of power; science in totalitarian societies and the changes in the image of the scientist.

Prerequisite: SA202

SA450 Study of Particular Sociological Texts-I

An examination of the ideas of a particular thinker or group of thinkers, or of the different approaches to a particular theoretical problem.

Prerequisite: SA350

SA451 Study of Particular Sociological Texts-II

An examination of the ideas of a particular thinker or group of thinkers, or of the different approaches to a particular theoretical problem.

Prerequisite: SA350

SA452 Contemporary Marxist Thought

A consideration of issues and topics in the area of neo-Marxist thought.

Prerequisite: SA351

SA463 Colonialism and the Study of Liberation Movements

A study of imperialism, colonialism and contemporary movements of national liberation. Attention will be focussed on the bases, structure and class character of specific national liberation movements in the context of modern imperialism.

Prerequisites: SA270 and 280

SA467 Culture and Personality

The interrelationship of society and personality in various cultures; theories of the relationship between socio-cultural milieu and the individual.

Prerequisite: SA370

SA468 Cultural Ecology

Theories concerning the relationship of man, culture and environment; cultural systems as the means by which human populations adapt to their environments.

Prerequisite: SA370

SA469 Symbolism and Myth

A comparative study of the function of symbolism in social, ritual, and cognitive systems. An examination of the structural and functional relations of cultural, social and personality systems from the viewpoint of man as a symbolising animal. Particular cultures will be analysed from this point of view and the relations between symbolic systems and culture change will be discussed.

Prerequisite: SA323

SA472 Ethno-history

An introduction to ethno-historical methodology and theory.

Prerequisite: SA370

SA473 Cultural Evolution

An examination of theories of cultural evolution with reference to specific ethnographic data.

Prerequisite: SA370

Specialized Regional Studies

The study of specific ethnic groups, regional divisions and nations. (These courses are intended to provide more specific and specialized research opportunities following on the Regional Studies courses SA374 to 396.)

- | | | | |
|---------|--|---|---------------------|
| SA475 | <u>West Africa</u> | - | Prerequisite: SA374 |
| SA476 | <u>East Africa</u> | - | " SA374 |
| SA477 | <u>Southern Africa</u> | - | " SA374 |
| SA480 | <u>Southern Asia</u> | - | " SA270 |
| SA486 | <u>Indians of the Northwest Pacific</u> | - | " SA386 |
| SA487 | <u>Indians of the Eastern Woodlands and Plains</u> | - | " SA386 |
| SA488 | <u>Boreal Indian Groups</u> | - | " SA386 |
| SA490 | <u>British Columbia</u> | - | " SA300 or 386 |
| SA491 | <u>Latin America - Specific Regions-I</u> | - | Prerequisite: SA391 |
| SA492 | <u>Latin America - Specific Regions-II</u> | - | " SA391 |
| SA495 | <u>The Eskimo</u> | - | Prerequisite: SA395 |
| SA496 | <u>Other Special Regional Areas</u> | - | " SA270 |
| * SA497 | <u>Directed Honours Readings in Anthropology</u> | | |
| | Directed readings in a selected field of study under the direction of a single faculty member. A paper will be required. | | |
| * SA498 | <u>Directed Honours Readings in Sociology</u> | | |
| | Directed readings in a selected field of study under the direction of a single faculty member. A paper will be required. | | |
| * SA499 | <u>Honours Essay</u> | | |
| | An Honours essay, of some 10/15,000 words, will be written under the direction of an individual faculty member. A copy of the final essay must be deposited in the departmental library. It will be defended in a seminar. | | |
- * SA497, 498 and 499 only available to Honours students. All Honours students must take SA499.

A P P E N D I X D

SUBMISSIONS ASSESSING OR COMMENTING ON
THE EXISTING CURRICULUM
AND THE PROPOSED NEW CURRICULA IN
POLITICAL SCIENCE AND SOCIOLOGY/ANTHROPOLOGY

F.Q. Quo
 Professor of Political Science and
 Dean, Faculty of Arts and Science
 The University of Lethbridge
 Lethbridge, Alta.

October, 1973

COMMENTS ON THE PROPOSED POLITICAL SCIENCE CURRICULUM

1. The areas of study proposed in this curriculum are fairly standard and traditional. In general, political scientists deal with their subject matter from the perspectives of ideas, organizations, process and behaviour. The proposed curriculum clearly indicates the emphasis on "ideas" in this particular department; otherwise, why are P.S. 11 (a) and (b) (6 hours), along with P.S. 011 (3 hours) considered "requirements" to be included in the 18 hours lower division courses for majors. I do agree with the requirements. But I will argue -- why 6 hours instead of 3 hours? Furthermore, both P.S. 111 (a) and P.S. 111 (b) must be taken if one wants to receive credit. Why deny credit to those who are interested in only modern political ideas? Why can't the two be separated as P.S. 111 and P.S. 112? What would a student from another discipline do? Should he give up the opportunity of being exposed to political ideas simply because he can't afford the luxury of reading Plato and Aristotle? Traditionally they are classics; nothing new ever happened since Plato and Aristotle -- so they say. Conversely, you may also prevent Philosophy and History students who are interested in Plato and Aristotle but don't give a damn about Lenin and Mao from exposing themselves to political scientists' viewpoints of the great philosophers. Compare Philosophy 220: The State and the Citizen, with P.S. 111 (a)! I would strongly recommend the separation of course 111 (a) and (b) and give credit for any one of them. Furthermore, requirements for majors at the lower division (18 hours) should stipulate one general introductory and only one introductory political ideas course. Remember, they are minimum requirements; nothing prevents the students from taking both.

2. Titles for the Areas of Studies

Suggested Changes

1. Political Thoughts and Analysis
2. Canadian Government and Politics
3. Comparative Government
4. International Relations
5. Public Administration

1. Theories, Scope & Method
2. Canadian Government and Politics
3. Comparative Politics
4. International Relations
5. Public Administration

3. Comments on Areas of Study in General

- A. Too many courses under the category of Comparative Politics. Indeed, Comparative Politics constitutes the major portion of Political Science curriculum nowadays. But the sequence should be from an introductory to a regional and then to a particular political system; e.g., Introduction to Comparative Politics -> Latin America -> Brazil -> special topic on Brazilian

2.

3. A. (cont')

politics, and so forth. The proposed curriculum follows this principle fairly well. However, every Political Science department has to decide where to draw the line so that it will not end up in offering as many courses as there are countries. P.S. 332: East European Politics, is too specialized a topic for undergraduates in North America, unless you have special ethnic groups locally demanding such a course. It is possible that this course could be combined with P.S. 334: U.S.S.R., since there are similarities in the ideological and structural patterns among these countries. It is also possible to combine P.S. 332 with P.S. 331: Western European Politics. If it were combined this way (P.S. 331 and P.S. 332), you would have the advantage of making a contrast between the Eastern European and the Western European patterns. Inclusion of the United Kingdom in P.S. 331 seems improper. First of all, British democracy is one of the fundamental patterns for most parliamentary systems. It usually would have been covered in an introductory course already. In light of the Canadian political tradition and ties with the Commonwealth countries, it is worthwhile to think about a separate course on Commonwealth nations covering the United Kingdom, Australia, New Zealand, etc. P.S. 336 and P.S. 337 could be combined, too. In other words, I believe the 300-level courses should be more region-oriented and specific countries, smaller areas, or less important (or less demanded) areas should be covered under P.S. 431-434 which could vary from year to year.

B. Canadian Government and Politics

- a. P.S. 221 shouldn't be entitled Canadian Law; for the course description clearly indicates the scope will be extended to a general problem of administration of justice. If it were to be nothing but Canadian Legal Systems, then it should be at the 300 level. The important point, however, is that many pre-law students would welcome a general course entitled Administration of Justice, a course in which the general problems of legal systems can be explored with emphasis on the Canadian scene. There is also a need for the department to offer, at the 300 level, a Constitutional Law course which will facilitate pre-law students as well as majors and journalists.
- b. P.S. 323 should be entitled Urban Politics as the course description indicates that it will be taught from a comparative perspective with other Western urban political systems.
- c. P.S. 324 could be changed to Canadian Foreign Policy. External Affairs sounds too institutional in approach as it is a "proper noun" for the department in Ottawa.

3.

C. International Relations

- a. P.S. 342 is an innovation and should be a good course.
- b. An addition of a course in international politics from the behavioural viewpoint is highly desirable. It is also desirable to have an international relations course on a regional basis, e.g., International Politics in Asia, in Latin America, etc. -- this will compliment the comparative politics area in which many regional courses are planned.

D. Public Administration

- a. Public Administration can be either an interdisciplinary program or an independent department by itself. The public administration program in a department of Political Science should be centered around the study of bureaucracy. For those who want to go into civil service, however, courses such as Organization Theory, Personnel Administration, are important and useful ones. Since the department has indicated, as one of the "targets" aimed for by the proposed curriculum, the need for recognizing supporting disciplines such as economics, Econ. 371 and Econ. 387 (see Calendar, p. 89), should be listed in this section as suggested courses.

E. Political Thought and Analysis

- a. In 2 above, I have suggested a change of title for this area of study into Theories, Scope and Method. Unless it is done, it looks awkward to have P.S. 211: Political Behaviour, P.S. 311: Government and Economic Order, under a common (?) title Political Thought and Analysis.
- b. P.S. 314 should be entitled Scope and Method; for it reflects more of what is intended in the course description.

4. Minimum Requirements at the Upper Division

I think it is rather peculiar to expect every student majoring in political science to take P.S. 351: Fundamentals of Public Administrative Organization. More than 80% of political science majors in North America have never had a course in Public Administration -- why isn't a course in international politics a minimum requirement for a political science major? -- for example, one may argue. Then, the department also suggests that "for Majors with a career goal in law", their interest would "likely be Canadian Government and Politics and International Relations" (p. 4. of the proposal). How important is International Relations to a lawyer? Most of their practice will never have any international element anyway.

4.

5. Graduate Section

Evidently, SFU considers graduate degrees to be "research" degrees. The flexibility in graduate curriculum is highly desirable. But if you consider the fact that you are preparing students for university teaching, as the department admits it does, some minimum requirement in the breadth of training is necessary. Unless one is assured of a teaching position in a large department, it is rather important that one can teach in several areas of the discipline. Many American universities, except the Ivy League, therefore, require several areas for comprehensive exams and also, so many minimum course works. Too much flexibility in the graduate program may result in the professional inflexibility of the individuals in their futures.

In contrast with the existing curriculum, as shown in the Calendar, the proposed curriculum is a great improvement -- and I mean great! The existing curriculum hardly identifies Political Science as a discipline. The proposed curriculum also achieves the goals the department listed at the very outset of the memo, though further improvements such as the ones suggested here are necessary. I think it is a "great leap forward"!

October 1/73

CURRICULUM VITAE

F. Quei Quo

Personal data:

Born January 14, 1933
Married (wife Shirley L. Sadler, B.A., M.A. German; daughter Leslie Elizabeth, born 1965)
Citizenship: Canadian (wife, U.S. citizen)

Present position and address:

Professor of Political Science and Dean, Faculty of Arts and Science
The University of Lethbridge, Lethbridge, Alberta, CANADA
Office telephone: 403-329-2598
Residence: 2014 - 24th Street South, Lethbridge, Alberta, CANADA
telephone: 403-328-4063

Educational background:

B.A. - Political Science, National Taiwan University
M.A. - Political Science, University of Oregon
Ph.D. - Political Science, Southern Illinois University

Positions held:

Professor and Chairman, Department of Political Science,
University of Lethbridge, 1970-71
Visiting Fellow, Princeton University, 1969-70
Associate Professor and Chairman, Department of Political Science,
University of Lethbridge, 1967-69
Visiting Fellow, St. Antony's College, Oxford University, 1966-67
Associate Professor of Political Science, Central Washington State
College, 1965-66
Assistant Professor of Political Science and History, Alaska
Methodist University, 1963-65
Graduate Fellow, Southern Illinois University, 1960-63
Graduate Assistant, University of Oregon, 1959-60

Honors and awards:

Fellowships, Fulbright Grant, Pi Sigma Alpha (National Political
Science Honors, U.S.), Excellence in Teaching Award, Canada
Council Research Grants, University Research Awards, Canada
Council Senior Leave Fellowship

Publications and research:

Book: F. Q. Quo and J. A. Long, Political Systems: An Introductory Analysis, Wadsworth Publishing Co., Inc., Belmont, California, 1973 (ISBN 087872).

Articles: "Alberta: One Party Dominance", with J. A. Long in Martin Robin ed. Canadian Provincial Politics, Prentice-Hall of Canada, 1972, pp. 1-

"Sino-Canadian Relations: A New Chapter", with A. Ichikawa, in Asian Survey (U. of California Press), Vol. XII, no. 5 (May, 1972), pp. 386-398.

"Democratic Theories and Japanese Modernization", in Modern Asian Studies (Cambridge U., England) Vol. VI, no. 1 (1972), pp. 17-31.

"Ethnic Origin and Political Attitudes: The Case of Orientals", Canadian Ethnic Studies, Vol. III, no. 2 (1972), pp. 119-138.

"British Foreign Policy and the Cession of Formosa", Modern Asian Studies, Vol. II, no. 2 (1968), pp. 141-154.

"Democracy in Postwar Japan", A paper published by the Conference On Democratic Socialism, no. 93 (December 1967), included in the Reformer (Party Organ of the Social Democratic Party of Japan), pp. 49-54.

"On Political Thought of Kawai Eijiro", in Collected Works of Kawai Eijiro, Institute of Social and Political Philosophy, Tokyo, Vol. 9 (Feb. 1969).

"Japanese Liberalism", in Review of Politics, Vol. 28, no. 4, pp. 477-492.

"Nihon-no Jiyushugi", Japan-American Forum no. 11, pp. 8-22. same article translated and published in NON DAN (Korea), Vol. 3, no. 1 (Summer 1967), pp. 20-23, published under the auspices of U.S. Information Service.

Review Articles: in Canadian Journal of Political Science, Pacific Affairs, Journal of Asian Studies, etc.

Series of non-academic articles on elections, ethnic groups, current affairs in newspapers, radio, TV programs.

Referee reader for the Canadian Journal of Political Science, and also served as evaluator for various Canada Council projects.

Papers presented at Professional Meetings:

- "Split-Ticket Voting in Alberta", Canadian Political Science Association
June, 1968.
- "Non-Western Political Theories", Canadian Political Science Association
June, 1971.
- "Democratic Ideologies and Political Development", Midwest Asian Conference
October, 1968.
- "An Analysis of Community Power Structure", University Symposium, Calgary
1970.
- "Politics and Literature: The Case of Postwar Japan", Symposium on Far
East, Princeton, 1969.

Current research:

- Author and Editor (with J. A. Long) of the forthcoming book Politics and Government of Alberta to be published under the auspices of S.S.R of Canada;
- Contracted research on "Chinese Immigrants in the Prairies" with the Department of the Secretary of State, CANADA, (\$5,700) to be completed in 1974.

Memberships on Committees and Educational Organizations:

- Member, Coordinating Council of Universities of Alberta
- Member, Consultative Assembly, Social Science Research Council of Canada
- University representative to A.U.C.C.
- Advisor to Canada West Project
- Member and Chairman of various internal committees

Other Experience:

- Special lecturer, "Scientist of Tomorrow", a Ford Foundation sponsored project
- Interpreter with U.S. Military Assistance Advisory Group
- 4-month training in the Officers' Language Training School; farm labour in California

Languages:

- Japanese, Chinese, Fukien: all can be handled as native tongue
- French, German: only good enough to use, with the aid of dictionaries, in research

References:

- Dr. W. E. Beckel, President, The University of Lethbridge, Lethbridge, Alberta, Canada
- Dr. O. G. Holmes, Vice-President Academic, The University of Lethbridge, Lethbridge, Alberta, Canada
- Dr. R. H. Nelson, Chairman, Government Department, Southern Illinois University, Carbondale, Illinois, U.S.A.
- Dr. W. A. S. Smith, Dean, Faculty of Arts, Simon Fraser University, Burnaby, British Columbia, Canada
- Dr. J. A. Long, Department of Political Science, The University of Lethbridge, Lethbridge, Alberta, Canada
- Dr. L. G. Hepler, Department of Chemistry, The University of Lethbridge, Lethbridge, Alberta, Canada

SIMON FRASER UNIVERSITY

APPENDIX D.

MEMORANDUM

To: Members of the Sub Committee
of the Academic Planning Committee

From: I. Mugridge,
Assistant Vice-President
Academic

Date: 25 October, 1973

Subject

I am attaching copies of three memoranda I have received from students commenting on the curriculum proposals for Departments of Political Science and Sociology and Anthropology. Also attached is a copy of a memorandum from one of the PSA graduate students to the Acting Chairman of the PSA Department, commenting on the proposal to split the Department into two units.

These are the only written submissions which I have so far. In addition I have had one visit from a PSA major to discuss the questions posed in my last memorandum to students. It was his opinion that the best interests of the students, of the Department and of the University would be served by splitting the Department into the two units which have been proposed.

I. Mugridge
I. Mugridge

:md

*Dr. W. A. S. Smith
Dean of A.E.*

I. Introduction

This critique is intended as a response to the memo of October 10, 1973, addressed to P.S.A. Majors, which called for "evaluative comment" on proposed curricula in PSA by October 25. Because the memo and its enclosures were not distributed to Graduate Students in the Department, I am relying on documents which I understand were reproduced later as the enclosures. Specifically, these are:

i) A memo by I. Whitaker dated September 11, 1973 entitled "5th Amended Version" and ii) a memo by M. Halperin dated March 28, 1973 entitled "Provisional Target Model..." For discussion purposes, I will call these the Whitaker model and the Halperin model.

There is a certain element of absurdity involved in the process of writing a critique of such an abstract entity as a draft curriculum. No mechanism exists within the University to ensure that content enshrined in the Calendar will in fact be taught in the lecture theatre (see "The A to Z of PSA" p.12). Nevertheless, I believe sanctions do operate against "unacceptable" preaching; that those who operate the sanctions probably do so in the belief that it is the preachings which are unacceptable and not the underlying conflicts which those preachings reflect; and that therefore there is some minor merit in attempting a critique of the proposed P and SA curricula.

The present critique will therefore emphasize the shortcomings of the proposed curricula in their own terms, and in terms of the mandate given to the Sub-Committee of APC by Senate. This methodology, however, should not be allowed to obscure the fact that these proposals represent one side in an ongoing, deep-running, and fundamental conflict within social science as a whole. This conflict has numerous aspects: the conflict between objectivity and subjectivity, between instrumentalism and enquiry, between dialectical models of conflict and systems models of co-operation, and so on. I suggest that these aspects are organized systematically, and that their organization is most generally described as "political."

--3--

Next the introduction asserts that "...some core areas are distinct, while others are common to both subjects..." Once again, the reader must deduce from the detail of the curriculum which are which. At first sight a comparison of SA202 with SA270 suggests that the economy, kinship, religion, and social processes and change are common areas. But it appears that in the former course these are "institutions" while in the latter they are "concepts." (This confusion between material things and ideas is often a major feature of conservative social science).

In the second paragraph of the introduction, it is asserted that "...the departmental approach to its subjects attempts to be comparative and historical." In the latter part of the paragraph it is asserted that the S & A Department will place "... a marked emphasis, particularly in the early courses, on equipping the student with the ground work of empirical knowledge presented in a historical and comparative perspective." I suggest that this paragraph is completely misleading. I can find only one course out of a total of ten lower level courses in which there is even a remote suggestion that a historical approach is involved - SA280, "A study of the types of peasantry in pre-industrial and industrializing agrarian states..." Even here, I suspect that the approach will actually involve static comparisons between typologically defined groups, rather than the evolutionary development of single groups.¹

Nor is the situation in the upper level courses much better. I can find five courses out of sixty-two which appear to have a historical component (SA300, 310, 321, 362, 363), and perhaps another dozen which give promise of static comparisons (SA322, 323, 325, 331, 359, 368, 369, 401, 409, 463, 467, 469). Nowhere do there appear to be courses which consider "the evolution of diverse societies over extended time periods..." on a comparative basis. (Briemberg, "Curriculum", quoted in "The A to Z..." p.4). I suggest that the entire second paragraph, with the exception of its last sentence, is an unconscious fraud. The approach should be historical. It should be comparative. But most of all, it should be historical and comparative simultaneously. Numerous critics have demonstrated that conservative social science finds this task impossible.² The Whitaker model has demonstrated it yet again.

One way of summarizing the defects of the Whitaker model is to point out that it fails in a fundamental way to fulfill its initial

promise of a holistic approach. Rather, as the last sentence of the introduction puts it, the curriculum will delineate "...areas of specialization that have in recent years become specialization within the two disciplines." That this tendency is proposed over a tendency towards an interdisciplinary, comparative, historical and holistic approach is not simply a matter of taste. It has profound social implications for students, for the University, and for the larger society.

For the students, this curriculum will provide a basis for later specialization as social workers, probation officers, civil servants, and other such semi-professional technicians of social control. It will not provide them with the tools or the incentive to enable them to discover the fundamental processes by which their society operates, nor will it help them to change "their" society.

For the University, the choice of such a curriculum will lead within a short while to a further demand for an "administrative separation" of Sociology from Anthropology - that is, to further specialization and empire-building. The reluctance of the present proponents to specify their "distinct" core areas is sufficient evidence for this statement.

For the society in general, the proposed S & A curriculum will provide the ideology of conformity and the technicians of consensus.

III. The Halperin Proposal

This proposal is far more forthright about its aims than the Whitaker model. On an accompanying memo dated March 28 the basic claim is made that the proposal is "...a coherent and comprehensive sequence of courses" while the first page of the "Provisional Target Model" sets as its aim the provision of "... a systematic understanding of the political process..." for students with "general interest," "career," and "graduate work" orientations. The careers are specified: government service, 1 journalism, high-school teaching.

If these aims are accepted, the proposal cannot be criticized on internal grounds. As its creator claims "...it presents no significant departure from programmes currently in operation in reputable institutions throughout North America." (Memo, March 28, 1973, p.1). This critique

will therefore confine itself to pointing out one or two additional characteristics of the proposed programme which have been unaccountably omitted from the March 28 description.

The first of these omissions concerns the "five areas" into which the curriculum is organized. How were these particular areas selected? What is their underlying rationale? I suggest that they are closely correlated with the specialized interests and careers of the senior political science professors in the present PSA Department. Reference to the vitae published in the Course Outline for Fall 1972 yields the following correlations:

1. Political Thought and Analysis - Dr. A. H. Somjee

"He has published... The Political Theory of John Dewey... He has done work on theoretical problems of political development." (p.5).

2. Canadian Government and Politics - Dr. Martin Robin

"His main interests are Canadian politics and political parties..." (p.4).

3. Comparative Government - Dr. Maurice Halperin

"He has spent many years in research and teaching in Mexico, Brazil...Cuba...Paris...Moscow..." (p.2).

4 and 5. International Relations and Public Administration - Dr. Edward McWhinney, Q.C.

"He has served as Legal Consultant to the United Nations, and to various governments, foreign and Canadian, including service as a Royal Commissioner on the Commission on the French Language and Minority Language Rights in Quebec." (p.4).

The second omission concerns the ideological aspects of the proposed curriculum. These aspects seem to be a reflection of the careers of the senior political scientists, combining an attitude of service to the established order with an implicit critique of other, specifically left-wing forms of government. (obviously this combination is a proper one in view of the career orientation of the whole programme). Career-oriented anti-socialism is certainly not uncommon in Canadian public life - W.A.C.Bennett springs immediately to mind - and it is thus all the more surprising that this facet of the proposal was not made explicit. Some examples may make the situation clear; for convenience, they are divided into two areas: careers in established institutions, and anti-socialist ideology.

In the first area, the proposed Graduate Section "... aims to prepare the student for university teaching, professional research and specialized governmental or other public service." (p.5). The undergraduates are to be prepared for government service, law, journalism and teaching (p.4 above). None of these activities are usually regarded as being subversive, except sometimes in Quebec.³ Another example of the ideology of service to the establishment appears in PS 212, which will be concerned with "...the development and maintenance of democratic systems." (p.6). The underlying assumption here is that, once developed, such systems never become obsolete or outmoded; they simply require maintenance - never reconstruction. The PS Department (possibly an appropriate title!) aims to provide the necessary maintenance men.

In the area of anti-socialism, a fine example occurs in PS313, where John Diefenbaker, J. S. Woodsworth and Ginger ^{Goodwin} ~~Edwin~~ are forcibly united in "An examination of ideas and movements outside the mainstream of Anglo-North American liberal and democratic theory, including conservatism, pacifism, anarchism, socialism and communism... and... absurdist and existentialist critiques of the political order." (p.7).

Further evidence of anti-socialist attitude can be seen in the contrast between PS 331 and PS332; respectively Western European Politics and Eastern European Politics. Both courses have the same prerequisite, and their titles would imply a common approach to different geographic areas. But in fact only the former course seems to be geographically based (and "objective" on the question of political structure); the latter course is explicitly "A comparative study of communist political systems..." Which course will include Greece? Turkey? Portugal? Where is the course on "A comparative study of fascist political systems..."?

Because it is around the question of "Relations between Developed and Developing Nations" that world history has been shaped since the beginning of this century, it is also in this area that the non-commensurability of the concepts proposed by the Provisional Target Model is most apparent. If I spend some time on this particular course, it is because PS 342 seems to me to highlight the defects of the entire proposal.

The clear implication of the title of PS 342 is that the world is divided in "Developed" and "Developing" countries. No attention is paid to the alternative view, that the division is between "Developed" and "Under-developed" countries. Yet the latter distinction is more scientific, more holistic, and has the advantage of expressing the view of many of the "Developing" countries themselves. It is more scientific because it expresses the wealth of the "Developed" countries as a function of the poverty of the "Under-developed." It is more holistic because it explains the difference between them as a product of their historical relationship. The advantage of understanding the viewpoint of the "Under-developed" countries is, I presume, self-evident.

The topics to be treated by PS 342 include "colonialism and the concept of neo-colonialism, patterns of economic relations and political conflict" between the two defined groups. It should be asked why neo-colonialism is a "concept" while colonialism appears as a reality? Why is it that these groups have economic "relations" but political "conflict"? The answer, I suggest, is that the reality of neo-colonialism is the most historically advanced form of colonialism, as practised by the current world super-powers. This form of colonialism leads to economic conflict (not a mere relationship). Nor are the economic conflicts and the political conflicts confined to the United Nations and its specialized agencies, as implied by the last topic outlined in PS 342.

Finally, it is clear that the course outline of PS 342 views the "poor countries" as a threat to "international stability," because of their expanding populations and national aspirations. The "rich countries" are seen as responding with "policies of adjustment and alleviation." I suggest that this perspective is a travesty of the historical and the contemporary relationship. "International stability" is a mystification of the balance of terror which has existed since World War II, if not since the Opium War of 1842.⁴ But "policies of adjustment and alleviation"? Does that expression describe the atrocities of Indo-China? Or Guatemala? Or Hungary? Or Bangladesh? Or Chile? Or Angola? PS 342 is, I suggest, a purely ideological exercise.

IV. Conclusion

My general conclusion is that both models are conservative in complexion, although there are some differences in emphasis, apparently as a result of their explicitly different goals. Both models are basically "static". The Whitaker model is static because it has divided its subject matter along purely conventional lines, thus excluding any possibility for the development of holistic and historical generalizations. The Halperin model is static because it is based on a Rostowian perspective of economic and political development which views the Western liberal democracies as the final stage, rather than as a moment in a dialectical process.

Both models are compartmentalized, apparently in the interests of professionalism. A response to the third Senate directive calling for a "clear statement of philosophy...in relation to closely related disciplines" is completely absent from the Whitaker model. But the Halperin solution is scarcely an improvement; the problem is shucked off onto the undergraduates, who will be "advised" to take a minor in a supportive discipline. Neither curriculum is in any way connected to the other.

Finally, neither model exhibits a unifying academic theme. The Whitaker model claims to have one, but fails to substantiate the claim. The Halperin model merely claims to be "comprehensive" and "coherent" - coincidentally, the faculty to teach its programme are already on the staff of the present Department, but no critique of the curriculum they presently teach is provided. There is, of course, an essential unity beneath the apparent diversity of the two programmes. Both offer an uncritical, career-oriented programme. It is the paradox of SFU that academic freedom had to be sacrificed to achieve an uncritical social science department, and that the price of the resulting unity is to divide the department.

FOOTNOTES.

1. The defects of the typological approach, and its underlying political and economic ramifications, have been dealt with at length by Andre Cander Frank. See "Sociology of Development and Underdevelopment of Sociology," reprinted from Catalyst by Pluto Press, 1971.
 2. Frank, ibid. See also Daniel Foss, "The World View of Talcott Parsons" in Sociology on Trial, (Prentice-Hall, Inc., 1965); C. Wright Mills, The Sociological Imagination, (O.U.P., 1959); etc., etc.
 3. See John Porter, The Vertical Mosaic, (U. of T. Press, 1965), in which he remarks "A view of intellectuals as a class opposed to the social order is, of course, wrong... It is the commitment of most intellectuals to the status quo which gives rise to the term 'establishment'..." (p.492).
 4. The Opium War was fought by the Western powers against Imperial China in a successful attempt to maintain their right to import cheap manufactures including opium into that country. See Barrington Moore Jr., Social Origins of Dictatorship and Democracy, (Beacon Press, 1966), p.175.
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October 16 / 1950.

APPENDIX D.

J. Mugridge
Secretary,
Academic Planning Committee.

Dear Dr. Mugridge:

Thank you for the opportunity to offer my feelings regarding the proposed Political Science, and Sociology-Anthropology curricula.

The impression I have on reading these two curricula, is that the serious student clearly will benefit from the very much wider choice (which allows one to pursue their special interest in greater depth) in both these proposed curricula.

My main field and interest is Sociology-Anthropology. I am impressed with the solid grounding in Theory + history, and the logical "brick by brick" sequence that this carefully planned

curriculum offers to the undergraduate.

(Certainly the student fortunate enough to follow this programme will emerge with a much better background for pursuing graduate studies than the current student.)

I am particularly pleased to see courses in social psychological theory (S 260), culture and personality (SA 467) and the sociology of the family (SA 331) included. As you are no doubt aware, there is a large and gaping hole in the PSA curriculum where these important studies should be. They seem even more relevant than the new and popular 'Canadian content' courses are.

I suppose these are the curricula which would be brought in if the decision is made to split the PSA department.

Might I suggest that this Sociology Anthropology curriculum is such a vast improvement over the current offerings, that the university

implement it whether or not the department is reorganized.

With the benefit of such an excellent and broad undergraduate programme students obtaining their B.A. degree in Soc/Anth. at Simon Fraser would clearly have a very solid foundation from which to pursue graduate studies. Both undergraduates, and graduate departments would I believe, attract more, and better students.

Sincerely
Margaret D Power
68301-7161.

11 North Sea Avenue
Burnaby 2, B.C.

October 17, 1973

Dr. I. Mugridge
Secretary of the Sub-committee
Academic Planning Committee
Simon Fraser University
Burnaby 2, B.C.

Dear Dr. Mugridge:

Not being a PSA student of long standing, I shall not attempt to comment on the academic merits of the two curriculum proposals received yesterday, but I do wish to point out what I believe to be shortcomings in the proposals. These comments should not be taken as approval of the proposed departmental split, but are submitted on the assumption that the split will occur in any event, and probably in the not too distant future.

Sociology/Anthropology Proposal

1. There is no mention of the course credit or vector for any of the proposed courses. Are we to assume that, as in the current PSA calendar entry, all 100 and 200 level courses are three credits and the remainder five?
2. I note that the two honours reading courses are to be restricted to honours students; I would like to suggest that first choice be given to students in the honours program, but that they be open to senior major students on a supervision-available basis.

Political Studies Proposal

1. The proposal may, as M. Halperin suggests, offer a coherent and comprehensive selection of courses, but the format of the presentation is not coherent, and as a hypothetical calendar entry is inadequate. I would suggest that the entry could be reduced by listing the course titles only once, with the course description appended below each entry.
2. Again, no vectors are given, although course credits are shown.
3. I note that the upper level requirements are 24 credits; I am at a loss to understand this figure, since I can find only five-credit courses at the 300 and 400 level.
4. PS 111(a) and PS 111(b) are listed as having to be taken consecutively. This, I am sure, would prove to be completely unworkable. For students to enroll in three credits but only to receive total credit upon completion of a further three credits in a subsequent semester is inconceivable in light of our trimester system (which permits students to register on a non-continuous basis), University regulations governing maximum course loads, applications for scholarships and bursaries, entry to the PDP program, etc. Presumably such an arrangement would also create special problems for the Registrar.

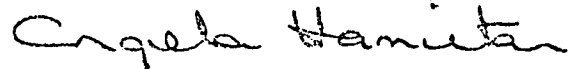
Surely it would be possible to require students (at least major students) to take both III(a) and (b) without this restriction?

5. The section on the proposed PS graduate program, appearing inexplicably in the midst of the undergraduate information, is not only deplorably brief and rather uninformative from a prospective graduate student's point of view, but this should have been part of an entirely separate presentation.

General Comments

One presumes that, since a larger number of faculty would be available upon separation, the SA proposal could be implemented in fairly short order, or at least a substantial part of the program could be mounted upon formation of the new department (although a specific statement to this effect would have been helpful). But the PS proposal is admitted to be a target model. The PS faculty must be required to submit an additional, more realistic proposal for a program which could be mounted in the near future.

Yours sincerely,



Angela Hamilton
#72300-8173

editorial page

A fine, enlightening brief

An excellent brief, entitled "The A to Z of PSA" and arguing against the PSA split, has been sent to the Academic Planning Committee (APC). The brief was prepared by Cindy Kilgore, Maureen McPherson, Vivian Rossner, Terry Witt, and Tony Williams. It is dated September 15, 1973.

During the summer semester senate decided to reject the academic vice-president's bid for a split of the PSA department into separate sociology/anthropology and political science departments and ordered the APC to do some homework. Student input was a crucial factor in the APC's mandate. The present brief is part of that input.

The brief is a significant and powerful statement partly because it relies on concrete evidence and not on pseudo-radical blather. It is well-researched, well-documented, and comes close to being well-written. It is an academic's dream in form if not in content, and it will have impact and a lasting effect.

Documents are cited in the brief to substantiate the claim that until the chaotic happenings of 1969-70-71 the PSA department was developing satisfactorily in an interdisciplinary manner. Then came the disputes and the firings and non-rehirings, leaving a vacuum. New people were recruited who didn't fully understand the department's fundamental thrust or appreciate its experimental nature. The discontinuity of the firings was exacerbated by this new element and pressure for reform arose.

That pressure is now centered in a number of political scientists who want to break with the idealistic entanglements of the PSA concept and get on with it. Hence this summer's motion to split.

The brief, however, rightfully raises the specter of what it is, or may soon be, that the political scientists want to get on with:

The political nature of social science has to do with the fact that many of its salient concepts and assumptions imply an *involvement* in history. The depoliticization of Social Science is of particular importance in that it represents an attempt to remove social science from the historical and social process - an absurd and impossible task. But the intent is very much within the context (historical and political) of the ideological needs of the nations who produce Social Theories. One only has to look to the supposedly depoliticized Social Science applied by Rand, the Pentagon, or the State Department of the United States during the 50's and 60's. What SFU and PSA seem to be faced with in the mid 70's is a de-Socio-Anthropologizing of Political Science - an equally negative event in the context of the emerging critical and

vital character of much sociology and anthropology today:

One other thing the brief does is to demythologize the PSA issue - a central and invaluable achievement.

Briemberg, Feldhammer, et. al., have become almost legendary figures; the events of 1969-71 have become more symbolic than real. So much happened, so many heavies were involved, so many committees reported, so many interpretations have been offered. It's encouraging to see a level-headed, comprehensive analysis. It gets things back into focus.

I have only one strong criticism of the students' presentation.

One of the most powerful arguments for splitting PSA and re-uniting its components under the aegis of Interdisciplinary Studies is that the present union of political science, sociology, and anthropology, because of its incompleteness, is an inadequate and distorting mechanism for examining man and his social setting.

Man and society are more complex than political scientists would have us believe, and they're more complex than sociologists and anthropologists in tandem could ever make out. But they're *also* more complex than an effectively interdisciplinary department of political scientists and sociologists and anthropologists could possibly discover. There's a profound linguistic element in man; there

are biological, chemical, and physical factors; literature and the fine arts are integral; economic considerations are paramount.

A Department of Interdisciplinary Studies could theoretically combine all these and

more to constitute, in sum, a thorough study of man, society, and the prospects for both.

The brief counters the Interdisciplinary Studies argument by saying that, "...because it (Interdisciplinary Studies) is not a Department with permanent faculty committed to regularly given courses and the working out of theoretical and practical problems of interdisciplinary study, it cannot address itself consistently to these specific problems."

With which I agree. But on the next page it says:

Interdisciplinary Social Science means the creation of a new methodology for the study of human action, human relations and human societies. It is premised on a strong ...belief that the a priori separation of human activity into political, social, and cultural aspects is no longer the most fruitful way in which to expand the understanding of the act of man.

Which misses the point. The gist of the Interdisciplinary Studies argument is not so much that disciplines can be brought together more fruitfully than within Interdisciplinary Social Science, but that many more disciplines can be brought into play.

Whether the strong co-operation of three disciplines - political science, sociology, and anthropology - is more worthwhile than the looser co-operation of practically all disciplines is the crux issue, and one that the brief ignores completely.

Despite this, however, the brief is eminently worth reading. Contact one of the students named earlier, the PSA student union, or The Peak if you want a copy.

SIMON FRASER UNIVERSITY

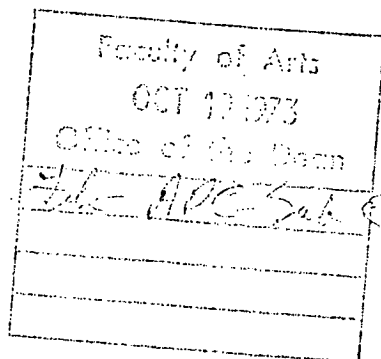
APPENDIX D.

MEMORANDUM

To: W.A.S. Smith, Dean Faculty of Arts Subject: Draft Curricula: Sociology/ Anthropology Political Science	From: A. Aberbach, Chairman, Undergraduate Studies Committee. Date: October 18, 1973.
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After carefully reviewing the draft curricula submitted to you on October 3, 1973 (which I received October 15, 1973) I share with you a few observations:

1. There appears to be, as I can see many arguments of a persuasive nature for two separate and distinct departments. Conversely, I fail to see how we can academically or intellectually justify retaining the present system.
2. The draft curricula appears not only intellectually exciting but academically viable.



MEMORANDUM

To: J. Whitworth

From: S. Mackay

Graduate Student

Date: October 12, 1973

Subject:

For your information I would like to convey this summary of a meeting of PSA graduate students held yesterday afternoon. Although this is my own assessment of the meeting, I have no doubt that it would be confirmed by talking to others who were there.

Of the 21 PSA graduate students technically registered on campus this semester, 10 were at the meeting. The consensus of the meeting (at least 8 of those present) was that the graduate students would support the splitting of the department. This support, however, would carry with it a memorandum of graduate student interests and goals, principally relating to the necessity of having the new departments assume a recognizable intellectual orientation. It was generally felt that the present state of the department is intolerable and cannot be allowed to continue.

Another meeting has been set for next Thursday, October 18, to draft this memorandum and formally vote on it. The memorandum will then be passed on to the A.P.C. sub-committee.

Robert Mackay

SIMON FRASER UNIVERSITY

Page 412

MEMORANDUM

APPENDIX D.

To Professor I. Muiridge
Vice-President Academic
Subject Senate Sub-Committee on
P.S.A. Department

From Professor Edward McWhinney
P.S.A. Department
Date October 3rd, 1973.

Dear Professor Muiridge:

At the time of my appearance before your Senate Sub-Committee on Thursday September 27th, I promised to send to you as an addendum to the written submission and also the oral testimony that I had given to your Sub-Committee, copy of the extended interview with me several months ago by the editor of The Peak, the interview being published in condensed form in the issue of The Peak of August 1st, 1973.

While, in its editing for publication, the interview necessarily loses some of the nuances of particular points, it is, on the whole, a very clear presentation of my basic thinking on the future of SFU and on the case for introducing, for the first time, in the particular context of SFU, a rigorously empirical, problem-oriented approach to the Social Sciences. I believe that, in this respect, the interview conveys many of the ideas expressed in my written memorandum, but in a even more direct form than usual.

I have pleasure, therefore, in enclosing copy of the interview in The Peak, for the information for members of your Sub-Committee.

Sincerely yours,

Edward McWhinney

Edward McWhinney,
(Professor of Law).

(Dictated by Dr. E. McWhinney and signed in his absence)

McWhinney explains

Edward McWhinney not only has a "Dr." in front of his name like any old run-of-the-mill PhD, he has a "Q.C." (Queen's Council) after it as well. And under that decorated name, if you consult your summer PSA course outline booklet, you'll find a list of credentials that'll mess your simple mind and destroy your humble aspirations.

Dr. Edward McWhinney, Q.C., graduated from Yale and taught there for a number of years before moving on to U. of T., McGill, Indiana, the University of Heidelberg, the Max Planck Institute, "as well as other leading European institutions."

He has served the Canadian government as a Royal Commissioner and the U.N. as a legal consultant. He's written a bevy of books in a score of languages and in 1967 was elected Associate of the Institut de Droit International, "the highest world scientific legal academy". And so forth.

Dr. Edward McWhinney, Q.C., has, in other words, arrived. He's a brilliant star in a sparkling sky. People turn their telescopes toward him and gaze intently.

The man himself is always impeccably dressed, clean washed, and smooth shaven. When he laughs, he contorts his face and gasps frightfully. He's very pleasant - he even lent \$5.00 once which he hasn't seen back.

In class (PSA 244) he tells tedious anecdotes. He revels in his knowledge, in his urbanity, in his myriad eminent acquaintances here and abroad. He's utterly secure in his world; he bears himself regally; his voice is English aristocrat.

About two weeks ago I took a tape recorder to McWhinney's office and asked him a few questions. After the usual juggling, cutting, and cheating this remained:

Rotering: Let's talk about the PSA split and your ideas for the proposed new department of political science.

McWhinney: First of all, I'm reasonably optimistic on constitutional forms and institutions. The split is one option for the University, and among the options, the most

immediately viable one. Long range, I'd rather have seen a division of the social sciences as a half of the arts faculty or a separate faculty with component parts like political science, sociology, etc., but obviously that would require several years of structuring.

What had worried me a bit about PSA is the myth or mystique built around a relatively casually chosen institutional form that may have been the basis for certain purposes, but clearly isn't and hasn't been performing them, and on the whole, isn't even serving conventional purposes usefully.

Rotering: What do you think about the worth of the initial ideal that PSA was supposed to incorporate?

McWhinney: My first reaction would be - too narrow. I'm influenced by the economic input into social decision-making and I don't think you can run an interdisciplinary social science department without the economists.

Rotering: But I can't see what the problem would be with that if the PSA DEPARTMENT CONCENTRATED ON A TRULY RADICAL SOCIAL SCIENCE. It would see the need for economic input, and it could get it.

McWhinney: It hasn't. This is one of the odd things...

Rotering: Well, it hasn't, but we're talking about possibilities, not history.

McWhinney: Well, I don't think it's a feasible possibility with the sort of people you're dealing with. To put political science and sociology together has meant a de-emphasis of decision-making, and I suppose this is normal - the sociology component tends to dominate.

The sociologists I see here don't, in economic terms, have the minimum basis for a bridge to an economics department. Political scientists can (make a bridge to economics), historians can...

Bottomore's idea (i.e. the original conception of the PSA department) showed that he was fascinated by the interrelations between the two disciplines, but it's a pretty narrow, circumscribed view of society and the social processes. This is not to say that it's not intellectually valuable in itself if its properly done, but it is not a substitute for a com-

prehensive social science approach.

Rotering: But it seems that if you split things up you lose this ideal that PSA incorporated initially. You try to be more respectable academically, and perhaps you have even become more profound intellectually, and yet this initial emotional gut ideal, which really can't be enforced academically, tends to dissipate.

McWhinney: But there's not a monopoly on gut emotional ideas. If you look at the contemporary law school, for example... the concept of the store-front lawyer is really great and emotionally very exciting. I've got a friend in Australia, he's a dean of a faculty there, and he started the store-front lawyers, and they took up the issue of aboriginal rights. His students have taken this up. It's very exciting.

There isn't just one outlet for enthusiasm. It seems to me in some ways the outlet of what you call the radicalized social science, if it's limited to just the sociology component, is a pretty small part of the general social picture. And this worries me a bit - that the enthusiasm is going to be compartmentalized into one very small part of the general community of social processes. It's not enough, and particularly since it doesn't seem to produce any input in terms of community decision-making. Students can make decisions and contribute to the making of decisions.

I worry about an idea floating around in the air. I mean, the world is full of people with ideas. We're not short of ideas, we're short of people who know how to apply them, who know how to quantify the costs; and who know how to make trade-offs.

Students can make a big impact into decision-making. The whole area of municipal government has no sophisticated input from the organized community groups, but it's an ideal sort of thing - send students into city hall... we could do it.

Rotering: What you're talking about is obviously necessary, and as I've said to you, I've been influenced by your emphasis on knowing what is happening *in fact* and getting away from the "children's crusade" (McWhinney's term for radical protest) and that sort of enthusiasm. But it seems to me that if you focus on that, you very quickly let a radical perspective fall by the wayside in favor of technique. And that's what frightens me I think...

McWhinney: But technique is radical...

Rotering: Well, we've had a lot of competent technique leading us to where we are now, and the question is, will more competent technique lead us away from it?

McWhinney: There seems to be a school of thought that views this radicalism as a closed body of knowledge, the limits of which were set in some finite way. In my own view, radicalism is basically methodology; revolution is change - social change.

Rotering: Yeah, but you've got to understand... radically... to the root... what this society's based on.

McWhinney: You've got to see the problem first of all...

Rotering: I disagree... you can't study a problem with a blank mind.

McWhinney: One of the problems in all this is that we *did* start off solving problems with preconceived ideas, sets of values. This was the biggest problem in getting a detente, in getting a civilized approach to not making war. You used to go to a conference with the

Russians and listen to a terrible speech on the evils of capitalism, and you'd make a terrible speech on reactionary communism and rolling it back - that was John Foster Dulles. He had his set of values, but he really wasn't very helpful.

We didn't make a breakthrough in that problem until we started divorcing ourselves from the preconceived ideas and studied the facts. We got an agreement on nuclear test bans with the Russians when we said, look, you're communists and we're capitalists, but the problem is that there's fallout, its affecting milk, its being ingested by human beings, and so on, and can't we discuss it. And we did. And I apply this to lots of problems... When you begin with the facts it seems to me that you can liberate yourself from a hell of a lot of prejudices.

(Later in our talk:) Revolution really is a qualitative thing, it seems to me, rather than an absolute one. Revolution is simply a degree or pace of social change that at a certain point becomes recognizable as representing a sharp break with what's gone before. People lived through the Industrial Revolution without being aware that it was occurring. It didn't just occur in one blow - it was a process of about fifty years in Britain.

I suppose that in the end my conception (of criteria for action and social change) is an aesthetic one rather than an ideological one.

Roterberg: What do you mean by an esthetic conception?

McWhinney: A concept, I suppose, of beauty. Or in the Benthamite sense of maximizing pleasure and minimizing pain, and nuclear tests don't make sense... if on the balance you're infecting milk and kids are ingesting it and their teeth are falling out or cancer's occurring.

I find that in a period of ideological division it (esthetics) is frankly the most persuasive conception of all to get across. One can talk this way to a Russian and he has a similar reaction. In the end, you see, I'm not sure that values can be demonstrated. They are a matter of faith, and it seems to me that there's an easier agreement if the approach is esthetic because in the end a sense of beauty, a sense of music, a sense of those things, are more common to different civilizations than values themselves.

