

SIMON FRASER UNIVERSITY

S.75-56

MEMORANDUM

To SENATE - FOR INFORMATION

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject Special Topics Courses -
Spring Semester, 1975

Date February 20, 1975

I am attaching reports from the four Deans of Faculties on the offering of special topics courses in their Faculties during the current semester, as required by Senate regulations. It should be noted that the report from the Dean of Education covers the offering of special topics courses during the Summer semester and that the one course offered during the current semester, Movement and the Arts, is the first course entered on page 1 of his submission.

I. Mugridge *etc.*
I. Mugridge

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SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. Ian Mugridge
Assistant Vice-President Academic
Subject Special Topics Courses

From W.A.S. Smith, Dean
Faculty of Arts
Date December 11, 1974

Attached are the Special Topics courses to be offered in the Faculty of Arts in the Spring of 1975. These course outlines have been examined by the Faculty of Arts Curriculum Committee.

SR:ET
Att.



HISTORY 150
(Selected Topics in Pre-20th Century History)

J.F. Hutchinson
AQ 6015
Tel. 291-3385

PLAGUE, POVERTY AND POLICE:

CULTURE AND SOCIAL POLICY IN EUROPE, 1500-1800

Throughout modern history, social policy has reflected the economic aspirations, cultural values, and political goals of those who made and implemented that policy at any given time.

In this course, topics such as poor relief, public health, and provision for children and lunatics will be examined in the context of European political, economic and cultural history in order that the aims and methods of social policy may be understood more clearly. Students will be expected to read from contemporary documents as well as from secondary sources.

STUDENTS WHO HAVE NO PREVIOUS ACQUAINTANCE WITH EUROPEAN HISTORY ARE STRONGLY ADVISED TO BE PREPARED TO DO EXTRA READING. THIS COURSE WILL ASSUME SOME ELEMENTARY KNOWLEDGE AND PROCEED FROM THAT POINT.

Course format and requirements:

There will be two lectures and one tutorial group per week. The tutorials will provide an opportunity to discuss general points made in the lectures, and to examine critically specific documents on particular topics.

Students will be expected to do assigned readings to prepare themselves for tutorial discussions, and to write two short essays (ca. 1500 words each) on selected topics. A final examination will test the student's understanding of the problems raised in the course as a whole. Final grades will be based on a roughly equal weighting of tutorial participation, the essays, and the examination. (Mere attendance at tutorials does not, of course, constitute participation.)

Required Reading:

The background text is:

Coates, White & Schapiro,

The Emergence of Liberal Humanism:
An Intellectual History of Western
Europe (Vol. I)

Also required are two shorter works:

Pound, J.

Poverty and Vagrancy in Tudor
England

Taylor, G.

The Problem of Poverty, 1660-
1834

Foucault, M.

Madness and Civilization is not
required, but is strongly
recommended

All of the above are available in paperback at the Bookstore; some copies of each will also be on reserve in the library.

A complete list of lecture topics, a list of books recommended for background reading, and the list of books and articles on reserve for the course will be distributed to enrolled students during the first week of the semester. Students who would like more information before registration should contact the instructor in AQ 6015 or at 291-3385.

Mini Outline
History 160
Spring Semester 1978

Michael Fellman

SELECTED TOPICS IN CONTEMPORARY HISTORY

Contemporary American Thought and Culture

Clear and skeptical thought about culture should be the goal for students in all their courses. This course aims to encourage the development of such thinking about American culture from the 1950's until the present, but the wider hope is that students can then better approach other past cultures in subsequent history courses, as well as contemporary Canadian culture. The study of culture should be as broad as possible: ordinary life as well as politics, counter-culture as well as mainstream culture, the bizarre as well as the expected, all are worthy of serious consideration. History studied properly should be an inclusive study about how it felt to be alive at any given time: nothing that moved people should be outside of analysis.

Each student will be a member of a two-hour tutorial which will meet every week. There students will discuss the readings for the week, and develop individual topics for essays and other projects upon which they wish to be graded. Hopefully, students will bring their work into class to be shared: the lecture topics and readings should give some possibilities for individual work, though by no means should students limit themselves to these topics. In addition, I have set aside an hour for lectures, to be given by myself, the T.A.'s and guests. I view this period as a resource, an aid in the general task of the course, rather than a replacement for student effort, or the work of the tutorials.

The major topics discussed will include the 50's, racism and the efforts to overcome it, the war in Vietnam, the New Left, the hip ethic, the women's movement, and the shape of American politics. William L. O'Neill's book, about which I have many reservations, nevertheless covers a great deal of ground, and will serve as the reference text for the course. It would be a good idea to read the whole book before the start of the semester.

