

S.87-54

SIMON FRASER UNIVERSITY

MEMORANDUM

TO: Senate
FROM: J.W.G. Ivany,
Chair, SCAP
SUBJECT: Faculty of Arts
Department of Sociology/Anthropology
Reference: SCUS 87-29; SCAP 87-20
DATE: Nov.19, 1987

Action undertaken by the Senate Committee on Academic Planning/Senate Committee on Undergraduate Studies gives rise to the following motion:

MOTION: "That Senate approve and recommend approval to the Board of Governors, as set forth in S.87-54 the increase in lower division requirements for majors and honors students from 20 semester hours to 23 semester hours and

New courses:

SA 217-4	Conflict, Violence and War
SA 218-4	Illness, Culture and Society
SA 316-4	Tourism and Social Policy
SA 335-4	Gender Relations and Social Issues
SA 340-4	Social Issues and Social Policy Analysis

Deletion of

SA 310-4	Urban Sociology
SA 312-4	Formal Organizations
SA 315-4	Sociology of Leisure
SA 354-4	Contemporary Sociological Theory: Selected Issues
SA 359-4	Problems in Comparative Sociology
SA 405-4	Labor in Canadian Society
SA 409-4	Sociology of Occupations
SA 452-4	Contemporary Marxist Thought"

1. INTRODUCTION

The sociology curriculum in the Department of Sociology and Anthropology was last revised in 1974, following the separation of sociology and anthropology from political science.

In the intervening thirteen years, there have been substantial changes in the discipline of sociology and in the research and teaching interests of sociologists in the department. As a result, the department has recently undertaken an extensive review of the sociology curriculum in order to determine ways in which our course offerings could be revised to reflect these changes and to enhance our existing teaching strengths.

The major changes proposed are as follows:

(a) The elimination of eight courses. Two of these are theory courses, and are eliminated following the recommendation of the Department's External Review that our curriculum was too "theory-heavy". The remaining courses are ones that the present complement of sociology faculty is not interested in teaching. (It can also be noted that the Department "lost" two sociology courses in 1986 due to non-offering. Thus, in fact, there are nine courses eliminated from our curriculum compared with recent years).

(b) The introduction of five new courses. Four of these courses reflect new teaching strengths in the department - war (217), health and illness (218), tourism (316) and gender relations (335). Three of these courses (217, 218, 335) have been offered under special topics rubrics in recent years and have proven to be successful in attracting students. S.A. 340 is being proposed as the core course in the Diploma in Social Policy Issues Program.

(c) The continuation of a trend to emphasize the relationship between theoretical questions and contemporary social issues. This represents a major change in the discipline of sociology as a whole (on this continent, at any rate). Curriculum changes in this direction have been made in recent years - the introduction of an applied research "stream" in 1983 and a tightening of methods requirements in 1986 (that occurred in conjunction with the anthropology curriculum revisions). Further changes proposed at this time are: the introduction of a co-operative education program to integrate "on the job" experience with formal course work; and the introduction of an Extended Studies Diploma in Social Policy Issues (see Section 5 for further details.) In terms of the Diploma in Social Policy Issues, our search of Canadian University calendars revealed that no

other Department of Sociology and/or Anthropology offers such an option; therefore, this proposed Diploma would represent an innovative development in our curriculum.

(d) The simplifying and standardizing of prerequisites for upper division courses (except theory and methods courses). The existing upper-level prerequisite structure is illogical and idiosyncratic. (At any event, in many cases existing prerequisites are waived). The proposed prerequisites are S.A. 150 and one second year (S) or (SA) course for all courses (except theory and methods courses, as noted above, for which a sequencing of specific courses is important).

(e) An increase (of three courses) in our second-year offerings. This change was made in order to make our curriculum more in line with that of other Canadian universities, and to attract students to our department (both as a way of increasing majors and of increasing general enrollment of non-majors).

(f) An increase in lower-division requirements (for majors and honors students) from 20 semester hours to 23 semester hours. This was done in order to incorporate ~~Math 103-3~~ STAT 103-3 (Introduction to Statistics for Social Research) as a requirement. (For Sociology majors, this basic introduction is necessary in order to avoid the problems that currently exist when they take 355; in terms of anthropology majors, anthropology faculty agreed that a course in basic "numeracy" would benefit their students).