Roterberg: (later in our talk) You know, sometimes I get the impression, listening to you, that your own existence works against you in some ways. The other day we were walking along and I asked you how you got the time for all the things you're doing, and you said, "Well, it's one's life", and that struck me. For a lot of people it's dangerous that something is their "life" because while you can put a great deal of energy into it, it's very difficult to change your perceptions because your life is indeed tied in very deeply with what you're doing.

McWhinney: If you only handle one problem, if your life is a sort of uni-vision, well... (McWhinney then talked about his involvement in the Gendron Report on the French language in Quebec and his work on international terrorism.)

I agree with you on the danger of a monolithic approach... but I try to keep involved in rather different problems.

Roterberg: Let's talk specifically about SFU for a few minutes. Let's say the PSA split goes through and you set policy for political science, which could very well be...

McWhinney: Well, if I stay around, there will be substantial input into it, I can assure you. I'm not concerned with who's directing the thing; I'd rather, frankly, that somebody else did that, but I'd certainly bring the ideas forward and I'd expect them to be examined rationally.

Roterberg: Who would be the people, and the sorts of people, that you'd try to bring into the

department?

McWhinney: I want somebody in Chinese government. I have two men in mind. One is a top academic specialist... he has the personal confidence of Chou-En-lai. He's eminently respectable. He's at a place where he's not happy because they think he's too close to the Communist Chinese line - that's a stupid institution in that case. You appoint people of quality and frankly the ideology isn't very important.

The second man has been more in the public field, but he was on Mao's famous long march - he was actually a journalist covering it.

Roterberg: How about William Buckley? You mentioned him once. Were you serious?

McWhinney: Well, Buckley of course won't leave New York, but I'd love to get an articulate, intelligent conservative who can work with people, as Buckley can. He's a gadfly; they're so rare. I suppose there's really only one articulate, witty conservative in the whole United States, and that's Buckley. That's the sort of personality that I'd love to have.

I've got two prominent Canadian political types in mind who'd be assets here. They're very uncomfortable in their present jobs. They've had difficulty with the Establishment because they're mavericks. One of them I don't think is possible unfortunately - I think the interests are too much East. But the other one's a distinct possibility. If we had gotten this thing through the other night (i.e., if Senate had approved Brian Wilson's motion to split the PSA department at the July 9 meeting) I would have pressed the administration to make an offer the next day. The person is available and could be for another two months, but after that I'm afraid may make other decisions....

SIMON FRASER UNIVERSITY

APPENDIX D.

MEMORANDUM

Department Chairmen	From W.A.S. Smith, Dean
Faculty of Arts	Faculty of Arts
DRAFT CURRICULA:	
Subject 1. Sociology/Anthropology	Date October 3, 1973
2. Political Science	

As you are probably aware, at the July meeting of the Senate of this University the Academic Planning Committee was asked to review a proposal that the Political Science, Sociology and Anthropology Department of the Faculty be divided. The specific instructions to the Academic Planning Committee from the Senate included a request that any new curricula that might emerge from this department be assessed with regard to their academic merits.

In response to this instruction, the Academic Planning Committee has created a special sub-committee and asked it to look into the matter and prepare a report which speaks to the several aspects of the original Senate referral motion. This sub-committee is now in receipt of proposed new curricula in Political Science and in Sociology/Anthropology.

Since these proposals have a direct effect on the academic affairs of this Faculty, it seems to me appropriate to ask for reactions from the members of faculty in the Faculty of Arts. Would you therefore please consider this note as an invitation to you and members of your departments to comment on the academic merits of these proposals. Similar comments on the existing curricula in this department would also seem both appropriate and useful.

I will be grateful for an early response to this request.

W. A. S. Smith

/dt

W.A.S. Smith

Attachment

SIMON FRASER UNIVERSITY

APPENDIX D.

MEMORANDUM

Dr. R. Saunders, Chairman
Faculty of Arts Curriculum
Committee
DRAFT CURRICULA:
Subject 1. Sociology/Anthropology
2. Political Science

From W.A.S. Smith, Dean
Faculty of Arts
Date October 3, 1973

As you are probably aware, at the July meeting of the Senate of this University the Academic Planning Committee was asked to review a proposal that the Political Science, Sociology and Anthropology Department of the Faculty be divided. The specific instructions to the Academic Planning Committee from the Senate included a request that any new curricula that might emerge from this department be assessed with regard to their academic merits.

In response to this instruction, the Academic Planning Committee has created a special sub-committee and asked it to look into the matter and prepare a report which speaks to the several aspects of the original Senate referral motion. This sub-committee is now in receipt of proposed new curricula in Political Science and in Sociology/Anthropology. Although I am a member of that sub-committee, I am writing to you now as Dean of Arts to enlist your assistance and that of the Faculty of Arts Curriculum Committee in assessing the academic merits of these proposed curricular revisions. If this request seems reasonable to you, I would appreciate your distributing the attached copies of the proposed curricula to members of the Faculty of Arts Curriculum Committee for their review and assessment. It would be particularly useful to me and to the A.P.C. Sub-Committee if your committee could comment on these documents in terms of academic merits and on the existing curricula as contained in the University Calendar under the Political Science, Sociology and Anthropology Department heading.

Should it be considered useful, I would be pleased to speak to this request at a meeting of the Arts Curriculum Committee.

W.A.S. Smith

W.A.S. Smith

/dt

Attachments

SIMON FRASER UNIVERSITY

APC Sub-Committee
Paper #5

MEMORANDUM

To... Dr. I. Mugridge, Secretary, Academic Planning Committee	From... M. Halperin, <i>MH</i> PSA Department
Subject... <u>Political Science Programme Sub-</u> <u>mission</u>	Date... September 19, 1973

With respect to the attached Provisional Target Model of Programme in Political Studies submitted to you on March 28, 1973 (APC 73 - 10¹), I have consulted with Professors Somjee, McWhinney and Robin concerning the possible need of amendments at this stage of your deliberations.

It is our opinion that any revisions which might be proposed at a later date would be matters of detail and would not substantially alter the basic orientation of the programme. Hence the document may be considered as representing our current proposal for a new political science programme.

In consequence, I am pleased to re-submit to you my memorandum of March 28, 1973, as a formal response to your latest request.

Enc.:
MH/mg

Dr. Ian Muirbridge, Acting
Vice-President, Academic

Victor Perkins, Visiting
Professor, PSA

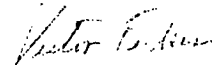
Evaluation of Proposed Curriculum in Political Studies

The suggested program for political studies is both sound and comprehensive. It is so structured as to provide coverage of all the four basic areas of the discipline as generally recognized and taught in North American universities, i.e., comparative government, international relations, political theory, and Canadian or American Government. The provision for "Selected Topics" within each subfield can accommodate virtually any additional courses which may seem desirable in the future because of special student or faculty interest. The only notable omission is a generic course on "political development" within the comparative politics field to serve as an introduction to courses on particular developing areas. It is also probable that it would be desirable to have a separate course on Japan, whose politics are radically different from those of other, less developed, Asian countries.

Some general remarks are in order, however. One strategic decision that must be made in department building in any discipline is whether to create a comprehensive blueprint a priori and then appoint individuals to fill particular "slots", or to appoint the best people available and allow the curriculum to evolve to fit their special interests. Some compromise between these two strategies is probably desirable, and will in time undoubtedly result in a curriculum less symmetrical than the one proposed. Another question is whether certain courses, not absolutely necessary to a generally comprehensive program but offered to meet particular student or faculty interests, should be subsumed under "Selected Topics" or given special recognition by being included as such in catalogue listings. Courses in such fields as comparative law, comparative administration, politics of the environment, political "futuristics", politics and communication, private

Government, multi-cultural political systems, the international politics of particular areas of the world, etc, suggest themselves. When staff are available to teach such courses it might greatly add to the appeal of a program to have them explicitly listed as such, they can always be dropped when interest wanes or they cannot be mounted. As it stands, the program does sound slightly traditional and non-innovative. The same consideration applies to interdisciplinary courses which might be offered in cooperation with other departments.

I highly approve of the requirement for work in Quantitative methods for graduate students and those undergraduates planning to do graduate work. This leads me to the observation, however, that perhaps graduate study should be more highly structured in general, with the requirement of some degree of concentration in one of the four basic sub-fields of the discipline, and passing of a comprehensive examination in this and possibly one or two other subfields. It is much easier when necessary to relax or alter such requirements than to institute them de novo, and their existence would do much to give the student and faculty departmental community an intellectual coherence which it could well use.



Victor Perkiss

Visiting Professor

SIMON FRASER UNIVERSITY

APC Sub-Committee
Paper #4

MEMORANDUM

To..... I. Mugridge,
Secretary,
Academic Planning Committee,

From Tony Williams,

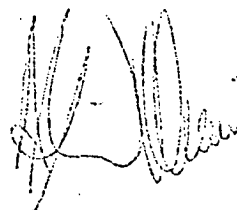
PSA Department.

Subject "The A to Z of PSA"

Date September 15, 1973.

Further to my memo of September 11, I now enclose the promised student brief on the topic of the proposal to divide the PSA Department. I would like to make two additional points in this connection:

- 1) The documentation which is enclosed with the brief is my personal property, and I would therefore be grateful if you would ensure that it is returned to me after the APC and any other interested parties have had an opportunity to read it.
- 2) I would like to suggest that the Sub-Committee of the APC have a verbal discussion with the signatories of the brief and any other interested students. There will undoubtedly be points in the brief which are unclear to the Committee; it would be regrettable if there were no opportunity to clear these up.



cc: Drs. D'Auria, (Chem)
DeVoretz, (Ec. & Comm).
Sterling, (Computing Sc.)
Smith, (Dean of Arts).

Approved - drafting signature

"THE A TO Z OF PSA"

A Brief to the PSA Sub-Committee of the Academic Planning Committee

Presented by: Cindy Kilgore
Maureen McPherson
Vivian Rossner
Terry Witt
Tony Williams

September 15, 1973

I INTRODUCTION

This brief argues that prior to 1969 the PSA Department was in the process of becoming an Interdisciplinary Department as defined below. Evidence will be presented in support of this view. We shall further argue that this tendency was halted by administrative actions which were unjustified in the context of the situation which then obtained, and that since 1969 the Department has in fact been operating in a multidisciplinary manner as defined below. We shall argue that it was the effects of the administrative actions which form the background for the development of the so-called "tensions", and we shall present a theory as to their present causes.

We shall argue that the original tendency of the PSA Department towards an interdisciplinary approach was academically justified, and is still justifiable, and we shall present evidence that the Department was and is academically successful.

Finally, this brief also argues that Senate is now faced with a clear choice between, on one side, allowing the Department to take up again the innovative and experimental programme which it was developing up to 1969, or, on the other hand, dividing the Department into two parts and thus institutionalizing the effects of the administrative actions of 1969 through the present time.

Our conclusion is that the demand for a separate Department of Political Science is spurious and based on factors which are not primarily academic in nature.

II DEFINITIONS

The words "interdisciplinary" and "multidisciplinary" have often been used to describe the PSA Department. We think it is important to define from the start what we understand these words to mean, and consequently what we shall mean by them when we use them in this brief.

According to the dictionary, there is very little difference between the two: the former involves a "joining" while the latter involves a "combining". For the purposes of the whole of the following discussion, we shall define the words as follows:

Interdisciplinary: a curriculum or program which is united or unified in its common interests; it does not necessarily exclude different perspectives on those interests, nor does it exclude different techniques for investigating them. Only the topic(s) of interest need be held in common.

Multidisciplinary: the administrative joining of two or more separately defined topics, interests or disciplines. This is a purely administrative term, without implications for course content.

A distinction should also be made between the curriculum or program as laid out in the SFU Calendar, and the actual content of the courses which are offered from time to time. We shall use the following definitions.

Curriculum: the program and content as defined by the Calendar.

Courses: what is actually taught under the authority of the Calendar; the real content of the curriculum.

III THE ORIGINAL PSA DEPARTMENT

The purpose of this section of the brief is to show that the original structure of the Department was that of a multidisciplinary form which tended to move towards an interdisciplinary form, that it was experimental in this respect, and that a majority of its participants were aware of and agreed with its tendencies.

There have been a number of assertions made (most recently by Dean Sullivan in the July meeting of Senate) that the PSA Department was a "failure". So far as we are aware, however, no tangible evidence has been offered to support this view. We now offer some evidence which suggests, that on the contrary, the experiment was proceeding satisfactorily until it was terminated for reasons unconnected with its interdisciplinary nature.

There is no disagreement about the intent of the Department's founder:

"The PSA Department was an unusual and deliberate combination of Political Science, Sociology and Anthropology. In its foundation...Bottomore hoped to create a critical social science department oriented to public policy with a particular interest in developing countries."

("Report" of the A.S.A., p. 7)

When Bottomore left SFU for a new position in England in 1967, the tendencies he had set in motion continued. They probably led in late 1968 to the separation of the two archaeology professors. The demand for an "administrative separation" of Archaeology in turn brought about a detailed evaluation of the whole philosophy and direction of the PSA Department. A reading of the resulting internal discussion papers indicates that a majority of the faculty were not only aware of the direction in which their Department was moving, but also that they favoured the tendency and viewed it as being relatively successful. It is important to note that these internal papers were written a full year before the termination of the experiment in the Fall of 1969; the earliest paper we have found in fact goes back as far as October, 1966.

A member of the Curriculum Committee wrote in 1968:

"There seems to be a general acceptance of the...briefs on the overall orientation of the Department as concentrating interest in and analysis of the processes involved in (a) industrial societies, (b) non-industrial societies, (c) the comparative and theoretical interrelation of industrial and non-industrial societies."

(Knight, p. 1, emphasis in the original)

The Curriculum Committee itself wrote:

"We take certain positions as firm: 1) That the Department shall be an interdisciplinary department of social science; 2) That on a basis of theory, philosophy and methodology it shall build complimentary interests in industrial and non-industrial contexts..."

(Curriculum Committee, p. 1)

According to the then-Chairman of the Department, another pressure to elaborate a departmental philosophy arose at the same time because the then acting President "...expects all Departments to be able to demonstrate the coherence and 'growth pattern' of their programme." (Briemberg, "Curriculum", p. 1). He went on to summarize the history and present position of the Department:

"The original idea of the PSA Department was to concentrate upon those aspects of the 'traditional disciplines'...which were closely related. The very success of the Department has had in this endeavour now allows for and necessitates a restatement of perspective and goals. This restatement is possible only because creating an Interdisciplinary Department..."

- The essential unifying concern of the Department is to evaluate and elaborate empirically based theories that explain the patterns of social organization and the evolution of diverse societies over extended time periods...

The essential unity of concern...is enriched by the recognition and maintenance of two areas of diversity...in the techniques of enquiry.../and/ in the geographical regions which faculty have studied most intensely..."

(ibid., p. 1. Emphasis in the original)

We repeat, this was written in October, 1968. We are not aware of any objections being voiced at that time, except for the two archaeologists who were demanding a separation. This demand was generally opposed by a majority of faculty in the Department, as the memos from Potter and Briemberg indicate. Nevertheless, the archaeologists obtained an "administrative separation" from the PSA Department. Within a couple of years the separation had evolved into a new Department of Archaeology.

We think an impartial reading of the 14 documents we have presented on the topic of the interdisciplinary nature of the original Department will substantiate the claim that the experiment was proceeding consciously and successfully.

IV ADMINISTRATIVE ACTION

The purpose of this section is to show that the experimentation being conducted by the PSA Department was halted by administrative action. We are familiar with the numerous statements which have been made both for and against the action of the administration in suspending and dismissing members of the Department. The question in the immediate context is not whether this action was justified, but whether it had an effect on the academic development of the Department. We believe that the suspension of a majority of the faculty teaching in a given semester, followed by the dismissal of them and the non-renewal of a number of their recognized supporters would undeniably affect the academic development of any department.

In addition, the manner in which the administrative actions were taken led, over a period of one or two years, to further effects which probably prevented the speedy rebuilding of the PSA Department along any lines, and especially along the original lines. We do not suggest that this was intentional; we merely note that it was one of the more obvious effects. We further suggest that it is within the context of the administrative actions of 1969 through the present time that the development of the so-called "tensions" must be viewed. In the following section we shall attempt to develop a theory to account for the apparent importance of these "tensions". Before doing so however, we think it necessary to review the administrative actions of 1969 and after, because we believe that these actions account in large measure for the inability of the remaining faculty members to rebuild "their" Department.

The events of 1969-1971 are often referred to as being "well known." We agree with Dean Sullivan that in fact it is the mythologies of these

events which are well known, and that this criticism applies to all sides of the original dispute. Yet these events led indirectly to the second CAUT censure of the SFU President and Board of Governors, an event which in itself requires explanation. In an attempt to de-mythologize the whole situation, we list a number of reports to which we believe credence should be given on the basis of their probable impartiality:

- 1) American Anthropological Association, Ad Hoc Committee (enclosed)
- 2) American Sociological Association, Committee on Freedom in Research (enclosed)
- 3) Johnston Committee Report (reprinted in the CAUT Bulletin, Autumn, 1971)
- 4) Palmer Committee Report (reproduced as an Appendix to Item 1, above)
- 5) Rosenbluth Committee Report (reproduced as "No Cause For Dismissal" enclosed)
- 6) CAUT Bulletins, (Autumn 1970, Winter 1970, Autumn 1971, Winter 1971, Winter 1972)

As an indirect result of the events dealt with in the documents cited above, the CAUT censured the President and Board of Governors of SFU. (See CAUT Bulletin, Winter 1972). This censure is still in effect. We believe it is clearly in line with the substance of the above reports, and that the present censure and the events of 1969 to the present are closely connected.*

* The CAUT Motion cites three contributing reasons for the Censure: abrogation by the President and Board of previously-agreed dismissal procedures; dismissal of three professors without hearings / actually without replacement hearings for the Palmer Committee/; and destruction of tenure and the protection of academic freedom at SFU. (CAUT Bulletin, Winter 1972, p. 63)

Proper "rebuilding" of the PSA Department is probably predicated upon the removal of the CAUT Censure from the SFU Administration. This is not a question which Senate can deal with directly, since it involves mainly the Administration, the Faculty Association, and the CAUT. However, we suspect that it is not only the PSA Department which is suffering from the effects of the Censure; we understand that other Departments now find it more difficult to hire and retain faculty. Thus we suggest that rejection of the proposal to split the PSA Department would represent an important first step in the processes which SFU must go through if it wishes to return to the academic fold. (See Section VI below).

We suggest that the events which culminated in the censure had an important effect in preventing the PSA Department from being rebuilt. We also believe that the concurrent condemnation of the President, Board, and in some cases the remaining members of the Department by the relevant professional associations multiplied the effect of the censure. (See the Circular from the President of the C.S.A.A., September 3, 1970, enclosed).

Obviously many people will find our perspective unacceptable, yet in our view the evidence speaks for itself. To those who disagree with the picture presented above, we ask: "Where are the reports of impartial investigations which contradict our presentation?"

V THE "TENSIONS"

In this section we shall present a theory to account for the apparent importance of the "tensions" within the Department. Since we have nothing but random and fragmentary first-hand knowledge of their actual existence, we should state at the outset that this section is based on the assumption that the statements by the Vice-President and others affirming the existence of "personality schisms" (Peak, June 6, 1973, p.5) can be accepted at face value. We would also question the overriding significance which seems to be attached to these "tensions" by those reporting their existence. According to the Report of the A.S.A., "tensions" were developing within the Department during late 1967 between "some of the senior faculty" and "more radical younger faculty." (p.7) These particular "tensions" may possibly have contributed to the separation of Archaeology in the following year, but it seems likely that subsequent administrative actions would have effectively removed any basis for tension between "senior faculty" and "radical younger faculty". In any case, such a dichotomy is obviously an unsatisfactory basis for another "administrative separation."

In our view, the so-called "tensions" of the present time are most clearly to be accounted for by the conjunction of two things; first, the after-effects of the administrative attacks on the Department; and second, the inherent

tension in any academic department between the demands of teaching and research. In order to develop this hypothesis, it is necessary to outline the history of the PSA Department following the events of 1969. It is important to remember that the process of dismissing and non-renewing the original governing majority of the Department covered a period from Fall 1969 to Summer 1971 or later, preventing a quick, "clean" break with the past.

In the first phase of the "rebuilding" process the remaining faculty members rewrote the Department's constitution (since it was this aspect of the Department which was perceived as having caused the administrative attack), and attempted to consolidate on the basis of the remaining faculty members and a number of recent or new appointments. A number of visiting appointments were also made.

In the second phase, the remainder of the original "radical" governing majority (two of whom had been reinstated following dismissal hearings) were non-renewed and most of their "replacements" also left. (In the first group we would include Brose, Sperling, Popkin and Wheeldon; in the second group Goddard, Mitzman and Sternhell). It seems probable that this continuing turnover of staff combined with mounting external criticism of the university further eroded the philosophical coherence in the PSA Department. Herbert Adam, Chairman of the Department in 1971-72, later described this period as one of "paralyzing ideological factionalism". (April 7, 1972; open Departmental meeting). Reference to the Calendar shows that in 1970-71 there were 15 teaching faculty members; in 1971-72 there were 12 (including two new appointments); in 1972-73 there were 13 (including a further three new appointments, the previous two having left). In addition, there were a significant number of visiting appointments.

The third phase of the "rebuilding" process covers the appointment of two more waves of newcomers. The first and apparently more significant of these waves had an important characteristic; it came from the Faculty of Education at SFU, a Faculty which was itself undergoing a major structural

re-organization at that time. This wave apparently preferred the PSA Department to the soon-to-be-created Faculty of Interdisciplinary Studies. The second wave consisted of two senior and prestigious professors who were apparently brought into the Department on the initiative of their immediate predecessors.

Thus, by the middle of 1972 it may have appeared that the problem of the PSA Department had been solved. One significant factor, was, we suggest, still missing. As a result of the recent hiring practices of the Department, under which faculty members were hired from other areas in the University which were being reorganized, or for prestige reasons, there was no longer any common and agreed-upon philosophical basis for the content of the curriculum.

The most clear evidence for the above hypothesis statement is the demand for the split itself. For the Calendar description of the PSA Department from 1972-73 onward begins with a preamble which clearly describes the Department as being interdisciplinary. Evidently those who were appointed to faculty positions from 1972 onward accepted the appointments while disregarding the published description of their new Department. Nor did they make any subsequent attempts (as far as we are aware) to alter the curriculum through the usual channels. Instead, they began, in the Fall of 1972 (or possibly earlier) the process of drafting curricula for new and different departments. (See memo from M. Halperin to Dean Sullivan, Oct. 24, 1972, "Draft Syllabus" June 27/73, by I. Whitaker).

We believe that it is easy for the Academic Planning Committee to satisfy itself that the major initiatives for the division of the Department came from the most recent appointees to the Department, some of whom had then spent no more than one or two semesters in PSA. We would ask: "Why have these proponents of the Split not attempted to change the Department's curriculum through the normal processes?"

But "philosophical differences" by themselves seem to be insufficient as a means of explaining the "tensions" which are alleged to dominate the operation of the Department. We would therefore like to suggest that there is an additional factor at work, a factor whose existence should come as no surprise because it is inherent in the structure of universities as we know them. This is the tension between teaching and research, and the competing demands which these two duties make on the time and energy of faculty members.

This particular "tension" is not limited to the PSA Department. A study of the Physics Department at SFU which was carried out in 1968 found that the Physics faculty displayed "...an underlying concern with the major professional goal of research rather than the requirement of the university or the local community." (Mulkey & Williams, BJS, March 1971, p.77). The same study also connected the phenomenon with "recruitment and promotion procedures" in the Physics Department, noting:

"The emphasis upon research rather than teaching was also evident...teaching skill is judged in terms of basic research interests."

(ibid., p. 78)

Yet the "tension" in the Physics Department has not so far led to a demand for it to be split into a number of components. We suggest that this is because it has not undergone the administrative attack which was inflicted on the PSA Department, an attack which destroyed the Department's coherence and allowed the free play of the "tensions" which are endemic in university life, and especially in the humanities and social sciences.

Some evidence tending to support this view of the cause of the so-called "tensions" in the PSA Department is available in the clear contradiction between these two statements, both issued in the Fall of 1972:

"...most instructors teach courses in an interdisciplinary way, i.e., insights from related areas are always included and different phenomena are viewed in their inter-relatedness."

(PSA Department Programme, Spring, 1973)

Several weeks earlier, in a memo to the Dean of Arts, The Acting Chairman stated that in the case of 39 of the 53 courses listed in the Calendar:

"...the Department has no mechanism by which they can be scrutinized or tested to assure the claim that they are truly interdisciplinary."

(Halperin memo, Oct. 24, 1972, p. 1)

We suggest that the contradictory nature of these two statements was not immediately apparent because they were addressed to two separate and distinct audiences - i.e. to the "teaching" audience of students and the "research" audience of administrative superiors. The positive statement is intended to attract students into the Department, the negative statement is intended to serve as a rationale for the "two separate units." (A later proposal to the APC included a complete new curriculum for a Department of Political Studies.)

Thus, the argument has been put forward by those in favour of the splitting of the Department that there are no existing mechanisms for determining the inter-disciplinary nature of courses within the Department. Given the history of the Department to date, it is not surprising that this is the case. Before aborting the experiment (P-S-A) we think the responsibility rests upon faculty (and students) to meet and discuss adequate criteria and then embark upon the task of living up to those criteria in the structuring of courses. No attempt has recently been made in this area.

Another suggestive piece of evidence in favour of our hypothesis can be found in the conduct of one of the most prestigious of the new arrivals in the Department. On his arrival, he was scheduled to teach one lower and one upper level course in the Summer of 1972, and one and one-half upper level courses in the following Spring semester. (See PSA Dept. Programme, Summer, 1972; Spring 1973). In the event, he departed the country for approximately

the last month of the Summer 1972 semester, and failed to return to teach his scheduled courses in the Spring. In consequence, the latter courses, in which students had already pre-registered, had to be re-assigned to other faculty members. We assume that this would lead to a certain "tension" among those concerned*.

Another thing should be noted in connection with this particular matter, again bearing directly on the hypothesis we have put forward to account for the "tensions". A comparison of the outlines of the same two PSA courses (PSA 244 and PSA 441) which the same professor taught in the two Summer semesters, 1972 and 1973, makes it clear that their content had changed completely over the interval. We suggest that this happened because they reflected not the overall programme, but the current research interests of the instructor.** This suggestion is confirmed by the respective reading lists, which always include books authored wholly or in part by the instructor. (See Programme, Summer 1972, Summer 1973).

In summary, we propose the hypothesis that a long period of upheaval in the Department disrupted its development and led to a situation where a group of newly-appointed faculty members who had been hired without reference to the published philosophy of the Department found themselves saddled with a curriculum whose underlying rationale they did not understand or agree with. Because of the resulting lack of consensus, and continued administrative disapproval, the inherent "tensions" of university life came to be seen as the primary and most significant problem in the Department.

* Subsequently, the same professor was assigned to teach, in the Summer of 1973, the same courses he had taught in Summer 1972. Again, he went abroad, this time on a widely-publicised trip to The Hague for approximately two weeks in the middle of the semester. In this case, the effects of his absence were visited only upon his students. On his return, the upper-level course was reorganized to consist of seminars lasting approximately five hours (as compared with the scheduled three hours) during which the students made oral presentations. (Documentary evidence for the statements in this paragraph is enclosed) See "Comment", "News Round-Up" and attachments.

** This situation is not unique. Another prestigious proponent of the split is scheduled to teach PSA 373 in the Fall 1973 Semester. The Calendar title of the course is "Regional Studies in Anthropology - North West Pacific" but the outline provided by the instructor begins with the following explanation: "In spite of the title (!) this course will focus upon the Eskimos." (PSA Course Outlines, Fall 1973, p. 17).

Our remedy for this problem is not to separate the Department into two units. This would be to mistake the symptom for the disease. As we shall argue in a subsequent section of this brief, the correct remedy is to rectify the underlying problems which have allowed the "tensions" to become the dominant factor in the operation of the Department: if, indeed, that is what they are.

VI OTHER CRITICISMS OF THE PSA DEPARTMENT

Two other criticisms have recently been levelled at the PSA Department; one, that it is academically unsuccessful; and two, that it does not engage in interdisciplinary work with other Departments. The Brief of the Academic Planning Committee to Senate dated June 27, 1973, outlined these points as follows:

"...virtually no interdepartmental activity with the other social sciences and Philosophy has existed, hindering the development of integrated social science curricula. More important, however, the present undergraduate programmes in PSA do not provide, in many core areas, the basic curriculum material appropriate for students majoring in each specific discipline. Consequently, in many cases, there is an inadequate preparation for graduate work at other universities."

(APC "Brief", June 27, 1973, p. 4)

In our opinion, both these allegations are at best misleading and at worst, false. As far as "interdepartmental activity" is concerned, undergraduates necessarily cross departmental boundaries in fulfilling the Calendar requirements; thus the complaint must be that faculty research does not cross these boundaries. We cannot see how a division of the present Department of PSA would change this situation, except that it might free some members of faculty from the necessity of researching their lectures and thus give them more opportunity for "interdepartmental activity." But this is the very "tension" which we have previously argued is inherent in the university structure. If the intent of the proposed split is to reduce the teaching load of faculty members, this should be frankly stated.

With regard to the criticism of "inadequate preparation for graduate work at other universities" we find such allegations extremely difficult to prove or disprove, because of the lack of a generally accepted measure for "adequacy". We do not subscribe to one of the more common conventional yardsticks, that of comparability with other institutions, because we do not agree that the other institutions necessarily have the correct means or the correct goals. Therefore the attempted refutation is addressed mainly to those who do believe that comparability is the measure of academic success.

Enclosed as Appendix IV is a list of former PSA Department students who have been accepted for graduate work at other universities. This list has been constructed from memory; we think the APC has a responsibility to carry out some objective research of a quantitative nature in this area to determine whether or not the PSA Department can be regarded as "successful."

In addition, the reader should be aware that the PSA Department customarily admits significant numbers of its own graduands to the graduate programme. This practice is of long standing, but its most recent occurrence is a block of admissions for Fall 1973, indicating that the current graduands are still of an acceptably high standard unless standards in the graduate programme are being deliberately lowered. But other departments at SFU have accepted PSA graduands in their graduate programmes, leading to the conclusion that standards in PSA are not noticeably lower than elsewhere in the University.

Therefore, according to the conventional measure (as opposed to unsupported assertion) PSA appears to be at least as successful as some other areas of SFU. Furthermore, we would point out that as far back as 1963 the Department had defined its means and goals in such a manner as to make success in conventional terms far from automatic. There was explicit recognition that the Department was innovative and experimental, and that this meant that graduates would not fit neatly into the "academic market place". (Potter, p.1)

There is another field of evidence which is probably available to the APC regarding the success of the PSA Department. Prior to the Fall of 1969 the Department had an ongoing programme of visiting lecturers organized around the theme of so-called "under-development". We suggest that APC should seek testimony from these visitors (if their names are still available) regarding any impressions they may have formed about the Department. Since visitors were generally senior, well-known, respected academics who visited the Department for several days, their evidence should be granted some weight.

Another problem often alluded to in the "case" against a united PSA Department is that faculty are hired from specific fields and disciplines and not into interdisciplinary job "slots". The points should be made here: first, it is quite understandable that potential faculty members come from specific disciplines considering the fact that there is not exactly a "glut" of interdisciplinary departments from which they might come. This is merely a manifestation of the condition that PSA is attempting to remedy; second, why not in the interests of interdisciplinary study, hire people into non-specified positions. We recognize the difficulty in administering such a proposal, but the possibility of a reorganization and redefinition of hiring criteria might well be considered in the future.

In Section VI (below) we propose some additions to the present structure of the curriculum which would tend to aid in the initiation of cross-departmental research by faculty members.

V INTERDISCIPLINARY SOCIAL SCIENCE

"Disciplinary fragmentation and often simple-minded but feverish fact-gathering are no longer merely inconveniences or obstacles: they are a positive menace to a science of man. We are in effect burying man with our disciplinary proliferation, because we have failed to get a clear, whole perspective on him.

(E. Becker, 1964, p. ix)

With all the problems that have surfaced during the issue of the split, it becomes exceedingly clear that a truly interdisciplinary department requires greater interpersonal communications, cooperation, and self-criticism than does a standard department (although it goes without saying that regular departments have not solved the difficulties, but find it more easy to avoid them). The so-called "failure" of PSA is in part a result of the academic tradition of personal isolation and hyper-individualism.* Rather than make the effort to deal with interpersonal and intellectual "tensions" it is more convenient to retreat to the safety of discreet consensus groups.

The creative "working-out" of the interpersonal and intellectual conflicts (as opposed to avoiding them) would not only pull the Department into a functioning unit, but would also generate some energy in the Department where it has been seriously lacking. It could also generate much useful information on mechanisms for changing the traditional academic defensiveness and non-communicativeness.

Somehow, all the problems in PSA have come to be attributed to the interdisciplinary nature of the department: i.e.-to the imbalance between the theoretical and empirical dimensions of social enquiry; curriculum inadequacies; personal abrasiveness, anxiety, and "tensions". These are all manifestations of the crisis in Western academia - the "menace" - spoken of in the opening quote of this chapter. There are some schools of social enquiry that maintain that the study of Alienation in all its forms: economic, social, political, psychological; is central to all Social Science. The current machinations within this department, the interpersonal rifts and the intellectual disparities which are not being resolved - all manifest many forms of "alienation" that are not being dealt with. It is a case of the plumber who is unable to clear his own drains.

* See the enclosed humorous paper by Ian Whitaker "The Social Organization of the P-Essay: A Preliminary Field Report", which documents the reaction of a visiting professor of Anthropology to the culture of the PSA Department in Fall 1972. Two other things are notable in this paper: (i) the author later accepted a permanent position in the same "tension" ridden Department, and became one of the proponents of the split (as witness several draft syllabi produced in 1973); and (ii) the author bases his comparisons on his previous experience in Sociology-Anthropology Departments, and defines the Political Science wing as "alien", yet he has not argued that in PSA the "factions" are organized along disciplinary lines. Indeed, he notes that "The actual membership of these groups seems to fluctuate from time to time..." (p.1)

In the larger community, especially industry and commerce, tensions and differences of opinion are not resolved by splitting work groups into discrete administrative entities. If such were the case, most industries would collapse. Why then should academicians have the privilege of such an avoidance mechanism, at the expense of the taxpayer. Work groups resolve their difficulties, in the interests of the task at hand; so must this Department.

With a Departmental orientation toward "making the experiment work" one of the most potentially vital mechanisms might well be the Departmental Seminar, where conceptual and ideological conflicts be aired. The political and social machinery involved in making this Department work is social and political theory and practice in its "lived" situation. Stress on interrelatedness and commonality between courses and disciplines would be hammered out; as would criteria for interdisciplinary study and communications with other Canadian universities doing interdisciplinary experiments in Social Science (i.e. University of Toronto which has been for the past few years working on this very issue). This type of direct, open encounter with the whole department involved, could conceivably provide the foundation for a credit course for graduates or undergraduates. Seminar topics could be roughly hued out in a preliminary meeting each semester, leaving open weeks throughout the period where urgent issues might be met. The contact and intellectual stimulation that might develop would tend to clarify personal and intellectual relationships and give air to tensions which would most certainly otherwise ferment. Such a seminar would almost certainly prove more acceptable than a departmental therapy group or personal counselling.

The argument has been made that should the split take place, the Faculty of Interdisciplinary Studies could fill the gap. But because it is not a Department with permanent faculty committed to regularly given courses and the working out of the theoretical and practical problems of interdisciplinary study, it cannot address itself consistently to these specific problems. People coming together sporadically to teach courses; faculty committed to

particular departments rather than interdisciplinary study; irregularly given courses in specific areas; these do not speak to what is at stake in Social Science, where interdisciplinary study is a very vital and current theoretical issue.*

As stated beautifully in a letter from the PSA Student Union, dated July 4, 1973 to a Senator:

"Interdisciplinary Social Science means the creation of a new methodology for the study of human action, human relations and human societies. It is premised on a strong paradigmatic belief that the apriori separation of human activity into political, social and cultural aspects is no longer the most fruitful way in which to expand the understanding of the acts of man."

Whether the particular focus be on political institutions, social interrelationships or cultural comparisons, the departure point must be a theory of knowledge, and for us in the Social Sciences, it is necessarily a "sociology of knowledge". Without this standard foundation, we have no grounds upon which to state that we understand the "social determinants of illusion", or make any claims to valid knowledge. The questions raised herein are the core from which a new and revitalized methodology might grow. The questions are the same whether our enquiry is in the political, social or anthropological arena and to maintain disciplinary distinctions beyond this point is to close the material off from the source of its self-criticism.

"Traditional theoretical and conceptual orientations imply an historical relevance and a political content...the conscious control of subject matter by the Social Scientist and the facility of reflection on the part of the Scientist are predicated on the historicity and political relevance of thought."

(K. O'Brien. "The Background and "State" of Contemporary Social Science." PSA Department Seminar, Spring, 1973)

* One has merely to look at the American tradition of C.W.Mills, Alvin Gouldner, or the work of Lester Ward, Albion Small, material from the New School of Social Research or the emerging Frankfurt School.

The political nature of social science has to do with the fact that many of its salient concepts and assumptions imply an involvement in history. The depoliticalization of Social Science is of particular importance in that it represents an attempt to remove social science from the historical and social process - an absurd and impossible task. But the intent is very much within the context (historical and political) of the ideological needs of the nations who produce Social Theorists. One only has to look to the supposedly de-politicized Social Science applied by Rand, the Pentagon, or the State Department of the United States, during the 50's and 60's. What SFU and PSA seem to be faced with in the mid-70's is a de-Socio-Anthropologizing of Political Science - an equally negative event in the context of the emerging critical and vital character of much sociology and anthropology today.

The argument need not be taken further. In the light of the points made until now, it is obvious that the undertaking called "Social Science" cannot and must not lose what Political Science has to give it - and a Political Science that cuts itself off from the Methodology and Philosophy which is meant to assail its fundamental presuppositions, is sterile. Interdisciplinary mutual criticism and support should go on within a total department committed to the realization of a total Science of Man.

VI PROPOSAL TO SENATE

In our view, the current demand for a separate Department of Political Studies presents Senate with a very clear choice. The alternatives are as follows:

- i) Reject the demand for a division of the Department and amend its present curriculum in such a way as to aid in the re-development of interdisciplinary teaching and research, and the development of cross-departmental research.
- ii) Approve the demand for a division of the present Department, thus legitimizing the administrative actions in dismantling the original, experimental department and allowing for the creation of two separate and unrelated sets of courses, curricula and faculty.

Perhaps we should summarize our argument on the second alternative. In our view it is the composition and characteristics of the present members of the Department which, when combined with an administratively-imposed stagnation* have led to the demand for the separation into two units. Both the composition of the faculty members and the stagnation arose as a result of administrative actions which impartial evidence attests were unjustified and unnecessary**. For Senate to approve the separation is also for it to accept that such academic questions are, and should be, determined by prior administrative decisions. This is a contradiction of the legitimate role of Senate as the ultimate source of academic decisions. Needless to say, in this case, we do not think that the academic consequences of the prior administrative decisions are either desirable, necessary, or justified.

We prefer the first alternative. In our view, this consists of the following Senate action:

- a) Reject the proposal to divide the PSA Department.
- b) Reaffirm the present Calendar description of the Department.
- c) Approve the additions to the present PSA Curriculum outlined in Appendix III.

We think that if Senate takes the course suggested in this brief, the interdisciplinary experiment can be continued where it left off. This will in time enable Senate to make a more objective evaluation of the concept of "interdisciplinary social science", an evaluation which we understand all Departments undergo at intervals of three to five years.

* That this stagnation is still being imposed seems evident from the report of the Acting Chairman of the Department dated May 15, 1973, in which he summarizes the reaction of the Dean of Arts and the Academic Vice-President to the proposal that the Department not be split: "...the residual group should expect nothing in the way of administrative resource support. The Dean will not sanction any appointments..." (PSA Departmental Minutes, May 15, 1973, p.3)

** See documentation cited in Section IV above.

Appendix I

A survey of some 35 Canadian university calendars indicates that only a few universities are attempting an interdisciplinary approach in a comprehensive way. The majority of universities appear to have divided Political Science, Sociology and Anthropology into three distinct departments. Nearly one third of the universities in Canada have a separate Political Science department, but have unified Sociology and Anthropology into one department.

An examination of the curriculums presented in the calendars indicates that much overlapping does occur despite the separation of the three disciplines; indeed the overlapping extends itself to such disciplines as economics, geography and philosophy. A few universities have made some attempt to encourage interdisciplinary studies by providing common methodology courses for several disciplines (e.g. Economics, History, Geography, Psychology, Sociology, Political Science, Anthropology). Regina goes so far as to offer interdisciplinary courses occasionally. The only two universities in Canada that have made a comprehensive effort to establish a program of interdisciplinary studies involving Sociology, Political Science, and Anthropology are SFU and York. However, the two universities differ in the strategy adopted to achieve an Interdisciplinary approach. SFU has united Sociology, Anthropology and Political Science, but York has set up a separate department called "Social Sciences Division" and maintained the two departments of Political Science and Sociology/Anthropology as well.

It may appear that SFU can achieve the same compromise by splitting the PSA Department and simply offering courses in the Faculty of Interdisciplinary Studies. This is not the case. We are not simply asking that a few interdisciplinary courses be offered at SFU but that a program of interdisciplinary studies in Social Sciences be continued. A situation in which various professors sometimes get together to offer courses in the Faculty of Interdisciplinary Studies at SFU does not have the potential of a Department engaged in interdisciplinary studies. For this reason we take the position that the present PSA Department will serve as a good building block for a truly interdisciplinary approach to the study of Sociology, Political Science and Anthropology.

Appendix II

During the life of this university a number of "surveys" have been carried out into the attitudes of undergraduates to the courses they are taking. We have made a comparison between the results from surveys conducted in Spring, 1969 and Fall, 1970. The first survey was a university-wide one published under the name of "Dic". The second was an internal PSA survey conducted by the Student Union. What this comparison appears to indicate is that it was the more popular faculty members in the PSA Department who were suspended and dismissed. We make the assumption that these teachers were popular at least partly because they were in fact better and more conscientious teachers who emphasized teaching and de-emphasized their personal research.

Under the heading "Dic" we include reports on all PSA Faculty teaching in the Spring 1969. Under the heading "Suspended" we include the "Dic" reports on faculty who were subsequently suspended and dismissed, or later non-renewed. Under the heading "Union" we include the averages of the survey conducted by the PSA Student Union in Fall 1970, at a time when the Department was operating without the suspended Faculty members, but with three newly appointed teachers.

<u>QUESTION</u>	<u>All</u>	<u>DIC</u> <u>Suspended</u>	<u>UNION</u>
"What would you tell another student about this course?"			
Avoid it	17.7%	17.6%	54.0%
It was adequate	44.8	39.1	26.5
Don't miss it	36.2	43.1	18.5
"Is the lecturer/instructor's speaking ability..."*			
Good?	59.4	73.0	53.0
Adequate?	22.8	12.9	35.0
Poor?	5.1	0.5	12.0
"Is the lecturer/instructor generally available? **			
Yes/often	85.6	82.2	52.0
Occasionally	n/a	n/a	38.0
No/rarely	14.2	17.7	9.0

* This is the question asked by the "Dic". The question in the later survey was as follows: "How would you evaluate the lecturer's speaking ability?"

** This is the question asked by the "Dic". The question in the later survey was as follows: "Is the Professor generally available?"

Appendix III

The following items should be added to the curriculum presently offered by the PSA Department according to the Calendar:

PSA 001-3 Survey of the Social Sciences The meaning of "science." The meaning of "social". The inter-relatedness of the various humanistic disciplines, with particular reference to the alternative viewpoints which they offer and the practical results which flow from them.

No prerequisites. Visiting lecturers from other departments will participate in this course. Offered every alternate semester.

PSA 100-3 Social Theory An introduction to the theoretical study of society. Major historical and contemporary schools of theory, and their implications for policy-making, paying some attention to their common and contradictory elements.

A prerequisite for all PSA courses above the 100 level. This course will be offered at least every alternate semester.

PSA 200-3 Social Theory II Major contemporary schools in the study of society. Shared and unique aspects of conventional theories within the three major contemporary disciplines. Various attempts at a synthesis.

A prerequisite for all PSA courses above the 200 level. This course will be offered at least every alternate semester.

PSA 300-5 Inter-disciplinary Seminar III A seminar on a selected topic, in which perspectives from each of the three major disciplines will be brought to a consideration of the topic. The topic selected may involve a field research project.

A prerequisite for all PSA courses above the 300 level. This course will be offered at least every alternate semester, and will be taught in each case by faculty members who are nominally from each of the three major disciplines, and who will jointly select the topic.

PSA 400-5 Interdisciplinary Seminar IV A seminar on a selected topic, in which several perspectives will be brought to a consideration of the topic. The topic may involve a field research project.

A prerequisite for a degree from the PSA Department. This course will be offered at least every alternate semester, and will be taught by a visiting professor and at least one other member of the faculty who is not from the same discipline as the visitor. The topic will be selected by the visitor.

Over the longer term, we believe that a systematic revision and improvement of the PSA Curriculum is necessary in order to bring out the underlying coherence of the programme and avoid the danger that applicants for faculty positions could misapprehend the direction and goals of the Department.

Appendix III (Continued)

Accordingly, we give below a structure for the curriculum, towards which we believe the Department should aim within the next two to three years.

PSA CURRICULUM MODEL:

<u>Credits</u>	<u>Prereq.</u>	<u>Course No.</u>	<u>Description</u>
3	No	001	See previous page
3	Yes	100	See previous page
3	One	101 111 171	Introductory courses in the three major disciplines covering specific conceptual schemes and their interfaces with other major disciplines
3	Yes	200	See previous page
3	One	201 211 271	Intermediate courses in the three major disciplines with the emphasis on theoretical aspects and interfaces with one another
3	One	202 212 272	Intermediate courses in the three major disciplines with the emphasis on empirical research and its interfaces
	No	203 213 272	Topic courses in the three major disciplines (including field work).
		293	Topic course in "interdisciplinary social science"
5	Yes	300	See previous page
5	One	301 311 371	Upper-level courses in theoretical aspects of the three major disciplines and their interfaces with one another
5	One	302 312 372	Upper-level courses in empirical and research aspects of the three major disciplines, interfaces and methodologies
	No	303-09 313-19 373-79	Topic courses in the three major disciplines (including field work)
		393-99	Topic courses in inter-disciplinary areas
5	Yes	400	See previous page
5	One	401,411, 471	Upper-level courses in theoretical aspects of the three major disciplines
5	One	402,412, 472	Upper-level courses in empirical and research aspects of the three major disciplines
	No	403-09 413-19 473-79	Topic courses in the three major disciplines (including field work)
		493-99	Topic course in inter-disciplinary areas

Appendix IV

List of PSA Students believed to have been accepted at other graduate schools:

Paul Meier	University of Toronto
Rene Souery	York University
Tess Fernandez	New School, New York
Sandra Carr	Law School, UBC
Irene Allard	School of Social Work, UBC
David Driscoll	UBC (PhD program, Canada Council award)
Brian Slocock	Essex University
Simon Foulds	London School of Economics
Dodie Weppler	Essex University
Chris Kuruneri	University of Toronto
Matt Diskin	Rutgers University
Gail Gavin	Law School, UBC
Roy White	University of Lethbridge
Sandra McKellar	Law School, UBC

Teaching Appointments:

Chris Huxley	Trent University (1-yr visiting)
Alexander Lockhart	Trent University
Jean Bergman	Vancouver City College

Documentation Enclosed

On the topic of interdisciplinary courses, curriculum and research:

- Aberle, K. "The Social Responsibilities of Social Scientists" October 25, 1968.
- Adam, H. "Curriculum and Archaeology", October 29, 1968.
- Adam, H. "Proposal for a Departmental Journal", February 22, 1971.
- Briemberg, M. "Archaeology", October 23, 1968.
- Briemberg, M. "Curriculum", October 21, 1968. (This is a significant paper in which the then Chairman of the Department sets out his perception of the current condition and goals of the Department)
- Carlson, R. "Reply to Briemberg", October 24, 1968.
- Course Outlines, 1967-1973. (Held by PSA Department)
- "Curriculum", October 28, 1968.
- "Giddens Report, The", October 21, 1966. (Reprinted February, 1971)
- "Graduate Application Procedures", Draft Proposal, October, 1968.
- "Graduate Programme", papers for a departmental meeting September 17, 1968, entitled "Assessment of Graduate Student Progress" and "General Principles and Organization".
- Knight, Rolf. "Psa Integration and Direction", undated.
- O'Brien, K. "Assessment of PSA Undergraduate Curriculum", November, 1970
- Potter, David. "Comments on the Undergraduate Curriculum", October 23, 1968.
- "Report...Appointment Procedures", October 8, 1968.