Reading List

William L. O'Neill
J.D. Salinger
Malcolm (Little X)
Robin Morgan
Marshall Frady
Jerry Rubin
Tom Wolfe

Coming Apart
Catcher in the Rye
The Autobiography of Malcolm X
Sisterhood is Powerful
Wallace
Do It
The Electric Kool-Aid Acid Test

History 199
SPRING Semester, 1975
Course Outline

G. Cook

Studies in the Historical Method -
British Columbia: The Colonial Era

Although the Calendar states that this course is intended primarily for prospective history majors, such is not the assumption of the present instructor. Any student may enroll and one's performance will in no way whatever be determined by one's "background" or expertise in the discipline. Despite the title, this course is intended as an introduction to the study of history and is open to all students. The method of approach, however, is different from that of other courses as the same level.

Through immersion in the actual record, the opportunity will be offered to do history. In the process both the philosophical and the practical problems in attempting to acquire a personally satisfying understanding of the nature and meaning of history will be confronted. Whether there will be any resolutions of the questions one asks is another matter.

Using the topic - British Columbia: The Colonial Era - as a vehicle and as a point of focus, an attempt will be made to introduce various types of history, such as social, economic, diplomatic, political, constitutional, biographical, etc., as well as the variety of sources to which one must have recourse in the exercise of attempting to make sense of the period. Using a variety of original correspondence (personal and official), diaries and personal memoirs, official publications, newspapers, contemporary accounts, as well as later accounts by historians, questions such as "cause and effect", "progress", "determinism", the role of individuals, etc. will be met. At the same time each member of the class will be able to search the record, analyse and interpret his findings and present a coherent explanation of any subject of his choice relating to the topic of the course. Each participant, therefore will be asked to place himself in the position of the historian. This need not be difficult to do.

It has been said that history is what the historian says it is, and that every man is his own historian. Since individuals continually make historical judgements, whether one is dealing with everyday events or with local, provincial, national, or international affairs, the proof of the matter is whether the individual tries to be a good historian. The proof of a good historian is in the substantiation and in the evidence which one brings to bear in making those judgements.

HISTORY 199

Course Outline

SPRING SEMESTER, 1975

Page 2

G. Cook

A lecture time has been scheduled, the hour being used to explain the nature of the problems and materials to be confronted in the ensuing weeks and also to hear the occasional guest lectures, or to view a film etc. The effective work will be done in the tutorials and in the completion of various assignments and exercises outside of class. Attendance at both the lecture and tutorial is important and the first week of classes is as important as the rest.

Participation in tutorials and completion of the assignments will account for 50% of the final grade; the other 50% will be accounted for by the completion of an historical paper. This latter 50% will depend as much on one's ability to write as on one's supposed "Knowledge" of the particular subject about which one is writing.

Those who may wish to prepare themselves beforehand could begin by reading secondary accounts of British Columbia at the time of Confederation. For sources, consult the subject index of the card catalogue in the library, looking under the heading - "British Columbia - History."

The following books will be available in the bookstore, and should be purchased if possible.

Required: N.F. Cantor & R.I. Schneider, How to Study History
(Thomas Y. Crowell Company N.Y.)

B. Tierney, et. al., What is History - Fact or Fancy?
(Random House Historical Issues Series #24: Chapter 24,
in B. Tierney, et. al., Great Issues in Western
Civilization, Vol. 2)

Highly Recommended: M. MacPie, British Columbia and Vancouver
Island (Coles Reprints).

Week 1	Introduction and Orientation
Week 2	Some Historical Frameworks
Week 3	The Clash of Interpretation
Week 4	Some Uses, Abuses, and Misuses.
Week 5	The Diplomatic Aspect
Week 6	The Economic Aspect
Week 7	The Social Aspect
Week 8	The Political Aspect
Week 9	The Constitutional Aspect
Week 10	The Individual Aspect
Week 11)	
)	
Week 12)	Open
)	
Week 13)	

Three films will be screened.

There will be a number of guest lecturers who have written on the period.

PHILOSOPHY 331

SELECTED TOPICS II

"COLLECTIVE RESPONSIBILITY AND COLLECTIVE OBLIGATIONS"

SPRING SEMESTER

D. COPP

REQUIRED TEXT:

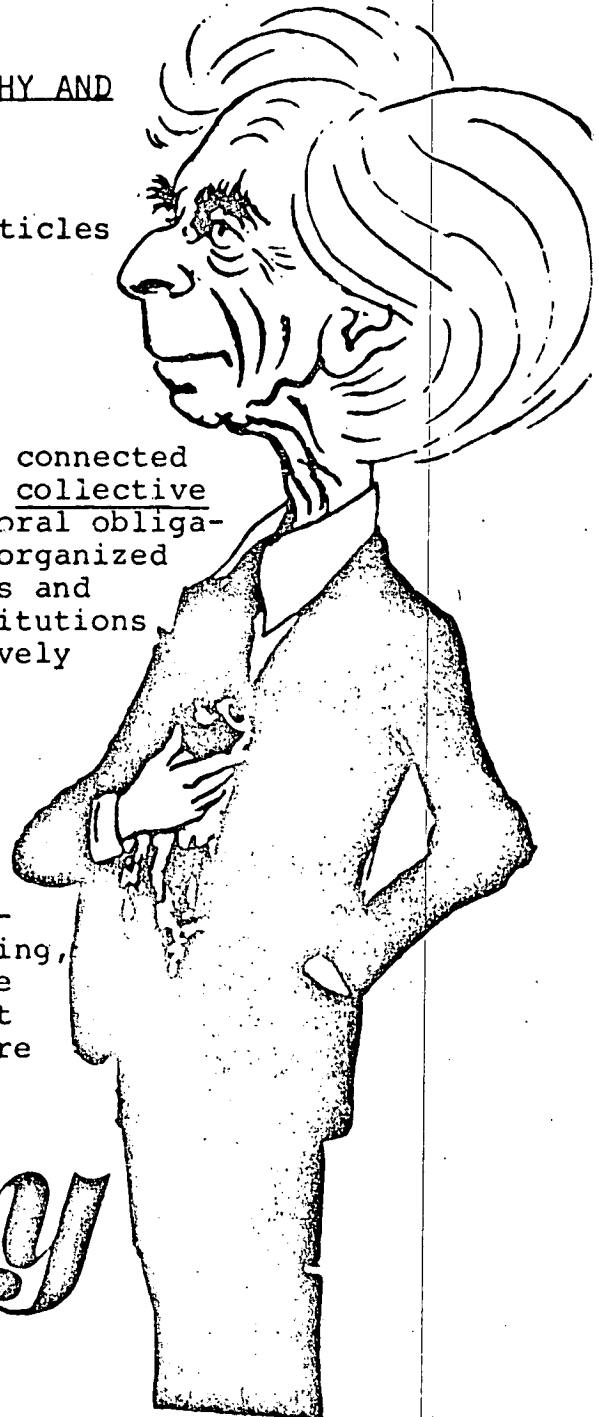
WAR AND MORAL RESPONSIBILITY, A PHILOSOPHY AND
PUBLIC AFFAIRS READER

We shall also examine some additional articles
and books.

COURSE DESCRIPTIONS:

In this course we will consider problems connected with the claim that it is possible for a collective to bear moral responsibility or have a moral obligation. The collectives concerned may be organized and relatively permanent, such as nations and states, legislatures, corporations, institutions, and organizations; or they may be relatively unorganized or impermanent, such as the community of Forest Home, and the mob which stormed the Bastille.

One problem we will tackle is that of determining what, if anything, one can conclude from the fact that a given collective bears responsibility for something, or has an obligation to do something, about the responsibility borne by, or the obligations had by, the "members" of that collective. For example, suppose one were



philosophy

to assume that Germany was liable to censure for the terror bombing of London in the Second World War. What if anything could one conclude from this about the blameworthiness of individual Germans? If a given legislature ought to pass a bill imposing rent control, what if anything can one conclude from this about what an individual legislator ought to do?

However, a preliminary task we will need to undertake is to investigate the intuition shared by a number of philosophers that a collective is not the sort of thing which could have a moral obligation or bear moral responsibility. This will lead into a discussion of the view in the philosophy of the social sciences known as "methodological individualism." A related question is the question whether, in what sense, and under what circumstances, a collective can perform an action.

COURSE REQUIREMENTS:

As far as possible, the course will be conducted as a seminar. A term paper and a short paper will be required. There will not be a final examination.

PHILOSOPHY 360

SEMINAR I - MORAL PSYCHOLOGY

SPRING SEMESTER 1975

D. FINN

REQUIRED TEXT:

There is no text for this course. Readings from both historical and contemporary sources will be assigned.

Readings will be assigned from writings of the following philosophers at least: Plato, Aristotle, Epictetus, Seneca, Aquinas, Kant, Hume, Butler, Sidgwick, and Falk.

COURSE DESCRIPTION:

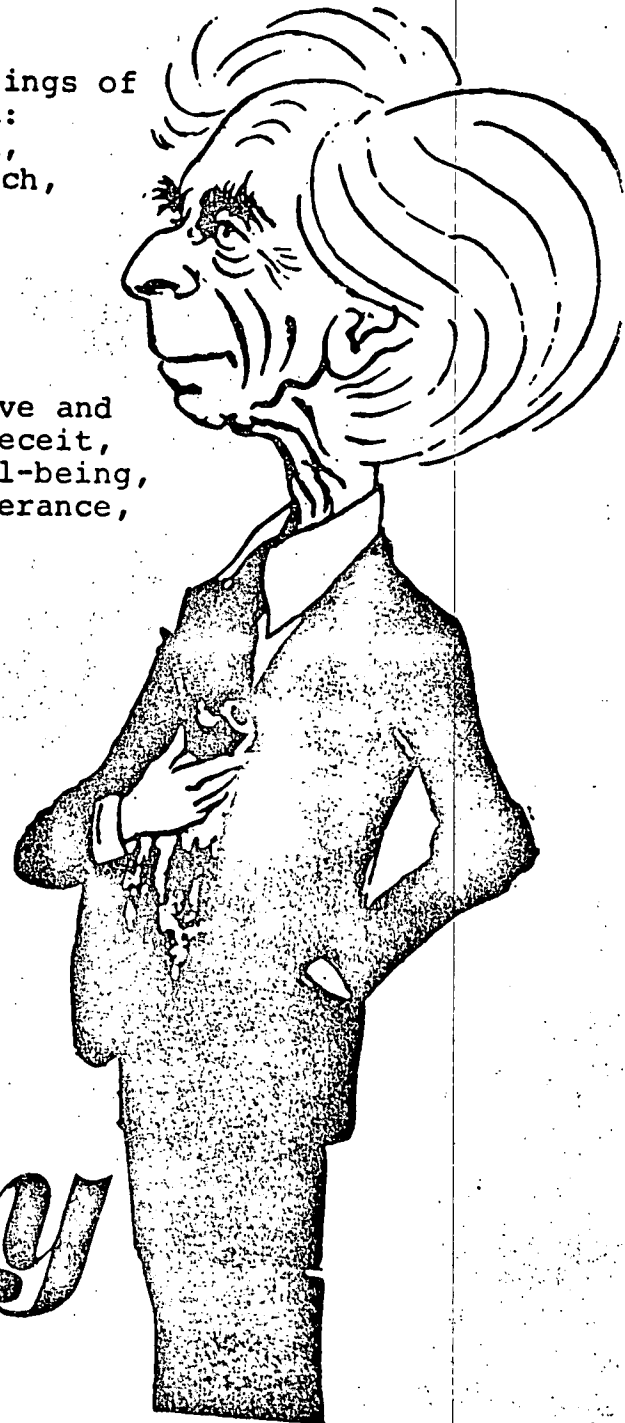
Topics treated will include self-love and altruism, self-knowledge and self-deceit, moral motivation, happiness and well-being, charity, courage, prudence and temperance, virtue and vice.

COURSE REQUIREMENTS:

One or two papers.

No mid-term examination; no final examination.

philosophy



PHILOSOPHY 414

TOPICS IN LOGIC II

SPRING SEMESTER 1975

R. JENNINGS

COURSE DESCRIPTION:

Formal semantics. Applications of modal logic in philosophical analysis.

COURSE REQUIREMENTS:

Participants will be expected to complete regular assignments and write a mid-term and a final examination.

NO REQUIRED TEXT:

Xerox material will be provided.



philosophy

PHILOSOPHY 455

CONTEMPORARY ISSUES IN EPISTEMOLOGY AND METAPHYSICS

SPRING SEMESTER 1975

L. RESNICK

REQUIRED TEXTS:

WITTGENSTEIN, L. THE PHILOSOPHICAL INVESTIGATIONS

WITTGENSTEIN, L. ON CERTAINTY

COURSE DESCRIPTION:

A study of Wittgenstein's "Philosophical Investigations" and "On Certainty" with particular attention to the problem of the foundation of knowledge. The theme of the course is contained in Wittgenstein's aphorism, "If a lion could talk, we could not understand him."

COURSE REQUIREMENTS:

Several short papers and a final examination.

philosophy



FREEDOM AND DETERMINISM

SPRING SEMESTER 1975

R.D. BRADLEY

(SECTION I)

REQUIRED TEXTS:

FREE WILL AND DETERMINISM:

B. BEROFKY, EDITOR

FREEDOM AND DETERMINISM:

K. LEHRER, EDITOR

DETERMINISM AND FREEDOM IN THE AGE

OF MODERN SCIENCE: S. HOOK, EDITOR

COURSE DESCRIPTION:

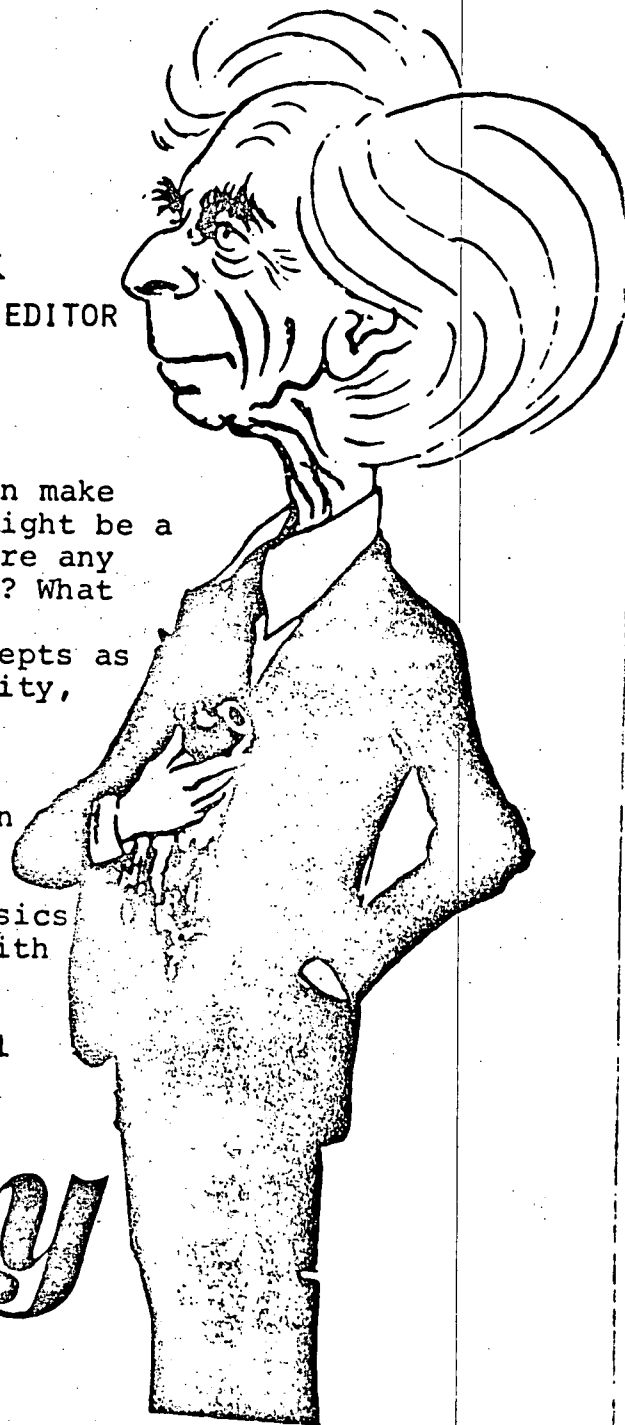
"What is determinism? Does it even make *sense* to suppose that our world might be a deterministic one? If so, is there any *evidence* that it is deterministic? What room, if any, would there be in a deterministic world for such concepts as those of freedom, choice, creativity, and responsibility?"