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

003

1. Calendar Information

Department: SOCIOLOGY & ANTHROPOLOGY

Abbreviation Code: S.A. Course Number: 217 Credit Hours: 4 Vector: 2-2-0

Title of Course: CONFLICT, VIOLENCE AND WAR (SA)

Calendar Description of Course: S.A. 217 CONFLICT, VIOLENCE AND WAR (SA). Provides a sociological and comparative framework for the study of phenomena such as inter-group conflict, organized and collective violence, and international wars. Terrorism as a contemporary form of inter-group conflict will be examined. Other topics to be explored are: the military-industrial complex, nuclear arsenal, disarmament, and the peace movement.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions): S.A. 150. Students with credit for S.A. 292 and S.A. 293 (on a war-related topic) may not take S.A. 217 for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: Eight courses are proposed for elimination; five new courses are being proposed.

2. Scheduling

How frequently will the course be offered? Once a year.

Semester in which the course will first be offered? 89-1

Which of your present faculty would be available to make the proposed offering possible? Sharma, Adam.

3. Objectives of the Course

To provide students with the conceptual tools to analyze current intra-societal and inter-societal conflict and violence.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

None

Space

Equipment

5. Approval

Date: September 4, 1987

Department Chairman

Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

NEW COURSE PROPOSAL

004

S.A. 217-4 CONFLICT, VIOLENCE AND WAR

SA)

a) Calendar Entry:

Provides a sociological and comparative framework for the study of phenomena such as inter-group conflict, organized and collective violence, and international wars. Terrorism as a contemporary form of inter-group conflict will be examined. Other topics to be explored are: the military-industrial complex, nuclear arsenal, disarmament, and the peace movement.

Lecture/Tutorial)

PREREQUISITE: S.A. 150

STUDENTS WITH CREDIT FOR S.A. 292 AND S.A. 293 (ON A WAR-RELATED TOPIC) MAY NOT TAKE S.A. 217 FOR FURTHER CREDIT).

b) Rationale:

The issues to be covered in this course are not only real everyday issues in modern society, they are increasingly occupying a paramount position in the collective consciousness of people. Events are happening which directly or indirectly affect everyone and the future course of world history. Terrorism as a form of political activity has acquired an international character. In one part or the other of the globe, international conflict has been continuously manifesting in the form of localized wars between neighbouring countries. Civil strife within given countries, often taking the form of National Liberation Struggles, has ramifications far beyond national boundaries. Most important of all is the massive build-up of nuclear arsenal. Could there be another World War? Can it be prevented? What can ordinary people do about it?

Questions like these are being raised in all kinds of forums and by people in all walks of life; they are not simply a matter of academic curiosity. However, questions like these need to be systematically discussed and understood. The academic community has a responsibility. These issues need to become a necessary part of university education.

To the extent to which collective violence, international conflicts, and wars are particular forms of interaction between identifiable social groupings - tribes, classes, nationalities, and nation states - they are essentially sociological phenomena, despite their economic and political dimensions.

In 84-2 the S.A. department offered a course "Third World War? Some issues concerning War, Peace, and Disarmament" using a "Special Topics" rubric, on an experimental basis. It was a successful experiment. Student interest and participation was very good. It generated interest and positive discussion in the university community as well as the community at large. Two faculty members (Sharma, Adam) are prepared to teach this course.

- c) Sample outline and reading list attached.

S.A. 217 CONFLICT, VIOLENCE AND WAR

Proposed weekly topics for lectures and discussions:

1. Introductory: A general survey of the tension-ridden world; of the many organized and violent confrontations; of the deployment of crucial resources on worldwide militarization.
2. Theoretical, conceptual and methodological issues: The question of violence; an attempt to build a taxonomy of organized conflict and wars; a look at the causality of wars.
3. Inner contradictions, antagonism, balance of forces, ideology and social mobilization, as key sociological concepts to understand inter-group and international conflicts.
4. Wars through History, with particular emphasis on the two world wars in this century. A critical examination of the various social science explanations of the causes of the two wars, particularly a contrast between the approaches of psychological determinism and the holistic, sociological approaches.
5. The global "social system" after World War II: the concepts of "contradictions" and "balance of forces" applied to the new global system; the emergence of the two super powers and a division of the world in distinct spheres of influence; and the emergence of the "third world" as a distinct "sub-system".
6. Civil Wars and Wars of National Liberation: The internal class structures of given societies as well as external interference in these structures and the strife that follows. Concrete case studies from the contemporary world to be examined.
7. Localized Wars between neighbouring countries, as manifestations of the contradictions in the global social system: examples such as Iran-Iraq, India-Pakistan, Ethiopia-Somali, Libya-Chad, etc. to be used as case studies. The role of traditional social, cultural, & ethnic factors to be reviewed.
8. Terrorism as a form of inter-group conflict, within given societies, and internationally. Social-political roots of terrorism, and its consequences.
9. The Arms Industry: War as a source of profit; an examination of the production of armaments and their international trade, within the broad framework of social-structural and class perspective.