On the topic of administrative actions against PSA

- CAUT Press Release, November 24, 1971.
- Carstons & Nader, "Final Report of the AAA." August, 1970. The Appendix includes a copy of the decision of the Palmer Committee.
- Richard Flacks, Edward Gross, John Porter. "A Report on Simon Fraser University...of The American Sociological Association", Fall, 1970. In our view, this is the best and most meaningful report on the situation written by an external group.

Documentation Enclosed (Continued)

Loubser, Jan J., President. "Circular letter to all Members of the Canadian Sociology and Anthropology Association", Sept. 3, 1970.

"No Cause for Dismissal", The Rosenbluth Committee Report, November 18, 1970, with additional supporting documentation.

PSA Departmental Meetings., May 15, 1973.

On the topic of "The Tensions"

"Comment" Aug, 1973, p. 10 and attachments.

Halperin, M. "Memo" to Sullivan, October 24, 1973, with enclosures.

Whitaker, I. "Draft Syllabus, 2nd Amended Version," June 27, 1973.

Whitaker, I. "The Social Organization of the P-Essay: A Preliminary Report", Fall, 1972.

Various letters dated 1970 addressed to Tony Williams and Brian Slocock on the question of the abuse of the trust of students by Louis Feldhammer, received in response to a request from counsel in his dismissal hearing (copy enclosed) but not made use of. We suggest that these are implicit evidence of the success of the Department in the sphere of teaching up to 1969.

SIMON FRASER UNIVERSITY

MEMORANDUM

APC Sub-Committee
Paper #3

APPENDIX D.

To..... I. Mugridge
..... Secretary, Academic Planning Committee.

From..... Chris Haug
..... Graduate Student, PSA Dept.

Subject Memo from I. Mugridge dated 20/7-73.

Date..... Sept. 14, 1973.

This is not a brief in support of, nor is in opposition to the issue of the PSA split. I will, however, point out what I believe has to be done in order to restore academic work at SFU to a level of general respect and confidence;

Splitting or no splitting the PSA Dept. cannot solve the problem of lack of academic credibility. It is about time we stopped kidding ourselves, and find out what is really wrong. The PSA Dept. has obviously been made a scape goat for all problems facing SFU to day; and it is therefore of great importance that the PSA Dept. is made able to rehabilitate SFU's reputation in the community. I have two basic proposals; one concerning the quality of Faculty, the other one is concerning the quality of the students.

1. I propose the establishment of a committee of enquiry to investigate the areas of competence (or lack of such) among the existing PSA Faculty.
2. Setting up an extended curriculum committee for two purposes:
 - a) to work out an orientation (philosophy) for the future department(s) (PSA or P/SA depending on the issue of the split) on curriculum, appointments, student participation, etc.
 - b) on the basis of 2 a) work out a curriculum. This is where point 1. ties in; faculty in full accordance with curriculum.

I have some further comments to make on the issue of the curriculum. So far only two curricula have been submitted for consideration, Dr. M. Halperin, for Political Science and Dr. I. Witaker for Sociology and Anthropology.

The main argument against Dr. Halperin's proposal is the utter orientation towards a career; which in itself is desirable, but belongs at an institution like BCIT. It leaves little room for preparing students for individual research, and not enough emphasis is put on graduate studies.

SFU has obligations towards students that made an intelligent choice between SFU and for ex. BCIT. We must believe they came to SFU for academic development over and beyond what is offered at BCIT.

Witaker's proposal seems to lack orientation altogether. It does not prepare students for either a university/research career or any other type of career. Another significant feature about this proposal is that graduate studies is not even mentioned. This appears concurrent with views held by several PSA Faculty.

As an alternative to the two proposed curricula I have the following comments:

1.. Methodology and theory has to be introduced at the 100 and 200 levels, in order to prepare the students for individual research as early as possible in their studies. Within methodology I will propose courses of this nature:

Hist 199 - 3 Historical Method

Phil 110 - 3 Philosophy and Logic

Phil 210 - 3 Elementary Formal Logic

Psyc 210 - 3 Data Analysis

Math 101 - 3 Introduction to Statistics

CC&A 200 - 3 Theory and Process of Communication

3.....

Some of these courses (or courses of this nature) should be made compulsory to all PSA students. The following two courses should also be made compulsory to all PSA students, and be offered every semester:

PSA 231 - 3 Introduction to Social Research

PSA 232 - 3 Quantitative Methods in the Social Sciences.

2. A system of prerequisites should be set up to ensure that all students undertaking a specific course for credit in PSA are adequately prepared.

3. No student should be allowed to undertake upper level courses unless having undertaken for credit all required courses in methodology and theory.

4. Compete with the Public Policy Dept. for external research projects; but perhaps more importantly initiate research programmes within the PSA Dept. to ensure participation of all members of the department. This would not only give students in methodology ample opportunity for practical experience, but also initiate cooperation between students and Faculty.

I believe this is the most important point in my brief. My experience from two other universities (UBC and U. of Oslo) has clearly pointed out to me that the difference between a living and a dead institution is the amount of genuine cooperation existing.

SIMON FRASER UNIVERSITY

APPENDIX D.

MEMORANDUM

To John Whitworth
Chairman, Curriculum Committee

From T. Oliver

Subject Curriculum Revision

Date February 5, 1973

In response to your memo of January 29, I attach a brief outline of my views on curriculum revision.

Although I have formulated my ideas in terms of an actual curriculum for the Political Science sequence of PSA courses, this does not mean that I offer them as such; rather, this was the simplest way in which I could provide a picture of the sorts of things I would like to see done with our curriculum.

Although it is clearly presumptuous of me to submit a document of this kind after such a short time in PSA, I offer in explanation my experience on two very active, and very productive, "major" committees at the University of Alberta, the Undergraduate Committee and the Teaching and Instruction Committee. For two years I took part in the planning of a new curriculum for the Department of Political Science, and much of what I have to say about our curriculum is the result of that work.

The first sheet lists our Political Science offerings in comparison with other Canadian universities. (I have simplified course descriptions somewhat, and hope that I have not distorted their content too much in the process.) All the courses listed for other universities--beyond those that compare directly with our offerings--are included in some way in the curriculum which I propose. Since ours is a small staff and a small student body, I did not think it appropriate to increase the actual number of courses offered. Also, I tried to retain as much as possible the interdisciplinary scope of our courses, while attempting to introduce aspects which make our course offerings comparable with other Canadian universities.

There are the same number of courses overall, in my curriculum. I have added two 100 but deleted one 200 level course. There are two less at the 300 level and one more at the 400 level. PSA 212 was eliminated and introductory courses in International Relations and Canadian government were included. The area studies sequence was eliminated, since it may be more efficient to teach what used to be thought of as area studies under the more general rubric of comparative politics and government. Provision should be made for a "conference course" number to be entered, so that students could take courses such as comparative government and politics more than once when it is offered by different professors covering different areas (with departmental permission, of course).

One of the problems with upper levels courses at all Canadian universities is that there is considerable inconsistency in the scope of courses, rendering the prerequisite system meaningless. To try to account for this I selected

...2

three kinds of courses as "core" courses which have a rigid prerequisite structure. Other, more specialized courses, would require only that students meet departmental prerequisites such as two lower level courses. This provides for a meaningful prerequisite structure on the one hand, and a fairly laissez faire structure on the other.

Some other subjects for discussion:

There should be consultation among the Political Science instructors to establish basic texts for the lower levels courses. This would have the effect of ensuring a consistency in the courses over time, and the availability of second-hand books for students.

All courses should be taught at least once a year if possible.

Although we will probably want to do so, we should not be asked to teach outside our field at lower levels.

If some reliable estimate of student demand can be made it should be taken into consideration in curriculum revision.

Any revision to the curriculum should be the result of discussions which focus on good undergraduate education in the field, and not on departmental images, preparation for graduate school, or other irrelevant criteria.

COMPARISON WITH OTHER INSTITUTIONS

Courses offered in PSA

Lower Levels

Political Theory III
Political Analysis 211
Political Theory 212
Political Institutions 222
Canadian Society & Politics 244

Upper Levels

Political Theory 311, 313, 411
Parties 312
International Relations 341, 441

Comparative 342
Regional Studies 338---(5)
Public Administration 463
Bureaucracies 469
Urban 464
Social Change --Industrial 465
 --Developing 466

Courses offered elsewhere

Lower Levels

Political Theory
Political Analysis
Comparative Politics & Government
International Relations
Canadian Politics & Government

Upper Levels

Political Thought
Parties
International Politics,
 Organizations & Theory
Comparative
Specific Nations, Areas*
Public Administration
Bureaucracies
Urban
Ideologies, Revolution, Develop-
 ment

Public policy formation
Legislative process
Political economy
Political psychology
Federal systems
Revolution: Theory & Practice
International law
Problems or topics in Canadian
 Politics and government
Provincial politics & government
Political culture & socialization
Political behaviour
Western Canadian politics
Nationalism, socialism, liberalism
 imperialism, democracy
Canadian foreign policy
Political enquiry
Research design and analysis

* Politics of the USSR, China, South East
Asia, Europe, Latin America, United States,
Africa

<u>New</u>	<u>Old</u>	<u>Description</u>	<u>Prereq.</u>
*111	111	Introduction to social & political thought	none
*112	222	Introduction to comparative politics and government	none
*114	244	Introduction to Canadian politics & society	none
211	211	Introduction to political enquiry	none
212	new	Introduction to international politics, organiz.& theory	none
214	new	Introduction to Canadian government	none
*311	311	Normative political theory: selected topics	111
*312	312, 342	Comparative politics & govt.: area studies & theory	112
*314	new	Provincial politics & govt. in Canada	114 or 214
*315	312	Political behaviour [political sociology]	dept.
316	463	Public administration	dept.
317	new	Federal systems	dept.
318	new	Constitutional studies	dept.
*319	311, 313	Marxism [sociology]	dept.
411	new	Empirical political theory: selected topics	211
412	341, 441	Intern. politics, organizations and theory	212
414	new	Canadian politics and govrnmt: selected topics	114 or 214
*415	new	Political psychology [social psychology]	dept
*416	469	Bureaucracy [sociology]	dept
*417	464	Local politics & government [urban sociology]	dept
*418	465, 466	Public policy and the legislative process [political	dept
*419	411, 465, 466	Revolution [social & political theory] sociology]	dept

*PSA (interdisciplinary)

Course Descriptions*

Proposed Political Science Curriculum: PSA lower levels

<u>New</u>	<u>Old</u>	<u>Prereq.</u>	<u>Title & Description</u>
111	111	none	<u>Introduction to social & political thought</u> Problems of human nature, conflict and organization, as discussed in classic works.
112	222	none	<u>Introduction to comparative politics and government</u> Formal and informal political processes and institutions in specific countries; theory and reality.
114	244	none	<u>Introduction to Canadian politics and society</u> Canadian social and political development. Nationalisms, separatism, regionalism, protest, socialization, culture, social and economic organization.
211	211	none	<u>Introduction to political enquiry</u> Subjects and methods of political analysis. Rudiments of theoretical and empirical research.
212	new	none	<u>Introduction to international politics, organizations and theory</u> Elementary concepts of conflict, conflict resolution, and various forms of international system.
214	244	none	<u>Introduction to Canadian government</u> Parties, pressure groups, the electoral system, parliament, the cabinet, the bureaucracy, the constitution, the federal-provincial system, foreign policy.

Proposed Political Science Curriculum: PSA upper levels.

"Core courses"

<u>New</u>	<u>Old</u>	<u>Prereq.</u>	<u>Title & Description</u>
311	311	111	<u>Normative political theory: selected topics</u> The works of particular political thinkers, or a problem in political philosophy, will be examined in detail. Among the topics that me be considered are:
312	312,342	112	<u>Comparative politics and government: theory and applications</u> Comparative theory will be developed and/or applied in relation to selected areas (third world, northern Europe, etc.) or nations.
314	new	114 or 214	<u>Provincial politics and government in Canada</u> A survey of provincial politics nation-wide, within regions, or in a single province may be undertaken.
411	new	211	<u>Empirical political theory: selected topics</u> Among the topics that may be considered are: systems theory, behavioural analysis, decision theory, communications theory, elite theory, community power theory, development theory, coalition theory and game theory. Problems of model-building may also be considered.
412	341,441 Advanced analysis	212	<u>International politics , organizations and theory</u> is of conflict, conflict resolution, and other aspects of international politics, including international organizations and foreign policies of particular nations. Possible consideration of international law and special topics of contemporary interest.
414	new	114 or 214	<u>Canadian politics and government: selected topics.</u> Among the topics that may be considered are: constitutional reform, intergovernmental relations, Quebec, western discontent, regional disparity, economic planning in a federal system, parliament, maritime union, nationalism, foreign investment and many other questions of policy, structures, ideas and systems.

Proposed Political Science Curriculum: PSA upper levels.

"Specialized courses"

<u>New</u>	<u>Old</u>	<u>Prereq.</u>	<u>Title & Description</u>
315	312	dept.	<u>Political behaviour</u> Voting behaviour, political activism, political beliefs, legislative behaviour, judicial behaviour, the social and economic bases of political behaviour; methods of survey and aggregate analysis.
316	463	dept.	<u>Public administration</u> A comparative study of organization, finance, personnel, and political control over administrations.
317	new	dept.	<u>Federal systems</u> Comparison of selected federal systems: theory and practice. Constitutional analysis, the role of courts, the jurisdiction of legislatures, informal liaisons, political parties, legitimacy, and sources of conflict in federations.
318	new	dept.	<u>Constitutional studies</u> Survey and analysis of constitutional theories and comparison of selected constitutions from legal, structural, functional and normative view points.
319	311,313	dept.	<u>Marxism</u> Study of the works of Marx, Engels, Lenin and other students of Marx.
415	new	dept.	<u>Political psychology</u> Political values, attitudes and beliefs; attitude change; cognition; small group behaviour; the psychology of power.
416	469	dept.	<u>Bureaucracy</u> Organization of governmental and other bureaucracies; their interaction with other organizations, and with the public.
417	464	dept.	<u>Local politics and government</u> Governmental structure, political issues, and the political process including the controversy between advocates of party politics and non-partisanship. The urban environment with emphasis on Canada.

PSA upper levels.
"Specialized courses" cont'd

<u>New</u>	<u>Old</u>	<u>Prereq.</u>	<u>Title & Description</u>
418	465,466	dept.	<u>Public policy and the legislative process</u> The processes of articulation, aggregation and implementation of demands for the allocation of public resources through the legislative process. Opinion formation, the electoral process, pressure, and theories of representation.
419	411, 465,466	dept.	<u>Revolution</u> Theory and practice of revolutionary and counter-revolutionary movements. Integration, disintegration, centralization, decentralization, and other related concepts.

PS. Can we meet on 27th feb. for
a preliminary meeting? (at 2:30,
Ken O'Brien's paper will be
in then. (by 12:30)

TO:ET

Feb. 5, 1973

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

From H. M. EVANS

SECRETARY OF SENATE

Subject PAPER S.74-10 - ACADEMIC PLANNING
COMMITTEE REPORT

Date JANUARY 11, 1974

The enclosed item forms part of Paper S.74-10 distributed earlier. This item should be added to Appendix D of S.74-10.

encl.
HME/rn

H. M. Evans

SIMON FRASER UNIVERSITY

MEMORANDUM

To Dean W.A.S. Smith

Faculty of Arts

Subject Reactions to proposed Anthropology
Programme

From Roy L. Carlson, Chairman

Department of Archaeology

Date October 29, 1973

Comments and reactions by the staff members of the Archaeology Department to the proposed new curricula in Sociology/Anthropology are summarized below:

1. In paragraph I there is the underlying assumption that a well trained sociologist needs training in Anthropology. However, a well trained anthropologist needs training in all the various aspects of Anthropology, not just the few areas included in the proposed curricula, i.e., it does not represent an adequate program for a major in Anthropology.
2. Course requirements are not clear. Whether a student is majoring in Sociology or in Anthropology or in some combination of both needs to be clarified.
3. Where are the "Model Programs" mentioned on page 1? They should be presented.
4. Nowhere is the Field of Anthropology defined, at least as the architects of this new program see it. Certainly, Anthropology includes more than the few areas represented here.
5. How many of the new courses proposed could be immediately offered without the introduction of new faculty members? In other words, how many Anthropology courses can be offered by the present faculty and how many are dependent on new hiring.

It should be pointed out the following courses: S.A. 170, 270, 352, 355, 370, 374, 306, 391, 393, 395, 396, 468, 472, 473, 476, 486, 487, 488, 490, 491, 492, 495, and 496, could all be taught by faculty members in the Archaeology Department.

6. Many of the S.A. courses are redundant within and between the two disciplines (Sociology and Anthropology). For example, if there was good reason for combining the two into a single department, why offer both Sociology of Religion (322) and Anthropology of Religion?

The same for: S.A. 352 and S.A. 370.

7. Many of the SA courses duplicate and overlap courses of areas of knowledge that are now being taught in the Archaeology department. For example, SA 374, 386 and 395 partly duplicate our department's regional course offerings - SA 473 cannot be taught with any validity without including Archaeology courses and theory. SA 486 duplicates in part Arc. 476. SA 472 cannot be covered adequately without in-depth discussions based on Archaeological data.

Roy L. Carlson

A P P E N D I X E

SUBMISSIONS WHICH COMMENT ON THE
"TENSIONS" IN THE DEPARTMENT OF
POLITICAL SCIENCE, SOCIOLOGY, AND ANTHROPOLOGY

SIMON FRASER UNIVERSITY

APC Sub-Committee
Page 412

APPENDIX E.

MEMORANDUM

To Professor I. Mugridge
Vice-President Academic
Subject Senate Sub-Committee on
P.S.A. Department

From Professor Edward McWhinney
P.S.A. Department
Date October 3rd, 1973.

Dear Professor Mugridge:

At the time of my appearance before your Senate Sub-Committee on Thursday September 27th, I promised to send to you as an addendum to the written submission and also the oral testimony that I had given to your Sub-Committee, copy of the extended interview with me several months ago by the editor of The Peak, the interview being published in condensed form in the issue of The Peak of August 1st, 1973.

While, in its editing for publication, the interview necessarily loses some of the nuances of particular points, it is, on the whole, a very clear presentation of my basic thinking on the future of SFU and on the case for introducing, for the first time, in the particular context of SFU, a rigorously empirical, problem-oriented approach to the Social Sciences. I believe that, in this respect, the interview conveys many of the ideas expressed in my written memorandum, but in a even more direct form than usual.

I have pleasure, therefore, in enclosing copy of the interview in The Peak, for the information for members of your Sub-Committee.

Sincerely yours,

Edward McWhinney

Edward McWhinney,
(Professor of Law).

(Dictated by Dr. E. McWhinney and signed in his absence)

McWhinney explains

Edward McWhinney not only has a "Dr." in front of his name like any old run-of-the-mill PhD, he has a "Q.C." (Queen's Council) after it as well. And under that decorated name, if you consult your summer PSA course outline booklet, you'll find a list of credentials that'll mess your simple mind and destroy your humble aspirations.

Dr. Edward McWhinney, Q.C., graduated from Yale and taught there for a number of years before moving on to U. of T., McGill, Indiana, the University of Heidelberg, the Max Planck Institute, "as well as other leading European institutions."

He has served the Canadian government as a Royal Commissioner and the U.N. as a legal consultant. He's written a bevy of books in a score of languages and in 1967 was elected Associate of the Institut de Droit International, "the highest world scientific legal academy". And so forth.

Dr. Edward McWhinney, Q.C., has, in other words, arrived. He's a brilliant star in a sparkling sky. People turn their telescopes toward him and gaze intently.

The man himself is always impeccably dressed, clean washed, and smooth shaven. When he laughs, he contorts his face and gasps frightfully. He's very pleasant - he even lent \$5.00 once which he hasn't seen back.

In class (PSA 244) he tells tedious anecdotes. He revels in his knowledge, in his urbanity, in his myriad eminent acquaintances here and abroad. He's utterly secure in his world; he bears himself regally; his voice is English aristocrat.

About two weeks ago I took a tape recorder to McWhinney's office and asked him a few questions. After the usual juggling, cutting, and cheating this remained:

Rotering: Let's talk about the PSA split and your ideas for the proposed new department of political science.

McWhinney: First of all, I'm reasonably pragmatic on constitutional forms and institutions. The split is one option for the university, and among the options, the most

immediately viable one. Long range, I'd rather have seen a division of the social sciences as a half of the arts faculty or a separate faculty with component parts like political science, sociology, etc., but obviously that would require several years of structuring.

What had worried me a bit about PSA is the myth or mystique built around a relatively casually chosen institutional form that may have been the basis for certain purposes, but clearly *isn't* and *hasn't* been performing them, and on the whole, *isn't* even serving conventional purposes usefully.

Rotering: What do you think about the worth of the initial ideal that PSA was supposed to incorporate?

McWhinney: My first reaction would be - too narrow. I'm influenced by the economic input into social decision-making and I don't think you can run an interdisciplinary social science department without the economists.

Rotering: But I can't see what the problem would be with that if the PSA DEPARTMENT CONCENTRATED ON A TRULY RADICAL SOCIAL SCIENCE. It would see the need for economic input, and it could get it.

McWhinney: It hasn't. This is one of the odd things...

Rotering: Well, it hasn't, but we're talking about possibilities, not history.

McWhinney: Well, I don't think it's a feasible possibility with the sort of people you're dealing with. To put political science and sociology together has meant a de-emphasis of decision-making, and I suppose this is normal - the sociology component tends to dominate.

The sociologists I see here don't, in economic terms, have the minimum basis for a bridge to an economics department. Political scientists can (make a bridge to economics), historians can...

Bottomore's idea (i.e. the original conception of the PSA department) showed that he was fascinated by the interrelations between the two disciplines, but it's a pretty narrow, circumscribed view of society and the social processes. This is not to say that it's not intellectually valuable in itself if its properly done, but it is not a substitute for a coin-

prehensive social science approach.

Roterig: But it seems that if you split things up you lose this ideal that PSA incorporated initially. You try to be more respectable academically, and perhaps you have even become more profound intellectually, and yet this initial emotional gut ideal, which really can't be enforced academically, tends to dissipate.

McWhinney: But there's not a monopoly on gut emotional ideas. If you look at the contemporary law school, for example... the concept of the store-front lawyer is really great and emotionally very exciting. I've got a friend in Australia, he's a dean of a faculty there, and he started the store-front lawyers, and they took up the issue of aboriginal rights. His students have taken this up. It's very exciting.

There isn't just one outlet for enthusiasm. It seems to me in some ways the outlet of what you call the radicalized social science, if it's limited to just the sociology component, is a pretty small part of the general social picture. And this worries me a bit - that the enthusiasm is going to be compartmentalized into one very small part of the general community of social processes. It's not enough, and particularly since it doesn't seem to produce any input in terms of community decision-making. Students can make decisions and contribute to the making of decisions.

I worry about an idea floating around in the air. I mean, the world is full of people with ideas. We're not short of ideas, we're short of people who know how to apply them, who know how to quantify the costs, and who know how to make trade-offs.

Students can make a big impact into decision-making. The whole area of municipal government has no sophisticated input from the organized community groups, but it's an ideal sort of thing - send students into city hall... we could do it.

Roterig: What you're talking about is obviously necessary, and as I've said to you, I've been influenced by your emphasis on knowing what is happening in fact and getting away from the "children's crusade" (McWhinney's term for radical protest) and that sort of enthusiasm. But it seems to me that if you focus on that, you very quickly let a radical perspective fall by the wayside in favor of technique. And that's what frightens me I think...

McWhinney: But technique is radical...

Roterig: Well, we've had a lot of competent technique leading us to where we are now, and the question is, will more competent technique lead us away from it?

McWhinney: There seems to be a school of thought that views this radicalism as a closed body of knowledge, the limits of which were set in some finite way. In my own view, radicalism is basically methodology; revolution is change - social change.

Roterig: Yeah, but you've got to understand... radically... to the root... what this society's based on.

McWhinney: You've got to see the problem first of all.

Roterig: I disagree... you can't study a problem with a blank mind.

McWhinney: One of the problems in all this is that we *did* start off solving problems with preconceived ideas, sets of values. This was the biggest problem in getting a detente, in getting a civilized approach to not making war. You used to go to a conference with the

Russians and listen to a terrible speech on the evils of capitalism, and you'd make a terrible speech on reactionary communism and rolling it back - that was John Foster Dulles. He had his set of values, but he really wasn't very helpful.

We didn't make a breakthrough in that problem until we started divorcing ourselves from the preconceived ideas and studied the facts. We got an agreement on nuclear test bans with the Russians when we said, look, you're communists and we're capitalists, but the problem is that there's fallout, its affecting milk, its being ingested by human beings, and so on, and can't we discuss it. And we did. And I apply this to lots of problems... When you begin with the facts it seems to me that you can liberate yourself from a hell of a lot of prejudices.

(Later in our talk:) Revolution really is a qualitative thing, it seems to me, rather than an absolute one. Revolution is simply a degree or pace of social change that at a certain point becomes recognizable as representing a sharp break with what's gone before. People lived through the Industrial Revolution without being aware that it was occurring. It didn't just occur in one blow - it was a process of about fifty years in Britain.

I suppose that in the end my conception (of criteria for action and social change) is an esthetic one rather than an ideological one.

Rotering: What do you mean by an esthetic conception?

McWhinney: A concept, I suppose, of beauty. Or in the Benthamite sense of maximizing pleasure and minimizing pain, and nuclear tests don't make sense... if on the balance you're infecting milk and kids are ingesting it and their teeth are falling out or cancer's occurring.

I find that in a period of ideological division it (aesthetics) is frankly the most persuasive conception of all to get across. One can talk this way to a Russian and he has a similar reaction. In the end, you see, I'm not sure that values can be demonstrated. They are a matter of faith, and it seems to me that there's an easier agreement if the approach is esthetic because in the end a sense of beauty, a sense of music, a sense of those things, are more common to different civilizations than values themselves.

Rotering: (later in our talk) You know, sometimes I get the impression, listening to you, that your own eminence works against you in some ways. The other day we were walking along and I asked you how you got the time for all the things you're doing, and you said, "Well, it's one's life", and that struck me. For a lot of people it's dangerous that something is their "life" because while you can put a great deal of energy into it, it's very difficult to change your perceptions because your life is indeed tied in very deeply with what you're doing.

McWhinney: If you only handle one problem, if your life is a sort of uni-vision, well... (McWhinney then talked about his involvement in the Gendron Report on the French language in Quebec and his work on international terrorism.)

I agree with you on the danger of a monolithic approach... but I try to keep involved in rather different problems.

Rotering: Let's talk specifically about SFU for a few minutes. Let's say the PSA split goes through and you set policy for political science, which could very well be...

McWhinney: Well, if I stay around, there will be substantial input into it, I can assure you. I'm not concerned with who's directing the thing; I'd rather, frankly, that somebody else did that, but I'd certainly bring the ideas forward and I'd expect them to be examined rationally.

Rotering: Who would be the people, and the sorts of people, that you'd try to bring into the

department?

McWhinney: I want somebody in Chinese government. I have two men in mind. One is a top academic specialist... he has the personal confidence of Chou-En-lai. He's eminently respectable. He's at a place where he's not happy because they think he's too close to the Communist Chinese line - that's a stupid institution in that case. You appoint people of quality and frankly the ideology isn't very important.

The second man has been more in the public field, but he was on Mao's famous long march - he was actually a journalist covering it.

Rotering: How about William Buckley? You mentioned him once. Were you serious?

McWhinney: Well, Buckley of course won't leave New York, but I'd love to get an articulate, intelligent conservative who can work with people, as Buckley can. He's a gadfly; they're so rare. I suppose there's really only one articulate, witty conservative in the whole United States, and that's Buckley. That's the sort of personality that I'd love to have.

I've got two prominent Canadian political types in mind who'd be assets here. They're very uncomfortable in their present jobs. They've had difficulty with the Establishment because they're mavericks. One of them I don't think is possible unfortunately - I think the interests are too much East. But the other one's a distinct possibility. If we had gotten this thing through the other night (i.e., if Senate had approved Brian Wilson's motion to split the PSA department at the July 9 meeting) I would have pressed the administration to make an offer the next day. The person is available and could be for another two months, but after that I'm afraid may make other decisions....

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Professor Ian Mugridge Secretary, Academic Planning Committee Subject: The proposed PSA split	From: A.H. Somjee, P.S.A. Department, Date: September 26, 1973
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This is with reference to your memorandum dated July 20, 1973, inviting the PSA faculty to express their views on the underlying causes of what you describe as the "tensions" within the department. In my judgment such "tensions" have arisen as a result of the failure on the part of the PSA faculty to recognize the imperatives of a delicately designed interdisciplinary programme, on the one hand, and the abuse of a vast range of academic freedoms, institutionalized in the programme itself for the purposes of experimentation and refinement, on the other. The net result of this has been that what goes down in the name of the PSA department today is a total perversion of its original academic design and a mockery of what its founding fathers had in mind.

As the lone surviving senior charter faculty of the PSA department, who was deeply involved in preparing and launching the interdisciplinary academic programme, and as one who has watched the abuse and unworkability of such a programme with a great deal of anguish, I can express my views with rare insight and some degree of authority. The causes of "tensions" in the PSA are many: here, however, I shall confine myself to those which have arisen as a result of the continuous subversion of its academic and basic interdisciplinary concerns. I shall express these views under the following:

- i) The tentative concept of an interdisciplinary department and the mechanisms developed in order to refine it and to translate it into a viable academic programme.
- ii) Its subsequent abuse and unworkability.
- iii) The failure of the interdisciplinary experiment and the need to return back to the jurisdictions and standards of the universally developed separate disciplines.
- iv) Safeguards and rethinking on interdisciplinary approaches in other institutions of the world.
- v) The continuing scope for specific interdisciplinary and codisciplinary courses and seminars.
- vi) The urgent need to restructure the PSA department.

i) The PSA: A Tentative Interdisciplinary Concept.

One of the major achievements of the PSA department towards an interdisciplinary programme, and possibly the only one, was what popularly came to be known as the "Bottomore calendar". Professor Bottomore was largely responsible for developing the major academic framework for it, and Professor Bettison and I, along with others, for crystallizing its detailed course entries. All three of us, coming from the three disciplines which comprised the PSA, were essentially interdisciplinary in our approaches: Bottomore, a Marxist sociologist of the finest European tradition, believed in emphasizing the political problems involved in sociological analysis; Bettison, an anthropologist made excursions into the field of community politics in his research, and I, a political scientist, used an anthropological approach towards the understanding of democratic process in the developing countries.

I had the rare privilege of discussing the goal and the main drift of the academic programme of the department in various meetings with Bottomore in London in early 1965, before the SFU was formally inaugurated. Right from the very start, we were clear in our minds that the programme was very much on the anvil and that it would take a few years before it took a definite shape. It was our hope in 1965 that faculty with strong interdisciplinary interests or potential would soon join us and get down to the exciting task of shaping a viable academic programme out of what we had tentatively drawn. The founding fathers of the PSA programme were not without their own hopes and fears. In a number of discussions between Bottomore, Bettison and myself on the development and the future of the PSA programme, there was an undercurrent of anxiety as to the final shape such programme would take. But in the optimistic days of 1965-66 and ^{the} euphoria generated by the founding of a new university, we chose not to pay much attention to it.

By way of an initial integrative strategy, in order to bring the three disciplines together, we decided to put an emphasis on theory and regional studies. We had hoped that in our theory courses we would progressively assimilate the perspectives, concepts, and interest areas of the three disciplines. And in our regional courses we would rigorously test, by means of analysis as well as empirical investigation, whatever we cross-fertilized at the level of courses devoted to theory. Over and above these we also believed that our study of society and politics should be guided by an overall concern for the removal of social evils. That as social scientists we should play the role of highly informed critics of society and influence public policy by means of our ideas and rigorously conducted social research.

In order to ensure that the tentative interdisciplinary scheme of courses crystallized into a sound academically integrated programme, there were several meetings of the seven charter faculty in Bottomore's office. Later on there were regular discussions on the curriculum and other related matters once every two weeks. In the Summer 1966, Dr. Tony Gidens, now at the University of Cambridge, came to the PSA as a visiting professor. Bottomore persuaded him to write a report evaluating our interdisciplinary performance and also make suggestions for its improvement. In the eight-year history of the PSA department that was the only serious academic evaluation of our programme.

Being fully aware of the tentative nature of the PSA programme, Bottomore also insisted on setting up mechanisms which would involve the entire faculty, specialized in different disciplines, in discussions on courses and examinations. Thus, for instance, every course outline and its reading list, before it was finalized for announcement to the students, was thoroughly discussed by the entire faculty. In certain cases, when the courses were being offered and faculty departures from curriculum reported, Bottomore insisted on discussing them in the faculty meetings. Similarly question papers for semester examinations were discussed by the entire PSA faculty and in actual evaluation of examination papers invariably more than a faculty was involved. The same was true of the honors essays written for the readings courses.

ii) Subsequent Abuse and Unworkability of the PSA Programme:

With the departure of Bottomore and Bettison not only was the experimental character of the PSA academic programme lost sight of, but all the mechanism which were laboriously built, to refine it and to develop it, were also dissolved. The group which got into power started treating the PSA department as a place where the students would be indoctrinated into infantile revolutionism and campus activism. Such a crowd was most intolerant of any different approach to social change least of all to any academic criticism of what it had converted the PSA programme into. In fact, most of its critics were systematically hounded out of the department.

Incensed by the doctrinal approach and the witch hunting of the dissidents, Bottomore on July 19, 1969, expressed his views on the Briemberg regime as follows:

"The purpose of a University is to maintain the conditions for free intellectual inquiry and to promote critical thought. It is not to advocate radicalism or any other political doctrine. I have long been a radical and a socialist, but when the PSA department was founded it was not at all my intention that it should develop some collective political orthodoxy or become obsessed with political issues. On the contrary I hoped that there would be a great diversity of views, not only on politics but on the theories and methods of the social sciences quite apart from their immediate political significance; and that from this diversity there would emerge genuine controversy and criticism, stimulating teaching, and the incentive to undertake original research. During the first two years something of this kind was achieved, however inadequately; the Department was exciting and controversial, but good-natured and a friendly place in which to work. Obviously, this has changed, and many students and faculty now feel ill at ease and unable to express their ideas freely for fear of being condemned as 'reactionaries'. At the same time, the Department has been brought to the verge of destruction by the fanaticism of some members and the foolishness of others."

Earlier within the department itself, four faculty (Adam, Barnett, Collinge, and Wyllie) came out with a passionate plea to stop the ostracism and persecution of those faculty who did not subscribe to the ideology of the ruling group. They expressed their views as follows:

(2). "The PSA Department is in danger of disintegrating intellectually and institutionally in spite of the outwardly professed unity. Several faculty members are leaving the Department (or have already left) while others feel concerned about the various aspects of present Departmental practice." "PSA Department should not seek ideological unity but rather aim at critical assessment of all doctrines, world views and political attitudes on the basis of arguments and underlying question: knowledge for what?"
(June 18, 1969)

In my opinion the PSA department did not recover from the harm done by the post-Bettison-regimes. What it destroyed was the unwritten code of the do's and don't's for the profession which was so very necessary for the survival of an experimental programme such as the PSA.

After the strike by the eight faculty the situation, in so far as the need to constantly evaluate the interdisciplinary programme and its mechanisms, did not improve. The surviving faculty and those who were subsequently recruited never quite got down to the task of seriously discussing the implications of an interdisciplinary programme and what it expected of a faculty. Few calendar entries were proposed from time to time without much discussion. Sometimes a dissenting note on course entry was savagely suppressed by means of a majority vote, something that is unheard of in a community of scholars. On one occasion a visiting instructor in political science with the blessing of the then ruling majority was allowed to get a course entry into the calendar but the same was denied to a full professor of sociology and a star faculty. What the latter wanted was a course which is taught in sociology all over the world. Fearing scandals, weeks later, the ruling majority acceded to the request of the star faculty.

The bulk of the PSA faculty today tends to treat its academic programme as a finished product. Time and time again, it is adjudged to be a "good" programme because it allows everyone to do his own thing. The curriculum committee of the department, had adopted a policy, for the last several years to let everyone teach what he wanted to teach provided his teaching load formally measured up to eight contact hours with the students. What was actually taught by the faculty became a matter of his "academic freedom" and therefore beyond the power of review by either his peers or specific committees.

Under the circumstances a number of faculty did not take the calendar b l u r b seriously and gave lectures on what was remotely connected with the PSA programme. Such a departure was often justified in the name of the "interdisciplinary" approach of the faculty concerned.

The extraordinary emphasis on ideology in the PSA department has weaned away a lot of students from courses which deal with theoretical controversies and methodological problems. Despite being the students of the three major social science disciplines, and despite doing theoretical courses in them, the students of the PSA are shockingly ill-informed both in the theoretical controversies and methodological problems. The current PSA emphasis on ideology has greatly weakened the empirical approach to social knowledge. The great thinkers of the social sciences such as Marx, Weber, Durkheim etc., rigorously substantiated their own theoretical assertions with the help of tremendous historical scholarship and empirical data. In the PSA, on the other hand, the historical as well as empirical approach are not considered to be respectable. In fact very few graduates of the PSA know what these two approaches are all about.

Along with the PSA's emphasis on theory, the historical as well as empirical approach would have played a vital role in integrating some of the perspectives and concepts of the three disciplines. But then we never paid much attention to what all was called for by our own interdisciplinary programme.

Since the departure of Bottomore and Bettison, the PSA also ceased to be a graduate department. Since 1967 no graduate seminars were offered and whatever little graduate supervision existed was inadequate and plainly sub-standard. Lately, attempts have been made to revive our graduate programme and to offer seminars on a regular basis. There again there are no discussions on the quality or the course content of the seminars offered. While the seminars given within the disciplines are likely to be adequate, those with interdisciplinary claims would remain highly controversial in their academic content.

Over the years and through a series of crises in the PSA department not only are the academic imperatives of an interdisciplinary programme have been lost sight of, but in the recruitment of the new faculty we no longer ask the basic question whether the prospective faculty has interdisciplinary interest or potential.

Out of the fourteen faculty listed in the PSA calendar not more than three, in my judgment, are interdisciplinary in terms of recognized international academic standards. There are a few others but their interdisciplinary interests fall outside the academic programme of the PSA. The near-unanimous support given by the PSA faculty for a proposal for splitting the department, on the lines of the disciplines, clearly indicates the faculty's judgment of the unworkability of its interdisciplinary programme and a desire to work in departments constituted on the lines of the disciplines. There is a strong awareness on the part of the PSA faculty that from an initial interdisciplinary design and ambition the department, over the years, has slipped into a codisciplinary situation covering neither the basic areas of the three disciplines nor doing anything interdisciplinary that is academically worthwhile.

- iii) The need to return back to the jurisdictions and standards of the universally recognized disciplines:

The PSA department being a codisciplinary structure, a number of faculty in it do not consider the need to conform either to the scholarly standards of the three disciplines or to keep themselves well posted with the scholarly developments in the three disciplines. While a good many courses in the PSA deal with the ideas of Marx, Lenin, Mao and the revolutionary movements in the third world (sometimes half the number of PSA courses in a semester, directly or indirectly, concentrate on them), after Bottomore's departure no one has published a single paper on these in scientific journals or their extended works in academically recognized process.

At the end of the year there are publications listed by such faculty but the academic merit of such publications rarely conform to the ever advancing standards of the disciplines.

Take the example of Marxism. It is now both a highly essential and respectable theme in the social sciences. It is extensively studied in practically all the social science departments of the world. On both the sides of the Atlantic, including eastern Europe, vast amount of literature is produced on Marxism every year. With the exception of one or two faculty there is a pathetic lack of familiarity with the literature on Marxism on the part of the bulk of the faculty professing to be marxist or teaching courses on marxism and the related areas. Whatever is dished out to the students by such faculty is superficial, uncritical, and, at times, deliberately proselytizing.

A number of faculty, having divested themselves of the standards of their disciplines, and also not having evolved standards of rigorous analysis worthy of an interdisciplinary department, do not like to discuss either their course content or research with their peers. They are more comfortable with their captive audience, namely, the students.

The PSA department as it exists, in the absence of the need to measure up to the standards of any specific discipline, has become, in the case of a number of faculty, a factor in the steady erosion of the critical outlook which they may have had before joining it.

iv) Safeguards and Second Thoughts on Interdisciplinary Approaches Elsewhere:

All over the world the basic disciplines are taught by the specific departments. On top of that, wherever there are interdisciplinary interests, special institutes or programmes are launched where scholars with such interests are brought together for specific purposes. Such institutes or programmes do not pre-empt the departments based on specific disciplines. They, on the other hand, sequentially follow the specific drift of research and academic interests of the departments. Thus, for instance, the universities of Harvard, Chicago, Oxford and London have a number of interdisciplinary institutes, research programmes and seminars, which bring scholars from across various disciplinary departments. But such interdisciplinary collaborations, barring some nuclear interdisciplinary appointments, are over and above the departments based on specific disciplines.

Moreover, the enthusiasm for the interdisciplinary undertakings, very much in evidence a decade ago, is on the wane in a number of places. One of the topmost interdisciplinary scholars in the world, namely, Professor Gunnar Myrdal, said in a seminar at Oxford, on May 18, 1973, that interdisciplinary projects do not always work in the field of the social sciences. That they tend to duplicate perspectives on the problem in question rather than integrate them. You then move from a puzzle to many more puzzles. His advice, therefore, was when confronted with a problem which falls outside the traditional boundaries of one's discipline, it would be better to read the necessary literature and equip oneself with whatever was needed outside one's discipline. More specifically his suggestion to the students of economic development in the third world was to master anthropological material available on the area of their interest.

A similar approach was emphasized by Dr. Richard Jolly, Director, Institute of Development Studies, University of Sussex. Speaking at Oxford in June 1973, he expressed the view that operationally interdisciplinary projects created far too many problems. Like Myrdal, he too came to the conclusion that such research projects brought to bear far too many unrelated perspectives on the problem and thereby created too many difficulties towards the understanding of it, let alone in generating policy proposals to resolve it.

The founding fathers of the PSA with all their utopian thinking, had gone a step further. Instead of research projects or graduate seminar themes based on interdisciplinary approach, they undertook to experiment with the entire undergraduate and graduate teaching programme of the three major disciplines. They had hoped that such a programme would be a great improvement upon the separate teaching of the three disciplines. That experiment has failed. For one thing, it was far too ambitious in scope. It should have been tried out first of all at the graduate level around highly specific themes. Even there, as the results of some other institutes show, it would have been an exciting and challenging exercise for a group of dedicated scholars engaged in it rather than one that would have been suitable for preparing students in various social sciences.

Even if the calibre, dedication, and intensity of faculty dialogue, as was available in 1965-67, had continued up to date, the PSA type interdisciplinary programme at the graduate level would have been a superhuman undertaking and an impossible undertaking at the undergraduate level. The conditions prevailing in the PSA department of today make its realization simply out of the question.

v) The Continuing Scope for specific Interdisciplinary and Codisciplinary courses and Seminars:

Lest my views contained in point (iii) should be misunderstood as my unqualified opposition to anything interdisciplinary, let me add the following:

My views on the state of the academic programme of the PSA are entirely based on a careful observation of the results of an interdisciplinary experiment. One of the basic reasons for the failure of the PSA experiment was that it aimed at too much: it sought to bring within one interdisciplinary framework the entire range of the three major disciplines for the undergraduate as well as graduate teaching and research. It is difficult to find anything as ambitious as this elsewhere.

In the event of a split of the PSA department on the lines of the disciplines what does not have to be given up, however, is the highly specific interdisciplinary courses and seminars, provided their own parameters can be well defined in advance. Faculty firmly rooted in their own disciplines and also conforming to the highest standards of those disciplines can join together for a highly specific academic purpose. If these specific courses and seminars are merely to be codisciplinary and not interdisciplinary, then the problem is much simpler. Even after the restructuring of the PSA department a codisciplinary set of courses such as the PSA can be given if there is a demand for it from the students and the two new departments agree. Moreover, such codisciplinary courses do not have to be confined to the present PSA disciplines but can also be extended to Economics, History, Psychology, Philosophy, Geography, etc., depending on the interests and career requirements of the students.

(vi) The Urgent Need to Restructure the PSA Department:

The strike, the censures by the professional bodies, and the perennial internal squabbles have so far concealed the true nature of the PSA crisis. It is essentially a crisis of its academic programme and the abuse by some faculty of its vast range of academic freedoms provided strictly for the purposes of experimentation.

The PSA earned a short-lived renown for its bold academic experiment and since the departure of Bottomore and Bettison it has continually gone downhill. No university has eagerly sought its products as some of the myth makers have suggested. Some of its products were admitted to the graduate schools in Cambridge, Oxford, London, Sussex and elsewhere because of the support for their applications from the founding fathers of the PSA who were internationally recognized long before they came to SFU. There are other instances of admissions to graduate schools but there again it was due to faculty support rather than the "fame" of the department.

What is at stake now is the growth of the two independent departments in vital areas of higher learning which can play their own effective part in preparing students for responsible job positions in society and also in influencing public policy by means of their scholarly research.

The PSA faculty which tried to put its academic programme into practice over the years has now made a near-unanimous decision in favour of the split. They are the people who were directly involved in working out the PSA interdisciplinary programme. Now they have pronounced its unworkability in no uncertain terms and have also furnished your committee with two proposed academic programmes, one for Political Science and another for Sociology and Anthropology. I very much hope that your committee as well as the Senate will give due consideration and weight to their academic credentials, experience of working out the old PSA programme, and careful recommendation for splitting the PSA department into two new departments.

A. H. Somjee

A. H. Somjee
Professor of Political Science.

AHS/yn

SIMON FRASER UNIVERSITY

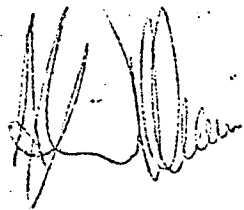
APC Sub-Committee
Paper #4

MEMORANDUM

I. Nugridge, Secretary, Academic Planning Committee, Subject "The A to Z of PSA"	From Tony Williams, PSA Department. Date September 15, 1973.
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Further to my memo of September 11, I now enclose the promised student brief on the topic of the proposal to divide the PSA Department. I would like to make two additional points in this connection:

- 1) The documentation which is enclosed with the brief is my personal property, and I would therefore be grateful if you would ensure that it is returned to me after the APC and any other interested parties have had an opportunity to read it.
- 2) I would like to suggest that the Sub-Committee of the APC have a verbal discussion with the signatories of the brief and any other interested students. There will undoubtedly be points in the brief which are unclear to the Committee; it would be regrettable if there were no opportunity to clear these up.



cc: Drs. D'Auria, (Chem)
DeVoretz, (Ec. & Comm).
Sterling, (Computing Sc.)
Smith, (Dean of Arts).

*Attached are the distributed copies of the
brief to the signatories, as well as*

"THE A TO Z OF PSA"

A Brief to the PSA Sub-Committee of the Academic Planning Committee

Presented by: Cindy Kilgore
Maureen McPherson
Vivian Rossner
Terry Witt
Tony Williams

September 15, 1973

I INTRODUCTION

This brief argues that prior to 1969 the PSA Department was in the process of becoming an Interdisciplinary Department as defined below. Evidence will be presented in support of this view. We shall further argue that this tendency was halted by administrative actions which were unjustified in the context of the situation which then obtained, and that since 1969 the Department has in fact been operating in a multidisciplinary manner as defined below. We shall argue that it was the effects of the administrative actions which form the background for the development of the so-called "tensions", and we shall present a theory as to their present causes.