We will start the course with questions like these; see what light can be thrown on them by a careful exploration of the interrelationships between certain concepts in logic, ethics, law, metaphysics and science; and then turn, hopefully with sharpened critical tools, to scrutinize such popular theories as those of psychological determinism and historical determinism.

philosophy

COURSE REQUIREMENTS:

To be discussed at first meeting.



"Urban Anthropology"

Course Content

An anthropological perspective on contemporary urbanization processes in the third world, with particular emphasis on Latin America. The focus of the course is adaptation to social change as expressed in the life-styles of various sectors of modern urban society. Seminar topics: anthropological methods for urban study; historical roots of present-day Latin American settlement patterns; problems of rapid urban growth; pre-urbanization and rural-urban migration; a critique of the 'culture of poverty'; squatter settlements; the 'middle class' controversy; elites and urban guerilla movements.

Required Reading

William Mangin (ed.), *Peasants in Cities*
Carolina M. de Jesus, *Child of the Dark*
Lisa R. Pealtie, *View from the Barrio*
Oscar Lewis, *Five Families*

Organization

One three-hour seminar. Grading will be based on seminar participation, class presentations and a term paper or optional examination.

"Anthropology of the Wolf"

Course Content

A multifaceted approach to a single subject, the wolf. An examination of its evolution, behavior, and social structure from an anthropological perspective. Consideration of the wolf as a model for the behavior of the Australopithecinae and the influence of hunting on the evolution of culture. The use of structural anthropology to examine the role of the wolf in myth in western civilization and in North American Indian culture.

Organization

This course will be a seminar and will involve the preparation of a term paper and an oral presentation. Students may contribute in any area of the analysis that suits their individual preferences so long as it assists the class to gain a further understanding of the subject.

"Population Analysis"

Course Content

An examination of Canada's population structure, and the components of change, with special reference to their relative significance for the maintenance of biculturalism and bilingualism. Consideration will also be given to the role of population policies and their effectiveness in controlling demographic trends. Discussion of data collection and analysis will be limited to those general topics required for an intelligent interpretation of the literature.

Required Reading

W.E. Kalbach & W.W. McVey, *The Demographic Bases of Canadian Society*
R. Pressat, *Population*

Recommended Reading

F. Hawkins, *Canada and Immigration*
J. Henripin, *Trends and Factors of Fertility in Canada*
W. Kalbach, *The Impact of Immigration on Canada's Population*
B. Benjamin, *Demographic Analysis*

Organization

One 2-hour seminar per week, plus a 1-hour laboratory session. Assignments will consist of one paper (60%), and several seminar assignments (40%).

Preliminary Course Description

This course will provide an introduction to the structure of government and patterns of politics in the People's Republic of China. The leadership roles of the communist party, the army, and the civil bureaucracy will be discussed. Problems of economic and social change will be analyzed in terms of their translation into political issues. The nature and significance of the Cultural Revolution will be assessed, and implications for China's future development suggested.

Students who have not taken PSA 338 in Fall '74 will be expected to do some additional background reading.

Books for student purchase

Gordon A. Bennett and
Ronald N. Monteperto
John M. H. Lindbeck, ed.

Red Guard: The Political Biography of
Dai Hsiao-ai.

China: Management of a Revolutionary
Society.

The Tenth National Congress of the Communist Party of China (Documents)

James R. Townsend

Political Participation in Communist
China.

Peter Van Ness

Revolution and Chinese Foreign Policy.

Derek J. Waller

The Government and Politics of Communist
China.

Organization

One three-hour seminar per week.