10. The Nuclear Arsenal: The size of the existing stockpile; an examination of the notion of "survivability" if nuclear weapons started hitting each other and/or targets. Review of literature from physical as well as social sciences.
11. The Third World War? Will it take place? Can it take place? How are the contradictions in the global social system contributing to the possibility of a world war? Can these contradictions be resolved?
12. Resolving inter-group and international tensions. Preventing tensions from exploding into overt conflicts. Concepts like negotiations and mediation as conflict resolution mechanisms. Disarmament negotiations as an example of the mechanisms to deal with contradictions in the global social system.
13. The Peace Movement: An examination of on-going efforts - locally, regionally, and internationally. Peace Movement as a case of Social Movement, and another social mechanism to deal with global contradictions.

Reading Material:

Over the last few years an enormous amount of literature has been coming out in the market, covering every aspect of the course. There are specialized periodicals as well as annual reference volumes dealing with this or that part of the proposed outline. In addition a large number of films and other audio-visual material has been coming out. Most of this material is available at or through SFU library. A few important titles are listed below:

Ruth Sivard, World Military and Social Expenditure
(An Annual Review)
Jonathan Schell, The Fate of the Earth
Regehr and Rosenblum, Canada and the Nuclear Arms Race
Tom Perry, Jr., Prevention of Nuclear War
Ed Thompson and Dan Smith, Protest and Survive
Ed Thompson, et al, Exterminism and Cold War
Freeman Dyson, Weapons and Hope
Seymour Melman, Pentagon Capitalists: The Political Economy of War
G. Adams, The Politics of Defence Contracting
Jerry Sanders, The Peddlers of Crisis
David Holloway, The Soviet Union and the Arms Race
Stockholm International Peace Research Institute, The Arms Race and Arms Control
Robert Scheer, With Enough Shovels
A.J.P. Taylor, The Origins of the Second World War
Martin Kitchen, The Second World War (a large anthology of reading material prepared for a correspondence course, SFU History Dept.)

H. Arendt, On Violence

Stephen Segaller, Invisible Armies: Terrorism into the '90's.

William Evan & Stephen Hilgartner, The Arms Race and Nuclear War.

Lewis Coser, Continuities in the Study of Social Conflict.

Jack Porter, Conflict & Conflict Resolution: A Sociological Introduction with Historical Bibliography.

Judy Torrance, Public Violence in Canada, 1867-1982.

In addition: The SFU Library Reference Section has prepared an itemized bibliography on "War and Peace", with different sections like International Terrorism, Peace Treaties, Disarmament, Arms Trade, etc.

Also: Useful and relevant material is available in various periodicals, like:

Bulletin of the Atomic Scientists
Conflict Quarterly
Conflict Studies
Current History
New Left Review
Journal of Conflict Resolution
Canadian Review of Sociology and Anthropology
American Sociological Review
American Journal of Sociology
International Affairs
Foreign Affairs
Orbis, a quarterly journal of world affairs
Telos
The Canadian Spectrum
 Periodical reports of SIPRI (Stockholm
 International Peace Research Institute)

Then there are a large number of excellent films, as educational instruments, available at the SFU films library or at the National Films Board.

Organizational matters:

The four-hour credit course will have one two-hour lecture and one two-hour tutorial each week.

Evaluation will be based upon: Tutorial participation and reports 25%; one mid-term examination 25%; and a final term paper 50%.

NEW COURSE PROPOSAL FORMCalendar InformationDepartment SOCIOLOGY/ANTHROPOLOGYAbbreviation Code: S.A. Course Number: 218 Credit Hours: 4 Vector: 2-2-0Title of Course: ILLNESS, CULTURE AND SOCIETY (SA)Calendar Description of Course: S.A. 218-4 ILLNESS, CULTURE AND SOCIETY (SA)

The study of socio-cultural factors related to health and illness; Focus will be on patterns of health-seeking activity, systems of health care, causal and symbolic factors involved in physical and mental illness, and the medicalization of life in contemporary society. The disciplinary focus of the course will vary from semester to semester.