We shall argue that the original tendency of the PSA Department towards an interdisciplinary approach was academically justified, and is still justifiable, and we shall present evidence that the Department was and is academically successful.

Finally, this brief also argues that Senate is now faced with a clear choice between, on one side, allowing the Department to take up again the innovative and experimental programme which it was developing up to 1969, or, on the other hand, dividing the Department into two parts and thus institutionalizing the effects of the administrative actions of 1969 through the present time.

Our conclusion is that the demand for a separate Department of Political Science is spurious and based on factors which are not primarily academic in nature.

II DEFINITIONS

The words "interdisciplinary" and "multidisciplinary" have often been used to describe the PSA Department. We think it is important to define from the start what we understand these words to mean, and consequently what we shall mean by them when we use them in this brief.

According to the dictionary, there is very little difference between the two: the former involves a "joining" while the latter involves a "combining". For the purposes of the whole of the following discussion, we shall define the words as follows:

Interdisciplinary: a curriculum or program which is united or unified in its common interests; it does not necessarily exclude different perspectives on those interests, nor does it exclude different techniques for investigating them. Only the topic(s) of interest need be held in common.

Multidisciplinary: the administrative joining of two or more separately defined topics, interests or disciplines. This is a purely administrative term, without implications for course content.

A distinction should also be made between the curriculum or program as laid out in the SFU Calendar, and the actual content of the courses which are offered from time to time. We shall use the following definitions.

Curriculum: the program and content as defined by the Calendar.

Courses: what is actually taught under the authority of the Calendar; the real content of the curriculum.

III THE ORIGINAL PSA DEPARTMENT

The purpose of this section of the brief is to show that the original structure of the Department was that of a multidisciplinary form which tended to move towards an interdisciplinary form, that it was experimental in this respect, and that a majority of its participants were aware of and agreed with its tendencies.

There have been a number of assertions made (most recently by Dean Sullivan in the July meeting of Senate) that the PSA Department was a "failure". So far as we are aware, however, no tangible evidence has been offered to support this view. We now offer some evidence which suggests, that on the contrary, the experiment was proceeding satisfactorily until it was terminated for reasons unconnected with its interdisciplinary nature.

There is no disagreement about the intent of the Department's founder:

"The PSA Department was an unusual and deliberate combination of Political Science, Sociology and Anthropology. In its foundation...Bottomore hoped to create a critical social science department oriented to public policy with a particular interest in developing countries."

("Report" of the A.S.A., p. 7)

When Bottomore left SFU for a new position in England in 1967, the tendencies he had set in motion continued. They probably led in late 1968 to the separation of the two archaeology professors. The demand for an "administrative separation" of Archaeology in turn brought about a detailed evaluation of the whole philosophy and direction of the PSA Department. A reading of the resulting internal discussion papers indicates that a majority of the faculty were not only aware of the direction in which their Department was moving, but also that they favoured the tendency and viewed it as being relatively successful. It is important to note that these internal papers were written a full year before the termination of the experiment in the Fall of 1969; the earliest paper we have found in fact goes back as far as October, 1966.

A member of the Curriculum Committee wrote in 1968:

"There seems to be a general acceptance of the...briefs on the overall orientation of the Department as concentrating interest in and analysis of the processes involved in (a) industrial societies, (b) non-industrial societies, (c) the comparative and theoretical interrelation of industrial and non-industrial societies."

(Knight, p. 1, emphasis in the original)

The Curriculum Committee itself wrote:

"We take certain positions as firm: 1) That the Department shall be an interdisciplinary department of social science; 2) That on a basis of theory, philosophy and methodology it shall build complimentary interests in industrial and non-industrial contexts..."

(Curriculum Committee, p. 1)

According to the then-Chairman of the Department, another pressure to elaborate a departmental philosophy arose at the same time because the then acting President "...expects all Departments to be able to demonstrate the coherence and 'growth pattern' of their programme." (Briemberg, "Curriculum", p. 1). He went on to summarize the history and present position of the Department:

"The original idea of the PSA Department was to concentrate upon those aspects of the 'traditional disciplines'...which were closely related. The very success of the Department has had in this endeavour now allows for and necessitates a restatement of perspective and goals. This restatement is possible only because creating an Interdisciplinary Department..."

- The essential unifying concern of the Department is to evaluate and elaborate empirically based theories that explain the patterns of social organization and the evolution of diverse societies over extended time periods...

The essential unity of concern...is enriched by the recognition and maintenance of two areas of diversity...in the techniques of enquiry.../and/ in the geographical regions which faculty have studied most intensely..."

(ibid., p. 1. Emphasis in the original)

We repeat, this was written in October, 1968. We are not aware of any objections being voiced at that time, except for the two archaeologists who were demanding a separation. This demand was generally opposed by a majority of faculty in the Department, as the memos from Potter and Briemberg indicate. Nevertheless, the archaeologists obtained an "administrative separation" from the PSA Department. Within a couple of years the separation had evolved into a new Department of Archaeology.

We think an impartial reading of the 14 documents we have presented on the topic of the interdisciplinary nature of the original Department will substantiate the claim that the experiment was proceeding consciously and successfully.

IV ADMINISTRATIVE ACTION

The purpose of this section is to show that the experimentation being conducted by the PSA Department was halted by administrative action. We are familiar with the numerous statements which have been made both for and against the action of the administration in suspending and dismissing members of the Department. The question in the immediate context is not whether this action was justified, but whether it had an effect on the academic development of the Department. We believe that the suspension of a majority of the faculty teaching in a given semester, followed by the dismissal of them and the non-renewal of a number of their recognized supporters would undeniably affect the academic development of any department.

In addition, the manner in which the administrative actions were taken led, over a period of one or two years, to further effects which probably prevented the speedy rebuilding of the PSA Department along any lines, and especially along the original lines. We do not suggest that this was intentional; we merely note that it was one of the more obvious effects. We further suggest that it is within the context of the administrative actions of 1969 through the present time that the development of the so-called "tensions" must be viewed. In the following section we shall attempt to develop a theory to account for the apparent importance of these "tensions". Before doing so however, we think it necessary to review the administrative actions of 1969 and after, because we believe that these actions account in large measure for the inability of the remaining faculty members to rebuild "their" Department.

The events of 1969-1971 are often referred to as being "well known." We agree with Dean Sullivan that in fact it is the mythologies of these

events which are well known, and that this criticism applies to all sides of the original dispute. Yet these events led indirectly to the second CAUT censure of the SFU President and Board of Governors, an event which in itself requires explanation. In an attempt to de-mythologize the whole situation, we list a number of reports to which we believe credence should be given on the basis of their probable impartiality:

- 1) American Anthropological Association, Ad Hoc Committee (enclosed)
- 2) American Sociological Association, Committee on Freedom in Research (enclosed)
- 3) Johnston Committee Report (reprinted in the CAUT Bulletin, Autumn, 1971)
- 4) Palmer Committee Report (reproduced as an Appendix to Item 1, above)
- 5) Rosenbluth Committee Report (reproduced as "No Cause For Dismissal" enclosed)
- 6) CAUT Bulletins, (Autumn 1970, Winter 1970, Autumn 1971, Winter 1971, Winter 1972)

As an indirect result of the events dealt with in the documents cited above, the CAUT censured the President and Board of Governors of SFU. (See CAUT Bulletin, Winter 1972). This censure is still in effect. We believe it is clearly in line with the substance of the above reports, and that the present censure and the events of 1969 to the present are closely connected.*

* The CAUT Motion cites three contributing reasons for the Censure: abrogation by the President and Board of previously-agreed dismissal procedures; dismissal of three professors without hearings / actually without replacement hearings for the Palmer Committee/; and destruction of tenure and the protection of academic freedom at SFU. (CAUT Bulletin, Winter 1972, p. 63)

Proper "rebuilding" of the PSA Department is probably predicated upon the removal of the CAUT Censure from the SFU Administration. This is not a question which Senate can deal with directly, since it involves mainly the Administration, the Faculty Association, and the CAUT. However, we suspect that it is not only the PSA Department which is suffering from the effects of the Censure; we understand that other Departments now find it more difficult to hire and retain faculty. Thus we suggest that rejection of the proposal to split the PSA Department would represent an important first step in the processes which SFU must go through if it wishes to return to the academic fold. (See Section VI below).

We suggest that the events which culminated in the censure had an important effect in preventing the PSA Department from being rebuilt. We also believe that the concurrent condemnation of the President, Board, and in some cases the remaining members of the Department by the relevant professional associations multiplied the effect of the censure. (See the Circular from the President of the C.S.A.A., September 3, 1970, enclosed).

Obviously many people will find our perspective unacceptable, yet in our view the evidence speaks for itself. To those who disagree with the picture presented above, we ask: "Where are the reports of impartial investigations which contradict our presentation?"

V THE "TENSIONS"

In this section we shall present a theory to account for the apparent importance of the "tensions" within the Department. Since we have nothing but random and fragmentary first-hand knowledge of their actual existence, we should state at the outset that this section is based on the assumption that the statements by the Vice-President and others affirming the existence of "personality schisms" (Peak, June 6, 1973, p.5) can be accepted at face value. We would also question the overriding significance which seems to be attached to these "tensions" by those reporting their existence. According to the Report of the A.S.A., "tensions" were developing within the Department during late 1967 between "some of the senior faculty" and "more radical younger faculty." (p.7) These particular "tensions" may possibly have contributed to the separation of Archaeology in the following year, but it seems likely that subsequent administrative actions would have effectively removed any basis for tension between "senior faculty" and "radical younger faculty". In any case, such a dichotomy is obviously an unsatisfactory basis for another "administrative separation."

In our view, the so-called "tensions" of the present time are most clearly to be accounted for by the conjunction of two things; first, the after-effects of the administrative attacks on the Department; and second, the inherent

tension in any academic department between the demands of teaching and research. In order to develop this hypothesis, it is necessary to outline the history of the PSA Department following the events of 1969. It is important to remember that the process of dismissing and non-renewing the original governing majority of the Department covered a period from Fall 1969 to Summer 1971 or later, preventing a quick, "clean" break with the past.

In the first phase of the "rebuilding" process the remaining faculty members rewrote the Department's constitution (since it was this aspect of the Department which was perceived as having caused the administrative attack), and attempted to consolidate on the basis of the remaining faculty members and a number of recent or new appointments. A number of visiting appointments were also made.

In the second phase, the remainder of the original "radical" governing majority (two of whom had been reinstated following dismissal hearings) were non-renewed and most of their "replacements" also left. (In the first group we would include Brose, Sperling, Popkin and Wheeldon; in the second group Goddard, Mitzman and Sternhell). It seems probable that this continuing turnover of staff combined with mounting external criticism of the university further eroded the philosophical coherence in the PSA Department. Herbert Adam, Chairman of the Department in 1971-72, later described this period as one of "paralyzing ideological factionalism". (April 7, 1972; open Departmental meeting). Reference to the Calendar shows that in 1970-71 there were 15 teaching faculty members; in 1971-72 there were 12 (including two new appointments); in 1972-73 there were 13 (including a further three new appointments, the previous two having left). In addition, there were a significant number of visiting appointments.

The third phase of the "rebuilding" process covers the appointment of two more waves of newcomers. The first and apparently more significant of these waves had an important characteristic; it came from the Faculty of Education at SFU, a Faculty which was itself undergoing a major structural

re-organization at that time. This wave apparently preferred the PSA Department to the soon-to-be-created Faculty of Interdisciplinary Studies. The second wave consisted of two senior and prestigious professors who were apparently brought into the Department on the initiative of their immediate predecessors.

Thus, by the middle of 1972 it may have appeared that the problem of the PSA Department had been solved. One significant factor, was, we suggest, still missing. As a result of the recent hiring practices of the Department, under which faculty members were hired from other areas in the University which were being reorganized, or for prestige reasons, there was no longer any common and agreed-upon philosophical basis for the content of the curriculum.

The most clear evidence for the above hypothesis statement is the demand for the split itself. For the Calendar description of the PSA Department from 1972-73 onward begins with a preamble which clearly describes the Department as being interdisciplinary. Evidently those who were appointed to faculty positions from 1972 onward accepted the appointments while disregarding the published description of their new Department. Nor did they make any subsequent attempts (as far as we are aware) to alter the curriculum through the usual channels. Instead, they began, in the Fall of 1972 (or possibly earlier) the process of drafting curricula for new and different departments. (See memo from M. Halperin to Dean Sullivan, Oct. 24, 1972, "Draft Syllabus" June 27/73, by I. Whitaker).

We believe that it is easy for the Academic Planning Committee to satisfy itself that the major initiatives for the division of the Department came from the most recent appointees to the Department, some of whom had then spent no more than one or two semesters in PSA. We would ask: "Why have these proponents of the Split not attempted to change the Department's curriculum through the normal processes?"

But "philosophical differences" by themselves seem to be insufficient as a means of explaining the "tensions" which are alleged to dominate the operation of the Department. We would therefore like to suggest that there is an additional factor at work, a factor whose existence should come as no surprise because it is inherent in the structure of universities as we know them. This is the tension between teaching and research, and the competing demands which these two duties make on the time and energy of faculty members.

This particular "tension" is not limited to the PSA Department. A study of the Physics Department at SFU which was carried out in 1968 found that the Physics faculty displayed "...an underlying concern with the major professional goal of research rather than the requirement of the university or the local community." (Mulkay & Williams, BJS, March 1971, p.77). The same study also connected the phenomenon with "recruitment and promotion procedures" in the Physics Department, noting:

"The emphasis upon research rather than teaching was also evident...teaching skill is judged in terms of basic research interests."

(ibid., p. 78)

Yet the "tension" in the Physics Department has not so far led to a demand for it to be split into a number of components. We suggest that this is because it has not undergone the administrative attack which was inflicted on the PSA Department, an attack which destroyed the Department's coherence and allowed the free play of the "tensions" which are endemic in university life, and especially in the humanities and social sciences.

Some evidence tending to support this view of the cause of the so-called "tensions" in the PSA Department is available in the clear contradiction between these two statements, both issued in the Fall of 1972:

"...most instructors teach courses in an interdisciplinary way, i.e., insights from related areas are always included and different phenomena are viewed in their inter-relatedness."

(PSA Department Programme, Spring, 1973)

Several weeks earlier, in a memo to the Dean of Arts, The Acting Chairman stated that in the case of 39 of the 53 courses listed in the Calendar:

"...the Department has no mechanism by which they can be scrutinized or tested to assure the claim that they are truly interdisciplinary."

(Halperin memo, Oct. 24, 1972, p. 1)

We suggest that the contradictory nature of these two statements was not immediately apparent because they were addressed to two separate and distinct audiences - i.e. to the "teaching" audience of students and the "research" audience of administrative superiors. The positive statement is intended to attract students into the Department, the negative statement is intended to serve as a rationale for the "two separate units." (A later proposal to the APC included a complete new curriculum for a Department of Political Studies.)

Thus, the argument has been put forward by those in favour of the splitting of the Department that there are no existing mechanisms for determining the inter-disciplinary nature of courses within the Department. Given the history of the Department to date, it is not surprising that this is the case. Before aborting the experiment (P-S-A) we think the responsibility rests upon faculty (and students) to meet and discuss adequate criteria and then embark upon the task of living up to those criteria in the structuring of courses. No attempt has recently been made in this area.

Another suggestive piece of evidence in favour of our hypothesis can be found in the conduct of one of the most prestigious of the new arrivals in the Department. On his arrival, he was scheduled to teach one lower and one upper level course in the Summer of 1972, and one and one-half upper level courses in the following Spring semester. (See PSA Dept. Programme, Summer, 1972; Spring 1973). In the event, he departed the country for approximately

the last month of the Summer 1972 semester, and failed to return to teach his scheduled courses in the Spring. In consequence, the latter courses, in which students had already pre-registered, had to be re-assigned to other faculty members. We assume that this would lead to a certain "tension" among those concerned*.

Another thing should be noted in connection with this particular matter, again bearing directly on the hypothesis we have put forward to account for the "tensions". A comparison of the outlines of the same two PSA courses (PSA 244 and PSA 441) which the same professor taught in the two Summer semesters, 1972 and 1973, makes it clear that their content had changed completely over the interval. We suggest that this happened because they reflected not the overall programme, but the current research interests of the instructor.** This suggestion is confirmed by the respective reading lists, which always include books authored wholly or in part by the instructor. (See Programme, Summer 1972, Summer 1973).

In summary, we propose the hypothesis that a long period of upheaval in the Department disrupted its development and led to a situation where a group of newly-appointed faculty members who had been hired without reference to the published philosophy of the Department found themselves saddled with a curriculum whose underlying rationale they did not understand or agree with. Because of the resulting lack of consensus, and continued administrative disapproval, the inherent "tensions" of university life came to be seen as the primary and most significant problem in the Department.

* Subsequently, the same professor was assigned to teach, in the Summer of 1973, the same courses he had taught in Summer 1972. Again, he went abroad, this time on a widely-publicised trip to The Hague for approximately two weeks in the middle of the semester. In this case, the effects of his absence were visited only upon his students. On his return, the upper-level course was reorganized to consist of seminars lasting approximately five hours (as compared with the scheduled three hours) during which the students made oral presentations. (Documentary evidence for the statements in this paragraph is enclosed) See "Comment", "News Round-Up" and attachments.

** This situation is not unique. Another prestigious proponent of the split is scheduled to teach PSA 373 in the Fall 1973 Semester. The Calendar title of the course is "Regional Studies in Anthropology - North West Pacific" but the outline provided by the instructor begins with the following explanation: "In spite of the title (!) this course will focus upon the Eskimos." (PSA Course Outlines, Fall 1973, p. 17).

Our remedy for this problem is not to separate the Department into two units. This would be to mistake the symptom for the disease. As we shall argue in a subsequent section of this brief, the correct remedy is to rectify the underlying problems which have allowed the "tensions" to become the dominant factor in the operation of the Department: if, indeed, that is what they are.

VI OTHER CRITICISMS OF THE PSA DEPARTMENT

Two other criticisms have recently been levelled at the PSA Department; one, that it is academically unsuccessful; and two, that it does not engage in interdisciplinary work with other Departments. The Brief of the Academic Planning Committee to Senate dated June 27, 1973, outlined these points as follows:

"...virtually no interdepartmental activity with the other social sciences and Philosophy has existed, hindering the development of integrated social science curricula. More important, however, the present undergraduate programmes in PSA do not provide, in many core areas, the basic curriculum material appropriate for students majoring in each specific discipline. Consequently, in many cases, there is an inadequate preparation for graduate work at other universities."

(APC "Brief", June 27, 1973, p. 4)

In our opinion, both these allegations are at best misleading and at worst, false. As far as "interdepartmental activity" is concerned, undergraduates necessarily cross departmental boundaries in fulfilling the Calendar requirements; thus the complaint must be that faculty research does not cross these boundaries. We cannot see how a division of the present Department of PSA would change this situation, except that it might free some members of faculty from the necessity of researching their lectures and thus give them more opportunity for "interdepartmental activity." But this is the very "tension" which we have previously argued is inherent in the university structure. If the intent of the proposed split is to reduce the teaching load of faculty members, this should be frankly stated.

With regard to the criticism of "inadequate preparation for graduate work at other universities" we find such allegations extremely difficult to prove or disprove, because of the lack of a generally accepted measure for "adequacy". We do not subscribe to one of the more common conventional yardsticks, that of comparability with other institutions, because we do not agree that the other institutions necessarily have the correct means or the correct goals. Therefore the attempted refutation is addressed mainly to those who do believe that comparability is the measure of academic success.

Enclosed as Appendix IV is a list of former PSA Department students who have been accepted for graduate work at other universities. This list has been constructed from memory; we think the APC has a responsibility to carry out some objective research of a quantitative nature in this area to determine whether or not the PSA Department can be regarded as "successful."

In addition, the reader should be aware that the PSA Department customarily admits significant numbers of its own graduands to the graduate programme. This practice is of long standing, but its most recent occurrence is a block of admissions for Fall 1973, indicating that the current graduands are still of an acceptably high standard unless standards in the graduate programme are being deliberately lowered. But other departments at SFU have accepted PSA graduands in their graduate programmes, leading to the conclusion that standards in PSA are not noticeably lower than elsewhere in the University.

Therefore, according to the conventional measure (as opposed to unsupported assertion) PSA appears to be at least as successful as some other areas of SFU. Furthermore, we would point out that as far back as 1968 the Department had defined its means and goals in such a manner as to make success in conventional terms far from automatic. There was explicit recognition that the Department was innovative and experimental, and that this meant that graduates would not fit neatly into the "academic market place". (Potter, p.1)

There is another field of evidence which is probably available to the APC regarding the success of the PSA Department. Prior to the Fall of 1969 the Department had an ongoing programme of visiting lecturers organized around the theme of so-called "under-development". We suggest that APC should seek testimony from these visitors (if their names are still available) regarding any impressions they may have formed about the Department. Since visitors were generally senior, well-known, respected academics who visited the Department for several days, their evidence should be granted some weight.

Another problem often alluded to in the "case" against a united PSA Department is that faculty are hired from specific fields and disciplines and not into interdisciplinary job "slots". The points should be made here: first, it is quite understandable that potential faculty members come from specific disciplines considering the fact that there is not exactly a "glut" of interdisciplinary departments from which they might come. This is merely a manifestation of the condition that PSA is attempting to remedy; second, why not in the interests of interdisciplinary study, hire people into non-specified positions. We recognize the difficulty in administering such a proposal, but the possibility of a reorganization and redefinition of hiring criteria might well be considered in the future.

In Section VI (below) we propose some additions to the present structure of the curriculum which would tend to aid in the initiation of cross-departmental research by faculty members.

V INTERDISCIPLINARY SOCIAL SCIENCE

"Disciplinary fragmentation and often simple-minded but feverish fact-gathering are no longer merely inconveniences or obstacles: they are a positive menace to a science of man. We are in effect burying man with our disciplinary proliferation, because we have failed to get a clear, whole perspective on him.

(E. Becker, 1964, p. ix)

With all the problems that have surfaced during the issue of the split, it becomes exceedingly clear that a truly interdisciplinary department requires greater interpersonal communications, cooperation, and self-criticism than does a standard department (although it goes without saying that regular departments have not solved the difficulties, but find it more easy to avoid them). The so-called "failure" of PSA is in part a result of the academic tradition of personal isolation and hyper-individualism.* Rather than make the effort to deal with interpersonal and intellectual "tensions" it is more convenient to retreat to the safety of discreet consensus groups.

The creative "working-out" of the interpersonal and intellectual conflicts (as opposed to avoiding them) would not only pull the Department into a functioning unit, but would also generate some energy in the Department where it has been seriously lacking. It could also generate much useful information on mechanisms for changing the traditional academic defensiveness and non-communicativeness.

Somehow, all the problems in PSA have come to be attributed to the interdisciplinary nature of the department: i.e.-to the imbalance between the theoretical and empirical dimensions of social enquiry; curriculum inadequacies; personal abrasiveness, anxiety, and "tensions". These are all manifestations of the crisis in Western academia - the "menace" - spoken of in the opening quote of this chapter. There are some schools of social enquiry that maintain that the study of Alienation in all its forms: economic, social, political, psychological; is central to all Social Science. The current machinations within this department, the interpersonal rifts and the intellectual disparities which are not being resolved - all manifest many forms of "alienation" that are not being dealt with. It is a case of the plumber who is unable to clear his own drains.

* See the enclosed humorous paper by Ian Whitaker "The Social Organization of the P-Essay: A Preliminary Field Report", which documents the reaction of a visiting professor of Anthropology to the culture of the PSA Department in Fall 1972. Two other things are notable in this paper: (i) the author later accepted a permanent position in the same "tension" ridden Department, and became one of the proponents of the split (as witness several draft syllabi produced in 1973); and (ii) the author bases his comparisons on his previous experience in Sociology-Anthropology Departments, and defines the Political Science wing as "alien", yet he has not argued that in PSA the "factions" are organized along disciplinary lines. Indeed, he notes that "The actual membership of these groups seems to fluctuate from time to time..." (p.1)

In the larger community, especially industry and commerce, tensions and differences of opinion are not resolved by splitting work groups into discrete administrative entities. If such were the case, most industries would collapse. Why then should academicians have the privilege of such an avoidance mechanism, at the expense of the taxpayer. Work groups resolve their difficulties, in the interests of the task at hand; so must this Department.

With a Departmental orientation toward "making the experiment work" one of the most potentially vital mechanisms might well be the Departmental Seminar, where conceptual and ideological conflicts be aired. The political and social machinery involved in making this Department work is social and political theory and practice in its "lived" situation. Stress on interrelatedness and commonality between courses and disciplines would be hammered out; as would criteria for interdisciplinary study and communications with other Canadian universities doing interdisciplinary experiments in Social Science (i.e. University of Toronto which has been for the past few years working on this very issue). This type of direct, open encounter with the whole department involved, could conceivably provide the foundation for a credit course for graduates or undergraduates. Seminar topics could be roughly hued out in a preliminary meeting each semester, leaving open weeks throughout the period where urgent issues might be met. The contact and intellectual stimulation that might develop would tend to clarify personal and intellectual relationships and give air to tensions which would most certainly otherwise ferment. Such a seminar would almost certainly prove more acceptable than a departmental therapy group or personal counselling.

The argument has been made that should the split take place, the Faculty of Interdisciplinary Studies could fill the gap. But because it is not a Department with permanent faculty committed to regularly given courses and the working out of the theoretical and practical problems of interdisciplinary study, it cannot address itself consistently to these specific problems. People coming together sporadically to teach courses; faculty committed to

particular departments rather than interdisciplinary study; irregularly given courses in specific areas; these do not speak to what is at stake in Social Science, where interdisciplinary study is a very vital and current theoretical issue.*

As stated beautifully in a letter from the PSA Student Union, dated July 4, 1973 to a Senator:

"Interdisciplinary Social Science means the creation of a new methodology for the study of human action, human relations and human societies. It is premised on a strong paradigmatic belief that the apriori separation of human activity into political, social and cultural aspects is no longer the most fruitful way in which to expand the understanding of the acts of man."

Whether the particular focus be on political institutions, social interrelationships or cultural comparisons, the departure point must be a theory of knowledge, and for us in the Social Sciences, it is necessarily a "sociology of knowledge". Without this standard foundation, we have no grounds upon which to state that we understand the "social determinants of illusion", or make any claims to valid knowledge. The questions raised herein are the core from which a new and revitalized methodology might grow. The questions are the same whether our enquiry is in the political, social or anthropological arena and to maintain disciplinary distinctions beyond this point is to close the material off from the source of its self-criticism.

"Traditional theoretical and conceptual orientations imply an historical relevance and a political content...the conscious control of subject matter by the Social Scientist and the facility of reflection on the part of the Scientist are predicated on the historicity and political relevance of thought."

(K. O'Brien. "The Background and "State" of Contemporary Social Science." PSA Department Seminar, Spring, 1973)

* One has merely to look at the American tradition of C.W.Mills, Alvin Gouldner, or the work of Lester Ward, Albion Small, material from the New School of Social Research or the emerging Frankfurt School.

The political nature of social science has to do with the fact that many of its salient concepts and assumptions imply an involvement in history. The depoliticalization of Social Science is of particular importance in that it represents an attempt to remove social science from the historical and social process - an absurd and impossible task. But the intent is very much within the context (historical and political) of the ideological needs of the nations who produce Social Theorists. One only has to look to the supposedly de-politicized Social Science applied by Rand, the Pentagon, or the State Department of the United States, during the 50's and 60's. What SFU and PSA seem to be faced with in the mid-70's is a de-Socio-Anthropologizing of Political Science - an equally negative event in the context of the emerging critical and vital character of much sociology and anthropology today.

The argument need not be taken further. In the light of the points made until now, it is obvious that the undertaking called "Social Science" cannot and must not lose what Political Science has to give it - and a Political Science that cuts itself off from the Methodology and Philosophy which is meant to assail its fundamental presuppositions, is sterile. Interdisciplinary mutual criticism and support should go on within a total department committed to the realization of a total Science of Man.

VI. PROPOSAL TO SENATE

In our view, the current demand for a separate Department of Political Studies presents Senate with a very clear choice. The alternatives are as follows:

- i) Reject the demand for a division of the Department and amend its present curriculum in such a way as to aid in the re-development of interdisciplinary teaching and research, and the development of cross-departmental research.
- ii) Approve the demand for a division of the present Department, thus legitimizing the administrative actions in dismantling the original, experimental department and allowing for the creation of two separate and unrelated sets of courses, curricula and faculty.

Perhaps we should summarize our argument on the second alternative. In our view it is the composition and characteristics of the present members of the Department which, when combined with an administratively-imposed stagnation* have led to the demand for the separation into two units. Both the composition of the faculty members and the stagnation arose as a result of administrative actions which impartial evidence attests were unjustified and unnecessary**. For Senate to approve the separation is also for it to accept that such academic questions are, and should be, determined by prior administrative decisions. This is a contradiction of the legitimate role of Senate as the ultimate source of academic decisions. Needless to say, in this case, we do not think that the academic consequences of the prior administrative decisions are either desirable, necessary, or justified.

We prefer the first alternative. In our view, this consists of the following Senate action:

- a) Reject the proposal to divide the PSA Department.
- b) Reaffirm the present Calendar description of the Department.
- c) Approve the additions to the present PSA Curriculum outlined in Appendix III.

We think that if Senate takes the course suggested in this brief, the interdisciplinary experiment can be continued where it left off. This will in time enable Senate to make a more objective evaluation of the concept of "interdisciplinary social science", an evaluation which we understand all Departments undergo at intervals of three to five years.

* That this stagnation is still being imposed seems evident from the report of the Acting Chairman of the Department dated May 15, 1973, in which he summarizes the reaction of the Dean of Arts and the Academic Vice-President to the proposal that the Department not be split: "...the residual group should expect nothing in the way of administrative resource support. The Dean will not sanction any appointments..." (PSA Departmental Minutes, May 15, 1973, p.3)

** See documentation cited in Section IV above.

Appendix I

A survey of some 35 Canadian university calendars indicates that only a few universities are attempting an interdisciplinary approach in a comprehensive way. The majority of universities appear to have divided Political Science, Sociology and Anthropology into three distinct departments. Nearly one third of the universities in Canada have a separate Political Science department, but have unified Sociology and Anthropology into one department.

An examination of the curriculums presented in the calendars indicates that much overlapping does occur despite the separation of the three disciplines; indeed the overlapping extends itself to such disciplines as economics, geography and philosophy. A few universities have made some attempt to encourage interdisciplinary studies by providing common methodology courses for several disciplines (e.g. Economics, History, Geography, Psychology, Sociology, Political Science, Anthropology). Regina goes so far as to offer interdisciplinary courses occasionally. The only two universities in Canada that have made a comprehensive effort to establish a program of interdisciplinary studies involving Sociology, Political Science, and Anthropology are SFU and York. However, the two universities differ in the strategy adopted to achieve an Interdisciplinary approach. SFU has united Sociology, Anthropology and Political Science, but York has set up a separate department called "Social Sciences Division" and maintained the two departments of Political Science and Sociology/Anthropology as well.

It may appear that SFU can achieve the same compromise by splitting the PSA Department and simply offering courses in the Faculty of Interdisciplinary Studies. This is not the case. We are not simply asking that a few interdisciplinary courses be offered at SFU but that a program of interdisciplinary studies in Social Sciences be continued. A situation in which various professors sometimes get together to offer courses in the Faculty of Interdisciplinary Studies at SFU does not have the potential of a Department engaged in interdisciplinary studies. For this reason we take the position that the present PSA Department will serve as a good building block for a truly interdisciplinary approach to the study of Sociology, Political Science and Anthropology.

Appendix II

During the life of this university a number of "surveys" have been carried out into the attitudes of undergraduates to the courses they are taking. We have made a comparison between the results from surveys conducted in Spring, 1969 and Fall, 1970. The first survey was a university-wide one published under the name of "Dic". The second was an internal PSA survey conducted by the Student Union. What this comparison appears to indicate is that it was the more popular faculty members in the PSA Department who were suspended and dismissed. We make the assumption that these teachers were popular at least partly because they were in fact better and more conscientious teachers who emphasized teaching and de-emphasized their personal research.

Under the heading "Dic" we include reports on all PSA Faculty teaching in the Spring 1969. Under the heading "Suspended" we include the "Dic" reports on faculty who were subsequently suspended and dismissed, or later non-renewed. Under the heading "Union" we include the averages of the survey conducted by the PSA Student Union in Fall 1970, at a time when the Department was operating without the suspended Faculty members, but with three newly appointed teachers.

<u>QUESTION</u>	<u>All</u>	<u>DIC</u> <u>Suspended</u>	<u>UNION</u>
"What would you tell another student about this course?"			
Avoid it	17.7%	17.6%	54.0%
It was adequate	44.8	39.1	26.5
Don't miss it	36.2	43.1	18.5
"Is the lecturer/instructor's speaking ability...?"			
Good?	59.4	73.0	53.0
Adequate?	22.8	12.9	35.0
Poor?	5.1	0.5	12.0
"Is the lecturer/instructor generally available? **			
Yes/often	85.6	82.2	52.0
Occasionally	n/a	n/a	38.0
No/rarely	14.2	17.7	9.0

* This is the question asked by the "Dic". The question in the later survey was as follows: "How would you evaluate the lecturer's speaking ability?"

** This is the question asked by the "Dic". The question in the later survey was as follows: "Is the Professor generally available?"

Appendix III

The following items should be added to the curriculum presently offered by the PSA Department according to the Calendar:

PSA 001-3 Survey of the Social Sciences The meaning of "science." The meaning of "social". The inter-relatedness of the various humanistic disciplines, with particular reference to the alternative viewpoints which they offer and the practical results which flow from them.

No prerequisites. Visiting lecturers from other departments will participate in this course. Offered every alternate semester.

PSA 100-3 Social Theory An introduction to the theoretical study of society. Major historical and contemporary schools of theory, and their implications for policy-making, paying some attention to their common and contradictory elements.

A prerequisite for all PSA courses above the 100 level. This course will be offered at least every alternate semester.

PSA 200-3 Social Theory II Major contemporary schools in the study of society. Shared and unique aspects of conventional theories within the three major contemporary disciplines. Various attempts at a synthesis.

A prerequisite for all PSA courses above the 200 level. This course will be offered at least every alternate semester.

PSA 300-5 Inter-disciplinary Seminar III A seminar on a selected topic, in which perspectives from each of the three major disciplines will be brought to a consideration of the topic. The topic selected may involve a field research project.

A prerequisite for all PSA courses above the 300 level. This course will be offered at least every alternate semester, and will be taught in each case by faculty members who are nominally from each of the three major disciplines, and who will jointly select the topic.

PSA 400-5 Interdisciplinary Seminar IV A seminar on a selected topic, in which several perspectives will be brought to a consideration of the topic. The topic may involve a field research project.

A prerequisite for a degree from the PSA Department. This course will be offered at least every alternate semester, and will be taught by a visiting professor and at least one other member of the faculty who is not from the same discipline as the visitor. The topic will be selected by the visitor.

Over the longer term, we believe that a systematic revision and improvement of the PSA Curriculum is necessary in order to bring out the underlying coherence of the programme and avoid the danger that applicants for faculty positions could misapprehend the direction and goals of the Department.

Appendix III (Continued)

Accordingly, we give below a structure for the curriculum, towards which we believe the Department should aim within the next two to three years.

PSA CURRICULUM MODEL:

<u>Credits</u>	<u>Prereq.</u>	<u>Course No.</u>	<u>Description</u>
3	No	001	See previous page
3	Yes	100	See previous page
3	One	101 111 171	Introductory courses in the three major disciplines covering specific conceptual schemes and their interfaces with other major disciplines
3	Yes	200	See previous page
3	One	201 211 271	Intermediate courses in the three major disciplines with the emphasis on theoretical aspects and interfaces with one another
3	One	202 212 272	Intermediate courses in the three major disciplines with the emphasis on empirical research and its interfaces
	No	203 213 272	Topic courses in the three major disciplines (including field work).
		293	Topic course in "interdisciplinary social science"
5	Yes	300	See previous page
5	One	301 311 371	Upper-level courses in theoretical aspects of the three major disciplines and their interfaces with one another
5	One	302 312 372	Upper-level courses in empirical and research aspects of the three major disciplines, interfaces and methodologies
	No	303-09 313-19 373-79	Topic courses in the three major disciplines (including field work)
		393-99	Topic courses in inter-disciplinary areas
5	Yes	400	See previous page
5	One	401,411, 471	Upper-level courses in theoretical aspects of the three major disciplines
5	One	402,412, 472	Upper-level courses in empirical and research aspects of the three major disciplines
	No	403-09 413-19 473-79	Topic courses in the three major disciplines (including field work)
		493-99	Topic course in inter-disciplinary areas

Appendix IV

List of PSA Students believed to have been accepted at other graduate schools:

Paul Meier	University of Toronto
Rene Souery	York University
Tess Fernandez	New School, New York
Sandra Carr	Law School, UBC
Irene Allard	School of Social Work, UBC
David Driscoll	UBC (PhD program, Canada Council award)
Brian Slocock	Essex University
Simon Foulds	London School of Economics
Dodie Weppeler	Essex University
Chris Kuruneri	University of Toronto
Matt Diskin	Rutgers University
Gail Gavin	Law School, UBC
Roy White	University of Lethbridge
Sandra McKellar	Law School, UBC

Teaching Appointments:

Chris Huxley	Trent University (1-yr visiting)
Alexander Lockhart	Trent University
Jean Bergman	Vancouver City College

Documentation Enclosed

On the topic of interdisciplinary courses, curriculum and research:

- Aberle, K. "The Social Responsibilities of Social Scientists" October 25, 1968.
- Adam, H. "Curriculum and Archaeology", October 29, 1968.
- Adam, H. "Proposal for a Departmental Journal", February 22, 1971.
- Briemberg, M. "Archaeology", October 23, 1968.
- Briemberg, M. "Curriculum", October 21, 1968. (This is a significant paper in which the then Chairman of the Department sets out his perception of the current condition and goals of the Department)
- Carlson, R. "Reply to Briemberg", October 24, 1968.
- Course Outlines, 1967-1973. (Held by PSA Department)
- "Curriculum", October 28, 1968.
- "Giddens Report, The", October 21, 1966. (Reprinted February, 1971)
- "Graduate Application Procedures", Draft Proposal, October, 1968.
- "Graduate Programme", papers for a departmental meeting September 17, 1968, entitled "Assessment of Graduate Student Progress" and "General Principles and Organization".
- Knight, Rolf. "Psa Integration and Direction", undated.
- O'Brien, K. "Assessment of PSA Undergraduate Curriculum", November, 1970
- Potter, David. "Comments on the Undergraduate Curriculum", October 23, 1968.
- "Report...Appointment Procedures", October 8, 1968.

On the topic of administrative actions against PSA

- CAUT Press Release, November 24, 1971.
- Carstons & Nader, "Final Report of the AAA." August, 1970. The Appendix includes a copy of the decision of the Palmer Committee.
- Richard Flacks, Edward Gross, John Porter. "A Report on Simon Fraser University...of The American Sociological Association", Fall, 1970. In our view, this is the best and most meaningful report on the situation written by an external group.

Documentation Enclosed (Continued)

Loubser, Jan J., President. "Circular letter to all Members of the Canadian Sociology and Anthropology Association", Sept. 3, 1970.

"No Cause for Dismissal", The Rosenbluth Committee Report, November 18, 1970, with additional supporting documentation.

PSA Departmental Meetings., May 15, 1973.

On the topic of "The Tensions"

"Comment" Aug, 1973, p. 10 and attachments.

Halperin, M. "Memo" to Sullivan, October 24, 1973, with enclosures.

Whitaker, I. "Draft Syllabus, 2nd Amended Version," June 27, 1973.

Whitaker, I. "The Social Organization of the P-Essay: A Preliminary Report", Fall, 1972.

Various letters dated 1970 addressed to Tony Williams and Brian Slocock on the question of the abuse of the trust of students by Louis Feldhammer, received in response to a request from counsel in his dismissal hearing (copy enclosed) but not made use of. We suggest that these are implicit evidence of the success of the Department in the sphere of teaching up to 1969.

SIMON FRASER UNIVERSITY

APPENDIX E.

MEMORANDUM

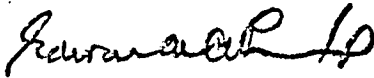
Dr. W.A.S. Smith.....
Dean, Faculty of Arts.....
Subject.....

From Professor Edward McWhinney.....
P.S.A. Department.....
Date August 10, 1973.....

Dear Dr. Smith:

I am enclosing herewith, for your private information only, copy of a memorandum that I have sent to Professor Mugridge, Secretary of the Academic Planning Committee of the Senate, in response to his official request for advice concerning the proposed split in the P.S.A. Department.

Sincerely yours,



(Edward McWhinney)
Professor.

Office of the Dean
AUG 15 1973
Faculty of Arts

SIMON FRASER UNIVERSITY

MEMORANDUM

Confidential

Professor T. Mugridge
Secretary
Academic Planning Committee

From Professor Edward McWhinney

P.S.A. Department

Date August 10, 1973

Subject

I am happy to respond to your Memorandum of July 20, 1973, in regard to the restructuring and reorganization of the old PSA Department.

In regard to the first three points set out in your Memorandum, you will already have seen the statement of a new programme of courses in Political Science and Government presented by Professor Halperin on behalf of the Political Science and Government component of the old PSA faculty. This seems to me to be more than adequate for purposes of beginning a new Political Science and Government Department: the modifications that I would myself now envisage in certain areas could quite easily be effectuated, after adoption of the Halperin Report curriculum, in the regular processes of ad hoc amendment governing addition of new courses or changes in old ones. I might add that even if the Halperin Report curriculum were not to be adopted immediately, it would be perfectly possible, and also constitutionally proper, for a new Political Science and Government Department to operate forthwith on the basis of utilizing those courses, within the old PSA curriculum, that are inherently Political Science (rather than Sociology-Anthropology) in character, and so properly chargeable to a Political Science and Government Department.

I propose, on this basis, to direct my attention to the fifth point set out in your memorandum of July 20, 1973, and what you designate as the pursuit of the underlying causes of the present irreconcilable tensions within the old PSA Department.

It is tempting, in relation to a Department where so many of the old Faculty have professed to be seeing the societal process within the framework of a Marxist ideology, and where indeed so many of the courses have made appropriately pious genuflections to Marx and Lenin in their official reading lists, to look first, in Marxist fashion, to the inner "contradictions" inherent in the old PSA Department curriculum and in its Faculty personnel.

For a Department claiming, as the old PSA Department always did, to be dedicated to making a "revolution", the curriculum has been surprisingly conventional, old-fashioned, and out of touch with the really great tension issues of the last third of the twentieth century. It is egregious, to say the least, that the basic core conception, within the old PSA Department curriculum of an interdisciplinary approach to the community process has excluded completely the special disciplinary tools of Economics, Economic History, and History.

Not merely has the curriculum of the old PSA Department, in that sense, been pre-Marxist; but it has also, because of the essentially narrow or one-eyed inter-disciplinary approach, been doomed inevitably to commit that most unpardonable of all sins, in terms of Marxist-Leninist teachings, of confusing the inessential social "superstructure" with the underlying reality of the key economic infra-structure. I am not sure what persuaded the Simon Fraser University administration, a decade ago, to "buy", as representing a comprehensive, integrated inter-disciplinary approach to the community process, so curiously limited and, - in terms of understanding of how community decision-making actually operates today, - so essentially naive and simplistic an approach. But it is time to recognise now, once and for all, in an era when instant folk-lore is so easily and carelessly created, that the notion that the old PSA Department curriculum has been, in any real sense, a scientifically sophisticated, inter-disciplinary programme is one of the great continuing Simon Fraser University "myths".

Even assuming, for argument's sake, that we accepted the validity of a postulated inter-disciplinary approach to the community process limited to the two disciplines only - Political Science and Sociology-Anthropology - the fact remains that the old PSA Department curriculum has not in any way done the job it has professed to do, within these narrow contours. There has been an extreme emphasis upon abstract theory, to the exclusion of concrete practice. I do not think that I have seen a Department, claiming to be a Social Science Department, that has been so wedded to a priori concepts, and so neglecting or disdainful of empirical, problem-oriented methods. Again, to return to Marxist-Leninist teachings to which so many of the old PSA Department have claimed in the past to be committed, the emphasis has been on theory of revolution in the naive, simplistic way of Bakunin and the old 19th century, primitive anarchists scornfully derided by Lenin and his more activist associates.

A modern Social Science Department focussing on the community process must give a prime emphasis to community decision-making - to the scientific identification and appraisal of the main competing community goal values; to the establishment of the alternative machinery-institutional modalities available for translation of those competing goal values into concrete community programmes; for quantification of the differing social costs of implementing particular community goal values according to particular machinery-institutional modalities, leading up to the final point of an informed and consciously scientific exercise in community policy-making.

For reasons that may no doubt have been related in part to the particular ideological preconceptions of a continuing professional majority within the old PSA Department, the old curriculum has been quite unattuned to the needs of teaching community decision-making, which demands rigorously empirical techniques and methods. There has been no course offered, within the old PSA Department curriculum, on any one of the three main competing governmental archetypes of our era -- that of the United States, that of the Soviet Union, and that of Communist China. Further, for a Department that has made a point of pride in stressing its concern with the movement for de-colonisation and national liberation in post-war Africa, it is worth noting that the old PSA Department curriculum has had no course on either one of the two main governmental archetypes for post-independence, de-colonised Africa -- namely, the French Presidential and the British Parliamentary-style systems. At a time when every important political decision-maker in post-independence, de-colonised Africa -- whether of the Casablanca or of the Monrovia groupings -- has mastered one of these two systems and is rapidly acquiring expertise in the second as an aid to African integration and association transcending the old Franco-phonetic and Anglo-phonetic divisions, the old PSA Department Faculty and students claiming to specialise in post-independence Africa would rightly be dismissed as rather crude and even unlettered by representative African leaders today -- in both the Marxist-leaning and the Western-leaning countries.

So far, I have adverted to the "irreconcilable tensions" existing within the old PSA Department, -- as adumbrated in your Memorandum of July 20, 1973, -- in strictly technical, scientific terms stemming from the "inner contradictions" of academic structuring and curriculum organisation inherent in the old PSA constitutional arrangements. However, another "myth", -- again part of the Simon Fraser "instant folk-lore" already referred to -- would assert that the current unfortunate malaise existing within the old PSA Department has stemmed solely from the troubled events of bygone years, and in particular from some sort of community "black-balling" of Simon Fraser's Faculty, graduate students, and undergraduates, flowing from various CAUT actions of an earlier era.

It seems time, now, to dispel this particular Simon Fraser myth -- the concept of "original sin", or "Paradise Lost". Not merely is the CAUT action largely unknown outside of Simon Fraser, but even those few persons who seem to have heard of it recognize the assorted elements of unfairness, capriciousness, and casual arbitrariness involved in any singling out of Simon Fraser for public pillorying when so many other richer, more ancient, and socially perhaps prestigious ("blue-stocking") Universities in Canada have been managing to get away with murder by comparison to any Simon Fraser past administrative actions. And these same persons, when questioned on the point, also recognize the manifest defects on the face of the official record of the original CAUT dealings with Simon Fraser -- grounds that, in themselves, if the matter had been pursued vigorously by Simon Fraser at the time, would certainly have led to a judicial quashing of the purported CAUT action vis-à-vis Simon Fraser, by way of certainari type proceedings in the regular law courts.

The truth of the matter is that any bad name and reputation, outside Simon Fraser, of the old PSA Department, with any incidental cruel consequences in the academic job market and in academic admissions to graduate and professional schools in other institutions for young Faculty, graduate students, and B.A. students within the old PSA Department - have stemmed essentially from two things.