The student will prepare a research paper and complete a take-home final examination.

Course Content

The multi-ethnic structure of several communist party states has posed a special "problem" which has significantly influenced their political development. The course will focus on several major factors relating to the nationality "question" in these states including: (a) theoretical and ideological issues, (b) elite strategies of national and political integration, (c) the formal and informal distribution of power among ethnic and regional groups (e.g. federalism), (d) the formal and informal mechanisms for ethnic/regional group representation and the resolution of intergroup conflicts, (e) the impact of socio-economic change (modernization) on cultural cleavages and (f) the consequences of multi-ethnicity for regime-stability and effectiveness. Major emphasis will be placed on the experience of the Soviet Union and Yugoslavia within a framework of concepts, approaches, methods, and research findings derived from the broader sub-fields of comparative politics and comparative ethnic studies. Other communist states such as Czechoslovakia and Rumania, as well as other types of regimes facing similar problems, will be selectively considered for purposes of comparative illustration.

Readings(Selected assignments)

Cynthia H. Enloe	<u>Ethnic Conflict and Political Development</u> (1973)
Wendell Bell and Walter E. Freeman (eds.)	<u>Ethnicity and Nation-Building: Comparative, International, and Historical Perspectives</u> (1974)
Eric A. Nordlinger	<u>Conflict Regulation in Divided Societies</u> (1972)
S. N. Eisenstadt and Stein Rokkan	<u>Building States and Nations: Models and Data Resources</u> (1973) 2 vols.
Chester L. Hunt	<u>Ethnic Dynamics: Patterns of Intergroup Relations in Various Societies</u> (1974)
Arend Liphart	<u>Cultural Diversity and Theories of Political Integration, Canadian Journal of Political Science/Revue canadienne de science politique</u> . IV, No.1 (March/May, 1971), pp.1-14.
Solomon F. Bloom	<u>The World of Nations: A Study of the National Implications in the Work of Karl Marx</u> (1967)
Alfred D. Low	<u>Lenin on the Question of Nationality</u> (1958)
Horrace B. Davis	<u>Nationalism and Socialism: Marxist and Labor Theories of Nationalism to 1917</u> (1967)

"Political Integration in Multinational States", in a special issue of the Journal of International Affairs, Vol.27, No.1, (1973) (articles on the Soviet Union and Czechoslovakia).

Richard Pipes

The Formation of the Soviet Union Communism and Nationalism, 1917-1923 (1964)

Teresa Rakowska-Harmstone

"The Dialectics of Nationalism in the USSR" Problems of Communism Vol.XXIII (May-June 1974), pp.1-23

Edward Allworth (ed.)

Soviet Nationality Problems (1971) (includes a comprehensive bibliography of Russian and English language material).

E. Goldhagen

Ethnic Minorities in the Soviet Union (1968)

Paul Shoup

Communism and the Yugoslav National Question (1968)

Paul Shoup

"The National Question and the Political Systems of Eastern Europe," in S. Sinanian, Et. al., (eds.), Eastern Europe in the 1970's (1972) Minorities under Communism: Nationalities as a Source of Tension among the Balkan Communist States (1973)

Robert King

The Yugoslav Community of Nations (1968)

F. Hondius

"Ethnic Minorities in Rumania under Socialism," East European Quarterly. (January, 1974), Vol.VII, No.4, pp. 435-458.

T. G. Gilberg

Nationalism and Political Change in Eastern Europe: The Slovak Question and the Czechoslovak Reform Movement (1973)

Robert W. Dean

The above list represents recent studies pertinent to the general focus of the course from which reading assignments will be selectively drawn. A more extensive survey of the literature adapted to individual student preferences and research projects will be forthcoming in class and during office hours. Those students who have very little or no familiarity with the Soviet political system may wish to consult Robert J. Osborn The Evolution of Soviet Politics (1974) which is on reserve at the library. For a comprehensive introduction to the field of comparative politics see Joseph La Palombara Politics Within Nations (1974)

Organization

One three-hour seminar per week. Students will be graded on the basis of seminar participation and an independent research essay.

History 480
Spring 1975

Mr. Ingram Ellis

STUDIES IN HISTORY-I: ART AND SOCIETY IN REGENCY ENGLAND

You will be asked to survey one of the most brilliant and creative periods in English history, between 1784 and 1836, the period of the industrial revolution, the romantic revival, and the conquest of India. The course will be divided. For the first half of the semester you will read about the political and social structure, the economic system, and the foreign and imperial policy of late Georgian and Regency England. This will be followed by detailed studies of art, architecture, literature and ideas. You must do both.

Requirements

One substantial and articulate report in class (to last not less than 25 and not more than 35 minutes), two essays of not more than 2,000 words, and a final examination (during the scheduled period) of three hours.

Required Reading

A. Briggs, The Age of Improvement

T.S. Ashton, The Industrial Revolution

A list of the other reading required for each seminar will be distributed at the first.