Nature of Course: Lecture/Tutorial

Prerequisites (or special instructions) SA 101 or 150 Students with credit for S.A. 293 and 451 (when offered as Medical Anthropology) may not take S.A. 218 for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: Eight courses are proposed for elimination, six new courses are being proposed.

2. SchedulingHow frequently will the course be offered? Once a yearSemester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? Kenny, Wyllie, Gee

3. Objectives of the Course

To introduce students to the social aspects of illness and health (both physical and mental).

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

None

Audio Visual

Space

Equipment

5. ApprovalDate: June 22, 1987Oct 8, 1987Department ChairmanDeanChairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Each course outline).

NEW COURSE PROPOSAL

010

S.A. 218-4 ILLNESS, CULTURE AND SOCIETY

(SA)

a) Calendar Entry:

The study of socio-cultural factors related to health and illness. Focus will be on patterns of health-seeking activity, systems of health care, causal and symbolic factors involved in physical and mental illness, and the medicalization of life in contemporary society. The disciplinary focus of the course will vary from semester to semester. (Lecture/Tutorial)

PREREQUISITE: S.A. 150

STUDENTS WITH CREDIT FOR S.A. 292 AND 451 (WHEN OFFERED AS MEDICAL ANTHROPOLOGY) MAY NOT TAKE S.A. 218 FOR FURTHER CREDIT.

b) Rationale:

A course focussing on illness and health-related issues is found commonly in sociology and anthropology curricula; thus, this course will fill an important gap in our curriculum. There are three faculty members with research interests in this area who are willing to teach this course (Wyllie, Kenny, Gee). A similar type of course has been offered under our Special Topics and Selected Topics rubrics and has proven to be of interest to students.

c) Sample outline and reading list attached.

SAMPLE OUTLINE

011

S.A. 218-4 ILLNESS, CULTURE AND SOCIETY

Weekly Schedule of Topics:

1. Defining health and illness
2. The epidemiologic transition
3. The social distribution of morbidity and mortality
4. Comparative "medical" systems
5. Healer-patient relationships
6. The role of health "professionals"
7. The sexual politics of illness
8. Medical nemesis?
9. The medicalization of society
10. Inter-cultural contact and changing disease patterns
11. Health issues in an aging society
12. The social organization of dying

Required Reading:

- D. Landy, Patients and Healers in the Context of Culture
P. Conrad and R. Kern (eds), The Sociology of Health and Illness: Critical Perspectives

Course Organization:

One two-hour lecture and one two-hour tutorial weekly.

Grading:

Term paper	- 40%
Final examination	- 40%
Presentation	- 20%

Reading List:

Books:

- Bennet, G., Patients and Their Doctors
 Chappell, N. et al., Aging and Health Care: A Social Perspective
 Cockerham, W., Medical Sociology
 Enos, D. and Sultan, P., The Sociology of Health Care: Social, Economic and Political Perspectives
 Foster, G. and Anderson, B., Medical Anthropology
 Freeman and Levine, Handbook of Medical Sociology
 Freund, P., The Civilized Body
 Goffman, E., Asylums
 Jaco, Sociology of Medicine
 Kleinman, A., Patients and Healers in the Context of Culture
 Illich, I., Medical Nemesis
 Logan and Hunt, Health and the Human Condition
 MacLean, U., Magical Medicine
 McDonnell, K., Adverse Effects: Women and the Pharmaceutical Industry
 McKeown, T., The Role of Medicine: Dream, Mirage or Nemesis?
 Mechanic, D., Medical Sociology
 Schwartz and Kart (eds.), Dominant Issues in Medical Sociology
 Sontag, S., Illness as Metaphor
 Twaddle and Hessler, A Sociology of Health
 Turner, B., The Body and Society
 Wood, C.S., Human Sickness and Health: A Biocultural View

Journals:

- American Journal of Epidemiology
 American Journal of Public Health
 The Gerontologist
 Health and Society (formerly Milbank Memorial Fund Quarterly)
 Journal of Gerontology
 Journal of Health and Social Behavior
 Journal of the American Medical Association
 New England Journal of Medicine
 Social Biology
 Social Science and Medicine
 Women and Health
 Culture, Medicine and Psychiatry

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

013

Calendar Information

Department SOCIOLOGY & ANTHROPOLOGY

Abbreviation Code: S.A. Course Number: 316

Credit Hours: 4 Vector: 0-4-0

Title of Course: TOURISM AND SOCIAL POLICY (SA)

Calendar Description of Course: S.A. 316-4 TOURISM AND SOCIAL POLICY (SA)

An examination of tourism from the perspectives of sociology and anthropology, focussing primarily upon the social and cultural impacts of tourism and the social policy implications of tourism development in different societies.