First, the old PSA Department Faculty was composed of quarrelsome, mutually incompatible people who were temperamentally incapable of achieving even that minimum agreement on fundamentals necessary for making even ordinary house-keeping decisions within the old PSA Department; and who spent the major part of their time, and most of their intellectual energies in any case, in engaging in Byzantine-style palace politics and in constantly frustrating any attempts at introducing rational and orderly, continuing administration within the Department. The fact that the old PSA Department, in a little over 12 months, had no less than four different acting Chairmen, and that individual members of the Faculty cooperated in sabotaging attempts to obtain a permanent Chairman or to make senior appointments of quality by encouraging "poison-pen" letter-writing campaigns, simply highlighted this fundamental internal sickness.

Second, and in consequence no doubt of the resultant extraordinary diversion of Faculty intellectual energies away from the normal prime obligations of Faculty members of sustained scientific research and writing as an aid to teaching, the general impression seemed to exist, outside Simon Fraser, that generally the old PSA Department was an intellectually light-weight department, with students totally uninstructed in the empirical, problem-solving methods that are basic to modern Social Science investigation, and with too many of the courses given at a level of popular journalism and with ideological conformity to a party line as the best insurance for an "A" grade.

To recapitulate, the concept of the old PSA Department as a viable, inter-disciplinary Social Science department has been a continuing "myth". No inter-disciplinary courses of any consequence have been given within the Department! No joint inter-disciplinary scientific publication has emerged from the old PSA Department or its Faculty!

An autonomous Political Science and Government Department could bring a hitherto lacking, and much needed, emphasis on empirical, problem-solving methods. Such an autonomous department could also bring a new focus on the important techniques and methods of community decision-making in Canada and in the great contending political-economic systems that so largely shape and control the future of the World Community. Priorities in such a new, autonomous Political Science and Government Department would be the immediate recruitment of top specialists in Soviet, in Communist Chinese, in American, and in European government - hitherto totally neglected in the old PSA Department. Canadian Government, effectively relegated to second-class status in the old PSA Department with only a single qualified senior professor (himself a specialist in Western Canada) could expect to be materially strengthened by addition of at least two more professors - one a specialist in Canadian federalism and constitutionalism, and the other a specialist in Quebec and in French-Canadian nationalism. A newly autonomous Political Science and Government department would also expect to develop close liaison and cooperation with other Social Science departments - with Economics, with History, with Geography - leading to interdisciplinary courses and seminars given jointly by Faculty drawn from the Departments concerned; and we would expect this process to be extended to other departments - Psychology, Communications, Computer Science, for example - in particular problem-areas that are under examination at the present time. Finally, an autonomous Political Science and Government Department would mean an end to an anomalous and academically quite irregular condition existing under the old PSA régime: a situation where courses in the discipline of Political Science and Government were, by decision of the old PSA Faculty majority in which the small Political Science component was effectively outvoted, too often given by persons who were unqualified, in disciplinary terms, to give those courses in Political Science and Government.

As it now stands, the old PSA Department has been - in the phrase used in remarks to the Senate at its July meeting - "the squashed cabbage leaf" of Social Science departments in Canada. Yet, as with Eliza Doolittle, the stuff of potential greatness is there, nevertheless. Given a prompt and effective establishment of autonomy and independence for the erstwhile two warring wings of the old PSA Department, and an appropriate follow-up in terms of key substantive appointments at the senior level and in terms also of imaginative leadership, I predict that a new Political Science and Government Department at Simon Fraser University could, within a period as short as three to four years, become among the top three such Departments in Canada; and, within a period of no more than a decade, become among the dozen most interesting and innovatory Departments in North America. If there is a bad past in Social Sciences at Simon Fraser University, it is still a mercifully short

bad past; and since the Political Science component of the old PSA Department has been consistently starved for personnel in the past, there is really no dead wood to clear away, and the collective personality of a new Department of Political Science and Government can be decisively shaped by the key appointments to Faculty envisaged as an immediate follow-up to its establishment. I envisage, in this sense, a Department of Political Science and Government with a high degree of eclecticism in its recruitment policies; and with a conscious emphasis on communication of its ideas in oral and written form; and with a definite commitment to a scientifically-based, programmatic approach to social reform and fundamental community change.

These immediate comments relate, of course, to the proposed new Department of Political Science and Government; but they could equally be applied, mutatis mutandis, to a newly independent and autonomous Sociology-Anthropology Department, with which, in any case, the new Political Science and Government Department would expect to maintain not merely a Peaceful Co-existence, but also an active cooperation in selected inter-disciplinary teaching and research programmes, on the same basis as proposed now in relation to such Departments as Economics and Commerce, History, Geography, Psychology, Communications, and Computer Science.



(Edward McWhinney)
Professor.



THE UNIVERSITY OF SUSSEX

ARTS BUILDING FALMER BRIGHTON SUSSEX BN1 9QN

Telephone: Brighton (OBR3) 66755

SCHOOL OF SOCIAL STUDIES

July 19, 1969

To all members of faculty
at Simon Fraser University
From T.B. Bottomore

Several members of the Department of Political Science, Sociology and Anthropology at Simon Fraser University have asked me to comment on the present state of the Department and on recent events which have affected its situation in the University. I have hesitated previously to express my views in public, because I have been away from the campus since December 1967, but as a former head of the Department and a continuing part-time member of the SFU faculty I have not been indifferent to the evident deterioration in the academic standing of the Department; and at the present time, when its very existence seems to be in jeopardy, I think it proper to make my opinions known. The following comments upon two major aspects of the Department's affairs are based upon information derived from public documents (including the minutes of PSA Department meetings) and from my correspondence and discussions with faculty members and students at SFU and other Canadian universities.

I. General conditions in the Department.

It is plain that the atmosphere in which the work of the PSA Department is carried on has become very unpleasant, and for some people intolerable. The evidence for this is, in part, that a substantial number of faculty members -- among them Dr. Bettison, Dr. Carlson, Dr. Srivastava, Dr. Collinge, Mr. Hobler, Mr. Mulkay -- have either resigned, or separated themselves in some other way, from the Department. Other members are contemplating resignation; and I can speak with authority on this point, because they have asked me to write references for them in their quest for other posts.

There is further evidence of this unpleasant and frustrating atmosphere in the memorandum circulated recently by Dr. Adam, Dr. Barnett, Dr. Collinge and Mr. Wyllie, which raises this issue directly as one of the major problems in the Department.

The causes of this situation are doubtless complex, but it is clear from the information I have that one very important factor has been the obsession of some faculty members with political campaigning, their intolerance of the opinions of those colleagues who did not agree with them, and their disregard for intellectual standards.

II. Student representation.

Much has been made, by some faculty members, of student participation in the administration of the PSA Department. I have always favoured, and worked for, student representation on departmental, Faculty and University committees, but I do not consider that students should be represented equally with faculty on all committees. Some matters -- faculty appointments and promotions, the overall curriculum, admission of graduate students -- should be entirely, or very largely,

a faculty responsibility, although students should be consulted as widely as possible where their interests are directly concerned. There is no 'olitics' in this view; it simply recognizes the real differences between students and faculty in respect of their knowledge and experience, and the duration of their involvement in academic life. It is not, in any case, a permanent distinction (unlike those of caste or class), for some of our students will go on to become teachers and scholars, perhaps more knowledgeable and original than ourselves, while others will doubtless become wealthier, wiser, happier or more famous than we are. So much the better. Nor does this distinction imply an arbitrary inequality of status in actual teaching situations; my own experience, at SFU and elsewhere, has been that the relationship of teacher and taught need not in any way inhibit mutual criticism and enlightenment, nor prevent the growth of a sense of partnership in intellectual discovery.

The purpose of a University is to maintain the conditions for free intellectual inquiry and to promote critical thought. It is not to advocate radicalism or any other political doctrine. I have long been a radical and a socialist, but when the PSA Department was founded it was not at all my intention that it should develop some collective political orthodoxy or become obsessed with political issues. On the contrary I hoped that there would be a great diversity of views, not only on politics but on the theories and methods of the social sciences quite apart from their immediate political significance; and that from this diversity there would emerge genuine controversy and criticism, stimulating teaching, and the incentive to undertake original research. During the first two years something of this kind was achieved, however inadequately; the Department was exciting and controversial, but good-tempered and a friendly place in which to work. Obviously, this has changed, and many students and faculty now feel ill at ease and unable to express their ideas freely for fear of being condemned as 'reactionaries'. At the same time, the Department has been brought to the verge of destruction by the fanaticism of some members and the foolishness of others. If it is to survive and to accomplish anything worthwhile it must clearly be reformed, and the proposals by Adam, Barnett, Collinge and Wyllie offer a useful starting point. The most immediate needs are to re-establish genuine intellectual freedom and diversity in the Department, to restore a concern with intellectual achievement rather than political activism, and to create a workable system of administration. I have no doubt that this will require much time and effort, but the long and painful process of rehabilitation is still preferable to extinction.

T.B. Sullivan

Note: Professor Bottomore has released the above for publication. It is a statement that I hope will be useful to those conducting the "PSA Review" so widely advertized.

D.H. Sullivan

A P P E N D I X F

SUBMISSIONS WHICH COMMENT ON
INTERDISCIPLINARY PROGRAMS IN THE SOCIAL SCIENCES
AND/OR THE PROPOSED DIVISION OF THE DEPARTMENT

SIMON FRASER UNIVERSITY

MEMORANDUM

To	J. Whitworth	From	S. Mackay
			Graduate Student
Subject		Date	October 12, 1973

For your information I would like to convey this summary of a meeting of PSA graduate students held yesterday afternoon. Although this is my own assessment of the meeting, I have no doubt that it would be confirmed by talking to others who were there.

Of the 21 PSA graduate students technically registered on campus this semester, 10 were at the meeting. The consensus of the meeting (at least 8 of those present) was that the graduate students would support the splitting of the department. This support, however, would carry with it a memorandum of graduate student interests and goals, principally relating to the necessity of having the new departments assume a recognizable intellectual orientation. It was generally felt that the present state of the department is intolerable and cannot be allowed to continue.

Another meeting has been set for next Thursday, October 18, to draft this memorandum and formally vote on it. The memorandum will then be passed on to the A.P.C. sub-committee.

Stuart Mackay

SIMON FRASER UNIVERSITY

Paper #12

APPENDIX F.

MEMORANDUM

Professor I. Mugridge Vice-President Academic Subject Senate Sub-Committee on P.S.A. Department	From Professor Edward McWhinney P.S.A. Department Date October 3rd, 1973.
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Dear Professor Mugridge:

At the time of my appearance before your Senate Sub-Committee on Thursday September 27th, I promised to send to you as an addendum to the written submission and also the oral testimony that I had given to your Sub-Committee, copy of the extended interview with me several months ago by the editor of The Peak, the interview being published in condensed form in the issue of The Peak of August 1st, 1973.

While, in its editing for publication, the interview necessarily loses some of the nuances of particular points, it is, on the whole, a very clear presentation of my basic thinking on the future of SFU and on the case for introducing, for the first time, in the particular context of SFU, a rigorously empirical, problem-oriented approach to the Social Sciences.

I believe that, in this respect, the interview conveys many of the ideas expressed in my written memorandum, but in a even more direct form than usual.

I have pleasure, therefore, in enclosing copy of the interview in The Peak, for the information for members of your Sub-Committee.

Sincerely yours,

Edward McWhinney

Edward McWhinney,
(Professor of Law).

(Dictated by Dr. E. McWhinney and signed in his absence)

McWhinney explains

Edward McWhinney not only has a "Dr." in front of his name like any old run-of-the-mill PhD, he has a "Q.C." (Queen's Council) after it as well. And under that decorated name, if you consult your summer PSA course outline booklet, you'll find a list of credentials that'll mess your simple mind and destroy your humble aspirations.

Dr. Edward McWhinney, Q.C., graduated from Yale and taught there for a number of years before moving on to U. of T., McGill, Indiana, the University of Heidelberg, the Max Planck Institute, "as well as other leading European institutions."

He has served the Canadian government as a Royal Commissioner and the U.N. as a legal consultant. He's written a bevy of books in a score of languages and in 1967 was elected Associate of the Institut de Droit International, "the highest world scientific legal academy". And so forth.

Dr. Edward McWhinney, Q.C., has, in other words, arrived. He's a brilliant star in a sparkling sky. People turn their telescopes toward him and gaze intently.

The man himself is always impeccably dressed, clean washed, and smooth shaven. When he laughs, he contorts his face and gasps frightfully. He's very pleasant - he even lent \$5.00 once which he hasn't seen back.

In class (PSA 244) he tells tedious anecdotes. He revels in his knowledge, in his urbanity, in his myriad eminent acquaintances here and abroad. He's utterly secure in his world; he bears himself regally; his voice is English aristocrat.

About two weeks ago I took a tape recorder to McWhinney's office and asked him a few questions. After the usual juggling, cutting, and cheating this remained:

Rotering: Let's talk about the PSA split and your ideas for the proposed new department of political science.

McWhinney: First of all, I'm reasonably pragmatic on constitutional forms and institutions. The split is one option for the university, and among the options, the most

immediately viable one. Long range, I'd rather have seen a division of the social sciences as a half of the arts faculty or a separate faculty with component parts like political science, sociology, etc., but obviously that would require several years of structuring.

What had worried me a bit about PSA is the myth or mystique built around a relatively casually chosen institutional form that may have been the basis for certain purposes, but clearly *isn't* and *hasn't* been performing them, and on the whole, *isn't* even serving conventional purposes usefully.

Rotering: What do you think about the worth of the initial ideal that PSA was supposed to incorporate?

McWhinney: My first reaction would be - too narrow. I'm influenced by the economic input into social decision-making and I don't think you can run an interdisciplinary social science department without the economists.

Rotering: But I can't see what the problem would be with that if the PSA DEPARTMENT CONCENTRATED ON A TRULY RADICAL SOCIAL SCIENCE. It would see the need for economic input, and it could get it.

McWhinney: It hasn't. This is one of the odd things...

Rotering: Well, it hasn't, but we're talking about possibilities, not history.

McWhinney: Well, I don't think it's a feasible possibility with the sort of people you're dealing with. To put political science and sociology together has meant a de-emphasis of decision-making, and I suppose this is normal - the sociology component tends to dominate.

The sociologists I see here don't, in economic terms, have the minimum basis for a bridge to an economics department. Political scientists can (make a bridge to economics), historians can...

Bottomore's idea (i.e. the original conception of the PSA department) showed that he was fascinated by the interrelations between the two disciplines, but it's a pretty narrow, circumscribed view of society and the social processes. This is not to say that it's not intellectually valuable in itself if its properly done but it is not a substitute for a com-

comprehensive social science approach.

Roterig: But it seems that if you split things up you lose this ideal that PSA incorporated initially. You try to be more respectable academically, and perhaps you have even become more profound intellectually, and yet this initial emotional gut ideal, which really can't be enforced academically, tends to dissipate.

McWhinney: But there's not a monopoly on gut emotional ideas. If you look at the contemporary law school, for example... the concept of the store-front lawyer is really great and emotionally very exciting. I've got a friend in Australia, he's a dean of a faculty there, and he started the store-front lawyers, and they took up the issue of aboriginal rights. His students have taken this up. It's very exciting.

There isn't just one outlet for enthusiasm. It seems to me in some ways the outlet of what you call the radicalized social science, if it's limited to just the sociology component, is a pretty small part of the general social picture. And this worries me a bit - that the enthusiasm is going to be compartmentalized into one very small part of the general community of social processes. It's not enough, and particularly since it doesn't seem to produce any input in terms of community decision-making. Students can make decisions and contribute to the making of decisions.

I worry about an idea floating around in the air. I mean, the world is full of people with ideas. We're not short of ideas, we're short of people who know how to apply them, who know how to quantify the costs, and who know how to make trade-offs.

Students can make a big impact into decision-making. The whole area of municipal government has no sophisticated input from the organized community groups, but it's an ideal sort of thing - send students into city hall... we could do it.

Roterig: What you're talking about is obviously necessary, and as I've said to you, I've been influenced by your emphasis on knowing what is happening in fact and getting away from the "children's crusade" (McWhinney's term for radical protest) and that sort of enthusiasm. But it seems to me that if you focus on that, you very quickly let a radical perspective fall by the wayside in favor of technique. And that's what frightens me I think...

McWhinney: But technique is radical...

Roterig: Well, we've had a lot of competent technique leading us to where we are now, and the question is, will more competent technique lead us away from it?

McWhinney: There seems to be a school of thought that views this radicalism as a closed body of knowledge, the limits of which were set in some finite way. In my own view, radicalism is basically methodology; revolution is change - social change.

Roterig: Yeah, but you've got to understand... radically... to the root... what this society's based on.

McWhinney: You've got to see the problem first of all...

Roterig: I disagree... you can't study a problem with a blank mind.

McWhinney: One of the problems in all this is that we *did* start off solving problems with preconceived ideas, sets of values. This was the biggest problem in getting a detente, in getting a civilized approach to not making war. You used to go to a conference with the

Russians and listen to a terrible speech on the evils of capitalism, and you'd make a terrible speech on reactionary communism and rolling it back - that was John Foster Dulles. He had his set of values, but he really wasn't very helpful.

We didn't make a breakthrough in that problem until we started divorcing ourselves from the preconceived ideas and studied the facts. We got an agreement on nuclear test bans with the Russians when we said, look, you're communists and we're capitalists, but the problem is that there's fallout, its affecting milk, its being ingested by human beings, and so on, and can't we discuss it. And we did. And I apply this to lots of problems... When you begin with the facts it seems to me that you can liberate yourself from a hell of a lot of prejudices.

(Later in our talk:) Revolution really is a qualitative thing, it seems to me, rather than an absolute one. Revolution is simply a degree or pace of social change that at a certain point becomes recognizable as representing a sharp break with what's gone before. People lived through the Industrial Revolution without being aware that it was occurring. It didn't just occur in one blow - it was a process of about fifty years in Britain.

I suppose that in the end my conception (of criteria for action and social change) is an aesthetic one rather than an ideological one.

Rotering: What do you mean by an esthetic conception?

McWhinney: A concept, I suppose, of beauty. Or in the Benthamite sense of maximizing pleasure and minimizing pain, and nuclear tests don't make sense . . . if on the balance you're infecting milk and kids are ingesting it and their teeth are falling out or cancer's occurring.

I find that in a period of ideological division it (esthetics) is frankly the most persuasive conception of all to get across. One can talk this way to a Russian and he has a similar reaction. In the end, you see, I'm not sure that values can be demonstrated. They are a matter of faith, and it seems to me that there's an easier agreement if the approach is esthetic because in the end a sense of beauty, a sense of music, a sense of those things, are more common to different civilizations than values themselves.

Rotering: (later in our talk) You know, sometimes I get the impression, listening to you, that your own existence works against you in some ways. The other day we were walking along and I asked you how you got the time for all the things you're doing, and you said, "Well, it's one's life", and that struck me. For a lot of people it's dangerous that something is their "life" because while you can put a great deal of energy into it, it's very difficult to change your perceptions because your life is indeed tied in very deeply with what you're doing.

McWhinney: If you only handle one problem, if your life is a sort of uni-vision, well . . . (McWhinney then talked about his involvement in the Gendron Report on the French language in Quebec and his work on international terrorism.)

I agree with you on the danger of a monolithic approach . . . but I try to keep involved in rather different problems.

Rotering: Let's talk specifically about SFU for a few minutes. Let's say the PSA split goes through and you set policy for political science, which could very well be . . .

McWhinney: Well, if I stay around, there will be substantial input into it, I can assure you. I'm not concerned with who's directing the thing; I'd rather, frankly, that somebody else did that, but I'd certainly bring the ideas forward and I'd expect them to be examined rationally.

Rotering: Who would be the people, and the sorts of people, that you'd try to bring into the

department?

McWhinney: I want somebody in Chinese government. I have two men in mind. One is a top academic specialist . . . he has the personal confidence of Chou-En-lai. He's eminently respectable. He's at a place where he's not happy because they think he's too close to the Communist Chinese line - that's a stupid institution in that case. You appoint people of quality and frankly the ideology isn't very important.

The second man has been more in the public field, but he was on Mao's famous long march - he was actually a journalist covering it.

Rotering: How about William Buckley? You mentioned him once. Were you serious?

McWhinney: Well, Buckley of course won't leave New York, but I'd love to get an articulate, intelligent conservative who can work with people, as Buckley can. He's a gadfly; they're so rare. I suppose there's really only one articulate, witty conservative in the whole United States, and that's Buckley. That's the sort of personality that I'd love to have.

I've got two prominent Canadian political types in mind who'd be assets here. They're very uncomfortable in their present jobs.

They've had difficulty with the Establishment because they're mavericks. One of them I don't think is possible unfortunately - I think the interests are too much East. But the other one's a distinct possibility. If we had gotten this thing through the other night (i.e., if Senate had approved Brian Wilson's motion to split the PSA department at the July 9 meeting) I would have pressed the administration to make an offer the next day. The person is available and could be for another two months, but after that I'm afraid may make other decisions

SIMON FRASER UNIVERSITY

APPENDIX F.

MEMORANDUM

W. A. S. Smith,
Dean of Arts.

Subject... P. S. A. Split

From... Roy L. Carlson, Chairman

Archaeology Department.

October 2, 1973.

Date...

At this university at the present time Anthropology supports several other disciplines in several departments, but does not exist as a separate unified discipline in any department. Anthropology supports political science and sociology in the P. S. A. Department, and it supports Archaeology in the Archaeology department. In the former case the emphasis is on social anthropology, and in the latter on physical anthropology.

If the P. S. A. department splits up, there are several decisions with respect to anthropology that will need to be made.

1. Is a full anthropology curriculum going to be offered?
If such is to be the case, it is undesirable that more than one department offer such a curriculum. The question is which department? The department with the greatest existing faculty resource base in anthropology would logically seem to be the one to develop the field fully.
2. Is anthropology going to remain as a supporting sub-discipline in several departments? If such is the case, then the new department emerging from the old P.S.A. should be specified as the Department of Sociology, and the Anthropological part of its curriculum be specified as social anthropology. In the same way, the new Department of Political Science could well specify the anthropological part of its curriculum as political anthropology. We already specify ours as physical anthropology and ethnology.

/sh

c.c. Archaeology faculty.



SIMON FRASER UNIVERSITY

MEMORANDUM

Professor Ian Mugridge
Secretary, Academic Planning
Committee
Subject: The proposed PSA split.

From: A.H. Somjee,
P.S.A. Department,
Date: September 26, 1973.

This is with reference to your memorandum dated July 20, 1973, inviting the PSA faculty to express their views on the underlying causes of what you describe as the "tensions" within the department. In my judgment such "tensions" have arisen as a result of the failure on the part of the PSA faculty to recognize the imperatives of a delicately designed interdisciplinary programme, on the one hand, and the abuse of a vast range of academic freedoms, institutionalized in the programme itself for the purposes of experimentation and refinement, on the other. The net result of this has been that what goes down in the name of the PSA department today is a total perversion of its original academic design and a mockery of what its founding fathers had in mind.

As the lone surviving senior charter faculty of the PSA department, who was deeply involved in preparing and launching the interdisciplinary academic programme, and as one who has watched the abuse and unworkability of such a programme with a great deal of anguish, I can express my views with rare insight and some degree of authority. The causes of "tensions" in the PSA are many: here, however, I shall confine myself to those which have arisen as a result of the continuous subversion of its academic and basic interdisciplinary concerns. I shall express these views under the following:

- i) The tentative concept of an interdisciplinary department and the mechanisms developed in order to refine it and to translate it into a viable academic programme.
- ii) Its subsequent abuse and unworkability.
- iii) The failure of the interdisciplinary experiment and the need to return back to the jurisdictions and standards of the universally developed separate disciplines.
- iv) Safeguards and rethinking on interdisciplinary approaches in other institutions of the world.
- v) The continuing scope for specific interdisciplinary and codisciplinary courses and seminars.
- vi) The urgent need to restructure the PSA department.

i) The PSA: A Tentative Interdisciplinary Concept.

One of the major achievements of the PSA department towards an interdisciplinary programme, and possibly the only one, was what popularly came to be known as the "Bottomore calendar". Professor Bottomore was largely responsible for developing the major academic framework for it, and Professor Bettison and I, along with others, for crystallizing its detailed course entries. All three of us, coming from the three disciplines which comprised the PSA, were essentially interdisciplinary in our approaches: Bottomore, a Marxist sociologist of the finest European tradition believed in emphasizing the political problems involved in sociological analysis; Bettison, an anthropologist made excursions into the field of community politics in his research, and I, a political scientist, used an anthropological approach towards the understanding of democratic process in the developing countries.

I had the rare privilege of discussing the goal and the main drift of the academic programme of the department in various meetings with Bottomore in London in early 1965, before the SFU was formally inaugurated. Right from the very start, we were clear in our minds that the programme was very much on the anvil and that it would take a few years before it took a definite shape. It was our hope in 1965 that faculty with strong interdisciplinary interest or potential would soon join us and get down to the exciting task of shaping a viable academic programme out of what we had tentatively drawn. The founding fathers of the PSA programme were not without their own hopes and fears. In a number of discussions between Bottomore, Bettison and myself on the development and the future of the PSA programme, there was an undercurrent of anxiety as to the final shape such programme would take. But in the optimistic days of 1965-66 and the euphoria generated by the founding of a new university we chose not to pay much attention to it.

By way of an initial integrative strategy, in order to bring the three disciplines together, we decided to put an emphasis on theory and regional studies. We had hoped that in our theory courses we would progressively assimilate the perspectives, concepts, and interest areas of the three disciplines. And in our regional courses we would rigorously test, by means of analysis as well as empirical investigation, whatever we cross-fertilized at the level of courses devoted to theory. Over and above these we also believed that our study of society and politics should be guided by an overall concern for the removal of social evils. That as social scientists we should play the role of highly informed critics of society and influence public policy by means of our ideas and rigorously conducted social research.

In order to ensure that the tentative interdisciplinary scheme of courses crystallized into a sound academically integrated programme, there were several meetings of the seven charter faculty in Bottomore's office. Later on there were regular discussions on the curriculum and other related matters once every two weeks. In the Summer 1966, Dr. Tony Gidens, now at the University of Cambridge came to the PSA as a visiting professor. Bottomore persuaded him to write a report evaluating our interdisciplinary performance and also make suggestions for its improvement. In the eight-year history of the PSA department that was the only serious academic evaluation of our programme.

Being fully aware of the tentative nature of the PSA programme, Bottomore also insisted on setting up mechanisms which would involve the entire faculty, specialized in different disciplines, in discussions on courses and examinations. Thus, for instance, every course outline and its reading list, before it was finalized for announcement to the students, was thoroughly discussed by the entire faculty. In certain cases, when the courses were being offered and faculty departures from curriculum reported, Bottomore insisted on discussing them in the faculty meetings. Similarly question papers for semester examinations were discussed by the entire PSA faculty and in actual evaluation of examination papers invariably more than a faculty was involved. The same was true of the honors essays written for the readings courses.

ii) Subsequent Abuse and Unworkability of the PSA Programme:

With the departure of Bottomore and Bettison not only was the experimental character of the PSA academic programme lost sight of, but all the mechanism which were laboriously built, to refine it and to develop it, were also dissolved. The group which got into power started treating the PSA department as a place where the students would be indoctrinated into infantile revolutionism and campus activism. Such a crowd was most intolerant of any different approach to social change least of all to any academic criticism of what it had converted the PSA programme into. In fact, most of its critics were systematically hounded out of the department.

Incensed by the doctrinal approach and the witch hunting of the dissidents, Bottomore on July 19, 1969, expressed his views on the Briemberg regime as follows:

"The purpose of a University is to maintain the conditions for free intellectual inquiry and to promote critical thought. It is not to advocate radicalism or any other political doctrine. I have long been a radical and a socialist, but when the PSA nepartment was founded it was not at all my intention that it should develop some collective political orthodoxy or become obsessed with political issues. On the contrary I hoped that there would be a great diversity of views, not only on politics but on the theories and methods of the social sciences quite apart from their immediate political significance; and that from this diversity there would emerge genuine controversy and criticism, stimulating teaching, and the incentive to undertake original research. During the first two years something of this kind was achieved, however inadequately; the Department was exciting and controversial, but good-tempered and a friendly place in which to work. Obviously, this has changed, and many students and faculty now feel ill at ease and unable to express their ideas freely for fear of being condemned as 'reactionaries'. At the same time, the Department has been brought to the verge of destruction by the fanaticism of some members and the foolishness of others."

Earlier within the department itself, four faculty (Adam, Barnett, Collinge, and Wyllie) came out with a passionate plea to stop the ostracism and persecution of those faculty who did not subscribe to the ideology of the ruling group. They expressed their views as follows:

(2). "The PSA Department is in danger of disintegrating intellectually and institutionally inspite of the outwardly professed unity. Several faculty members are leaving the Department (or have already left) while others feel concerne about the various aspects of present Departmental practice." "PSA Department should not seek ideological unity but rather aim at critical assessment of all doctrines, world views and political attitudes on the basis of arguments and underlying question: knowledge for what?"
(June 18, 1969)

In my opinion the PSA department did not recover from t harm done by the post-Bettison-regimes. What it destroyed was th unwritten code of the do's and dont's for the profession which wa so very necessary for the survival of an experimental programme s as the PSA.

After the strike by the eight faculty the situation, in so far as the need to constantly evaluate the interdisciplinary programme and its mechanisms, did not improve. The surviving faculty and those who were subsequently recruited never quite got down to the task of seriously discussing the implications of an interdisciplinary programme and what it expected of a faculty. Few calendar entries were proposed from time to time without much discussion. Sometimes a dissenting note on course entry was savagely suppressed by means of a majority vote, something that is unheard of in a community of scholars. On one occasion a visiting instructor in political science with the blessing of the then ruling majority was allowed to get a course entry into the calendar but the same was denied to a full professor of sociology and a star faculty. What the latter wanted was a course which is taught in sociology all over the world. Fearing scandals, weeks later, the ruling majority acceded to the request of the star faculty.

The bulk of the PSA faculty today tends to treat its academic programme as a finished product. Time and time again, it is adjudged to be a "good" programme because it allows everyone to do his own thing. The curriculum committee of the department, had adopted a policy, for the last several years to let everyone teach what he wanted to teach provided his teaching load formally measured up to eight contact hours with the students. What was actually taught by the faculty became a matter of his "academic freedom" and therefore beyond the power of review by either his peers or specific committees.

Under the circumstances a number of faculty did not take the calendar b l u r b seriously and gave lectures on what was remotely connected with the PSA programme. Such a departure was often justified in the name of the "interdisciplinary" approach of the faculty concerned.

The extraordinary emphasis on ideology in the PSA department has weaned away a lot of students from courses which deal with theoretical controversies and methodological problems. Despite being the students of the three major social science disciplines, and despite doing theoretical courses in them, the students of the PSA are shockingly ill-informed both in the theoretical controversies and methodological problems. The current PSA emphasis on ideology has greatly weakened the empirical approach to social knowledge. The great thinkers of the social sciences such as Marx, Weber, Durkheim etc., rigorously substantiated their own theoretical assertions with the help of tremendous historical scholarship and empirical data. In the PSA, on the other hand, the historical as well as empirical approach are not considered to be respectable. In fact very few graduates of the PSA know what these two approaches are all about.

Along with the PSA's emphasis on theory, the historical as well as empirical approach would have played a vital role in integrating some of the perspectives and concepts of the three disciplines. But then we never paid much attention to what all was called for by our own interdisciplinary programme.

Since the departure of Bottomore and Bettison, the PSA also ceased to be a graduate department. Since 1967 no graduate seminars were offered and whatever little graduate supervision existed was inadequate and plainly sub-standard. Lately, attempts have been made to revive our graduate programme and to offer seminars on a regular basis. There again there are no discussions on the quality or the course content of the seminars offered. While the seminars given within the disciplines are likely to be adequate, those with interdisciplinary claims would remain highly controversial in their academic content.

Over the years and through a series of crises in the PSA department not only are the academic imperatives of an interdisciplinary programme have been lost sight of, but in the recruitment of the new faculty we no longer ask the basic question whether the prospective faculty has interdisciplinary interest or potential.

Out of the fourteen faculty listed in the PSA calendar not more than three, in my judgment, are interdisciplinary in terms of recognized international academic standards. There are a few others but their interdisciplinary interests fall outside the academic programme of the PSA. The near-unanimous support given by the PSA faculty for a proposal for splitting the department, on the lines of the disciplines, clearly indicates the faculty's judgment of the unworkability of its interdisciplinary programme and a desire to work in departments constituted on the lines of the disciplines. There is a strong awareness on the part of the PSA faculty that from an initial interdisciplinary design and ambition the department, over the years, has slipped into a codisciplinary situation covering neither the basic areas of the three disciplines nor doing anything interdisciplinary that is academically worthwhile.

iii) The need to return back to the jurisdictions and standards of the universally recognized disciplines:

The PSA department being a codisciplinary structure, a number of faculty in it do not consider the need to conform either to the scholarly standards of the three disciplines or to keep themselves well posted with the scholarly developments in the three disciplines. While a good many courses in the PSA deal with the ideas of Marx, Lenin, Mao and the revolutionary movements in the third world (sometimes half the number of PSA courses in a semester, directly or indirectly, concentrate on them), after Bottomore's departure no one has published a single paper on these in scientific journals or their extended works in books.

At the end of the year there are publications listed by such faculty but the academic merit of such publications rarely conform to the ever advancing standards of the disciplines.

Take the example of Marxism. It is now both a highly essential and respectable theme in the social sciences. It is extensively studied in practically all the social science departments of the world. On both the sides of the Atlantic, including eastern Europe, vast amount of literature is produced on Marxism every year. With the exception of one or two faculty there is a pathetic lack of familiarity with the literature on Marxism on the part of the bulk of the faculty professing to be marxist or teaching courses on marxism and the related areas. Whatever is dished out to the students by such faculty is superficial, uncritical, and, at times, deliberately proselytizing.

A number of faculty, having divested themselves of the standards of their disciplines, and also not having evolved standards of rigorous analysis worthy of an interdisciplinary department, do not like to discuss either their course content or research with their peers. They are more comfortable with their captive audience, namely, the students.

The PSA department as it exists, in the absence of the need to measure up to the standards of any specific discipline, has become, in the case of a number of faculty, a factor in the steady erosion of the critical outlook which they may have had before joining it.

iv) Safeguards and Second Thoughts on Interdisciplinary Approaches Elsewhere:

All over the world the basic disciplines are taught by the specific departments. On top of that, wherever there are interdisciplinary interests, special institutes or programmes are launched where scholars with such interests are brought together for specific purposes. Such institutes or programmes do not pre-empt the departments based on specific disciplines. They, on the other hand, sequentially follow the specific drift of research and academic interests of the departments. Thus, for instance, the universities of Harvard, Chicago, Oxford and London have a number of interdisciplinary institutes, research programmes and seminars, which bring scholars from across various disciplinary departments. But such interdisciplinary collaborations, barring some nuclear interdisciplinary appointments, are over and above the departments based on specific disciplines.

Moreover, the enthusiasm for the interdisciplinary undertakings, very much in evidence a decade ago, is on the wane in a number of places. One of the topmost interdisciplinary scholars in the world, namely, Professor Gunnar Myrdal, said in a seminar at Oxford, on May 18, 1973, that interdisciplinary projects do not always work in the field of the social sciences. That they tend to duplicate perspectives on the problem in question rather than integrate them. You then move from a puzzle to many more puzzles. His advice, therefore, was when confronted with a problem which falls outside the traditional boundaries of one's discipline, it would be better to read the necessary literature and equip oneself with whatever was needed outside one's discipline. More specifically his suggestion to the students of economic development in the third world was to master anthropological material available on the area of their interest.

A similar approach was emphasized by Dr. Richard Jolly, Director, Institute of Development Studies, University of Sussex. Speaking at Oxford in June 1973, he expressed the view that operationally interdisciplinary projects created far too many problems. Like Myrdal, he too came to the conclusion that such research projects brought to bear far too many unrelated perspectives on the problem and thereby created too many difficulties towards the understanding of it, let alone in generating policy proposals to resolve it.

The founding fathers of the PSA with all their utopian thinking, had gone a step further. Instead of research projects or graduate seminar themes based on interdisciplinary approach, they undertook to experiment with the entire undergraduate and graduate teaching programme of the three major disciplines. They had hoped that such a programme would be a great improvement upon the separate teaching of the three disciplines. That experiment has failed. For one thing, it was far too ambitious in scope. It should have been tried out first of all at the graduate level around highly specific themes. Even there, as the results of some other institutes show, it would have been an exciting and challenging exercise for a group of dedicated scholars engaged in it rather than one that would have been suitable for preparing students in various social sciences.

Even if the calibre, dedication, and intensity of faculty dialogue, as was available in 1965-67, had continued up to date, the PSA type interdisciplinary programme at the graduate level would have been a superhuman undertaking and an impossible undertaking at the undergraduate level. The conditions prevailing in the PSA department of today make its realization simply out of the question.

v) The Continuing Scope for specific Interdisciplinary and Codisciplinary courses and Seminars:

Lest my views contained in point (iii) should be misunderstood as my unqualified opposition to anything interdisciplinary, let me add the following:

My views on the state of the academic programme of the PSA are entirely based on a careful observation of the results of an interdisciplinary experiment. One of the basic reasons for the failure of the PSA experiment was that it aimed at too much: it sought to bring within one interdisciplinary framework the entire range of the three major disciplines for the undergraduate as well as graduate teaching and research. It is difficult to find anything as ambitious as this elsewhere.

In the event of a split of the PSA department on the lines of the disciplines what does not have to be given up, however, is the highly specific interdisciplinary courses and seminars, provided their own parameters can be well defined in advance. Faculty firmly rooted in their own disciplines and also conforming to the highest standards of those disciplines can join together for a highly specific academic purpose. If these specific courses and seminars are merely to be codisciplinary and not interdisciplinary, then the problem is much simpler. Even after the restructuring of the PSA department a codisciplinary set of courses such as the PSA can be given if there is a demand for it from the students and the two new departments agree. Moreover, such codisciplinary courses do not have to be confined to the present PSA disciplines but can also be extended to Economics, History, Psychology, Philosophy, Geography, etc., depending on the interests and career requirements of the students.

(vi) The Urgent Need to Restructure the PSA Department:

The strike, the censures by the professional bodies, and the perennial internal squabbles have so far concealed the true nature of the PSA crisis. It is essentially a crisis of its academic programme and the abuse by some faculty of its vast range of academic freedoms provided strictly for the purposes of experimentation.

The PSA earned a short-lived renown for its bold academic experiment and since the departure of Bottomore and Bettison it has continually gone downhill. No university has eagerly sought its products as some of the myth makers have suggested. Some of its products were admitted to the graduate schools in Cambridge, Oxford, London, Sussex and elsewhere because of the support for their applications from the founding fathers of the PSA who were internationally recognized long before they came to SFU. There are other instances of admissions to graduate schools but there again it was due to faculty support rather than the "fame" of the department.

What is at stake now is the growth of the two independent departments in vital areas of higher learning which can play their own effective part in preparing students for responsible job positions in society and also in influencing public policy by means of their scholarly research.

The PSA faculty which tried to put its academic programme into practice over the years has now made a near-unanimous decision in favour of the split. They are the people who were directly involved in working out the PSA interdisciplinary programme. Now they have pronounced its unworkability in no uncertain terms and have also furnished your committee with two proposed academic programmes, one for Political Science and another for Sociology and Anthropology. I very much hope that your committee as well as the Senate will give due consideration and weight to their academic credentials, experience of working out the old PSA programme, and careful recommendation for splitting the PSA department into two new departments.

A. H. Somjee

A-H. Somjee,
Professor of Political Science.

AHS/yn

SIMON FRASER UNIVERSITY

MEMORANDUM

APPENDIX F.

APC Sub-Committee
Paper #4

To: I. Muiridge,
Secretary,
Academic Planning Committee,

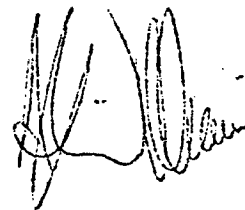
From: Tony Williams,
PSA Department.

Subject: "The A to Z of PSA"

Date: September 15, 1973.

Further to my memo of September 11, I now enclose the promised student brief on the topic of the proposal to divide the PSA Department. I would like to make two additional points in this connection:

- 1) The documentation which is enclosed with the brief is my personal property, and I would therefore be grateful if you would ensure that it is returned to me after the APC and any other interested parties have had an opportunity to read it.
- 2) I would like to suggest that the Sub-Committee of the APC have a verbal discussion with the signatories of the brief and any other interested students. There will undoubtedly be points in the brief which are unclear to the Committee; it would be regrettable if there were no opportunity to clear these up.



cc: Drs. D'Auria, (Chem)
DeVoretz, (Ec. & Comm).
Sterling, (Computing Sc.)
Smith, (Dean of Arts).

*Attachment - distributed Separately
(Handwritten signature)*

"THE A TO Z OF PSA"

A Brief to the PSA Sub-Committee of the Academic Planning Committee

Presented by: Cindy Kilgore
Maureen McPherson
Vivian Rossner
Terry Witt
Tony Williams

September 15, 1973

I INTRODUCTION

This brief argues that prior to 1969 the PSA Department was in the process of becoming an Interdisciplinary Department as defined below. Evidence will be presented in support of this view. We shall further argue that this tendency was halted by administrative actions which were unjustified in the context of the situation which then obtained, and that since 1969 the Department has in fact been operating in a multidisciplinary manner as defined below. We shall argue that it was the effects of the administrative actions which form the background for the development of the so-called "tensions", and we shall present a theory as to their present causes.

We shall argue that the original tendency of the PSA Department towards an interdisciplinary approach was academically justified, and is still justifiable, and we shall present evidence that the Department was and is academically successful.

Finally, this brief also argues that Senate is now faced with a clear choice between, on one side, allowing the Department to take up again the innovative and experimental programme which it was developing up to 1969, or, on the other hand, dividing the Department into two parts and thus institutionalizing the effects of the administrative actions of 1969 through the present time.

Our conclusion is that the demand for a separate Department of Political Science is spurious and based on factors which are not primarily academic in nature.

II DEFINITIONS

The words "interdisciplinary" and "multidisciplinary" have often been used to describe the PSA Department. We think it is important to define from the start what we understand these words to mean, and consequently what we shall mean by them when we use them in this brief.

According to the dictionary, there is very little difference between the two: the former involves a "joining" while the latter involves a "combining". For the purposes of the whole of the following discussion, we shall define the words as follows:

Interdisciplinary: a curriculum or program which is united or unified in its common interests; it does not necessarily exclude different perspectives on those interests, nor does it exclude different techniques for investigating them. Only the topic(s) of interest need be held in common.

Multidisciplinary: the administrative joining of two or more separately defined topics, interests or disciplines. This is a purely administrative term, without implications for course content.

A distinction should also be made between the curriculum or program as laid out in the SFU Calendar, and the actual content of the courses which are offered from time to time. We shall use the following definitions.

Curriculum: the program and content as defined by the Calendar.

Courses: what is actually taught under the authority of the Calendar; the real content of the curriculum.

III THE ORIGINAL PSA DEPARTMENT

The purpose of this section of the brief is to show that the original structure of the Department was that of a multidisciplinary form which tended to move towards an interdisciplinary form, that it was experimental in this respect, and that a majority of its participants were aware of and agreed with its tendencies.

There have been a number of assertions made (most recently by Dean Sullivan in the July meeting of Senate) that the PSA Department was a "failure". So far as we are aware, however, no tangible evidence has been offered to support this view. We now offer some evidence which suggests, that on the contrary, the experiment was proceeding satisfactorily until it was terminated for reasons unconnected with its interdisciplinary nature.

There is no disagreement about the intent of the Department's founder:

"The PSA Department was an unusual and deliberate combination of Political Science, Sociology and Anthropology. In its foundation...Bottomore hoped to create a critical social science department oriented to public policy with a particular interest in developing countries."

("Report" of the A.S.A., p. 7)

When Bottomore left SFU for a new position in England in 1967, the tendencies he had set in motion continued. They probably led in late 1968 to the separation of the two archaeology professors. The demand for an "administrative separation" of Archaeology in turn brought about a detailed evaluation of the whole philosophy and direction of the PSA Department. A reading of the resulting internal discussion papers indicates that a majority of the faculty were not only aware of the direction in which their Department was moving, but also that they favoured the tendency and viewed it as being relatively successful. It is important to note that these internal papers were written a full year before the termination of the experiment in the Fall of 1969; the earliest paper we have found in fact goes back as far as October, 1966.

A member of the Curriculum Committee wrote in 1968:

"There seems to be a general acceptance of the...briefs on the overall orientation of the Department as concentrating interest in and analysis of the processes involved in (a) industrial societies, (b) non-industrial societies, (c) the comparative and theoretical interrelation of industrial and non-industrial societies."

(Knight, p. 1, emphasis in the original)

The Curriculum Committee itself wrote:

"We take certain positions as firm: 1) That the Department shall be an interdisciplinary department of social science; 2) That on a basis of theory, philosophy and methodology it shall build complimentary interests in industrial and non-industrial contexts..."

(Curriculum Committee, p. 1)

According to the then-Chairman of the Department, another pressure to elaborate a departmental philosophy arose at the same time because the then acting President "...expects all Departments to be able to demonstrate the coherence and 'growth pattern' of their programme." (Briemberg, "Curriculum", p. 1). He went on to summarize the history and present position of the Department:

"The original idea of the PSA Department was to concentrate upon those aspects of the 'traditional disciplines'...which were closely related. The very success of the Department has had in this endeavour now allows for and necessitates a restatement of perspective and goals. This restatement is possible only because creating an Interdisciplinary Department..."

- The essential unifying concern of the Department is to evaluate and elaborate empirically based theories that explain the patterns of social organization and the evolution of diverse societies over extended time periods...

The essential unity of concern...is enriched by the recognition and maintenance of two areas of diversity...in the techniques of enquiry.../and/ in the geographical regions which faculty have studied most intensely..."

(ibid., p. 1. Emphasis in the original)

We repeat, this was written in October, 1968. We are not aware of any objections being voiced at that time, except for the two archaeologists who were demanding a separation. This demand was generally opposed by a majority of faculty in the Department, as the memos from Potter and Briemberg indicate. Nevertheless, the archaeologists obtained an "administrative separation" from the PSA Department. Within a couple of years the separation had evolved into a new Department of Archaeology.

We think an impartial reading of the 14 documents we have presented on the topic of the interdisciplinary nature of the original Department will substantiate the claim that the experiment was proceeding consciously and successfully.

IV ADMINISTRATIVE ACTION

The purpose of this section is to show that the experimentation being conducted by the PSA Department was halted by administrative action. We are familiar with the numerous statements which have been made both for and against the action of the administration in suspending and dismissing members of the Department. The question in the immediate context is not whether this action was justified, but whether it had an effect on the academic development of the Department. We believe that the suspension of a majority of the faculty teaching in a given semester, followed by the dismissal of them and the non-renewal of a number of their recognized supporters would undeniably affect the academic development of any department.

In addition, the manner in which the administrative actions were taken led, over a period of one or two years, to further effects which probably prevented the speedy rebuilding of the PSA Department along any lines, and especially along the original lines. We do not suggest that this was intentional; we merely note that it was one of the more obvious effects. We further suggest that it is within the context of the administrative actions of 1969 through the present time that the development of the so-called "tensions" must be viewed. In the following section we shall attempt to develop a theory to account for the apparent importance of these "tensions". Before doing so however, we think it necessary to review the administrative actions of 1969 and after, because we believe that these actions account in large measure for the inability of the remaining faculty members to rebuild "their" Department.