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History ~~418~~
Spring 1975
Course Outline

C.R. Day

EDUCATION, TECHNOLOGY AND SOCIETY IN EUROPE SINCE 1815

The theme of this course is the interrelationship between education, economic and technological development in Europe in modern times. We will discuss the following problems:

1. The role of education in stimulating economic growth and social change.
2. The relationship between education and the social structure, education as a means of, and an obstacle to, social and professional advancement.
3. The role of literacy in the process of industrialization.
4. A comparison of the educational systems of various European countries during the nineteenth and twentieth centuries.
5. The role of the state and of other institutions in the development of education.
6. The goals of education and their relation to political and social movements - nationalism, popular democracy, socialism and communism.

Because of the analytical nature of the course, great emphasis will be placed on careful reading of the assigned readings on a week to week basis. You will be asked to write a research paper of 20-25 pages on a subject to be selected from a list of topics, due week 14. You will also be asked to give a one-half hour report on your subject during the course of the semester.

Grades will be based on the following: 50% on the written essay; 25% on the report; 25% on tutorial discussion.

No formal text will be assigned because none is suitable to the subject. Your reading will be based on selections from a variety of sources; hence you will need to use the reserve book room in the library on a number of occasions.

Paperbacks will be used extensively and are available on reserve and in the bookstore.

Cipolia, Carlo	<u>Literacy and Development in the West</u>
Cosin, B.R.	<u>Education: Structure and Society</u>
Mosse, G.L. & Laquer, Walter	<u>Education and Social Structure in 20th Century</u>
Musgrave, P.W.	<u>Sociology, History and Education</u>
Vaizey, John	<u>Education in the Modern World</u>
Nizan, Paul	<u>Antoine Bloyé</u>

Spring 1975

J.F. Hutchinson
Room AQ 6015
Tel.: 291-3385

HISTORY 482: STUDIES IN HISTORY

Problems in the History of Social Policy:
Madness in Society

This course will be devoted to an examination of changing definitions and perceptions of madness in European society from medieval times to the early nineteenth century. Particular attention will be paid to (i) The factors which influenced changing notions of madness; (ii) The corresponding changes in the treatment of the mad; (iii) The critical evaluation of the work of historians of psychiatry. Students will be expected to read a wide variety of primary and secondary sources. There will be a number of guest lecturers, including faculty from other disciplines, and hopefully, some distinguished visitors.

N.B. THIS COURSE IS LIMITED TO 15 STUDENTS. STUDENTS MAY REGISTER ONLY WITH THE PRIOR PERMISSION OF THE INSTRUCTOR.

Requirements

Members of this seminar will be expected to read and discuss a number of set texts and documents, and to participate in all seminar discussions. Every student will give at least one oral report, and submit a term paper, which should be a substantial and well-written analysis of some aspect of the subject. Final grades will be assigned on the basis of 60% for seminar participation and 40% for the term paper.

Reading

A full list of required and recommended reading will be available upon registration. The following titles indicate some of the material which will be discussed:

J.H. Huizinga	The Waning of the Middle Ages
S. Brandt	Ship of Fools
H.R. Trevor-Roper	The European Witch-Craze
G. Rosen	Madness in Society
T. Szasz	The Manufacture of Madness
H. Kramer and	Malleus Maleficarum (The Hammer
J. Sprenger	of Witches)
M. Foucault	Madness and Civilization
F. Alexander and	A History of Psychiatry
S. Selesnick	
P. Pinel	A Treatise Upon Insanity
B. Rush	Medical Inquiries and Operations
	Upon the Diseases of the Mind

HISTORY 480 483
Course Outline
Spring Semester 1975

D. Ross

THE PARTITION OF AFRICA - A CASE STUDY IN IMPERIALISM

Students who enroll in this course will be invited to consider why, in the last three decades of the 19th century, the major European powers become involved in a scramble to acquire vast estates in Africa. They will also be asked to consider why each power was interested primarily in certain parts of the continent. Although the course is designed to permit students to familiarize themselves with the way in which historians have viewed the scramble an attempt will also be made to estimate the extent to which the works of various theorists contribute to an understanding of the partition.

The course will be conducted as a seminar course. A list of the required readings for each semester can be obtained from the instructor.

During the semester each student will be required to produce one major paper. This paper will be worth 50% of the marks awarded.

The remaining 50% of the students' marks will depend on seminar performance. If the performance is inadequate an examination will be held.

Text Book

R. Robinson & J. Gallagher, Africa and the Victorians

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....	Dr. I. Mugridge, Asst. Vice-President	From.....	Daniel R. Birch, Dean
.....	Academic		Faculty of Education
Subject.....	Special Topics Courses in the Faculty of Education	Date.....	February 13, 1975

I am attaching a report on the offering of Special Topics Courses in the Faculty of Education during the Summer semester 1974. No Special Topics Courses were mounted during the Fall semester and only one course, Movement in the Arts, was offered in the Spring semester 1975, it enrolled a total of 13 students.