Nature of Course Seminar

Prerequisites (or special instructions): S.A. 150 and one second-year (S) or (SA) course.

What course (courses), if any, is being dropped from the calendar if this course is approved: Eight courses are proposed for elimination; six new courses are being proposed.

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 89-1

Which of your present faculty would be available to make the proposed offering possible? Wyllie, Adam

Objectives of the Course

To provide students with an understanding of the social aspects of tourism, including social policy implications.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual } None

Space

Equipment

5. Approval

Date: June 22, 1987

Oct 8, 87

Wyllie, Adam
Department Chairman

Ernest
Dean

Samuel
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. attach course outline).

NEW COURSE PROPOSAL

014

S.A. 316-4 TOURISM AND SOCIAL POLICY

(SA)

a) Calendar Entry:

An examination of tourism from the perspectives of sociology and anthropology, focussing primarily upon the social and cultural impacts of tourism and the social policy implications of tourism development in different societies.

PREREQUISITE: S.A. 150 AND ONE SECOND YEAR (S) OR (SA) COURSE. (Seminar)

b) Rationale:

Tourism is an expanding research area in both sociology and social/cultural anthropology. Much of the research relates directly to problems already being addressed by members of the department, e.g. social and cultural change in the Third World, ethnicity and ethnic relations in both western and developing societies. The course provides an opportunity for the department to make a distinctive contribution to an S.F.U. program of tourism studies and to further develop the applied focus which has been emerging in our undergraduate program over the past few years. The course also enables existing faculty to find a regular and recurring means of linking their teaching with research interests and involvements in this topic area.

c) Sample outline and reading list attached.

S.A. 316 TOURISM AND SOCIAL POLICY

Weekly Schedule of Lecture/Seminar Topics

1. The social-scientific study of tourism and the place of sociology and anthropology in tourism research.
2. Conceptual, theoretical and methodological issues in the sociology and anthropology of tourism.
3. The social history of tourism in western society.
4. Socio-cultural factors in tourist motivation and behaviour.
5. Mass tourism: the rise of mass tourism and its socio-cultural impacts on host societies and communities.
6. Social tourism: the provision of tourism opportunities and experiences for the disadvantaged.
7. Alternative tourism I: new directions in tourism principles and practice in the United States.
8. Alternative tourism II: new directions in tourism principles and practice in Canada.
9. Case studies in Third World tourism I: the social and cultural impacts of tourism in the Caribbean (or another region selected by the instructor).
10. Case studies in Third World tourism II: the social and cultural impacts of tourism in Africa (or another region selected by the instructor).
11. Social policy implications of tourism developments in advanced industrial societies.
12. Social policy implications of tourism developments in Third World societies.

Assignments and Grading:

Major term paper	40%
Seminar (in-class) presentation	20%
Literature review paper	20%
Case study analysis	20%

- 1977 Archer, B.H. Tourism in the Bahamas and Bermuda: Two Case Studies. Bangor Occasional Papers in Economics, No.10. Bangor, University of Wales Press.
- 1983 Britton, S.G. Tourism and Underdevelopment in Fiji. Development Centre Monograph No.31. Canberra.
- 1973 Bryden, J.M. Tourism and Development: A Case Study of the Commonwealth Caribbean. Cambridge, Cambridge University Press.
- 1974 Burkhardt, A.J. and S. Medlik. Tourism: Past, Present and Future. London, Heinemann.
- 1975 Butler, R.W. The Development of Tourism in the North and Implications for the Inuit. Renewable Resources Project Vol.9. Inuit Tapirisat of Canada, Ottawa.
- 1982 Canadian Government Office of Tourism. Tourism is Important to All of Us. C.G.O.T., Ottawa.
- 1979 Cohen, E. Sociology of Tourism. Annals of Tourism Research Special Issue No.6. New York, Pergamon Press.
- 1979 Cleverdon, R. The Economic and Social Impact of International Tourism on Developing Countries. E.I.U. Special Report No.60. Economist Intelligence Unit, London.
- 1979 de Kadt, E. Tourism: Passport to Development? Oxford, Oxford University Press.
- 1975 Esh, T. Tourism in Developing Countries - Trick or Treat? A Report from the Gambia. Uppsala, Scandinavian Institute of African Studies.
- 1977 Farrell, B.H. The Social and Economic Impact of Tourism on Pacific Communities. Centre for South Pacific Studies, University of California, Santa Cruz.
- 1976 English Tourist Board and Trades Union Congress. Holidays: the Social Need. London, E.T.B.
- 1976 Graburn, N.H. Ethnic and Tourist Arts: Cultural Expressions from the Fourth World. University of California Press, Berkeley.
- 1983 Graburn, N.H. The Anthropology of Tourism. Annals of Tourism Research Special Issue No.10. New York, Pergamon Press.
- 1977 Hills, T.L. and J. Lundgren. The Impact of Tourism in the Caribbean - A Methodological Study. Montreal, Department of Geography, McGill University.
- 1976 MacCannell, D. The Tourist: A New Theory of the Leisure Class. London, MacMillan.