The events of 1969-1971 are often referred to as being "well known." We agree with Dean Sullivan that in fact it is the mythologies of these

events which are well known, and that this criticism applies to all sides of the original dispute. Yet these events led indirectly to the second CAUT censure of the SFU President and Board of Governors, an event which in itself requires explanation. In an attempt to de-mythologize the whole situation, we list a number of reports to which we believe credence should be given on the basis of their probable impartiality:

- 1) American Anthropological Association, Ad Hoc Committee (enclosed)
- 2) American Sociological Association, Committee on Freedom in Research (enclosed)
- 3) Johnston Committee Report (reprinted in the CAUT Bulletin, Autumn, 1971)
- 4) Palmer Committee Report (reproduced as an Appendix to Item 1, above)
- 5) Rosenbluth Committee Report (reproduced as "No Cause For Dismissal" enclosed)
- 6) CAUT Bulletins, (Autumn 1970, Winter 1970, Autumn 1971, Winter 1971, Winter 1972)

As an indirect result of the events dealt with in the documents cited above, the CAUT censured the President and Board of Governors of SFU. (See CAUT Bulletin, Winter 1972). This censure is still in effect. We believe it is clearly in line with the substance of the above reports, and that the present censure and the events of 1969 to the present are closely connected.*

* The CAUT Motion cites three contributing reasons for the Censure: abrogation by the President and Board of previously-agreed dismissal procedures; dismissal of three professors without hearings / actually without replacement hearings for the Palmer Committee/; and destruction of tenure and the protection of academic freedom at SFU. (CAUT Bulletin, Winter 1972, p. 63)

Proper "rebuilding" of the PSA Department is probably predicated upon the removal of the CAUT Censure from the SFU Administration. This is not a question which Senate can deal with directly, since it involves mainly the Administration, the Faculty Association, and the CAUT. However, we suspect that it is not only the PSA Department which is suffering from the effects of the Censure; we understand that other Departments now find it more difficult to hire and retain faculty. Thus we suggest that rejection of the proposal to split the PSA Department would represent an important first step in the processes which SFU must go through if it wishes to return to the academic fold. (See Section VI below).

We suggest that the events which culminated in the censure had an important effect in preventing the PSA Department from being rebuilt. We also believe that the concurrent condemnation of the President, Board, and in some cases the remaining members of the Department by the relevant professional associations multiplied the effect of the censure. (See the Circular from the President of the C.S.A.A., September 3, 1970, enclosed).

Obviously many people will find our perspective unacceptable, yet in our view the evidence speaks for itself. To those who disagree with the picture presented above, we ask: "Where are the reports of impartial investigations which contradict our presentation?"

V THE "TENSIONS"

In this section we shall present a theory to account for the apparent importance of the "tensions" within the Department. Since we have nothing but random and fragmentary first-hand knowledge of their actual existence, we should state at the outset that this section is based on the assumption that the statements by the Vice-President and others affirming the existence of "personality schisms" (Peak, June 6, 1973, p.5) can be accepted at face value. We would also question the overriding significance which seems to be attached to these "tensions" by those reporting their existence. According to the Report of the A.S.A., "tensions" were developing within the Department during late 1967 between "some of the senior faculty" and "more radical younger faculty." (p.7) These particular "tensions" may possibly have contributed to the separation of Archaeology in the following year, but it seems likely that subsequent administrative actions would have effectively removed any basis for tension between "senior faculty" and "radical younger faculty". In any case, such a dichotomy is obviously an unsatisfactory basis for another "administrative separation."

In our view, the so-called "tensions" of the present time are most clearly to be accounted for by the conjunction of two things; first, the after-effects of the administrative attacks on the Department; and second, the inherent

tension in any academic department between the demands of teaching and research. In order to develop this hypothesis, it is necessary to outline the history of the PSA Department following the events of 1969. It is important to remember that the process of dismissing and non-renewing the original governing majority of the Department covered a period from Fall 1969 to Summer 1971 or later, preventing a quick, "clean" break with the past.

In the first phase of the "rebuilding" process the remaining faculty members rewrote the Department's constitution (since it was this aspect of the Department which was perceived as having caused the administrative attack), and attempted to consolidate on the basis of the remaining faculty members and a number of recent or new appointments. A number of visiting appointments were also made.

In the second phase, the remainder of the original "radical" governing majority (two of whom had been reinstated following dismissal hearings) were non-renewed and most of their "replacements" also left. (In the first group we would include Brose, Sperling, Popkin and Wheeldon; in the second group Goddard, Mitzman and Sternhell). It seems probable that this continuing turnover of staff combined with mounting external criticism of the university further eroded the philosophical coherence in the PSA Department. Herbert Adam, Chairman of the Department in 1971-72, later described this period as one of "paralyzing ideological factionalism". (April 7, 1972; open Departmental meeting). Reference to the Calendar shows that in 1970-71 there were 15 teaching faculty members; in 1971-72 there were 12 (including two new appointments); in 1972-73 there were 13 (including a further three new appointments, the previous two having left). In addition, there were a significant number of visiting appointments.

The third phase of the "rebuilding" process covers the appointment of two more waves of newcomers. The first and apparently more significant of these waves had an important characteristic; it came from the Faculty of Education at SFU, a Faculty which was itself undergoing a major structural

re-organization at that time. This wave apparently preferred the PSA Department to the soon-to-be-created Faculty of Interdisciplinary Studies. The second wave consisted of two senior and prestigious professors who were apparently brought into the Department on the initiative of their immediate predecessors.

Thus, by the middle of 1972 it may have appeared that the problem of the PSA Department had been solved. One significant factor, was, we suggest, still missing. As a result of the recent hiring practices of the Department, under which faculty members were hired from other areas in the University which were being reorganized, or for prestige reasons, there was no longer any common and agreed-upon philosophical basis for the content of the curriculum.

The most clear evidence for the above hypothesis statement is the demand for the split itself. For the Calendar description of the PSA Department from 1972-73 onward begins with a preamble which clearly describes the Department as being interdisciplinary. Evidently those who were appointed to faculty positions from 1972 onward accepted the appointments while disregarding the published description of their new Department. Nor did they make any subsequent attempts (as far as we are aware) to alter the curriculum through the usual channels. Instead, they began, in the Fall of 1972 (or possibly earlier) the process of drafting curricula for new and different departments. (See memo from M. Halperin to Dean Sullivan, Oct. 24, 1972, "Draft Syllabus" June 27/73, by I. Whitaker).

We believe that it is easy for the Academic Planning Committee to satisfy itself that the major initiatives for the division of the Department came from the most recent appointees to the Department, some of whom had then spent no more than one or two semesters in PSA. We would ask: "Why have these proponents of the Split not attempted to change the Department's curriculum through the normal processes?"

But "philosophical differences" by themselves seem to be insufficient as a means of explaining the "tensions" which are alleged to dominate the operation of the Department. We would therefore like to suggest that there is an additional factor at work, a factor whose existence should come as no surprise because it is inherent in the structure of universities as we know them. This is the tension between teaching and research, and the competing demands which these two duties make on the time and energy of faculty members.

This particular "tension" is not limited to the PSA Department. A study of the Physics Department at SFU which was carried out in 1968 found that the Physics faculty displayed "...an underlying concern with the major professional goal of research rather than the requirement of the university or the local community." (Mulkey & Williams, BJS, March 1971, p.77). The same study also connected the phenomenon with "recruitment and promotion procedures" in the Physics Department, noting:

"The emphasis upon research rather than teaching was also evident...teaching skill is judged in terms of basic research interests."

(ibid., p. 78)

Yet the "tension" in the Physics Department has not so far led to a demand for it to be split into a number of components. We suggest that this is because it has not undergone the administrative attack which was inflicted on the PSA Department, an attack which destroyed the Department's coherence and allowed the free play of the "tensions" which are endemic in university life, and especially in the humanities and social sciences.

Some evidence tending to support this view of the cause of the so-called "tensions" in the PSA Department is available in the clear contradiction between these two statements, both issued in the Fall of 1972:

"...most instructors teach courses in an interdisciplinary way, i.e., insights from related areas are always included and different phenomena are viewed in their inter-relatedness."

(PSA Department Programme, Spring, 1973)

Several weeks earlier, in a memo to the Dean of Arts, The Acting Chairman stated that in the case of 39 of the 53 courses listed in the Calendar:

"...the Department has no mechanism by which they can be scrutinized or tested to assure the claim that they are truly interdisciplinary."

(Halperin memo, Oct. 24, 1972, p. 1)

We suggest that the contradictory nature of these two statements was not immediately apparent because they were addressed to two separate and distinct audiences - i.e. to the "teaching" audience of students and the "research" audience of administrative superiors. The positive statement is intended to attract students into the Department, the negative statement is intended to serve as a rationale for the "two separate units." (A later proposal to the APC included a complete new curriculum for a Department of Political Studies.)

Thus, the argument has been put forward by those in favour of the splitting of the Department that there are no existing mechanisms for determining the inter-disciplinary nature of courses within the Department. Given the history of the Department to date, it is not surprising that this is the case. Before aborting the experiment (P-S-A) we think the responsibility rests upon faculty (and students) to meet and discuss adequate criteria and then embark upon the task of living up to those criteria in the structuring of courses. No attempt has recently been made in this area.

Another suggestive piece of evidence in favour of our hypothesis can be found in the conduct of one of the most prestigious of the new arrivals in the Department. On his arrival, he was scheduled to teach one lower and one upper level course in the Summer of 1972, and one and one-half upper level courses in the following Spring semester. (See PSA Dept. Programme, Summer, 1972; Spring 1973). In the event, he departed the country for approximately

the last month of the Summer 1972 semester, and failed to return to teach his scheduled courses in the Spring. In consequence, the latter courses, in which students had already pre-registered, had to be re-assigned to other faculty members. We assume that this would lead to a certain "tension" among those concerned*.

Another thing should be noted in connection with this particular matter, again bearing directly on the hypothesis we have put forward to account for the "tensions". A comparison of the outlines of the same two PSA courses (PSA 244 and PSA 441) which the same professor taught in the two Summer semesters, 1972 and 1973, makes it clear that their content had changed completely over the interval. We suggest that this happened because they reflected not the overall programme, but the current research interests of the instructor.** This suggestion is confirmed by the respective reading lists, which always include books authored wholly or in part by the instructor. (See Programme, Summer 1972, Summer 1973).

In summary, we propose the hypothesis that a long period of upheaval in the Department disrupted its development and led to a situation where a group of newly-appointed faculty members who had been hired without reference to the published philosophy of the Department found themselves saddled with a curriculum whose underlying rationale they did not understand or agree with. Because of the resulting lack of consensus, and continued administrative disapproval, the inherent "tensions" of university life came to be seen as the primary and most significant problem in the Department.

* Subsequently, the same professor was assigned to teach, in the Summer of 1973, the same courses he had taught in Summer 1972. Again, he went abroad, this time on a widely-publicised trip to The Hague for approximately two weeks in the middle of the semester. In this case, the effects of his absence were visited only upon his students. On his return, the upper-level course was reorganized to consist of seminars lasting approximately five hours (as compared with the scheduled three hours) during which the students made oral presentations. (Documentary evidence for the statements in this paragraph is enclosed) See "Comment", "News Round-Up" and attachments.

** This situation is not unique. Another prestigious proponent of the split is scheduled to teach PSA 373 in the Fall 1973 Semester. The Calendar title of the course is "Regional Studies in Anthropology - North West Pacific" but the outline provided by the instructor begins with the following explanation: "In spite of the title (!) this course will focus upon the Eskimos." (PSA Course Outlines, Fall 1973, p. 17).

Our remedy for this problem is not to separate the Department into two units. This would be to mistake the symptom for the disease. As we shall argue in a subsequent section of this brief, the correct remedy is to rectify the underlying problems which have allowed the "tensions" to become the dominant factor in the operation of the Department: if, indeed, that is what they are.

VI OTHER CRITICISMS OF THE PSA DEPARTMENT

Two other criticisms have recently been levelled at the PSA Department; one, that it is academically unsuccessful; and two, that it does not engage in interdisciplinary work with other Departments. The Brief of the Academic Planning Committee to Senate dated June 27, 1973, outlined these points as follows:

"...virtually no interdepartmental activity with the other social sciences and Philosophy has existed, hindering the development of integrated social science curricula. More important, however, the present undergraduate programmes in PSA do not provide, in many core areas, the basic curriculum material appropriate for students majoring in each specific discipline. Consequently, in many cases, there is an inadequate preparation for graduate work at other universities."

(APC "Brief", June 27, 1973, p. 4)

In our opinion, both these allegations are at best misleading and at worst, false. As far as "interdepartmental activity" is concerned, undergraduates necessarily cross departmental boundaries in fulfilling the Calendar requirements; thus the complaint must be that faculty research does not cross these boundaries. We cannot see how a division of the present Department of PSA would change this situation, except that it might free some members of faculty from the necessity of researching their lectures and thus give them more opportunity for "interdepartmental activity." But this is the very "tension" which we have previously argued is inherent in the university structure. If the intent of the proposed split is to reduce the teaching load of faculty members, this should be frankly stated.

With regard to the criticism of "inadequate preparation for graduate work at other universities" we find such allegations extremely difficult to prove or disprove, because of the lack of a generally accepted measure for "adequacy". We do not subscribe to one of the more common conventional yardsticks, that of comparability with other institutions, because we do not agree that the other institutions necessarily have the correct means or the correct goals. Therefore the attempted refutation is addressed mainly to those who do believe that comparability is the measure of academic success.

Enclosed as Appendix IV is a list of former PSA Department students who have been accepted for graduate work at other universities. This list has been constructed from memory; we think the APC has a responsibility to carry out some objective research of a quantitative nature in this area to determine whether or not the PSA Department can be regarded as "successful."

In addition, the reader should be aware that the PSA Department customarily admits significant numbers of its own graduands to the graduate programme. This practice is of long standing, but its most recent occurrence is a block of admissions for Fall 1973, indicating that the current graduands are still of an acceptably high standard unless standards in the graduate programme are being deliberately lowered. But other departments at SFU have accepted PSA graduands in their graduate programmes, leading to the conclusion that standards in PSA are not noticeably lower than elsewhere in the University.

Therefore, according to the conventional measure (as opposed to unsupported assertion) PSA appears to be at least as successful as some other areas of SFU. Furthermore, we would point out that as far back as 1968 the Department had defined its means and goals in such a manner as to make success in conventional terms far from automatic. There was explicit recognition that the Department was innovative and experimental, and that this meant that graduates would not fit neatly into the "academic market place". (Potter, p.1)

There is another field of evidence which is probably available to the APC regarding the success of the PSA Department. Prior to the Fall of 1969 the Department had an ongoing programme of visiting lecturers organized around the theme of so-called "under-development". We suggest that APC should seek testimony from these visitors (if their names are still available) regarding any impressions they may have formed about the Department. Since visitors were generally senior, well-known, respected academics who visited the Department for several days, their evidence should be granted some weight.

Another problem often alluded to in the "case" against a united PSA Department is that faculty are hired from specific fields and disciplines and not into interdisciplinary job "slots". The points should be made here: first, it is quite understandable that potential faculty members come from specific disciplines considering the fact that there is not exactly a "glut" of interdisciplinary departments from which they might come. This is merely a manifestation of the condition that PSA is attempting to remedy; second, why not in the interests of interdisciplinary study, hire people into non-specified positions. We recognize the difficulty in administering such a proposal, but the possibility of a reorganization and redefinition of hiring criteria might well be considered in the future.

In Section VI (below) we propose some additions to the present structure of the curriculum which would tend to aid in the initiation of cross-departmental research by faculty members.

V INTERDISCIPLINARY SOCIAL SCIENCE

"Disciplinary fragmentation and often simple-minded but feverish fact-gathering are no longer merely inconveniences or obstacles: they are a positive menace to a science of man. We are in effect burying man with our disciplinary proliferation, because we have failed to get a clear, whole perspective on him.

(E. Backer, 1964, p. ix)

With all the problems that have surfaced during the issue of the split, it becomes exceedingly clear that a truly interdisciplinary department requires greater interpersonal communications, cooperation, and self-criticism than does a standard department (although it goes without saying that regular departments have not solved the difficulties, but find it more easy to avoid them). The so-called "failure" of PSA is in part a result of the academic tradition of personal isolation and hyper-individualism.* Rather than make the effort to deal with interpersonal and intellectual "tensions" it is more convenient to retreat to the safety of discreet consensus groups.

The creative "working-out" of the interpersonal and intellectual conflicts (as opposed to avoiding them) would not only pull the Department into a functioning unit, but would also generate some energy in the Department where it has been seriously lacking. It could also generate much useful information on mechanisms for changing the traditional academic defensiveness and non-communicativeness.

Somehow, all the problems in PSA have come to be attributed to the interdisciplinary nature of the department: i.e.-to the imbalance between the theoretical and empirical dimensions of social enquiry; curriculum inadequacies; personal abrasiveness, anxiety, and "tensions". These are all manifestations of the crisis in Western academia - the "menace" - spoken of in the opening quote of this chapter. There are some schools of social enquiry that maintain that the study of Alienation in all its forms: economic, social, political, psychological; is central to all Social Science. The current machinations within this department, the interpersonal rifts and the intellectual disparities which are not being resolved - all manifest many forms of "alienation" that are not being dealt with. It is a case of the plumber who is unable to clear his own drains.

* See the enclosed humorous paper by Ian Whitaker "The Social Organization of the P-Essay: A Preliminary Field Report", which documents the reaction of a visiting professor of Anthropology to the culture of the PSA Department in Fall 1972. Two other things are notable in this paper: (i) the author later accepted a permanent position in the same "tension" ridden Department, and became one of the proponents of the split (as witness several draft syllabi produced in 1973); and (ii) the author bases his comparisons on his previous experience in Sociology-Anthropology Departments, and defines the Political Science wing as "alien", yet he has not argued that in PSA the "Factions" are organized along disciplinary lines. Indeed, he notes that "The actual membership of these groups seems to fluctuate from time to time..." (p.1)

In the larger community, especially industry and commerce, tensions and differences of opinion are not resolved by splitting work groups into discrete administrative entities. If such were the case, most industries would collapse. Why then should academicians have the privilege of such an avoidance mechanism, at the expense of the taxpayer. Work groups resolve their difficulties, in the interests of the task at hand; so must this Department.

With a Departmental orientation toward "making the experiment work" one of the most potentially vital mechanisms might well be the Departmental Seminar, where conceptual and ideological conflicts be aired. The political and social machinery involved in making this Department work is social and political theory and practice in its "lived" situation. Stress on interrelatedness and commonality between courses and disciplines would be hammered out; as would criteria for interdisciplinary study and communications with other Canadian universities doing interdisciplinary experiments in Social Science (i.e. University of Toronto which has been for the past few years working on this very issue). This type of direct, open encounter with the whole department involved, could conceivably provide the foundation for a credit course for graduates or undergraduates. Seminar topics could be roughly hued out in a preliminary meeting each semester, leaving open weeks throughout the period where urgent issues might be met. The contact and intellectual stimulation that might develop would tend to clarify personal and intellectual relationships and give air to tensions which would most certainly otherwise ferment. Such a seminar would almost certainly prove more acceptable than a departmental therapy group or personal counselling.

The argument has been made that should the split take place, the Faculty of Interdisciplinary Studies could fill the gap. But because it is not a Department with permanent faculty committed to regularly given courses and the working out of the theoretical and practical problems of interdisciplinary study, it cannot address itself consistently to these specific problems. People coming together sporadically to teach courses; faculty committed to

particular departments rather than interdisciplinary study; irregularly given courses in specific areas; these do not speak to what is at stake in Social Science, where interdisciplinary study is a very vital and current theoretical issue.*

As stated beautifully in a letter from the PSA Student Union, dated July 4, 1973 to a Senator:

"Interdisciplinary Social Science means the creation of a new methodology for the study of human action, human relations and human societies. It is premised on a strong paradigmatic belief that the apriori separation of human activity into political, social and cultural aspects is no longer the most fruitful way in which to expand the understanding of the acts of man."

Whether the particular focus be on political institutions, social interrelationships or cultural comparisons, the departure point must be a theory of knowledge, and for us in the Social Sciences, it is necessarily a "sociology of knowledge". Without this standard foundation, we have no grounds upon which to state that we understand the "social determinants of illusion", or make any claims to valid knowledge. The questions raised herein are the core from which a new and revitalized methodology might grow. The questions are the same whether our enquiry is in the political, social or anthropological arena and to maintain disciplinary distinctions beyond this point is to close the material off from the source of its self-criticism.

"Traditional theoretical and conceptual orientations imply an historical relevance and a political content...the conscious control of subject matter by the Social Scientist and the facility of reflection on the part of the Scientist are predicated on the historicity and political relevance of thought."

(K. O'Brien. "The Background and "State" of Contemporary Social Science." PSA Department Seminar , Spring, 1973)

* One has merely to look at the American tradition of C.W.Mills, Alvin Gouldner, or the work of Lester Ward, Albion Small, material from the New School of Social Research or the emerging Frankfurt School.

The political nature of social science has to do with the fact that many of its salient concepts and assumptions imply an involvement in history. The depoliticalization of Social Science is of particular importance in that it represents an attempt to remove social science from the historical and social process - an absurd and impossible task. But the intent is very much within the context (historical and political) of the ideological needs of the nations who produce Social Theorists. One only has to look to the supposedly de-politicized Social Science applied by Rand, the Pentagon, or the State Department of the United States, during the 50's and 60's. What SFU and PSA seem to be faced with in the mid-70's is a de-Socio-Anthropologizing of Political Science - an equally negative event in the context of the emerging critical and vital character of much sociology and anthropology today.

The argument need not be taken further. In the light of the points made until now, it is obvious that the undertaking called "Social Science" cannot and must not lose what Political Science has to give it - and a Political Science that cuts itself off from the Methodology and Philosophy which is meant to assail its fundamental presuppositions, is sterile. Interdisciplinary mutual criticism and support should go on within a total department committed to the realization of a total Science of Man.

VI PROPOSAL TO SENATE

In our view, the current demand for a separate Department of Political Studies presents Senate with a very clear choice. The alternatives are as follows:

- i) Reject the demand for a division of the Department and amend its present curriculum in such a way as to aid in the re-development of interdisciplinary teaching and research, and the development of cross-departmental research.
- ii) Approve the demand for a division of the present Department, thus legitimizing the administrative actions in dismantling the original, experimental department and allowing for the creation of two separate and unrelated sets of courses, curricula and faculty.

Perhaps we should summarize our argument on the second alternative. In our view it is the composition and characteristics of the present members of the Department which, when combined with an administratively-imposed stagnation* have led to the demand for the separation into two units. Both the composition of the faculty members and the stagnation arose as a result of administrative actions which impartial evidence attests were unjustified and unnecessary**. For Senate to approve the separation is also for it to accept that such academic questions are, and should be, determined by prior administrative decisions. This is a contradiction of the legitimate role of Senate as the ultimate source of academic decisions. Needless to say, in this case, we do not think that the academic consequences of the prior administrative decisions are either desirable, necessary, or justified.

We prefer the first alternative. In our view, this consists of the following Senate action:

- a) Reject the proposal to divide the PSA Department.
- b) Reaffirm the present Calendar description of the Department.
- c) Approve the additions to the present PSA Curriculum outlined in Appendix III.

We think that if Senate takes the course suggested in this brief, the interdisciplinary experiment can be continued where it left off. This will in time enable Senate to make a more objective evaluation of the concept of "interdisciplinary social science", an evaluation which we understand all Departments undergo at intervals of three to five years.

* That this stagnation is still being imposed seems evident from the report of the Acting Chairman of the Department dated May 15, 1973, in which he summarizes the reaction of the Dean of Arts and the Academic Vice-President to the proposal that the Department not be split: "...the residual group should expect nothing in the way of administrative resource support. The Dean will not sanction any appointments..." (PSA Departmental Minutes, May 15, 1973, p.3)

** See documentation cited in Section IV above.

Appendix I

A survey of some 35 Canadian university calendars indicates that only a few universities are attempting an interdisciplinary approach in a comprehensive way. The majority of universities appear to have divided Political Science, Sociology and Anthropology into three distinct departments. Nearly one third of the universities in Canada have a separate Political Science department, but have unified Sociology and Anthropology into one department.

An examination of the curriculums presented in the calendars indicates that much overlapping does occur despite the separation of the three disciplines; indeed the overlapping extends itself to such disciplines as economics, geography and philosophy. A few universities have made some attempt to encourage interdisciplinary studies by providing common methodology courses for several disciplines (e.g. Economics, History, Geography, Psychology, Sociology, Political Science, Anthropology). Regina goes so far as to offer interdisciplinary courses occasionally. The only two universities in Canada that have made a comprehensive effort to establish a program of interdisciplinary studies involving Sociology, Political Science, and Anthropology are SFU and York. However, the two universities differ in the strategy adopted to achieve an Interdisciplinary approach. SFU has united Sociology, Anthropology and Political Science, but York has set up a separate department called "Social Sciences Division" and maintained the two departments of Political Science and Sociology/Anthropology as well.

It may appear that SFU can achieve the same compromise by splitting the PSA Department and simply offering courses in the Faculty of Interdisciplinary Studies. This is not the case. We are not simply asking that a few interdisciplinary courses be offered at SFU but that a program of interdisciplinary studies in Social Sciences be continued. A situation in which various professors sometimes get together to offer courses in the Faculty of Interdisciplinary Studies at SFU does not have the potential of a Department engaged in interdisciplinary studies. For this reason we take the position that the present PSA Department will serve as a good building block for a truly interdisciplinary approach to the study of Sociology, Political Science and Anthropology.

Appendix II

During the life of this university a number of "surveys" have been carried out into the attitudes of undergraduates to the courses they are taking. We have made a comparison between the results from surveys conducted in Spring, 1969 and Fall, 1970. The first survey was a university-wide one published under the name of "Dic". The second was an internal PSA survey conducted by the Student Union. What this comparison appears to indicate is that it was the more popular faculty members in the PSA Department who were suspended and dismissed. We make the assumption that these teachers were popular at least partly because they were in fact better and more conscientious teachers who emphasized teaching and de-emphasized their personal research.

Under the heading "Dic" we include reports on all PSA Faculty teaching in the Spring 1969. Under the heading "Suspended" we include the "Dic" reports on faculty who were subsequently suspended and dismissed, or later non-renewed. Under the heading "Union" we include the averages of the survey conducted by the PSA Student Union in Fall 1970, at a time when the Department was operating without the suspended Faculty members, but with three newly appointed teachers.

<u>QUESTION</u>	<u>All</u>	<u>DIC</u> <u>Suspended</u>	<u>UNION</u>
"What would you tell another student about this course?"			
Avoid it	17.7%	17.6%	54.0%
It was adequate	44.8	39.1	26.5
Don't miss it	36.2	43.1	18.5
"Is the lecturer/instructor's speaking ability..."*			
Good?	59.4	73.0	53.0
Adequate?	22.8	12.9	35.0
Poor?	5.1	0.5	12.0
"Is the lecturer/instructor generally available? **"			
Yes/often	85.6	82.2	52.0
Occasionally	n/a	n/a	38.0
No/rarely	14.2	17.7	9.0

* This is the question asked by the "Dic". The question in the later survey was as follows: "How would you evaluate the lecturer's speaking ability?"

** This is the question asked by the "Dic". The question in the later survey was as follows: "Is the Professor generally available?"

Appendix III

The following items should be added to the curriculum presently offered by the PSA Department according to the Calendar:

PSA 001-3 Survey of the Social Sciences The meaning of "science." The meaning of "social". The inter-relatedness of the various humanistic disciplines, with particular reference to the alternative viewpoints which they offer and the practical results which flow from them.

No prerequisites. Visiting lecturers from other departments will participate in this course. Offered every alternate semester.

PSA 100-3 Social Theory An introduction to the theoretical study of society. Major historical and contemporary schools of theory, and their implications for policy-making, paying some attention to their common and contradictory elements.

A prerequisite for all PSA courses above the 100 level. This course will be offered at least every alternate semester.

PSA 200-3 Social Theory II Major contemporary schools in the study of society. Shared and unique aspects of conventional theories within the three major contemporary disciplines. Various attempts at a synthesis.

A prerequisite for all PSA courses above the 200 level. This course will be offered at least every alternate semester.

PSA 300-5 Inter-disciplinary Seminar III A seminar on a selected topic, in which perspectives from each of the three major disciplines will be brought to a consideration of the topic. The topic selected may involve a field research project.

A prerequisite for all PSA courses above the 300 level. This course will be offered at least every alternate semester, and will be taught in each case by faculty members who are nominally from each of the three major disciplines, and who will jointly select the topic.

PSA 400-5 Interdisciplinary Seminar IV A seminar on a selected topic, in which several perspectives will be brought to a consideration of the topic. The topic may involve a field research project.

A prerequisite for a degree from the PSA Department. This course will be offered at least every alternate semester, and will be taught by a visiting professor and at least one other member of the faculty who is not from the same discipline as the visitor. The topic will be selected by the visitor.

Over the longer term, we believe that a systematic revision and improvement of the PSA Curriculum is necessary in order to bring out the underlying coherence of the programme and avoid the danger that applicants for faculty positions could misapprehend the direction and goals of the Department.

Appendix III (Continued)

Accordingly, we give below a structure for the curriculum, towards which we believe the Department should aim within the next two to three years.

FSA CURRICULUM MODEL:

<u>Credits</u>	<u>Prereq.</u>	<u>Course No.</u>	<u>Description</u>
3	No	001	See previous page
3	Yes	100	See previous page
3	One	101 111 171	Introductory courses in the three major disciplines covering specific conceptual schemes and their interfaces with other major disciplines
3	Yes	200	See previous page
3	One	201 211 271	Intermediate courses in the three major disciplines with the emphasis on theoretical aspects and interfaces with one another
3	One	202 212 272	Intermediate courses in the three major disciplines with the emphasis on empirical research and its interfaces
	No	203 213 272	Topic courses in the three major disciplines (including field work).
		293	Topic course in "interdisciplinary social science"
5	Yes	300	See previous page
5	One	301 311 371	Upper-level courses in theoretical aspects of the three major disciplines and their interfaces with one another
5	One	302 312 372	Upper-level courses in empirical and research aspects of the three major disciplines, interfaces and methodologies
	No	303-09 313-19 373-79	Topic courses in the three major disciplines (including field work)
		393-99	Topic courses in inter-disciplinary areas
5	Yes	400	See previous page
5	One	401,411, 471	Upper-level courses in theoretical aspects of the three major disciplines
5	One	402,412, 472	Upper-level courses in empirical and research aspects of the three major disciplines
	No	403-09 413-19 473-79	Topic courses in the three major disciplines (including field work)
		493-99	Topic course in inter-disciplinary areas

Appendix IV

List of PSA Students believed to have been accepted at other graduate schools:

Paul Meier	University of Toronto
Rene Souery	York University
Tess Fernandez	New School, New York
Sandra Carr	Law School, UBC
Irene Allard	School of Social Work, UBC
David Driscoll	UBC (PhD program, Canada Council award)
Brian Slocock	Essex University
Simon Foulds	London School of Economics
Dodie Wepler	Essex University
Chris Kuruneri	University of Toronto
Matt Diskin	Rutgers University
Gail Gavin	Law School, UBC
Roy White	University of Lethbridge
Sandra McKellar	Law School, UBC

Teaching Appointments:

Chris Huxley	Trent University (1-yr visiting)
Alexander Lockhart	Trent University
Jean Bergman	Vancouver City College

Documentation Enclosed

On the topic of interdisciplinary courses, curriculum and research:

Aberle, K. "The Social Responsibilities of Social Scientists" October 25, 1968.

Adam, H. "Curriculum and Archaeology", October 29, 1968.

Adam, H. "Proposal for a Departmental Journal", February 22, 1971.

Briemberg, M. "Archaeology", October 23, 1968.

Briemberg, M. "Curriculum", October 21, 1968. (This is a significant paper in which the then Chairman of the Department sets out his perception of the current condition and goals of the Department)

Carlson, R. "Reply to Briemberg", October 24, 1968.

Course Outlines, 1967-1973. (Held by PSA Department)

"Curriculum", October 28, 1968.

"Giddens Report, The", October 21, 1966. (Reprinted February, 1971)

"Graduate Application Procedures", Draft Proposal, October, 1968.

"Graduate Programme", papers for a departmental meeting September 17, 1968, entitled "Assessment of Graduate Student Progress" and "General Principles and Organization".

Knight, Rolf. "Psa Integration and Direction", undated.

O'Brien, K. "Assessment of PSA Undergraduate Curriculum", November, 1970

Potter, David. "Comments on the Undergraduate Curriculum", October 23, 1968.

"Report...Appointment Procedures", October 8, 1968.

On the topic of administrative actions against PSA

CAUT Press Release, November 24, 1971.

Carstons & Nader, "Final Report of the AAA." August, 1970. The Appendix includes a copy of the decision of the Palmer Committee.

Richard Flacks, Edward Gross, John Porter. "A Report on Simon Fraser University...of The American Sociological Association", Fall, 1970. In our view, this is the best and most meaningful report on the situation written by an external group.

Documentation Enclosed (Continued)

Loubser, Jan J., President. "Circular letter to all Members of the Canadian Sociology and Anthropology Association", Sept. 3, 1970.

"No Cause for Dismissal", The Rosenbluth Committee Report, November 18, 1970, with additional supporting documentation.

PSA Departmental Meetings., May 15, 1973.

On the topic of "The Tensions"

"Comment" Aug, 1973, p. 10 and attachments.

Halperin, M. "Memo" to Sullivan, October 24, 1973, with enclosures.

Whitaker, I. "Draft Syllabus, 2nd Amended Version," June 27, 1973.

Whitaker, I. "The Social Organization of the P-Essay: A Preliminary Report", Fall, 1972.

Various letters dated 1970 addressed to Tony Williams and Brian Slocock on the question of the abuse of the trust of students by Louis Feldhammer, received in response to a request from counsel in his dismissal hearing (copy enclosed) but not made use of. We suggest that these are implicit evidence of the success of the Department in the sphere of teaching up to 1969.

SIMON FRASER UNIVERSITY

MEMORANDUM

SEP 17 1973

Faculty of Arts

Dr. I. Mugridge,
Secretary,
Academic Planning Committee

From M. Halperin,
PSA Department

APPENDIX F.

Subject History of PSA Split

Date September 12, 1973

The attached memorandum which I sent to Dale Sullivan on October 4, 1972 may be of interest to you in connection with the history of the project to re-structure the P.S.A. Department.

You will note: (1) that the motion to split was put, amended and seconded by members of the Sociology/Anthropology section of the faculty; (2) that the motion was carried unanimously by the seven members present qualified to vote.

I may add that four members on leave of absence (Professors Adam, McWhinney, Robin and Somjee), on being apprised of the action, immediately registered their approval. Including my own approval, this raised the total in favor of the split to twelve out of fifteen of the regular members of the Department.

MH/mg

cc. Dr. B. Wilson
Dr. W.A.S. Smith ✓

SIMON FRASER UNIVERSITY

(COPY OF) MEMORANDUM

To: Dale Sullivan

Dean of Arts

Subject:

From: Maurice Halperin

Acting Chairman, PSA

Date: October 4, 1972

I should like to apprise you of two actions taken at a meeting of the PSA faculty on Tuesday, October 3, 1972:

- (1) It was unanimously voted that steps be taken to split the PSA Department into two separate departments: Political Science and Sociology/Anthropology.

Visiting faculty could not participate in the vote.

- (2) Associate Professor Gary Rush (Sociology) was the sole nominee for Acting Chairman of PSA for the Spring 73 term, and was accordingly declared elected by acclamation.

Visiting faculty could participate in the vote.

The verbatim text of actions taken as recorded in the minutes is as follows:

- (1) "Moved by K. Peter:

That the Department makes representation to the Academic Planning at the University such that the PSA Department be split into a Political Science and an Anthropology/Sociology Department, and that the Sociology and Anthropology contingents in the PSA Department will be a three person committee to make the above-mentioned representation.

Amended by G. Rush to include:

That priority be given -o four considerations:

- (1) existing faculty have an option to which element of the new departments they wish to belong;
- (2) we consider the division of existing resources as an important aspect in that;
- (3) the development of a divided PSA curriculum;
- (4) that the matter of new appointments be considered in light of this division.

Seconded by H. Hickerson

Motion, as amended, passed, seven in favor, none opposed, no abstentions."

(2) "Moved by K. Peter:

That the Acting Chairman calls for nominations for Acting Chairman for the Spring 1973, and a vote on these nominations be held at the next regular meeting of the Department.

Seconded by H. Sharma.

Motion Carried.

G. Rush was nominated by H. Sharma. Seconded by H. Hickerson.

In the absence of any further nominations, G. Rush was elected by acclamation."

Present at the meeting in addition to the Acting Chairman were the following:

Professor Ernest Becker (Sociology)
Professor Harold Hickerson (Anthropology)
Instructor Thelma Oliver (Political Science)
Associate Professor Karl Peter (Sociology)
Associate Professor Gary Rush (Sociology)
Assistant Professor Hari Sharma (Sociology)
Assistant Professor John Whitworth (Sociology)

Visitors

Instructor Frank Cassidy (Political Science)
Professor Mordecai Roshwald (Political Science)
Professor Ian Whitaker (Anthropology)

Absent from the meeting were the following:

Professor Heribert Adam (Sociology)
Associate Professor Alberto Ciria (Political Science)
Professor Edward McWhinney (Political Science)
Associate Professor Martin Robin (Political Science)
Professor A.H. Somjee (Political Science)
Associate Professor Robert Wyllie (Sociology)
Associate Professor Donald Barnett (Anthropology)

Visitors

Assistant Professor Kenneth O'Brien (Sociology)
Assistant Professor Gonzalo Zaragoza (Political Science - half time)

MH/JJ/DT

cc: Brian Wilson, Academic Vice-President
Kenneth Strand, President

MEMORANDUM

Dr. W.A.S. Smith

From Professor Edward McWhinney

Dean, Faculty of Arts

P.S.A. Department

Subject

Date August 10, 1973

Dear Dr. Smith:

I am enclosing herewith, for your private information only, copy of a memorandum that I have sent to Professor Mugridge, Secretary of the Academic Planning Committee of the Senate, in response to his official request for advice concerning the proposed split in the P.S.A. Department.

Sincerely yours,



(Edward McWhinney)
Professor.

Office of the Dean
AUG 15 1973
Faculty of Arts

MEMORANDUM

Prof. Halperin

Professor I. Mugridge
Secretary
Academic Planning Committee

From Professor Edward McWhinney
P.S.A. Department

Subject

Date August 10, 1973

I am happy to respond to your Memorandum of July 20, 1973, in regard to the restructuring and reorganization of the old PSA Department.

In regard to the first three points set out in your Memorandum, you will already have seen the statement of a new programme of courses in Political Science and Government presented by Professor Halperin on behalf of the Political Science and Government component of the old PSA faculty. This seems to me to be more than adequate for purposes of beginning a new Political Science and Government Department: the modifications that I would myself now envisage in certain areas could quite easily be effectuated, after adoption of the Halperin Report curriculum, in the regular processes of ad hoc amendment governing addition of new courses or changes in old ones. I might add that even if the Halperin Report curriculum were not to be adopted immediately, it would be perfectly possible, and also constitutionally proper, for a new Political Science and Government Department to operate forthwith on the basis of utilizing those courses, within the old PSA curriculum, that are inherently Political Science (rather than Sociology-Anthropology) in character, and so properly chargeable to a Political Science and Government Department.

I propose, on this basis, to direct my attention to the fifth point set out in your memorandum of July 20, 1973, and what you designate as the pursuit of the underlying causes of the present irreconcilable tensions within the old PSA Department.

It is tempting, in relation to a Department where so many of the old Faculty have professed to be seeing the societal process within the framework of a Marxist ideology, and where indeed so many of the courses have made appropriately pious genuflections to Marx and Lenin in their official reading lists, to look first, in Marxist fashion, to the inner "contradictions" inherent in the old PSA Department curriculum and in its Faculty personnel.

For a Department claiming, as the old PSA Department always did, to be dedicated to making a "revolution", the curriculum has been surprisingly conventional, old-fashioned, and out of touch with the really great tension issues of the last third of the twentieth century. It is egregious, to say the least, that the basic core conception, within the old PSA Department curriculum of an inter-disciplinary approach to the community process has excluded completely the special disciplinary tools of Economics, Economic History, and History.

Not merely has the curriculum of the old PSA Department, in that sense, been pre-Marxist; but it has also, because of the essentially narrow or one-eyed inter-disciplinary approach, been doomed inevitably to commit that most unpardonable of all sins, in terms of Marxist-Leninist teachings, of confusing the inessential social "superstructure" with the underlying reality of the key economic infra-structure. I am not sure what persuaded the Simon Fraser University administration, a decade ago, to "buy", as representing a comprehensive, integrated inter-disciplinary approach to the community process, so curiously limited and, - in terms of understanding of how community decision-making actually operates today, - so essentially naive and simplistic an approach. But it is time to recognise now, once and for all, in an era when instant folk-lore is so easily and carelessly created, that the notion that the old PSA Department curriculum has been, in any real sense, a scientifically sophisticated, inter-disciplinary programme is one of the great continuing Simon Fraser University "myths".

Even assuming, for argument's sake, that we accepted the validity of a postulated inter-disciplinary approach to the community process limited to the two disciplines only - Political Science and Sociology-Anthropology - the fact remains that the old PSA Department curriculum has not in any way done the job it has professed to do, within these narrow contours. There has been an extreme emphasis upon abstract theory, to the exclusion of concrete practice. I do not think that I have seen a Department, claiming to be a Social Science Department, that has been so wedded to a priori concepts, and so neglecting or disdainful of empirical, problem-oriented methods. Again, to return to Marxist-Leninist teaching, to which so many of the old PSA Department have claimed in the past to be committed, the emphasis has been on theory of revolution in the naive, simplistic way of Bakunin and the old 19th century, primitive anarchists scornfully derided by Lenin and his more activist associates.

A modern Social Science Department focussing on the community process must give a prime emphasis to community decision-making - to the scientific identification and appraisal of the main competing community goal values; to the establishment of the alternative machinery-institutional modalities available for translation of those competing goal values into concrete community programmes; for quantification of the differing social costs of implementing particular community goal values according to particular machinery-institutional modalities, leading up to the final point of an informed and consciously scientific exercise in community policy-making.

For reasons that may no doubt have been related in part to the particular ideological preconceptions of a continuing professional majority within the old PSA Department, the old curriculum has been quite unattuned to the needs of teaching community decision-making, which demands rigorously empirical techniques and methods. There has been no course offered, within the old PSA Department curriculum, on any one of the three main competing governmental archetypes of our era -- that of the United States, that of the Soviet Union, and that of Communist China. Further, for a Department that has made a point of pride in stressing its concern with the movement for de-colonisation and national liberation in post-war Africa, it is worth noting that the old PSA Department curriculum has had no course on either one of the two main governmental archetypes for post-independence, de-colonised Africa -- namely, the French Presidential and the British Parliamentary-style systems. At a time when every important political decision-maker in post-independence, de-colonised Africa -- whether of the Casablanca or of the Monrovia groupings -- has mastered one of these two systems and is rapidly acquiring expertise in the second as an aid to African integration and association transcending the old Franco-phonetic and Anglo-phonetic divisions, the old PSA Department Faculty and students claiming to specialise in post-independence Africa would rightly be dismissed as rather crude and even unlettered by representative African leaders today -- in both the Marxist-leaning and the Western-leaning countries.

So far, I have adverted to the "irreconcilable tensions" existing within the old PSA Department, -- as adumbrated in your Memorandum of July 20, 1973, -- in strictly technical, scientific terms stemming from the "inner contradictions" of academic structuring and curriculum organisation inherent in the old PSA constitutional arrangements. However, another "myth", -- again part of the Simon Fraser "instant folk-lore" already referred to -- would assert that the current unfortunate malaise existing within the old PSA Department has stemmed solely from the troubled events of bygone years, and in particular from some sort of community "black-balling" of Simon Fraser's Faculty, graduate students, and undergraduates, flowing from various CAUT actions of an earlier era.

It seems time, now, to dispel this particular Simon Fraser myth -- the concept of "original sin", or "Paradise Lost". Not merely is the CAUT action largely unknown outside of Simon Fraser, but even those few persons who seem to have heard of it recognize the assorted elements of unfairness, capriciousness, and casual arbitrariness involved in any singling out of Simon Fraser for public pillorying when so many other richer, more ancient, and socially perhaps prestigious ("blue-stocking") Universities in Canada have been managing to get away with murder by comparison to any Simon Fraser past administrative actions. And these same persons, when questioned on the point, also recognize the manifest defects on the face of the official record of the original CAUT dealings with Simon Fraser -- grounds that, in themselves, if the matter had been pursued vigorously by Simon Fraser at the time, would certainly have led to a judicial quashing of the purport-
ed action vis-à-vis Simon Fraser, by way of ex parte type proceedings in the regular law courts.

The truth of the matter is that any bad name and reputation, outside Simon Fraser, of the old PSA Department, with any incidental cruel consequences in the academic job market and in academic admissions to graduate and professional schools in other institutions for young Faculty, graduate students, and B.A. students within the old PSA Department - have stemmed essentially from two things.

First, the old PSA Department Faculty was composed of quarrelsome, mutually incompatible people who were temperamentally incapable of achieving even that minimum agreement on fundamentals necessary for making even ordinary house-keeping decisions within the old PSA Department; and who spent the major part of their time, and most of their intellectual energies in any case, in engaging in Byzantine-style palace politics and in constantly frustrating any attempts at introducing rational and orderly, continuing administration within the Department. The fact that the old PSA Department, in a little over 12 months, had no less than four different acting Chairmen, and that individual members of the Faculty cooperated in sabotaging attempts to obtain a permanent Chairman or to make senior appointments of quality by encouraging "poison-pen" letter-writing campaigns, simply highlighted this fundamental internal sickness.

Second, and in consequence no doubt of the resultant extraordinary diversion of Faculty intellectual energies away from the normal prime obligations of Faculty members of sustained scientific research and writing as an aid to teaching, the general impression seemed to exist, outside Simon Fraser, that generally the old PSA Department was an intellectually light-weight department, with students totally uninstructed in the empirical, problem-solving methods that are basic to modern Social Science investigation, and with too many of the courses given at a level of popular journalism and with ideological conformity to a party line as the best insurance for an "A" grade.

To recapitulate, the concept of the old PSA Department as a viable, inter-disciplinary Social Science department has been a continuing "myth". No inter-disciplinary courses of any consequence have been given within the Department! No joint inter-disciplinary scientific publication has emerged from the old PSA Department or its Faculty!

An autonomous Political Science and Government Department could bring a hitherto lacking, and much needed, emphasis on empirical, problem-solving methods. Such an autonomous department could also bring a new focus on the important techniques and methods of community decision-making in Canada and in the great contending political-economic systems that so largely shape and control the future of the World Community. Priorities in such a new, autonomous Political Science and Government Department would be the immediate recruitment of top specialists in Soviet, in Communist Chinese, in American, and in European government - hitherto totally neglected in the old PSA Department. Canadian Government, effectively relegated to second-class status in the old PSA Department with only a single qualified senior professor (himself a specialist in Western Canada) could expect to be materially strengthened by addition of at least two more professors - one a specialist in Canadian federalism and constitutionalism, and the other a specialist in Quebec and in French-Canadian nationalism. A newly autonomous Political Science and Government department would also expect to develop close liaison and cooperation with other Social Science departments - with Economics, with History, with Geography - leading to interdisciplinary courses and seminars given jointly by Faculty drawn from the Departments concerned; and we would expect this process to be extended to other departments - Psychology, Communications, Computer Science, for example - in particular problem-areas that are under examination at the present time. Finally, an autonomous Political Science and Government Department would mean an end to an anomalous and academically quite irregular condition existing under the old PSA régime: a situation where courses in the discipline of Political Science and Government were, by decision of the old PSA Faculty majority in which the small Political Science component was effectively outvoted, too often given by persons who were unqualified, in disciplinary terms, to give those courses in Political Science and Government.