Attachment

DRB/dr

C.C. H.M. Evans

Dan R Birch

SPECIAL TOPICS COURSES

IN THE

FACULTY OF EDUCATION

SUMMER SEMESTER 1974-2

<u>Course Number</u>	<u>Title</u>	<u>Instructor</u>	<u>1974 Enrollment</u>
ED. A 486-04	<u>Movement and the Arts</u>	E. Warrell	----
	(offered in response to requests for advanced work in Elementary School Physical Education. Time conflicts resulted in postponement of course to 1975-1)		
ED. B 486-04 ED. B 487-04	<u>Outward Bound</u>	J. Hasell	48
	(offered in response to requests for wilderness experience that contributes to personal growth and recreational leadership skills) 1972, 1973, 1974		
ED. C 486-04	<u>Advanced Art</u>	M. Place J. Jakobow	36
	(offered in response to requests for advanced work in Art Education. M. Place-Ceramics, J. Jakobow-Weaving 1973, 1974		
ED. D 486-04	<u>Materials in the Kindergarten-Primary Learning Environment</u>	C. Anastasiou	47 2 groups
	(offered as an additional course in the Early Childhood field) Vernon and S.F.U., 1974		
ED. E 486-04	<u>Community Schools</u>	J. Stevens	47
	(offered in order to familiarize teachers with a recent development in the BC school system) 1974		
ED. F 486-04	<u>French in the Elementary Schools</u>	M. Zola	93 3 groups
	(offered in response to Federal Bi-lingual Program incentives) 1973, 1974		

- ED. G 486-04 Outdoor Recreation M. Hendy 26
(offered in order to familiarize teachers with the educational components of outdoor recreation)
1973, 1974
- ED. H 486-04 Readings in Intercultural Education J. Wyatt 16
(offered in order that students intending to take EDUC 441-04 Cultural Differences and Education at Mount Currie could review the literature in the field of intercultural education)
1974
- ED. A 487-04 Writing for Children J. McInnes 24
P. Robinson
(offered in order to give teachers guidance from authors in the writing of fact and fiction for children)
1974
- ED. C 487-04 Simulation Games J. Attig 25
(offered in order to familiarize teachers with the designing, playing and evaluating of simulation games in Education)
1973, 1974
- ED. D 487-04 Coaching and Sports Management L. Davies 50
and others
(offered in order to give instruction to teachers who expect to coach school teams)
1972, 1973, 1974
- ED. E 487-04 Sports Injuries: Prevention and Rehabilitation H. Hancheroff 46
E. Banister
(offered in order to give experience in the prevention, recognition and treatment of athletic injuries)

ED. F 487-04

Educational Media
Advanced

E. Wong

4

(offered in order to give interested
students a follow-up to EDUC 463-04
Educational Media)
1973, 1974

ED. G 487-04

Home Economics

P. Connor

9

(offered in order to round out the first
offering at S.F.U. of a Teacher Education
program for Home Economics graduates)
1974

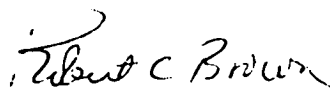
SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. I. Mugridge, Assistant Vice-President, Academic.	From Dr. R.C. Brown, Dean, Faculty of Interdisciplinary Studies.
Subject Use of Special Topics Courses	Date 14th February, 1975.

Referring to your memorandum of December 4, 1974 which I circulated to the Chairmen in my Faculty, I wish to advise that no special topics courses were offered during the Spring Semester.

RCB/et


Robert C. Brown

SIMON FRASER UNIVERSITY

MEMORANDUM

To I. Mugridge
Assistant Vice President-Academic
Subject Use of Special Topics Courses

From S. Aronoff S. Aronoff
Dean of Science
Date February 6, 1975

In accordance with the motion passed at the Senate meeting of November 5, 1974, regarding the use of special topics courses, the following is a report from the Faculty of Science.

Biological Sciences

No special topics courses are offered in Biological Sciences in Semester 75-1.

Chemistry

CHEM 472-3 Special Topics in Theoretical Chemistry 3-1-0

Calendar Description: Aspects of Theoretical Chemistry (topics will be determined at the time of offering). Possible topics from among molecular orbital theory of conjugated systems, Huckel theory, orbital symmetry, Group theory. Advanced applications of quantum mechanics to chemical problems.

Instructor for 75-1: Dr. G.L. Malli

Topic: Group Theory and its Chemical Applications

Text: Chemical Applications of Group Theory by F.A. Cotton (Interscience)

Detailed Description: Symmetry, symmetry elements and operations for molecules, group concept, classes of groups, sub-groups, cosets, Representation of groups, Reducible and irreducible representations, Character of representations, Character Tables, Group Theory and quantum Mechanic, Direct product. Construction of Hybrid orbital Theory, Ligand Field Theory, Molecular re-ibrations.

No. of students: 7

Mathematics

MATH 291-2 Principles of Celestial Navigation 2-1-0

Course Description: Sextants and their construction. Almanacs and navigational tables. Position line plotting. Historical

Special Topics Courses
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development of navigational techniques.

Instructor for 75-1: Dr. R.W. Lardner

Evening Course

No. of Students: 14

Physics

PHYS 493-3 for 75-1 was cancelled due to lack of students.

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