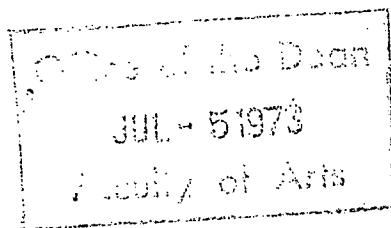
As it now stands, the old PSA Department has been - in the phrase used in remarks to the Senate at its July meeting - "the squashed cabbage leaf" of Social Science departments in Canada. Yet, as with Eliza Doolittle, the stuff of potential greatness is there, nevertheless. Given a prompt and effective establishment of autonomy and independence for the erstwhile two warring wings of the old PSA Department, and an appropriate follow-up in terms of key substantive appointments at the senior level and in terms also of imaginative leadership, I predict that a new Political Science and Government Department at Simon Fraser University could, within a period as short as three to four years, become among the top three such Departments in Canada; and, within a period of no more than a decade, become among the dozen most interesting and innovatory Departments in North America. If there is a bad past in Social Sciences at Simon Fraser University, it is still a mercifully short

bad past; and since the Political Science component of the old PSA Department has been consistently starved for personnel in the past, there is really no dead wood to clear away, and the collective personality of a new Department of Political Science and Government can be decisively shaped by the key appointments to Faculty envisaged as an immediate follow-up to its establishment. I envisage, in this sense, a Department of Political Science and Government with a high degree of eclecticism in its recruitment policies; and with a conscious emphasis on communication of its ideas in oral and written form; and with a definite commitment to a scientifically-based, programmatic approach to social reform and fundamental community change.

These immediate comments relate, of course, to the proposed new Department of Political Science and Government; but they could equally be applied, mutatis mutandis, to a newly independent and autonomous Sociology-Anthropology Department, with which, in any case, the new Political Science and Government Department would expect to maintain not merely a Peaceful Co-existence, but also an active cooperation in selected inter-disciplinary teaching and research programmes, on the same basis as proposed now in relation to such Departments as Economics and Commerce, History, Geography, Psychology, Communications, and Computer Science.



(Edward McWhinney)
Professor.



PSA Student Union
Room 5053 AQ
Simon Fraser University

July 4, 1973.

Dear Senator;

During the past year, the PSA Student Union has taken a position opposing the proposed split of the PSA Department and supporting the re-establishment of a truly Interdisciplinary Social Science at Simon Fraser University. This position, which is consistent with our continued support of the CAUT censure, has been stated publicly on several occasions including the 1972 November Teach-In and more recently at the 1973 June Open Forum. Since this important issue will be appearing before Senate, we would like to summarize for you the major points underlying our stand.

Interdisciplinary Social Science means the creation of a new methodology for the study of human societies. It is premised on a strong paradigmatic belief that the apriori separation or splitting of human activity into political, social, and cultural aspects is no longer the most fruitful way in which to expand our understanding of the acts of man. In one sense, it is a call for a return to the holistic approach of the social philosophy that preceded the establishment of the separate disciplines of political science, sociology, and anthropology. But, it is definitely more than a reactionary desire to recreate the social speculation of that time, the excesses of which gave rise to the need for a more systematic approach. PSA clearly means social science in that it hopes to build upon the advances in factual knowledge, theory and technique that have been produced during the past seventy - five years by reweaving the currently disparate and overly specialized disciplines into a new holistic framework.

The first step in the creation of an Interdisciplinary Social Science can be the juxtaposition of factual material, theories, and investigative approaches from two or more disciplines in dealing with a relatively small range of problems. There

is a course restructuring known at SFU as Interdisciplinary Studies. To the extent that it helps break down departmental and intellectual boundaries, it can certainly be an important development toward more holistic and less narrowly visioned approaches to the study of any phenomena.

However, Interdisciplinary Studies, as presently constituted presupposes the indefinite existence of currently separated fields of inquiry. Political Science, Sociology, and Anthropology have already passed through this stage of reconstruction. The establishment of a combined PSA department in 1965 signified this fact and initiated the creation of a new holistic social science. This stage, which clearly requires the full support of all faculty, graduate students, and undergraduates was seriously disrupted with the firing of 8 - 12 faculty members from the department between 1969 and 1971.

Since that time there has been no strong commitment on the part of the remaining faculty members to develop joint courses and programs necessary for the re-integration of their disciplines. Instead, many have allowed themselves to become sidetracked by participating in a series of counterproductive personal squabbles. Now several of these same professors, who have failed during the last four years to produce even one faculty/student seminar series on how to go about the difficult innovative task of re-integrating their disciplines, come to you by way of Vice President Wilson and the Academic Planning Committee with a proposal to split the department. And what are their reasons? Are they based on the experience of serious intellectual efforts? No, these faculty members claim that political scientists cannot get along with sociologists and anthropologists. On what is this universal law of social science based? A sample of less than twenty, during the years 1969 to 1972 at Simon Fraser University. And what inference do they draw from this interdisciplinary study? Dismantle PSA. Split it apart as an administrative unit. And do this even before an acceptable curriculum has been drawn up describing exactly what the new departments hope to achieve. Clearly this is not science; it is non-science.

The current faculty members, like those who were fired, were hired not to the Department of Political Science or to the Department of Sociology or to the Department

of Anthropology. They signed contracts agreeing to work in the Interdisciplinary Social Science of PSA. Those who call for the segregation of disciplines and the establishment of separate departments clearly admit that they are incapable of fulfilling the conditions of these contracts. The PSA Student Union strongly recommends that along with the rehiring of the fired faculty, additional professors be hired who believe in the concept of PSA to replace those who have signed their own admissions of incompetence.

During the past three years, despite the lack of faculty leadership, many PSA graduate and undergraduate students have remained committed to the concept of an integrated approach to social science. We have written many articles for the PEAK, sent letters and held meetings with various members of the faculty, administration, and Provincial government, and have sponsored open forums at which discussion of this and related issues could take place. Our position has been clear and consistent from the outset. The faculty, which first supported and then opposed the split seems now to condone it. They have clearly not shown adequate leadership. Too many members seem to bend with the winds of "lets be realistic" as blown by Brian Wilson and the administration. This is the same administration responsible for illegally firing twelve faculty members since 1969. It is the same administration that has repeatedly vetoed full departmental approval of the permanent hiring of Frank Cassidy and Ken O'Brien, two popular lecturers who have made serious attempts at formulating an integrated methodology. And now it is the same administration that recommends the splitting of the department because (1) the faculty members it has allowed to remain in the department cannot get along with one another and (2) because by some twist of logic, the existence of PSA as an Interdisciplinary Social Science will somehow interfere rather than stimulate the active development of Interdisciplinary Studies.

The PSA Student Union is a voluntary organization consisting of graduate and undergraduate students at SFU who are working toward the development of a truly Interdisciplinary Social Science. Beyond this common goal, we represent a wide range of political

philosophies, life styles and intellectual interests. A great deal has been stated during the past few months concerning the non-existence of Interdisciplinary work in the PSA department. Such a view overlooks the fact of our existence. We are the students upon whose education, presumably, the funds for this department are primarily justified. Despite the irresponsibility of many faculty members in meeting the primary condition of their contracts: to teach PSA, we have been able to take a much wider variety of courses and come into closer contact with one another than would realistically be possible under separated departments. This fall we have decided to initiate a series of speakers, films, and discussion groups to begin a more widespread and serious intellectual attempt to reintegrate the methodologies of political science, sociology, and anthropology. We invite the faculty of PSA and other departments to join us in this effort and to share with us their experiences.

We sincerely believe that the basic problems of the PSA department originate with the general decision making process of the university. After our experience in attempting to break through what Dr. Wilson has entitled, "the perceived lack of communication" between students, faculty, and administration, we are again convinced that this as well as many other problems facing the SFU community can be solved on through greater student participation on all departmental and university committees. This is one of our objectives in a reformulated PSA department. This, we believe, is the direction which points to the eventual solution of many of the problems facing the university; when faculty, students, and staff can all share their experience and take responsibility to work for a stimulating academic environment.

Thank you very much.

Sincerely,

PSA Student Union

SIMON FRASER UNIVERSITY


APPENDIX F.

MEMORANDUM

Vice-President Academic
Dr. B.G. Wilson.
Subject: Reorganisation and Restructur-
ation of old P.S.A. Department.

From: Professor Edward McWhinney,
P.S.A. Department.
Date: June 4, 1973.

Further to my letter of May 29, here are the special Appendices which it may be useful to have for purposes of our discussions.


(Edward McWhinney)
Professor.

cc. Dean Sullivan ✓
Dr. S. Smith,
Professor M. Halperin.

SIMON FRASER UNIVERSITY

MEMORANDUM

Vice-President Academic
Dr. B.G. Wilson.
Subject Reorganisation and Restructur-
ation of old P.S.A. Department.

From Professor Edward McWhinney,
P.S.A. Department,
Date June 4, 1973.

APPENDIX A =====

PROJECTED FACULTY NEEDS: Department of Government.

(to be reached over 2 year-period, 1973-5)

I. Canadian Government

- 1 Professor or Associate Professor, - Canadian Government
(minor, B.C. Government),
- 1 Assistant Professor, - Canadian Government
(minor, Canadian Political
Parties and Pressure Groups)
- 1 Professor, - Canadian Constitution
(minors, Federal-Provincial
relations; Quebec and
French Canada).

II. Comparative Government

- 1 Professor or Associate Professor, - American Government
(minor, American Political
Parties and Pressure
Groups),
- 1 Professor or Associate Professor, - Western Europe (Great Britain,
France, West-Germany, Italy)
(minor, European Community)
- 1 Professor or Associate Professor, - Soviet Government
(minor, Eastern Europe),
- 1 Professor or Associate Professor, - Chinese Government
(minor, Japan).

SIMON FRASER UNIVERSITY

MEMORANDUM

Vice-President Academic.....
Dr. B.G. Wilson.....
Subject Reorganisation and Restructur-
ation of old P.S.A. Department.

From Professor Edward McWhinney.....
P.S.A. Department.....
Date June 4, 1973.....

III. International Relations

- 1 Professor or Associate Professor, - International Law and Relations
(minor, United Nations and International Organisation)
- 1 Professor or Associate Professor, - Federalism, Regionalism, and supra-national integration and association
(minor, NATO, Warsaw Pact, and East-West relations),
- * 1 Assistant Professor, - Francophonic and Anglophonic Africa
(minor, African Regionalism and African Integration).

IV. Jurisprudence and Public Administration

- 1 Professor, - Legal Method and Legal Reasoning; Elements of the Common Law (Contracts, Torts, Real Property, Personal Property, Family Law),
- 1 Professor or Associate Professor, - Roman Law and the Civil Law
(minor, Legal History),
- 1 Professor or Associate Professor, - Public Administration; City (Municipal) Government.

V. Political Theory

- 1 Professor, - Political Theory
(minor, Legal Theory),
- 1 Assistant Professor, - Political Theory
(minor, History of Economic Ideas).

SIMON FRASER UNIVERSITY

MEMORANDUM

Vice-President Academic.....
Dr. B.G. Wilson.....
Subject Reorganisation and Restructur-
ation of old P.S.A. Department.

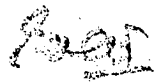
From Professor Edward McWhinney.....
P.S.A. Department.....
Date June 4, 1973.....

VI. Distinguished Visiting Professor, 1.

Total, 16 (1 Distinguished Visiting Professor; 13 Professor or Associate Professors; 2 Assistant Professors).

*The slot in III, International Relations, for an Assistant Professor specialising in Francophonic Africa is predicated upon Simon Fraser's cooperation in the Carnegie Endowment (European Office) proposed programme in Francophonic Africa.

The present strength of the Government component of the present P.S.A. Department is 5 (3 Professors, 1 Associate Professor, 1 Instructor). In building up to the desired strength of 15, it is desired to reserve the right to fill slots with senior scholars on a short-term, visiting basis until the right permanent people can be found.


(Edward McWhinney)
Professor.

SIMON FRASER UNIVERSITY

MEMORANDUM

Vice-President Academic

Dr. B.G. Wilson.

Subject: Reorganisation and Restructuration of old P.S.A. Department.

From: Professor Edward McWhinney,

P.S.A. Department.

Date: June 4, 1973.

APPENDIX B

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INTERNAL ORGANISATION AND CURRICULUM: Department of Government.

The new Department is composed, logically enough, of 5 different sections or specialisations, with of course the understanding that these are not water-tight compartments and that students majoring in Government will be required to take, in their first year, at least one designated Introductory course from each of the five sections:

1. Canadian Government;
2. Comparative Government;
3. International Relations;
4. Jurisprudence and Public Administration;
5. Political Theory;
- *6. Divisional major.

The sixth heading, Divisional major, looks to Inter-disciplinary specialisation along departmentally approved lines (Government-Economics; Government-History; Government-Canadian Studies).

It is anticipated that a student majoring in Government would be required, in his second and third years, to undertake some intensive concentration of courses in one of the 5 sections (primary concentration) with supporting course strength in at least one other section (secondary concentration); and with a major research paper in the area of primary concentration.

Although this is not being advanced at the present time, the envisaged policy of specialist concentration within the Departmental major in Government could permit the creation, ultimately, of specialist degrees; for example the B.A. in Jurisprudence, as suggested from time to time by students planning on careers in Government, Business Administration, and Law, and in line with the Oxford and Cambridge B.A.'s in Jurisprudence and the new undergraduate degree in Legal Sciences at the new (French-Language) University of Quebec.

(Edward McWhinney)
Professor.

DEPARTMENT OF POLITICAL SCIENCE, SOCIOLOGY AND GOVERNMENT

May 29, 1973.

Vice-President Academic
Dr. B.G. Wilson,
Simon Fraser University,
Burnaby 2, B.C.

Dear Dr. Wilson:

Proposed Reorganisation and Restructuration of old
P.S.A. Department.

Following on the highly successful meeting that you held on Monday, May 14th, with members of the old P.S.A. Department, I want to make some additional suggestions arising from the memorandum addressed to you by Professor Halperin on March 28th, 1973, on the subject of the organisation and curriculum for the new Department, that is to be created from the existing personnel of the old P.S.A. Department and to be charged with Politics, Political Science, Government, and related areas.

First I have the feeling that the new Department should be called the Department of Government, Public Law, and Public Administration. This is not merely a question of nomenclature, but much more substantially a question of basic emphasis or orientation in the new Department. The desired emphasis in the new Department is upon empirically-based studies, as a question of basic methodology; and upon study of the community policy-making processes, as the area emphasis in substantive content of the new course program. What I have in mind is a Department oriented towards governmental decision-making and the problems associated with that, at the various levels of government - International, National (Federal and Provincial) and Municipal. The identification of the new Department as a Department of Government, Public Law, Public Administration, with the short title inevitably being Department of Government, is in line with the emphasis at Harvard, with its Littauer School. Also, for simple public relations purposes, such a title has the advantage of representing a clean break with the old P.S.A. Department where, on the whole, the teaching and research methods used

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May 29, 1973.

have been non-empirical and where the emphasis has been largely on theoretical elaborations from a priori principles rather than on concrete study of community decision-making processes.

As a second point, and in line with the suggestions already advanced, I think there are merits in strengthening some parts of the very valuable curriculum outline advanced by Professor Halperin, and this in the following important respects. In that part of Professor Halperin's curriculum outline headed "Comparative Government" (page 2, paragraph III) I would think it would be helpful to have some greater emphasis on Comparative Federalism, including the "European Community" and European Common Market as a specific area study. In that part of Professor Halperin's outline entitled "Public Administration" (page 3, paragraph V), I think there should be some greater stress on Municipal (City) Government and Municipal governmental decision-making processes and practice.

As a last point in this particular context, I believe we should add on page 3, in the curriculum outline, a further paragraph (which would be paragraph VI), entitled, "Public Law and Jurisprudence". This latter section would focus on supplying a general introduction to legal concepts and legal method and legal reasoning, plus a survey of the main elements of private law (contracts, torts, property, family law) as well as individual offerings in the field of Public Law (Constitutional Law, Criminal Law and Criminology, International Law). Although the suggested provision for Public Law and Jurisprudence could well be subsumed under heading of Public Administration (page 3, paragraph V) in Professor Halperin's outline, there are also some special advantages in giving emphasis to Public Law and Jurisprudence on some more self-contained and autonomous basis within the Halperin outline. First of all there is a considerable interest in the area of Public Law and Jurisprudence among students who are already enrolled in Simon Fraser University, and the numbers of these could undoubtedly be augmented and increased if the recommended facilities in Public Law and Jurisprudence are provided, amounting to some sort of introductory, Pre-Law major or specialisation within the regular B.A. degree. As you will know, there is an undergraduate, B.A. degree at Oxford, in Jurisprudence, and a number of North-American Schools are beginning to venture into this field, including the new French-Language University of Quebec. It would open up a new constituency

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to Simon Fraser University in terms of recruitment of students, at a time when student enrollments seem to be dropping around Canada for reasons beyond the control of the universities. But quite apart from any selfish interest in expanding student enrollments, it remains that a working acquaintance with legal method and the main legal concepts is absolutely essential to any student contemplating a career in Government or extended work in the Social Sciences, even though the student may have absolutely no intention of going on to attempting to obtain a formal Law degree.

If we were to add such a new section on Public Law and Jurisprudence to the curriculum of the proposed new Department, it could be done immediately without any addition to the faculty, although, long-range, I would envisage adding one more, younger faculty member. Professor Hogarth, the newly appointed Director of the Institute of Public Policy Analysis would, in the light of my conversation with him, seem interested in being attached to the faculty on a part-time basis.

As a final point, and this is the most important point at all, it is my own view that the proposed split of the old P.S.A. Department should be effectuated as soon as possible; and in any case in sufficient time to allow the new departmental structure to be operative as from September 1st of this year, at the very latest. This is necessary in order to prevent any unnecessary recriminations or backward glances on the part of people who have been so largely persuaded by the arguments that Dean Sullivan and you yourself have presented to them. It is also desirable to establish the new Department as soon as possible since, among other things, the quadrennial reunion of the International Political Science Association will be taking place in Canada in August of this year, and several members of the existing Department (including myself) will be presenting papers there. It would be immensely helpful in terms of any long-range plans for recruitment of new faculty and of graduate students, if the identity of the new Department at Simon Fraser - the Department of Government, Public Law, Public Administration, as I have suggested it, or whatever title the Senate may finally decide upon for the new Department, should be firmly established by that time. I may add in this regard, after speaking with Professor Halperin and the senior members of the old P.S.A.

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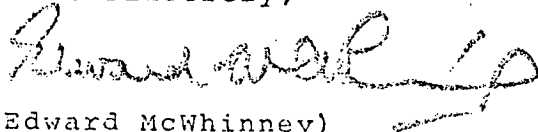
May 29, 1973.

Department who are professionally concerned with Politics, Political Science, and Government and cognate fields, that it is the considered view of these people that the new Department could really become operational as from September 1st, in terms of offering its own courses and with its own existing faculty, and all this without any need for the addition of new faculty or for special Senate approval of new courses so as to meet the target date recommended for the operations of September 1st, 1973.

To repeat, while it is clear that the transition from the old Department to the new may need a period of one or two years in terms of final completion of the split, there is in fact nothing that impedes the effective commencement of a new Department before that time and indeed by September 1st, 1973. Everything in fact points to moving, with all deliberate speed, to a target date for commencement of operations of September 1st, 1973. I may add that, for purposes of any commencement of autonomous operations for the Fall 1973, no new faculty would be required and no special Senate approval of new courses, since there are enough courses approved by the Senate in the past within the existing P.S.A. curriculum, that are bona fide courses in the area of Politics, Political Science, and Government and that are therefore within the jurisdictional competence of any new Department of Government, Public Law, and Public Administration.

I would be pleased to discuss these matters in person with you, Dean Sullivan and Dr. Smith at some time in the near future.

Yours sincerely,



(Edward McWhinney)
Professor.

c.c. Dean Sullivan
Dr. S. Smith✓
Professor M. Halperin.

EM/yn

P.S.A. Student Union
C/O P.S.A. Dept.
S.F.U.

Deans Sullivan and Smith
Faculty of Arts
S.F.U.

Sirs:

This is to enquire into the lack of student (popular) control of education and organization. The two immediate examples are as follows:
1) the removal of social and political theory classes; and 2) the subsequent removal of Drs. Frank Cassidy and Ken O'Brian from the P.S.A. dept.

We are planning a meeting between administration, P.S.A. faculty and students in order to gain understanding into the reasoning given by the administration to Senate for the elimination of these courses and the dismissal of Drs. Cassidy and O'Brien.

We at this time also express our unchanged opposition to the split of the P.S.A. Dept.

P.S.A. Student Union

Sec. B. Stinger
N. Burton
I. McAnley
R. Maffander

ATTENTION

None of us are children, yet the current split in the PSA dept., as undoubted matters shows that the administrators treat us as such. They don't give a shit about students. Even though they have permitted us token representatives on committees, boards, departments, and Senate they do not listen when we speak ~~xxxx~~ in unison. The split destroys the integrity of the social sciences and demonstrates that as a body, students have no equitable say in their education. In November 1972 500 students voiced their opposition to this proposed split. They documented their opposition and spoke with many officials, including the NDP. The split is going through NOW when many are working.

THE IMPERATIVE IS MASS ACTION This is necessary before we can implement any demands or solve any problems (the split is only one example). We urge you to at the very least take the following steps; you can also do anything else you can conceive of to promote quality education, friendship, ecology, sexual liberation and total democracy..

1. Attend any and all student union meetings you see advertised. You are a member of any union if you are registered in a course in that department.
2. Read the file that documents the treachery of Administration Faculty, and Academic Planning Committee members (APC) to student opinions regarding the split.
3. Look around you. The split is not the only thing. All across the University, parttime help is being eliminated, Room space is being cut back.

While the split and other related issues at hand today are of vital interest to all students (maybe especially to PSA students), we feel that proportional student representation at all levels of power, both academic and administrative, is imperative if there is to be final end to these and other similar arbitrary actions on the part of our enemies, the bureaucrats. How long do we have to wait before we are accorded adult status in our world?? Do we have to be over 40, tight-assed and have degrees in Public Administration?? Last October, Ken Strand made some comments on the future of SFU to a meeting of the Faculty Association. His final words were: "I would now say that of what will be done in the name of SFU, in the future, the largest portion will be determined by the Senate and its committees." Senate has 39 members, 3 are students. There are 2,100 students registered this summer and normal enrollment is 9,600.

WHERE DOES THAT LEAVE YOU????????

P. S. A. Department,
Simon Fraser University,
Burnaby 2, B.C.

May 25, 1973.

Dear Dean Smith,

I am writing to you to suggest that you should oppose the current plan to divide the PSA Department into two separate departments, and to record my own opposition to this proposal.

Splitting the Department into "Political Studies" and "Sociology-Anthropology" is not a solution to its problems of staffing and curriculum, because these problems are not internal but external; the results of the purge carried out by President Strand and his Dean of Arts in 1969-70 and the consequent C.A.U.T. motion of censure. I would remind you that this censure came after at least three independent tribunals had found that the purge was unjustified and that it was carried out through the repeated violation of due process. The present proposal to split the Department represents, in my view, a continuation of this purge and violation, and is most unlikely to have the effect of circumventing the C.A.U.T. blacklist. Once again, however, it appears that the PSA Department is to be made the scapegoat of administrative intransigence.

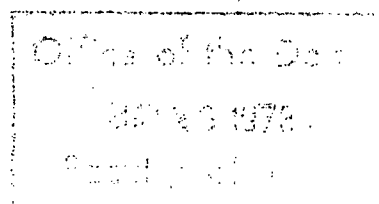
Finally, allow me to point out that a majority of the students and faculty members in the present department have gone on record as being opposed to its division; as the new Dean of Arts you will undoubtedly have to deal with the consequences of ignoring their wishes.

Yours truly,



Tony Williams,
Graduate Student,
PSA Department.

Dean W. A. S. Smith,
Office of the Dean of Arts,
Simon Fraser University,
Burnaby 2, B.C.



MEMORANDUM

To: P.S.A. Majors

From: B.G. Wilson

Vice-President, Academic

Subject:

Date: May 17, 1973

The purpose of this note is to inform you of developments in discussions concerning the future administrative and curricular organization of the P.S.A. Department. Early in the Fall semester of last year (1972), the P.S.A. Department took the formal position of recommending a split in the Department and the Dean of the Faculty of Arts and I held discussions with delegations from the P.S.A. Department concerning the advisability of a potential curricular and administrative split of the P.S.A. Department.

On November 3, 1972, the question of splitting the Department of Political Science, Sociology and Anthropology into departments containing its constituent disciplines formally came before the Academic Planning Committee in the form of a charge that the Academic Planning Committee (a) consider briefs from the various faculty members within the P.S.A. Department proposing that two separate departments - a Department of Political Science and a Department of Sociology and Social Anthropology - be established, and (b) that it consider these briefs with a view to the formulation of recommendations to the Senate. Subsequently, these events occurred: the political scientists as one group and the sociologists and anthropologists as another, presented draft briefs to the Academic Planning Committee; the Academic Planning Committee, at the request of Senate, reported that the matter was under study and a report might be made available to Senate by the Spring of 1973; the Chairman of the Academic Planning Committee called for comments and/or briefs from other concerned members of the academic community by advertisement in "The Peak" and an appropriate length of time for public response was given; the P.S.A. Department in the 73-1 semester voted to "rescind the proposal for a joint split"; and various members of the P.S.A. Department reaffirmed their request for a separate Political Science Department.

On February 22, the President charged the Academic Planning Committee to bring forward to him, for referral to Senate, recommendations as to the academic role of the disciplines of Anthropology, Political Science and Sociology in the curriculum of Simon Fraser University. The Committee was also charged to bring forward recommendations as to what administrative unit or units would be appropriate for the offerings of the disciplines of Anthropology, Political Science and Sociology at Simon Fraser. The Committee was charged to report its recommendations within 90 days from receipt of the charge.

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When I received a copy of this charge from the President I wrote to the Dean of Arts suggesting that it would be appropriate for the Dean of Arts to provide the Committee with his views on the recommendation that the Committee should consider and/or recommend to the President for transmittal to Senate. The Dean of Arts subsequently outlined to the Academic Planning Committee what appeared to him to be the most appropriate course of action with respect to the P.S.A. Department. Subsequently, I wrote a paper for the Academic Planning Committee pointing out the situation in 1973 was different from earlier years in that the Faculty of Interdisciplinary Studies had been established at the beginning of 1973 and that interdisciplinary and integrated courses and programs in Social Science and other areas of the University could be instituted in that Faculty.

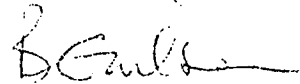
The Academic Planning Committee, in seeking to fulfil the charge of the President had, as I have already pointed out, requested submissions from any interested parties and a few of these have been received. A detailed brief from members of the political science section of the Department was received proposing the establishment of a Department of Political Studies, but this brief has not been considered in detail. Following lengthy discussion of the submissions received in response to its invitation, and thorough examination of the administrative structures in other universities in Canada and elsewhere, the Academic Planning Committee has now declared itself in favour of providing separate administrative structures through which the basic disciplines would be taught. The favoured structures, in terms of information available at the time of the Academic Planning Committee meeting would be a Department of Political Studies (no final decision has been made with regard to names), a Department of Sociology and Social Anthropology. These decisions have been taken by the Academic Planning Committee in principle, since its final recommendations must depend on an analysis of proposed curricula which could be offered under these administrative units.

The Dean of Arts and I were instructed by the Academic Planning Committee to inform the faculty in the P.S.A. Department of these developments and to seek further information from sociologists and anthropologists regarding new programs. In fulfilling that charge, we have met with Dr. Gary Rush, Acting Chairman during the 73-1 semester and John Whitworth, Acting Chairman during the Summer semester, to initiate these discussions. In addition, on May 14, all continuing members of the Department were invited to a dinner meeting to pursue these discussions. During this very useful meeting, general plans were made for the development of curriculum in the separate disciplines and for the administrative reorganization of the Department. It is now anticipated that the necessary curriculum planning could be completed by the early Fall and that the revised program could be initiated during the academic year, 1974-75. With regard to the administrative restructuring, it is anticipated that an interim reorganization might be instituted by September 1 of this year in the form of the appointment of acting chairmen for both departments.

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The Academic Planning Committee has maintained throughout that any separation of the units composing the Department must not be allowed to affect the programs of students already enrolled as P.S.A. majors and who wish to continue proceeding towards degrees in P.S.A. I would like to add that the restructuring of the Department in the suggested manner would not affect the contractual positions of current full-time faculty, since these positions, whether probationary or with tenure, are as professors in either Political Science, Sociology or Anthropology.



B.G. Wilson

:ams

c.c. Dr. Whitworth, Chairman P.S.A. Department

SIMON FRASER UNIVERSITY

APPENDIX C.

MEMORANDUM

MAY 11 1973

to D. Sullivan,

Dean of ARTs

Subject P. S. A. Split

from Roy L. Carlson, Chairman

Department of Archaeology.

Date May 11, 1973

I have reviewed your communication in regard to the most recently proposed P.S.A. split with the members of my department. The following points resulted from this review:

1. A Sociology program supported in part by Social Anthropology as a basis for a new department is in our opinion structurally and academically sound, but that this should be implemented so that it is not confused with a general Anthropology program. Social Anthropology should be specified as such in all curricular descriptions.
2. The Archaeology graduate program which is still tied to that of P.S.A. should be severed at the time of the P.S.A. split. There has been a de facto separation of our programs for some time with theses being the only shared course numbers. The following minimum readjustment will be required in the Archaeology program description in the calendar:

(a) Addition of the following two course numbers:

Arc. 898 M. A. Thesis

Arc. 899 Ph.D. Dissertation

(b) Deletion of both paragraph 2 and the final paragraph in the Archaeology graduate calendar entry.

Other Archaeology graduate calendar requirements would remain as they stand, although we will wish to add additional courses particularly in Physical Anthropology. A copy of Archaeology's present graduate calendar entry is attached for your reference.

3. Undergraduate curricular changes are minimal. The following should be added to the first paragraph of the Archaeology calendar entry:

(a) Specialization in Physical Anthropology and some course work in Ethnology is offered by the Department.

4. P. S. A. Undergraduate calendar changes:

(a) The only Undergraduate P.S.A. course which requires significant modification in its description is P.S.A. 172-3 which as it presently reads is not a course in Social Anthropology.

5. Considerable readjustment of the P.S.A. graduate calendar description to reflect their new program will be required as I am sure the Sociologists and Social Anthropologists will agree.

See attach

Department of Archaeology

Roy L. Carlson B.A., M.A. (Washington), Ph.D. (Arizona),
Professor and Chairman

Thomas W. McKern Ph.B., M.S. (Wisconsin), Ph.D. (Berkeley),
Professor

Philip M. Hobler B.A. (New Mexico), M.A. (Arizona),
Associate Professor

Herbert L. Alexander B.A. (Texas), M.A. (Yale), Ph.D. (Oregon),
Assistant Professor

Knut R. Fladmark B.A. (Brit. Col.),
Instructor

Areas of Study

The department offers specialization in Archaeology, Physical Anthropology and Ethnology. Students are expected to gain a broad theoretical knowledge in the discipline and engage in one or more areas of specific research.

The following graduate courses are offered. These courses may be taken by students from other departments as electives and may be used to satisfy departmental requirements in the PSA degree programs.

Description of Graduate Courses

871-5 Selected Topics in Archaeological Theory

Critical evaluation of new approaches to the study of man's past.

875-5 Seminar in Fossil Man

Selected topics in human osteology, physical anthropology, and Fossil Man.

881-5 North American Prehistory

882-5 African Prehistory

883-5 Mesoamerican Prehistory

895-5 Readings in Archaeology

897-5 Field Work Seminar

Seminar in field research. Participants will present their recent field work to the class for critical discussion.

Admission

For admission requirements, refer to General Regulations section, page 27.

Degree Requirements

A graduate student's main concentration will be on a thesis and not on formal course work. For the M.A. degree, minimum requirements are four one semester courses and a thesis. For the Ph.D. degree, requirements are one course and a thesis, excluding seminars. This course may extend beyond one semester's duration and is designed particularly to equip the candidate for his research and thesis.

Although the Department recognizes that a knowledge of foreign languages is desirable, it does not have any prescribed language requirements. However, where it is evident that a language knowledge is necessary for the candidate's field work or reading, he will be required to attain the necessary language proficiency.

Students who wish to write the graduate thesis (888 or 899) in Archaeology may do so with the concurrence of both the PSA Department and the Department of Archaeology unit in which case the supervising committee will be partly comprised of Archaeologists.

SIMON FRASER UNIVERSITY

APC Sub-Committee
Paper #8

MEMORANDUM

APPENDIX F.

To Members of the Academic Planning
Committee

From B.G. Wilson

Vice-President, Academic

Subject

Date March 28, 1973

At the last meeting of the Academic Planning Committee a variety of possible solutions to the P.S.A. problem were aired. These included the status quo, the division of the Department into two groups, viz: Political Science and Sociology and Anthropology, division of the Department into two groups, viz. Political Science and Sociology and Cultural Anthropology with Physical Anthropology being joined to Archaeology, and three groups, Political Science, Anthropology and Sociology. In a recent memorandum it has been suggested that another alternative exists i.e. forming a Department of Political Science, discontinuing Sociology as a discipline at S.F.U. and either allying Anthropology with Archaeology or having it as a separate department.

I am sure that arguments on the academic merits of these various proposals would be interesting and, at times, informed. However, the "best" solution would, I think, be highly subjective. In most universities political science is a separate department with many universities also having separate departments of sociology and anthropology or a combined department of sociology and anthropology with some areas including archaeology within anthropology in a formal sense. Apart from the University of Calgary, however, Simon Fraser is unique in having a Department of Archaeology.

Dean Sullivan has argued, to my mind persuasively, that division of the present P.S.A. Department should take place and that, with Archaeology, we should structure three departments, of Political Science, of Sociology, and of Social Anthropology and Archaeology and Physical Anthropology. We are not here inventing a Centre of Social Science from the ground up; we do have human resources in these various areas who presumably have some claim on appointment to whatever re-organized administrative structure is effected, if indeed it is re-organized. It seems to me to be important to recognize the realities in this situation.

Certain members of the P.S.A. Department, including Somjee, McWhinney, Robin and Halperin wish to be in a separate Department of Political Science. This interest is twofold: First, their academic and philosophical leanings are to political science as a specific discipline; secondly, they do not wish to be in a department which includes many of their present colleagues in P.S.A. This second reason has not been mentioned at A.P.C. because it is not academic. I would find it hard personally to be persuaded that departments should divide because individuals find it difficult to get on with their colleagues. However, when this divergence seems to be clearly discipline oriented, not only in terms of content, but in terms of philosophical approach to the teaching of the discipline and where the four

individuals named have very significant scholarly reputations, I do not think that this can be discounted. Academic support for the Department of Political Science is obvious by reviewing the calendars of every other university. Political Science, where it is joined with another department, is usually joined to Economics. I would argue that political science at Simon Fraser for academic and pragmatic reasons should be a separately administered department.

If this is accepted, several further possibilities exist. We can still endeavour to maintain an interdisciplinary approach to social problems integrating elements of Political Science, Sociology and Anthropology. This was the premise on which the present P.S.A. Department was formed. The evidence suggests that this has not worked, at least in the context of being able to treat all aspects of the disciplines in an interdisciplinary way. I do not find it intellectually distressing to think in terms of an integrated program of this type; however, we now have a Faculty of Interdisciplinary Studies and it would seem to me that courses expressing this interdisciplinary or multidisciplinary approach to social problems might well be mounted under the auspices of that Faculty, by members of whatever departments are significantly related. If this approach, developed effectively on a small scale is successful, I can see the possible development of a minor program in P.S.A. or some equivalent. Part of the difficulty in the past, it seems to me, reflects the attempt to have a total interdisciplinary program over the wide range of material subsumed under Political Science, Sociology and Anthropology and disciplinary aspects within the P.S.A. program have grown because of the clear impracticality of treating all aspects of the three subject matter areas in the same kind of way. Consequently, I can see P.S.A. being put to the test in a much more restricted and potentially more advantageous way through sets of courses develop subquentially in the Faculty of Interdisciplinary Studies.

On this basis the question arises as to the appropriate form of administrative structure in which best to encompass teaching and research interests within Sociology and Anthropology. It would seem to me that the choice between separating Anthropology into Social and Physical Anthropology or leaving it as a separate discipline combined with Sociology is not highly significant. At the present moment there are only two Anthropologists in the Department, Drs. Hickerson and Barnett. It is my understanding that Dr. Barnett no longer teaches Anthropology by choice. Dr. Whitaker, a Visiting Professor, may be offered a continuing appointment.

A resolution in this matter could depend on the wishes of the Department of Archaeology which is, by all accounts, an effective working group. It is my understanding that they might welcome the association of Physical Anthropology. If this is the case it would seem to me to have distinct advantages in terms of producing a larger unit and, perhaps, a more viable component within the Faculty of Arts. All departments have to play specific roles within the administration of the University, providing members to serve on a variety of committees. Very small departments consequently have larger commitments per faculty member than large departments. Incidence

.....3

of research semesters and sabbatical leaves provide some difficulty in continuity of operation. I have no magic number for the minimum size of a department but I would guess that an appropriate minimum should be about eight.

Consequently, my predilections are to follow the recommendations of Dean Sullivan whose comments as Dean of Arts must carry a special weight.

In our early assessment of the situation, it appeared that most of the current courses could be divided rather easily between two separate departments. Consequently, the course offerings available to students would be minimally affected by the proposed separation. The fact that the Academic Planning Committee was studying the situation elicited virtually no comments from students on campus and, in response to our advertisement, only one letter has been received. There is of course a certain glamour in P.S.A., which certain students and faculty members may wish to retain and protect. This paper, however, is interested in a pragmatic solution to a real organizational problem on this campus and the weight of arguments based on "what might have been" lies lightly on my shoulders. If indeed P.S.A. has merit, we now have a mechanism whereby P.S.A. can be developed and evaluated in an environment which has, at least at present, no mythology about it.

Until now I have been concerned, as Vice-President, to take no sides in the issue; as Vice-President, however, I have responsibilities towards the student body, particularly in the area of providing well qualified faculty to teach in these areas. Until the matter is resolved I am not prepared to expand the program or provide continuing appointments within it. The effect of this on the morale of the Department has been considerable and the passage of time before resolution can only add to further weakening of the programs and demoralization of faculty. I have considered the position I hope fairly and am now partisan in trying to provide a solution. The Academic Planning Committee is in a difficult position since it may be criticized no matter how it recommends on this issue. It is more worthy of criticism, however, if it fails to come to a recommendation as promptly as possible. It might be argued that we should seek outside consultants whose specialities are in the areas under consideration. Apart from the fact that the situation is politically highly polarized by virtue of the boycotts and censure, it would be difficult to find an unbiased observer since his background would automatically determine in some sense his bias as to how these disciplines should be organized. Most might say that the alignment is unnatural since the World around them teaches these disciplines separately; some, because they see the disciplinary approach as having weaknesses, might welcome the opportunity to seek a multidisciplinary approach. We, however, have seen the experiment and I feel that it is more appropriate to move towards the Canadian norm, recognizing that this will solve at least some of the personnel problems within the Department than stay with the past administrative system which will clearly embody antagonisms for the future.

SIMON FRASER UNIVERSITY

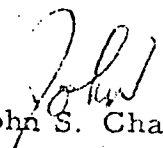
MEMORANDUM

To.....	Dr. R. Bradley, Chairman	From.....	John S. Chase
.....	Academic Planning Committee	Academic Planner
Subject.....	PSA Charge to Academic Planning Committee	Date.....	March 12, 1973

Much of the debate at the last meeting of the Academic Planning Committee revolved around the procedural question of whether it would be more appropriate for the Academic Planning Committee to determine the administrative structure for the disciplines of Anthropology, Political Science, and Sociology before determining the curriculum for those departments, or alternatively, whether identification of the curriculum should be undertaken before the administrative structure was resolved. While I was somewhat confused as to the final resolution of this issue, it did seem to me that at least a majority of the members present were convinced that determination of the administrative structure ought to precede development of the curriculum. If this was the consensus of the Committee, then I find myself in total disagreement with it. My reasons are as follows.

In his charge to the Committee, the President recommended that the Committee first determine the academic role of the disciplines of Anthropology, Political Science, and Sociology, and subsequently recommend on the administrative structure of the areas to be encompassed by these disciplines. The approach being utilized by the Committee reverses this process and, in essence, requires the Committee to make a heavily value-laden judgment as to the best from among four or five alternative administrative structures without any consideration as to the areas to be encompassed by these structures. I am more than a little baffled as to how the Committee is going to be able to judge the merits of each of these alternative approaches without knowing the curriculum or curricular areas which are to be encompassed within each of the disciplines/departments proposed. I would, therefore, like to suggest that the Committee proceed along the lines proposed by the President. His approach will require that the Committee examine the portions of the University curriculum which are relevant to the disciplines of Anthropology, Political Science and Sociology, and determine through consultation with relevant departments, those subject areas in the aforementioned disciplines that are necessary for

inter-phasing with the curriculum of any departments within the University and, furthermore, the Academic Planning Committee should seek, either internally and/or externally, advice as to those curricular elements that are integral to the teaching of the disciplines of Anthropology, Political Science and Sociology. Once the curricular areas are identified, it will be reasonably easy to determine appropriate departmental structures. When both areas and departments are identified, existing faculty can be allocated to the disciplines/departments and charged with developing courses which reflect the subject areas agreed upon.


John S. Chase

/mp

SIMON FRASER UNIVERSITY

MEMORANDUM

To Academic Planning Committee.

From D. H. Sullivan, Dean,

Faculty of Arts.

Subject

Date March 7, 1973

Attached are my recommendations as indicated by Dr. Brian Wilson in his memorandum to me of 26 February, 1973. He suggests that it would be appropriate for me as Dean of Arts to provide the Committee with "views regarding the appropriate recommendation the Committee should consider and/or recommend to the President for transmittal to Senate". I take this to be an invitation to outline to the Committee what appears to me to be the most appropriate course of action with respect to PSA. In doing this, I have gone back somewhat to first principles, to a set of considerations which may never have been properly made with respect to the so-called PSA experiment.

I remind the Committee that the remarks attached are preliminary and were drawn on relatively short notice and are submitted without the substantiation that I myself would require in a final proposal.

Attached, then, are what I consider viable directives for the Committee to pursue at this time.

Sincerely,



D. H. Sullivan, Dean,
Faculty of Arts.

DIS/pt

attach.

SOME CONSIDERATIONS TOWARD DETERMINING
THE ROLE OF SOCIOLOGY, ANTHROPOLOGY, AND POLITICAL SCIENCE AT SFU

The President's principal charge to the Committee is to make recommendations on the role of Sociology, Anthropology, and Political Science in the University. Central to my concern is that the Committee should examine this question with respect to the context of what would be reasonable for a potential student to presume about any of the programs we offer. Would it not be reasonable for such a student to presume that our degree would, among other things, prepare him for graduate work in a Canadian University and that such preparation was roughly equivalent to what he might expect from other programs in, for instance, Sociology at most any public-supported University in Canada? Canadian Universities of course prepare students for graduate work in graduate schools outside of Canada. Most any potential graduate presumes that he will be able to pursue a higher degree in the discipline of his B.A. - providing he has done well. We should presume much the same of all programs in the Faculty of Arts, except professional programs. We should presume that a graduate will have had at least two opportunities: 1) to study broadly the representative areas which comprise a discipline and further, 2) to specialize somewhat in one or more of these areas. For example, a philosophy student might well study some logic, some phenomenology, some empiricism, some utilitarianism, and some so on. From among these his inclinations might lead him to pursue logic through to an Honors degree. We recognize that none of our departments in the Faculty can offer every aspect of its parent discipline to an equal extent, but it would be very hard to justify the exclusion of, say, logic from the undergraduate curriculum in Philosophy. It ought to be our usual presumption that any programs in the liberal arts, humanities and social sciences would offer at least that which is broadly

necessary for an understanding of the parent discipline. Beyond that we should also presume that a department in the Faculty of Arts will offer specialized programs at the majors and honors levels and a number of professional specialized programs at the graduate level. I think it is reasonable that a potential undergraduate of the University would presume that he would have an opportunity to study in a context where programs in the humanities and social sciences similar to those found in comparable institutions across Canada were being offered. If a potential undergraduate does not come to the University with this latter expectation he would have it as soon as he became even slightly experienced in the world of learning. Therefore, as I construe it, one of the responsibilities of the Committee is to make certain that at least the usually accepted core elements of the disciplines of Sociology, Anthropology, and Political Science are offered in any curriculum we recommend. Sociology, Anthropology, and Political Science are important to most of the other disciplines in the Faculty. The exact form of their teaching or their curricular organization is of less concern here than the availability of basic introductory instruction as well as a core of third and fourth year courses considered central to an understanding of our culture and its relation to others. Certainly even the most casual examination of departments of Sociology, Anthropology, and Political Science at other Canadian Universities makes it clear without elaborate demonstration that the present offerings of the University are unusually poor, set against the above requirements.

Much has been said of the interdisciplinary nature of the original PSA Department. It is not my purpose to enjoin debate on the various senses of the word that have been over the years associated with PSA, nor do I wish to invoke anyone to eloquence about whether or not 'interdisciplinary'

study is good or bad. I am willing to grant that it is good, but I am not willing to grant that it is of higher priority to the institution than primary study in the Arts, Sciences, and Education. I must of course presuppose that an undergraduate student studying in the social sciences, political sciences, or anthropology at SFU should in those courses of study be introduced to those disciplines such that he gains a broad understanding of their historical province, their range of theory and appropriate methodologies, the problems that seize them as sciences and disciplines, and their relationship to other disciplines and sciences. We should presuppose no less of every department in the University.

The APC has on occasion had difficulty deciding whether or not a given area of study is in fact a discrete discipline (e.g., communications studies, criminology, etc.). When we speak of Sociology, Political Science and Anthropology, however, we speak unmistakably of well-established disciplines, disciplines important in their own right and important to the overall structure of a faculty of liberal arts, that is a faculty of humanities and social sciences. There are at present, as is always the case, arguments about the boundaries of these disciplines. We may quibble where sociology ends and social psychology begins, or where sociology ends and social anthropology begins, but I doubt that we will find sociologists arguing that a course in primate anatomy is prerequisite to an undergraduate understanding of the development of sociology. With some effort I dare say we may discover there is broad agreement within the professions of Sociology, Anthropology, and Political Science as to what is essential, what is ancillary, adjunct, optional, or extravagant. We need not drown ourselves in quibble about opposing methodologies within these disciplines. In undergraduate programs we certainly should be little concerned with whether

the student ultimately turns out to be a phenomenologist or a behaviouralist, but we must certainly be concerned with whether the student has been introduced to the intellectual debate between these two schools of thought.

My argument reduces to this: it is the University's responsibility to provide undergraduate programs which offer students access to the general bases of these disciplines, an opportunity to pursue specialization in some areas of the disciplines, and an opportunity to prepare to pursue a higher degree (at least) in Canadian graduate schools. We are responsible ~~to~~ to observe the notion of 'established discipline' in the broad sense, in that we should be cautious of programs concerned with only a specialized part, or parts, of disciplines. Such programs are usual to seminaries and institutes, not departments in an Arts faculty. It is also our responsibility to measure any proposal against the context of location. For example, in political science this at least means that our students ought to have access to a thorough background in the political institutions of Canada, both past and present. I do not argue that each student should be required to take courses in Canadian political institutions or, say, the political history of British Columbia. What I am saying is that it is incumbent upon us as a University to provide a fair share of our resources to satisfaction of the obvious end of producing well-educated, well-informed Canadians and British Columbians.

The above considerations should be central to the Committee's examination to the charge placed on it by the President. That charge was to make recommendations as to the role of Sociology, Anthropology, and Political Science within the University's curriculum. Under such a charge it is incumbent upon us to solicit and examine proposals from within and from outside the Department that are addressed to that specific question. The

question is not 'How can we make the existing PSA Department work? or any other of the questions popularly associated with the 'PSA struggle.' It is, however, quite likely that among the proposals generated there will be those which argue that the three disciplines should be integrated. So be it. I would contend that the burden of proof falls upon those who propose integrated programs. They should be required to show that all three disciplines are being offered broadly and satisfy the presuppositional concerns alluded to above. While it is difficult for this writer to conceive of ways in which all three of the disciplines might be adequately presented without producing a hopelessly complex curriculum and a large unwieldy administrative unit, I would not wish to rule out such possibilities.

While it is not my concern at this juncture to set out courses of study designed to meet the above requirements, my presuppositionⁿ on this matter leads me to offer the following:

- 1) ^{That} A proposal to establish a separate Department of Political Science containing heavy emphasis of Canadian politics ^{should} be solicited;
- 2) ^{That} A proposal for a separate Department of Sociology and Social Anthropology ^{should} be solicited, that such a Department comprise both theoretical sociology plus some areas of applied sociology;
- 3) That the Department of Archaeology be asked to submit a proposal for its restructuring into a Department of Archaeology and Physical Anthropology.

The means of acquiring such proposals are several and will be the subject of some considerable debate in the Planning Committee so I will make no further mention of them there. In closing, if I may indulge the Committee's patience once more by reminding the Committee of the importance of approaching this question from a planning perspective and careful concern for the effect of our recommendations to the Faculty and to the University as well as to the Department.

D.H. Sullivan

March 15, 1973.

D.H. Sullivan

SIMON FRASER UNIVERSITY

MEMORANDUM

To R. Bradley,
Chairman,
Academic Planning Committee

Subject: Separation of Political Science from
PSA

From M. Halperin, T. McWhinney,
M. Robin, A.H. Somjee

Date: January 25, 1973

As you no doubt have been informed, the PSA Department, at a meeting held on January 23, 1973 voted to "rescind (its) proposal for a joint split," a proposal presently under consideration by your Committee.

In this connection, we, as the senior members of the Political Science faculty, wish to state the following:

We consider that the existence of a separate Political Science Department is a necessary and unavoidable prerequisite for (1) establishing and (2) developing an authentic programme in political studies within a viable working environment. The essential administrative and academic reasons have been presented in our Brief of October 24, 1972.

Nothing that has transpired since then has lessened the urgency with which we view the need of being separated from the present PSA Department. On the contrary, the department's action on January 23 is one among other symptoms of a continuing and deepening inability of the two faculty groups to arrive at any stable consensus.

Accordingly, we request that your Committee do not remove from its agenda our submission for an autonomous Political Science Department. We are prepared to continue to co-operate with you in supplying you with the data you require.

Decn

JAN 26 1973

of Arts

R. Bradley,
Chairman, Academic Planning Committee

January 24, 1973

At the same time, in view of the decision by its signatories to withdraw the Sociology/Anthropology Brief, we would expect your Committee to consider our submission on its own merits; that is, in terms of the extent to which it meets the needs and goals of the university with respect to establishing a sound basis for the development of a single, and universally recognized, discipline. Whether or not, and how, a genuine interdisciplinary programme in the social sciences should be mounted, and where--within the Faculty of Arts or the Faculty of Interdisciplinary Studies--would be a matter for separate consideration, should the question be raised.

c.c. President K. Strand
Academic Vice-President B. Wilson
Dean of Arts D. Sullivan

SIMON FRASER UNIVERSITY

(COPY OF) MEMORANDUM

To Dr. R. Bradley, Chairman
Academic Planning Committee

From Mordecai Roshwald, Visiting
Professor, PSA Department

Subject
Date December 5, 1972

Please find enclosed "Some Reflections on the Problem of
the Split of the PSA Department".

cc: President K. Strand
Vice-President Brian Wilson
Acting Dean Neville Lincoln
Dr. M. Halperin, Chairman, PSA Dept.

SOME REFLECTIONS ON THE SPLIT OF THE PSA DEPARTMENT
INTO TWO SEPARATE DEPARTMENTS OF POLITICAL SCIENCE
AND SOCIOLOGY/ANTHROPOLOGY.

1. One argument for an independent Political Science Department is that it is interdisciplinary itself and by combining with other social sciences it becomes interdisciplinary to such an extent as not to be able to cope with its subject matter in a thorough and scholarly manner.

Political Science as currently taught in most universities includes courses in Constitutional Law (legal), Political Theory (philosophical), Political Structure (political), International Relations and Institutions (international law and politics). Thus, the scientific inquiry into politics involves law, philosophy, politics proper and also elements of historical approach.

To be sure, aspects of politics can be studied from the vantage points of economics, sociology and psychology. Ideally one could conceive of an interdisciplinary Social Science, combining and unifying virtually all of the social sciences in the attempt to fully comprehend social behaviour. While such an approach can be occasionally attempted by outstanding scholars and thinkers, on the practical level of university instruction such an ambitious project leads to a diluted and superficial knowledge. The need for concentration is imperative and Political Science provides an adequate focus for such a concentration through an interdisciplinary (but a limited interdisciplinary) approach, as indicated above.

2. There is another reason for the separation of Political Science from Sociology/Anthropology, a reason of a historical nature. Political Science has its roots in ancient Greece, and classical works, such as Plato's and Aristotle's still form an important ingredient of the curriculum, as do various other works of the last two and a half millennia. Sociology and Anthropology, on the other hand, are relatively new disciplines--one to one and a half centuries old. This difference tends to affect and colour the respective attitudes of political scientists and their colleagues in Sociology/Anthropology and is one of the major sources (of which they may not be aware) of the cleft between them.

3. The arguments for the split of the PSA department should not be understood as being absolute or dogmatic. The accepted divisions of social sciences--or other sciences, for that matter--are not sacrosanct and a case could be made for a different grouping of disciplines (many of which are, in fact, interdisciplinary, as Political Science is) than the current one. However, any such attempt to depart from the customary division, in order to have a chance of success, must be based on one of the following preconditions:

(a) It has to be initiated and executed by a single person who has wide and erudite knowledge in the field, and, above all, a coherent philosophy justifying in theory and translating into practice the particular combination of disciplines advocated. Such a person must have an absolute authority in appointing teachers and in controlling the curriculum. In other words, he has to be a philosopher-king of the department.

(b) Another alternative is a consensus among the faculty involved about the philosophy on which the interdisciplinary cluster of subjects is based, and about the practical implications of this philosophy. Such a consensus, in order to form the foundation of a viable programme, must be the result of a profound agreement and not a mere compromise among conflicting opinions.

It seems fairly clear that neither of these two preconditions applies to PSA Department. It is neither ruled by a single authority, nor is it feasible to suggest imposing on it such an authority. As far as consensus is concerned, it is hard to imagine a wider and deeper philosophical discrepancy than that existing among various members of the PSA faculty. A seemingly unified department, which is academically divided, is not only theoretically questionable, but is unmanageable in practice, as the history of the department has shown.

4. The objections of some students, clamouring for a "critical" PSA Department and implying that a split would mean the end of criticism, seem to be rooted in basic misunderstanding. It is the very nature of every scientific inquiry not to accept facts or theories credulously, but to be discriminating, scrutinizing, critical. Science implies a critical approach. Therefore, "a critical social science" is a tautology and the demand is quite empty--unless it means something else, which those students failed to articulate.

MR:ET:DT

December 4, 1972

11 North Sea Avenue
Burnaby 2, B.C.

November 28, 1972

Dr. M. Halperin
Acting Chairman
PSA Department
Simon Fraser University
Burnaby 2, B.C.

Dear Sir:

I have received your November 20th memorandum and the attached briefs on the restructuring of the PSA Department. I wish to comment on your letter of October 24th to Dean Sullivan:

1. You state that of 53 structured courses, only 14 are designated as interdisciplinary. If PSA 433 and 434 are included, the actual total is 15 of 54. For the benefit of students not familiar with the PSA calendar entry, it should have been stressed that 14 of the structured courses are at the 100 and 200 (i.e., introductory) level and none of these courses has a disciplinary designation, although several of the first and second level courses do, in fact, include material from more than one discipline, as is easily discernable from the calendar course descriptions and course outlines.
2. You state that the PSA Department has not produced "anything more than a few paragraphs by way of an academic report or paper articulating its interdisciplinary aspirations" in the past five years. I believe that if you check departmental files you will find that considerably more than a few paragraphs have been written over the past five years. The Knight Report (I believe written in 1968) and a more recent one by K. O'Brien are examples which come to mind.
3. I find your self-designation as "acting spokesman for the majority of senior political scientists" vague in the extreme, and an indication that you consider seniority in rank all-important. In the interests of openness and honesty, I would have preferred a straight-forward approach listing the names of the political science faculty for whom you speak.

These may be small inaccuracies, but they do serve to give the political science brief a distinct slant in exaggerating the inadequacies in the philosophy and operation of the PSA Department.

Office of the Dean

NOV 29 1972

Angela Hamilton

Angela Hamilton
Student No. 72300-8173

cc - Sociology/Anthropology faculty
Dean Dale Sullivan

MEMORANDUM

To: PSA Major Students

From M. Halperin *M. H.*
Acting Chairman

Date: November 20, 1972

PSA FACULTY BRIEFS ON THE RESTRUCTURING OF THE PSA DEPARTMENT

I regret the delay in making the enclosed briefs available to you. Copies were sent to the "Peak" on November 1 with a request that they be published, but they failed to appear in two successive issues. A reading of the two documents should help to dispel some of the fog which has been generated in connection with the proposed split of the PSA Department.

The briefs are presently being considered by the University's Academic Planning Committee, which will make recommendations to the Senate. Should the proposal be approved, it is estimated that the reorganization will not take effect before September 1, 1973. Students currently majoring in PSA will be permitted to complete their course of study on the basis of requirements in effect prior to the restructuring of the Department.

It should be noted that both the Academic Planning Committee and the Senate have student representation. In addition, any student or group of students will have ample opportunity to submit their views to both organs. Meanwhile, PSA major students are invited to communicate their opinions to the Acting Chairman of the PSA Department. It will be particularly helpful if remarks are addressed to specific points raised in the briefs.

c.c. President, Vice-Presidents, Deans
All members of the SFU faculty

~~MEMORANDUM~~

TO: Dean Dale Sullivan

FROM: M. Halperin, acting spokesman for majority of senior political scientists*

SUBJECT: Statement on Proposal to Create Separate Departments of Sociology/Anthropology and Political Science

DATE: October 24, 1972

I. Present Status of PSA Interdisciplinary Studies

The PSA Department was originally organized on the assumption that its three combined disciplines, i.e., political science, sociology and anthropology would cross-fertilize, mutually stimulate one another, and provide an integrated approach to the study of a wide range of social and political institutions, ideologies and related empirical phenomena. As described in the university 1972/73 calendar, the PSA department, indeed, represented a "unique combination" (page 171). Although departments combining sociology and anthropology (the latter including archaeology) are fairly common, this is apparently the first and only example in a North American university of political science being included in a single department with sociology and anthropology.

It appears that for a brief period some effort was made to implement interdisciplinary objectives. However, in effect the department settled down into a co-disciplinary rather than interdisciplinary existence. Currently, this is reflected in the following situation:

(1) Undergraduate Programme

In its PSA section, the 1972/73 calendar (pages 173-181) lists 53 structured courses. Of these, only 14 are designated as interdisciplinary, i.e., can be counted by students as credit in more than one discipline (e.g., PSA 351 - Sociology of Religion - may be counted as either sociology or anthropology). Concerning the other half, the Department has no mechanism by which they can be scrutinized or tested to assure the claim that they are truly interdisciplinary.

* Full Professors A. H. Somjee and E. McWhinney, and Associate Professor Martin Robin, all at present on leave of absence. The remaining political scientists are Associate Professor A. Ciria (on leave and not contacted) and Instructor T. Oliver, who entered on duty on Sept. 1, 1972.

(2) Graduate Programme

Structured graduate courses have thus far never been offered, and in effect no coherent graduate studies programme has existed. It is now planned to offer structured graduate courses for the first time in Spring 1973.

Three courses will be offered, one in political science, one in sociology and one in anthropology. This is clearly a multi-disciplinary and not an interdisciplinary orientation, and with good reason: on the graduate level, specialization in a single discipline is a requirement for employment in 95% of university teaching or institutional research openings.

(3) Faculty

All members of the teaching staff hold appointments in a single discipline, i.e., either political science, sociology or anthropology. In a few cases, faculty members have shifted part or all of their teaching into a discipline other than the one in which they hold their appointment. This has been done on an ad hoc basis, with no review either on a departmental or university level.

(4) General

For the past five years or so, the department has not met in a seminar situation to reflect on its declared interdisciplinary concerns. Nor has it produced anything more than a few paragraphs by way of an academic report or paper articulating its interdisciplinary aspirations. No joint interdisciplinary courses or seminars are at present being offered or contemplated.

At the same time, the cohabitation of the three disciplines under one roof has, to a significant degree, been responsible for creating serious obstacles in the way of developing the programmes of the separate disciplines. Consistent academic standards are conspicuously absent. Courses and seminars are too often fragmented and open-ended units, unrelated to a coherent sequence in which progression from one level to another is based on relevant prerequisites. Quite apart from the Department's tripartite structure, a review of the PSA curriculum has long been overdue.

II. Problems of Intra-Departmental Communications

In recent years, conflict within the Department has had a negative effect on personal and professional relations among the faculty. Among other factors, differences in disciplinary specialization and orientation have inhibited effective intra-departmental communication. A consensus, except for the maintenance of the status quo, has been hard to come by and this has been reflected in the stagnation of the curriculum and continuing disagreement over recruitment of new personnel.

III. Remedy

The replacement of the PSA Department by two separate units should create a new opportunity to establish meaningful and viable entities.

IV. Political Science Perspective

The proposed political science department can be expected to create a balance between empirical and theoretical studies. The new curriculum should also be designed to fill the gaps existing in the current PSA political science programme, e.g., by mounting courses in political communications, nationalism, international jurisprudence, British Columbia politics and government and so forth; by reviving courses in public administration and international organizations; by considerably expanding and strengthening courses in Canadian politics, comparative government and international relations; and by broadening the scope of theoretical courses to include a wide spectrum of philosophies and systems.

In the new department it should be possible to restructure the curriculum into five or six basic sub-sections, as for example, Canadian government and constitutional law; political theory; comparative government; international relations; etc. Undergraduate students majoring in the new department could then be required to take an introductory course in several, with an option of concentrating in one or two sub-sections. On the graduate level, there should be new possibilities of research-oriented studies related to the basic sub-sections.

MH:CS:ET

Copies to: President K. Strand
Vice-President B. Wilson
Dr. A. H. Somjee
Dr. E. McWhinney
Dr. M. Robin

SOCIOLOGY AND ANTHROPOLOGY BRIEF CONCERNING
THE PROPOSED DIVISION OF THE P.S.A. DEPARTMENT

1. Academic Rationale

The proposed division of PSA provides an opportunity for the Sociology and Anthropology section to revitalize the initial PSA approach to the social sciences and to strengthen its academic status through recruitment consistent with a clearly defined curriculum philosophy. By the PSA approach, we mean a social science oriented to a critical examination of social trends by means of a theoretical perspective which integrates sociological, anthropological and political insight. This approach does not require--and is in fact jeopardized by--premature disciplinary specialization. The indiscriminate introduction of specialist fields into the PSA Department has led to a divisive competition for recognition between narrowly defined interests--a competition which has all but halted curriculum development and vigorous recruiting. The separation of Political Science from Sociology and Anthropology will remove many of the bases for this competition.

2. Curriculum Philosophy

The orienting idea underlying the PSA Department since its inception by Professor Bottomore has been an attempt to give students an understanding, based on firm academic grounds, of the nature of the times in which they live. In order to gain such an understanding, the student must understand what man basically is, what the structure of society is, and what has happened to man and society in the course of history. In this task, anthropology is joined by sociology to show the break-up of primitive society, the origin of the state and other institutional structures, and the nature of these structures from earliest times to the present. The study of political institutions is a necessary companion in this historical, comparative, and contemporary picture of the social system. The PSA Department has been committed to such a perspective from the beginning.

The goal of the Sociology and Anthropology section remains to maintain and expand a generalist department dedicated to providing an understanding of the human condition by pooling the concepts, methods and materials of the social sciences, while not neglecting that level of specialist representation necessary to further knowledge in its constituent fields. The pending division of PSA provides a means of facilitating this goal by enabling the Sociology and Anthropology department to synthesize a more generalist curriculum philosophy and to recruit a corps of faculty--widely conversant in the social sciences--who share this common philosophy, and who are convinced that the environment it provides is conducive to the most effective teaching and research. It has been the experience of the PSA department that this philosophy and environment attracts students at all levels.

During the implementation of the division, the respective departments will need to co-operate fully in the matter of curriculum definition. Simultaneous to this, each department must synthesize its curriculum along coherent lines. Although it would be premature to outline a complete curriculum content for Sociology and Anthropology at this time, we feel that at least the following considerations must be borne in mind:

a. We anticipate a clear division of certain existing courses between the two departments, for example, Social Theory on the one hand and Political Theory on the other. However, since students must be permitted to complete their programmes under the calendar in effect when they began, such courses must continue to receive interdisciplinary credit for some time. The possibility that this arrangement may provide the basis for a long-range interdisciplinary co-operation between the departments should not be overlooked.

b. Certain PSA courses cut across disciplinary lines, for example, Canadian Society and Politics. In order to avoid duplication of course content, the respective departments will need to co-operate in redescribing their offerings in these areas. In doing so, Sociology and Anthropology would adhere to the philosophy outlined above.

c. With the loss of the Political Science curriculum, a number of new courses will be required in Sociology and Anthropology, especially in the area of political sociology. This will be necessary to maintain the spirit of our curriculum philosophy, and to provide for departmental expansion.

3. Faculty Recruitment

In order for the Sociology and Anthropology department to remain viable during and after the division, the following basic recruitment policies will need to be implemented.

a. Since recruitment into PSA was on an interdisciplinary understanding, present faculty (and indeed, staff) must have the option to select the new department in which they wish to work. This ensures not only the academic integrity and expectations of present faculty, but also the maintenance of the department's philosophy.

b. The PSA Department has never regained its complement of faculty as of 1969. Inasmuch as many of these vacant positions are in Sociology and Anthropology, we expect to proceed with replacement hiring. Moreover, there is already considerable student pressure on courses in the department, and the division will aggravate problems arising from understaffing.

c. A cardinal priority is that substantial numbers of new faculty will be required for the Fall semester, 1973, if the department is to fulfill its extant and revised course offerings. Two areas are particularly vital in this regard: anthropology and political sociology. Wherever possible, these will be regular, rather than visiting, appointments.

d. Recruitment problems over the past years have made it difficult to mount certain areas of the department's calendar, for example, Research Methods. Recruitment to fill these gaps carries a relatively high priority.

e. Continued growth of the department must be assured along the lines of its curriculum philosophy. Faculty positions will be justified and filled in light of this philosophy, bearing in mind the department's accent on a humanistic, critical generalism.

f. We intend to take the opportunity afforded by the division of the department to bolster the Canadian and Third World (especially Africa) content of Sociology and Anthropology offerings.

4. Student Curriculum Concerns

A primary curriculum concern of students regarding the division of the PSA Department is that students now enrolled in PSA, both graduate and undergraduate, be able to continue their present studies without interruption. The department is on record in affirming the principle that all undergraduates who have declared a major at the time of the division, and all graduates enrolled at this time, be entitled to complete their programmes as if no division had occurred.



SIMON FRASER UNIVERSITY, BURNABY 2, BRITISH COLUMBIA, CANADA; (AREA CODE 604) 291 4680
VICE-PRESIDENT, ACADEMIC

6 November, 1972

Bobbi Gegenberg,
Chairwoman pro tem,
PSA Student Union,
c/o PSA Department.

This will acknowledge your letter of October 31 providing me with the text of a resolution adopted at a General Meeting on October 26th. I shall bring your letter to the attention of Dr. Ray Bradley, Chairman of the Academic Planning Committee.

I am enclosing a copy of "An Open Letter to PSA Students" which I am sending to The Peak, to provide you with information as to the further consideration of the proposal to develop two new departments to replace the PSA Department. I would personally find it helpful to have further information related to the third item in the resolution, i.e. possible detrimental effects on students if the proposed split was implemented.

A handwritten signature in dark ink, appearing to read 'Brian Wilson'.

B.G. Wilson

c.c. Dr. K. Strand
Prof. D.H. Sullivan
Dr. M. Halperin
Dr. G. Rush
Dr. R. Bradley

:md



I have now had the opportunity to meet with several members of the PSA faculty, a delegation of four from the Steering Committee of the PSA Student Union and, for a short time, about forty members of the PSA Student Union. In addition, I understand that PSA faculty have met with students. However, it is clear to me that there still exists uncertainty and misinformation about the proposed development of two separate departments to take the place of the Department of Political Science, Sociology and Anthropology.

At a meeting of the Department on 3 October, 1972, a Motion to reorganize the Department into two separate departments was unanimously approved. Since that time, other faculty members have indicated that they concur in the decision and no expression of faculty disagreement with the decision has been communicated to me. At a meeting with three members of the Sociology/Anthropology group on 10 October, 1972, the Dean of Arts and I pointed out the mechanism by which this interest of faculty could be further considered.

The Universities Act specifies that the termination of programs and the development of programs require action both by Senate and the Board of Governors. At this University the Academic Planning Committee has responsibility for the evaluation of new programs. Accordingly, the appropriate procedures for evaluation of the proposal are as follows:

1. recommendations to Senate;
2. consideration by Senate; then, if approved,
3. consideration by the Board of Governors.

The two groups representing Political Science and Sociology/Anthropology were informed that, before developing comprehensive programs at the undergraduate and graduate levels, it might be more appropriate to present short briefs stressing the academic goals and expectation of each projected department, the rationale for its development and some indications regarding curriculum. A brief from each group has now been received and forwarded to the President. The President has instructed the Academic Planning Committee to meet to consider these briefs with a view to the formulation of recommendations to Senate regarding the academic merits of the proposal to create two new departments to take the place of PSA.

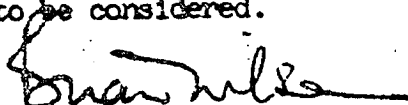
The Academic Planning Committee, after consideration of the merits of the proposal, will make recommendations to Senate. If Senate approved the proposed split in principle, subject to satisfactory review of detailed proposals, the Board of Governors would then consider the proposal. Subject to Board ratification of the positive Senate recommendation, in principle, working groups in each area would then be asked to develop detailed curricula and programs at the undergraduate and graduate levels for processing through the appropriate Senate Committees for final referral to Senate and the Board of Governors, if approved by Senate. These procedures are likely to take at least six months to complete, provided that approval is given at each step. The views of PSA students are essential in the decision-making process. A concern must be with the academic merits of the programs and their integrity in the University learning process. Regardless of the outcome of the present proposals, students presently registered in PSA must have the opportunity to complete their present programs.

At about the time of the departmental decision to recommend separation of the two groups within PSA, the President indicated in a speech on the future of the University that a proposal for an Institute of Public Policy Analysis had been put forward. The coincidence in timing represents the only connection between these two events, although any Institute of this type would clearly relate to several academic areas in the University, particularly in the Social Sciences. Such an Institute would not be a teaching department and would have minimal permanent staff, it would have no responsibility for the teaching programs of Political Science or Sociology/Anthropology; the Institute would not be a vehicle for contract research for faculty members. In my view, such an Institute has no relevance to the current debate, and in any case would have to be approved both by Senate and the Board of Governors.

Concern has also been expressed about the resources available to the proposed new departments of Sociology/Anthropology and Political Science. The Dean of Arts and I pointed out to the faculty representatives of Sociology/Anthropology on October 10th, (and I to representatives of the PSA Student Union on October 25th) that the net effect of the separation might well be an increase in staff resources rather than a diminution, since both areas would have to be adequately staffed and supported to become viable operations. New faculty appointments would be determined by the needs of the specified new programs, when approved. Graduate programs in both areas would be encouraged so that each could become an effective teaching unit.

It is my expectation that the Academic Planning Committee will encourage presentation of briefs from interested individuals, which of course includes PSA students, regarding the merits of the present proposals, and will provide opportunity for discussion of such briefs before making recommendations to Senate. Informed comment can only assist the better functioning of the University.

Let me emphasize that the President has not placed any action related to the PSA split before the Board of Governors, and I have no "secret plan to end the Department and bring the Political Scientists home by Christmas", despite rumours in The Peak. Indeed, I have stressed to everyone who would listen that the whole process of evaluation is likely to be protracted, rather than rapid, and that the academic merits of the proposals are the paramount criteria to be considered.



Brian Wilson
Vice-President Academic

777

SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
DEPARTMENT OF POLITICAL SCIENCE, SOCIOLOGY AND ANTHROPOLOGY (D.S.A.T.P.C.H.)

October 31, 1972

Brian Wilson
Vice-President, Academic
S.F.U.

Dear Sir:

The faculty of the PSA department voted early this month to split the department. Preliminary briefs outlining proposals for a department of Political Science and a department of Sociology and Anthropology have now been submitted to the Dean of Arts and the Senate Academic Planning Committee.

In response to this proposal, the PSA student union at a general meeting on October 26 attended by approximately 200 PSA students unanimously adopted the following resolution:

Inasmuch as:

- (1) there was no student participation in the faculty decision to split the department and*
- (2) there was no student participation in formulating either preliminary brief and*
- (3) splitting the department will be detrimental to students,*

the PSA student Union unconditionally opposes the splitting of the PSA department.

Sincerely yours,

Bobbi - Gegenberg

Bobbi Gegenberg
Chairwoman pro tem
PSA Student Union

cc: Ken Strand
Dale Sullivan
Maurice Halperin
Gary Rush

Copy of the Dean
NOV - 3 1972
Faculty of Arts



NOTES OF MEETING HELD ON TUESDAY, OCTOBER 10, 1972 AT 10:00
A.M. IN THE DEAN OF ARTS' OFFICE

PRESENT: B. G. Wilson - Vice-President, Academic
 D. H. Sullivan - Dean of Arts
 G. Rush - PSA
 H. Sharma - PSA
 J. Whitworth - PSA

The meeting was called to discuss a motion passed by the PSA Department to divide the existing Department into two separate units comprising Political Science and Sociology and Anthropology.

Timing

There was general agreement on the need to act quickly in terms of providing briefs for submission to the Academic Planning Committee. The Vice-President, Academic said that, once the proposal had been agreed upon in principle by the Academic Planning Committee, then related detailed considerations, such as resources, development plans, etc. could be worked out. Dr. Wilson outlined the approval process as follows:

1. The Academic Planning Committee

This Committee meets bi-monthly on Thursdays but holds special meetings when required.

2. Senate

The brief, if passed by the Academic Planning Committee, could be put forward to a meeting of Senate.

3. The Board of Governors

The Board could deal with the proposal as early as December, 1972 or January, 1973.

The Brief

The brief should consist of:

1. Approximately 5 to 6 pages.
2. A justification should be included for the division of the existing PSA Department into separate components.

continued . . .

The Brief (cont'd)

3. An academic rationale for the establishment of a separate Department of Sociology and Anthropology (or Political Science).
4. The general structure of the curriculum of the new department (e.g. its academic goals and directions).

It was considered unwise to enter into the more detailed aspects of the development of the two units (i.e. finite curriculum, library resources, etc.) until Senate had agreed to the proposal in principle. A rationale should be developed on academic grounds by each group. Dr. Wilson stressed the need for academic arguments and justifications for the existence of the two departments.

Resources

On the question of existing and potential resources, the Dean said that it would be more a question of new allocation and reallocation than a simple division of existing resources, that resources would depend upon the program being presented. He suggested that additional resources might well be necessary for both units to function adequately.

Appointments

It was felt strongly by the members of the PSA Department that existing faculty should have the opportunity to opt for one of the two departments and that this should be written into the proposal. The Dean stressed allocation of personnel would be based on fitting qualifications to programs. Referring to general appointments, Dr. Wilson advised that the Appointments Committee should now be thinking in terms of visiting appointments only. Dr. A. de Crespigny (candidate for the Chairmanship visiting the University that week) should be viewed as a potential Political Science candidate.

Concern was expressed over rumours of a research type Institute (of) Public Policy. This, it was felt by some PSA members, would attract several members from Political Science. Dr. Wilson said that such an institute would likely be research oriented, not a teaching department, and was not related to the PSA split in any way.

Administrative Structure

Dr. Rush indicated that the Department had passed a motion asking Dr. Halperin not to institute any new changes in the Department.

continued . . .

The Dean stated that the Department could not return to the status quo just for the sake of returning to the status quo. He said that there would have to be justification. Dr. Rush pointed out that Dr. Halperin's changes were supposed to be of an experimental nature. It was felt, by the PSA members, that the Departmental Assistant position was valuable and would be especially so during the changeover when students would require consistent and accurate counselling.

Dr. Wilson replied that he would not be favourable to further organizational changes. The Dean indicated that requests for additional staff and the like as a matter of policy have to be channelled through him, the Vice-President, Academic, and Personnel.

Students

It was remarked that students had raised the question of the complications that might result for those students who had commenced their studies in a PSA interdisciplinary program. A meeting had therefore been called by the Department to explain the situation. The Dean said that students with majors and honors programs must be assured that they can complete their present program.

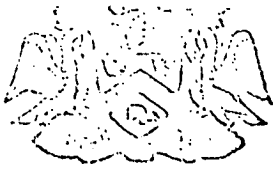
CAUT

It was asked how the CAUT censure would be affected by the division. Dr. Wilson felt that in practice the division might not affect the censure, although legally it only applied to one department.

General

It was agreed that (a) Dean Sullivan and Dr. Wilson would review the draft with PSA members (b) the Dean would discuss with Dr. Rush the interim period (i.e. to September, 1973), (c) members of the PSA Department would consult Dr. Ian Mugridge when drawing up their drafts (d) Dr. Wilson would indicate his position to the President, and (e) the Political Scientists would be asked to expedite their proposal.

THE MEETING ADJOURNED AT 11:00 A.M.



SCHOOL OF SOCIAL STUDIES

July 19, 1969.

To all members of faculty
at Simon Fraser University
From T.B. Bottomore

Several members of the Department of Political Science, Sociology and Anthropology at Simon Fraser University have asked me to comment on the present state of the Department and on recent events which have affected its situation in the University. I have hesitated previously to express my views in public, because I have been away from the campus since December 1967; but as a former head of the Department and a continuing part-time member of the SFU faculty I have not been indifferent to the evident deterioration in the academic standing of the Department; and at the present time, when its very existence seems to be in jeopardy, I think it proper to make my opinions known. The following comments upon two major aspects of the Department's affairs are based upon information derived from public documents (including the minutes of PSA Department meetings) and from my correspondence and discussions with faculty members and students at SFU and other Canadian universities.

I. General conditions in the Department.

It is plain that the atmosphere in which the work of the PSA Department is carried on has become very unpleasant, and for some people intolerable. The evidence for this is, in part, that a substantial number of faculty members -- among them Dr. Bettison, Dr. Carlson, Dr. Srivastava, Dr. Collinge, Mr. Hobler, Mr. Mulkay -- have either resigned, or separated themselves in some other way, from the Department. Other members are contemplating resignation; and I can speak with authority on this point, because they have asked me to write references for them in their quest for other posts.

There is further evidence of this unpleasant and frustrating atmosphere in the memorandum circulated recently by Dr. Adam, Dr. Barnett, Dr. Collinge and Mr. Wylie, which raises this issue directly as one of the major problems in the Department.

The causes of this situation are doubtless complex, but it is clear from the information I have that one very important factor has been the obsession of some faculty members with political campaigning, their intolerance of the opinions of those colleagues who did not agree with them, and their disregard for intellectual standards.

II. Student representation.

Much has been made, by some faculty members, of student participation in the administration of the PSA Department. I have always favoured, and worked for, student representation on departmental, Faculty and University committees, but I do not consider that students should be represented equally with faculty on all committees. Some matters -- Faculty appointments and promotions, the overall curriculum, admission of graduate students -- should be entirely, or very largely,

a faculty responsibility, although students should be consulted as widely as possible where their interests are directly concerned. There is no 'elitism' in this view; it simply recognizes the real differences between students and faculty in respect of their knowledge and experience, and the duration of their involvement in academic life. It is not, in any case, a permanent distinction (unlike those of caste or class), for some of our students will go on to become teachers and scholars, perhaps more knowledgeable and original than ourselves, while others will doubtless become wealthier, wiser, happier or more famous than we are. So much the better. Nor does this distinction imply an arbitrary inequality of status in actual teaching situations; my own experience, at SFU and elsewhere, has been that the relationship of teacher and taught need not in any way inhibit mutual criticism and enlightenment, nor prevent the growth of a sense of partnership in intellectual discovery.

The purpose of a University is to maintain the conditions for free intellectual inquiry and to promote critical thought. It is not to advocate radicalism or any other political doctrine. I have long been a radical and a socialist, but when the PSA Department was founded it was not at all my intention that it should develop some collective political orthodoxy or become obsessed with political issues. On the contrary I hoped that there would be a great diversity of views, not only on politics but on the theories and methods of the social sciences quite apart from their immediate political significance; and that from this diversity there would emerge genuine controversy and criticism, stimulating teaching, and the incentive to undertake original research. During the first two years something of this kind was achieved, however inadequately; the Department was exciting and controversial, but good-tempered and a friendly place in which to work. Obviously, this has changed, and many students and faculty now feel ill at ease and unable to express their ideas freely for fear of being condemned as 'reactionaries'. At the same time, the Department has been brought to the verge of destruction by the fanaticism of some members and the foolishness of others. If it is to survive and to accomplish anything worthwhile it must clearly be reformed, and the proposals by Adam, Barnett, Collinge and Wyllie offer a useful starting point. The most immediate needs are to re-establish genuine intellectual freedom and diversity in the Department, to restore a concern with intellectual achievement rather than political activism, and to create a workable system of administration. I have no doubt that this will require much time and effort, but the long and painful process of rehabilitation is still preferable to extinction.

TBS

Note: Professor Bottomore has released the above for publication. It is a statement that I hope will be useful to those conducting the "PSA Review" so widely advertized.

B.H. Sullivan

APC 73 21/2

SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. I. Muiridge and APC

Sub-Committee

Subject PSA separation

From Erich Burkle

c/o Student Society

Date November 5, 1973

I would like to bring to your attention my position on the proposed separation of the PSA department.

The draft curriculum of a new Sociology/ Anthropology department is attractive and imaginative. Its well thought-out structure and arrangement of courses represents an improvement on the existing Sociology and Anthropology offerings in PSA, and while it is comparable to other Canadian S and A programmes it preserves and extends the existing distinctive theoretical emphasis of the curriculum. Probably many students, including myself, would support a department based on the proposed curriculum.

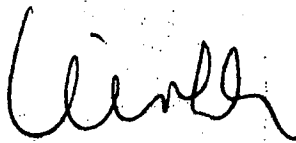
However, I feel compelled to most strongly criticise the Provisional Target Model of the proposed Political Studies department. As Dr. Halperin has written in his memorandum to the APC of March 28, 1973 this curriculum proposal is not significantly different from other such programmes in North America. Given this rationale I can see no reason why such a department of Political Studies should be established at SFU.

The Provisional Target Model proposes the division of the Political Studies curriculum into five distinct areas. Particular emphasis is given to International and Canadian Law and Canadian government. However, since there is a Faculty of Law at UBC and since the SFU library is inferior in terms of books on Canada compared to the libraries at UBC (at the present time I have to do about one half of my research at UBC) I can see absolutely no administrative nor academic reason why a Political Studies department as proposed by Dr. Halperin should be set up at SFU. If we cannot create a department that is distinct from other universities we don't need

it. Dr. Halperin's curriculum proposal is almost a carbon copy of the existing Political Science curriculum at UBC. A department based on such a proposal could in no way compete with UBC and would be a waste of resources. A merger of the SFU with the UBC Political Studies department is preferable over the establishment of a carbon copy department at SFU.

I would like to stress that this argument of a merger is not an attempt to get rid of our present political scientists for I myself would consider doing my graduate work at such a merged Political Science department at UBC. Nor is my criticism of the Provisional Target Model a personal criticism of its author.

I would also like to point out that I favor the present integrated structure of PSA over the establishment of a Sociology/Anthropology department and a Political Studies department based on the unimaginative Provisional Target Model. It is up to the political scientists and the APC sub-committee to present a more attractive curriculum proposal for the latter department. If such a new proposal should not come forth and be made available for discussion and consideration my position on the split will be clear.



Erich Burkle

cc: Dr. Halperin

Dr. Whitworth

THE PEAK

SIMON FRASER UNIVERSITY

APC 73.21a

MEMORANDUM

To..... Dr. I. Mugridge,
..... Academic Planning Committee
Subject..... E. Burkle Memorandum

From..... M. Halperin,
..... PSA Department
Date..... November 8, 1973

M. H.

With reference to Erich Burkle's memorandum of November 5, 1973, I should like to make the following comments:

1. In the preparation of the proposed new political science programme at SFU, the curricula in more than a score of reputable North American universities were examined. The structure and content of the curricula revealed certain basic similarities, reflecting the consensus of the political science community concerning the nature and scope of the discipline. The same observation could more than likely be made concerning most academic disciplines, including sociology and anthropology. In this respect, it may be said that the entire SFU curriculum in Arts and Science is largely a duplication of the corresponding curricula at UBC, which in turn duplicate those of the University of Toronto, etc.

What primarily distinguishes the Departments of one institution from another is the quality of the faculty, the system of instruction and guidance of students and the academic standards which students are expected to meet. Should a new Department of Political Studies at SFU materialize, it will almost certainly not be a "carbon copy" of UBC, or any other university, for that matter.

2. Mr. Burkle finds it objectionable that "Particular emphasis is given to International and Canadian Law and Canadian government". It is true that Canadian government is emphasized, and for this no apology is offered. It is not true that "International and Canadian Law" are emphasized. In a total of 54 course listings,

Dr. I. Mugridge,
Academic Planning Committee

November 8, 1973

there is one course in Canadian law and one course in international law, the first highly relevant to the study of Canadian government and the second of intrinsic importance to the study of international relations.

3. Mr. Burkle states that "since there is a Faculty of Law at UBC and since the SFU library is inferior in terms of books on Canada compared to the libraries at UBC...I can see absolutely no administrative reason nor academic reason why a Political Studies department as proposed by Dr. Halperin should be set up at SFU."

With respect to the Faculty of Law at UBC, he appears to be saying that our two undergraduate courses, specifically oriented for political science undergraduates, are duplicated in the curriculum of a graduate professional Faculty, and hence a Department at SFU which offers these courses has no reason for existing. This is absurd. As for the "inferiority" of the SFU library, this is also an absurd argument. According to this criterion, at least half the Departments at SFU could not justify their existence. Moreover, with respect to the lack of Canadian books at SFU which Mr. Burkle stresses, the library gap is in large part due to the neglect of Canadian studies in PSA, a neglect which the new programme in political studies aims to remedy.

MH/mg

c.c.: E. Burkle
J. Whitworth
"The Peak"



II. INTRODUCTION AND SUMMARY OF FINDINGS AND RECOMMENDATIONS

On July 9, 1973, the Senate of the Simon Fraser University passed the following motion:

That the matter set forth in paper S.73-83 be referred to the Academic Planning Committee for further consideration and any subsequent report brought before this body consider the following:

1. *Concrete proposals of curricula in the usual format normally specified by the Academic Planning Committee;*
2. *Academic assessment of the proposed curricula, as set forth in the policies regarding the implementation of new programs and courses by the appropriate University committees;*
3. *A clear statement of philosophy or intent of the curricula in relation to its closely related disciplines;*
4. *Inputs from both faculty and students in the formulation of the curriculum of the proposed programs;*
5. *A thorough investigation and understanding of the underlying causes of the "tensions" mentioned in S.73-83; and*

finally, that the report be brought before Senate not later than January 1974.

In fulfilling its charge from Senate, the Academic Planning Committee created a special sub-committee and asked that it use the referral motion noted above as its terms of reference.

The composition of this committee and its activities over the period July through October 1973 are summarized in Appendix A.

The following two basic recommendations emerge from the report of the Sub-committee and now comprise its essential recommendations:

Motions from the Academic Planning Committee to Senate

1. That the existing Political Science, Sociology and Anthropology Department be divided into separate departments of Political Science, and Sociology/Anthropology, and that this action be effective as of 1 January, 1974.
2. That the separate departments bring forward statements of objectives, final program proposals, and detailed curriculum for proposed implementation by September 1, 1974.
3. That a special sub-committee of the Academic Planning Committee be created immediately to undertake planning toward the creation of a genuinely interdisciplinary program in the Social Sciences for implementation as of September 1, 1974.

Speaking directly to the referral motion, the report amplifies and documents the four major findings of the Committee:

1. The proposed curricula in Political Science and Sociology/Anthropology were judged academically superior to the existing curricula by present members of faculty and by external reviewers.
2. A substantial majority of the faculty members in the Department and of those students who responded and with the qualifications noted in the appendices were in favour of the creation of two separate departments.
3. There was great variability in the information which reached the Committee concerning the causes of the alleged tensions in the Department. The Committee found opinion similarly varied as to whether the proposed division of the Department would exacerbate or alleviate tensions.
4. There was considerable support among students and faculty for a comprehensive interdisciplinary program in the social sciences.

With deliberate redundancy, the Committee wishes to underscore its determination to obtain a valid assessment of the academic merits of the proposed curricular changes and an evaluative comparison with the existing curriculum. On the basis of the comments from outside assessors, as well as from observations made by members of the departments within the Faculty of Arts, the Committee is aware that the draft proposals do not provide a crisp definition of the disciplinary parameters, particularly with reference to the program in Anthropology. The outside reviewers present several constructive suggestions for improvement of the draft curricula. For these reasons, the Committee has recommended that detailed program development proceed immediately in view of these suggestions and with the requirement that the final statement of Departmental objectives and curriculum be reviewed and approved by the Arts Curriculum Committee as is the normal procedure. It should also be noted that members of the existing Department responsible for the preparations of these draft curricula are fully aware of the need for further detailed planning and improvement. On balance, however, we interpret these data as supporting the conclusion that, in comparison with the existing curriculum, the new proposals are preferable as a basis for more detailed curriculum development. This is the major academic rationale for our recommendation that two departments be created.

Some question remains as to whether point 3. in the referral motion has been satisfied. This point asks that there be a clear statement of philosophy or intent of the curriculum in relation to its closely related disciplines. While there are brief statements of

purpose at the outset of each of the two curricular proposals, they can hardly be considered detailed statements of philosophy. The Committee has discussed this matter with members of the existing department and has concluded that it would not be appropriate to request further philosophical statement at this point. Rather, in keeping with major recommendation 2., it suggests that the development of a comprehensively cross- and inter-disciplinary social science curriculum should include such philosophical justification.

IV. AN INVESTIGATION OF THE "TENSIONS" IN THE
DEPARTMENT OF POLITICAL SCIENCE, SOCIOLOGY,
AND ANTHROPOLOGY

The Committee remains humble as to whether or not it has complied with point 5. in the referral motion, asking that it understand the underlying causes of the tensions. It is not humble, however, about the amount of time devoted to that topic in discussions with many people and in the reading of many documents over the past three months. It may seem unacceptably lacking in force, but, in its adherence to an overriding concern with presenting something constructive on this issue, the Committee has elected simply to include with this report several statements from those whose familiarity with the alleged tensions exceeds its own. These statements are included in Appendix E.

All that the Committee can say with confidence on the basis of this opinion is:

1. There is considerable agreement that the tensions were exacerbated, if not created, by the events of 1968 and 1969.
2. There continues to be a deep conviction on the part of some members of the faculty and student body that tensions were not only created by the perceived injustice of administrative actions, but can only be alleviated by the reversal of those actions.
3. There is a strong conviction on the part of some that the alleged tensions emerged from and are being sustained by certain members of the University community and others whose primary commitments are to organizations and values outside

the University and in some instances in conflict with it.

4. That the great majority of the University community are not familiar with the events that are seen by some as the origin of the tensions and are weary of the entire matter.

Although possibly inappropriate for a report of this kind, the Committee would like to suggest the following to members of Senate and to the University community. We have no wish to white-wash or distort history in the interests of creating an illusory contemporary peace. There is no question of the depth of conviction of many members of the Simon Fraser University community about the real basis of the difficulties that emerged within the Department of Political Science, Sociology, and Anthropology. However, this consistent intensity of conviction was not matched by even a simple majority opinion as to any particular "real" cause. Indeed, members of the Committee itself continue to differ concerning the causes of the tensions. We agree unanimously, however, that it is in the best interests not only of this department, but of the entire University that these differences of opinion should not be allowed to continue to destroy our sense of community. We do not feel that we have discovered any specific new data that permits us to report to Senate that there is a particular reason for the tensions which with proper treatment can cause their elimination. Rather, we recommend a continued active debate among those who feel that there are issues that remain to be addressed; but we urge as forcefully as we can that all of us agree to conduct such debate within the framework of a community that is focussed on constructive development of the University's

academic programs. The Committee is convinced that the implementation of its two major recommendations will increase the probability of development of that kind of atmosphere and community attitude.

V. INTERDISCIPLINARY PROGRAM IN THE SOCIAL SCIENCES

In arriving at recommendation 2., that a genuinely interdisciplinary program in the social sciences be planned and implemented at Simon Fraser University, the Committee considered many sources of information. Of particular relevance are the statements of Bottomore, Somjee, Williams et al, included as Appendix F. As this comment attests, we believe that a truly comprehensive cross, multi, or interdisciplinary program in the social sciences has never existed at this University. The Committee does not make this assertion from the perspective of disciplinary expertise in these fields, even though by chance there was some representation from the social sciences on the sub-committee of the Academic Planning Committee. Rather, it seems obvious to us that any interdisciplinary approach in the social sciences which does not include, for example, economics, history, and aspects of psychology, cannot be reasonably defended as comprehensive. This is not a criticism of the initial concept that produced the combined Political Science, Sociology, and Anthropology Department, because, quite obviously, this beginning could have provided the foundation for subsequent building toward comprehensiveness. In short, we do not feel that a comprehensive interdisciplinary program in the social sciences can be said to have failed, but would conclude rather than one was never tested. Moreover, we are not particularly interested in determining precisely why that full test was not forthcoming. We suggest that to attempt this now would force us back into the realm of opinion about tensions and

their causes, a move that we feel would be counter-productive at this point.

What we are interested in doing as a Committee is encouraging the development at Simon Fraser University of a genuinely interdisciplinary program encompassing all of the social sciences. We agree with several members of the University community with whom we spoke that, in defending new curricular developments, we should not rely exclusively on the traditional ways in which disciplines have been developed in North America or elsewhere. We do appreciate the fact that Simon Fraser has a reputation, perhaps not totally earned, as a university where innovation and experimentation are encouraged. It should also be noted that several of the outside reviewers who were asked to compare the draft curricula with the existing curricula, not only commented on the deficiencies in the existing program, but also spoke in support of the concept of an interdisciplinary approach to the social sciences and urged us to try to develop such programs on the basis of disciplinary strength in all of the social sciences. This encourages the Committee to propose that with proper expert input, a challenging and academically sound interdisciplinary program can be produced, based on disciplinary strength. For these reasons, we are prepared to give our enthusiastic support to an immediate development which would see the concept of an interdisciplinary program in the social sciences validly tested. Having said this, we should note in concluding that we are as sensitive as other members of the academic community to the

dangers of dilettantism and gimmickry and have assumed that, should this recommendation be given favourable consideration, effective pre-planning would be undertaken to ensure that there was both assessment of the quality of the proposal and some estimate of the probability of its success prior to its implementation.

VI.

RECOMMENDATIONS FOR IMPLEMENTATION

1. Given the approval of major recommendation 1., we recommend that Chairmen from within the existing divisions of Political Science and Sociology/Anthropology be appointed for the 5-semester period beginning with 74-1 and ending with 75-2 and that during that period the normal search and selection procedures for Department Chairmen be undertaken with external candidates to be included in the search.
2. We recommend further that the separate departments bring forward detailed statements of objectives with special reference to subject matter area, final program proposals and detailed curricula after assessment by the Curriculum Committee of the Faculty of Arts. It is proposed that these curricula be available for implementation as of September 1, 1974.
3. We recommend further that new faculty appointments be authorized in Political Science, Sociology and Anthropology to permit the initial stages of implementation of the revised curriculum by the 1974-3 semester.
4. We recommend that a special sub-committee be created by the Academic Planning Committee to plan and develop an interdisciplinary program in the Social Sciences with a view to implementation beginning in 1974-3.