- 1983 Murphy, P.E. Tourism in Canada: Selected Issues and Options. Victoria, B.C. University of Victoria.
- 1985 Murphy, P.E. Tourism: A Community Approach. Victoria, B.C. University of Victoria.
- 1982 Mathieson, A. and G. Wall. Tourism: Economic, Physical and Social Impacts. London, Longmans.
- 1976 Noronha, R. Review of the Sociological Literature on Tourism. University of Pennsylvania Press, Philadelphia.
- 1980 Native Brotherhood of British Columbia. The Development of Native Tourism in B.C. Victoria, Ministry of Tourism.
- 1982 Pearce, P.L. The Social Psychology of Tourist Behaviour. Oxford, Pergamon Press.
- 1983 Rosenow, J.E. and G.L. Pulsipher. Tourism: the Good, the Bad and the Ugly.
- 1973 Shivaji, I.G. Tourism and Socialist Development. Tanzania Publishing House, Dar-es-Salaam.
- 1977 Smith, V.L. Hosts and Guests: the Anthropology of Tourism. Philadelphia, University of Pennsylvania Press.
- 1980 Smith, V.L. Tourism and Development: Anthropological Perspectives. Annals of Tourism Research Special Issue No. 7. New York, Pergamon Press.
- 1975 Turner, L. and J. Ash. The Golden Hordes: International Tourism and the Pleasure Periphery. Constable, London.
- 1985 van den Berghe, P. and C. Keyes. Tourism and Ethnicity. Annals of Tourism Research Special Issue No. 11. New York, Pergamon Press.
- 1978 Varley, R.C.G. Tourism in Fiji: Some Economic and Social Problems. Bangor, University of Wales Press.
- 1985 Wall, C. and R.W. Butler. The Evolution of Tourism: Historical and Contemporary Perspectives. Annals of Tourism Research Special Issue No. 12. New York, Pergamon Press.
- 1974 White, P.E. The Social Impact of Tourism on Host Communities: A Study of Language Change in Switzerland. Research Paper No. 9, School of Geography, Oxford University.
- 1975 Young, G. Tourism: Blessing or Blight? Penguin, Harmondsworth.
- 1986 English, E.P. The Great Escape? An Examination of North-South Tourism. The North-South Institute, Ottawa.
- 1982 Labarge, M.W. Medieval Travellers: The Rich and Restless. London, Hamish Hamilton.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

018

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department SOCIOLOGY AND ANTHROPOLOGY

Abbreviation Code: S.A. Course Number: 335 Credit Hours: 4 Vector: 0-4-0

Title of Course: GENDER RELATIONS AND SOCIAL ISSUES (S)

Calendar Description of Course: S.A. 335-4 GENDER RELATIONS AND SOCIAL ISSUES (S)
A sociological study of the position of women and men in major social institutions in western industrial societies, in particular Canada. Social institutions that may be examined include: the family, education, the economy, the polity, law, and the mass media. Particular attention will be paid to social policy issues.

Nature of Course Seminar

Prerequisites (or special instructions): S.A. 150 and one second-year (S) or (SA) course.
WS 203 recommended. Students with credit for S.A. 292 (when offered as Gender Relations) may not take S.A. 335 for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: Eight courses are proposed for elimination; six new courses are being proposed.

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 89-1

Which of your present faculty would be available to make the proposed offering possible? McLaren, Gee

3. Objectives of the Course

To familiarize and sensitize students to the pervasive impact of gender in our society; to analyze the position of, and relations between, women and men; to study policy related to gender equality and inequality.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty
Staff
Library
Audio Visual
Space
Equipment

} None

5. Approval

Date: June 22, 1987

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

NEW COURSE PROPOSAL

S.A. 335-4 GENDER RELATIONS AND SOCIAL ISSUES (S)

a) Calendar Entry:

A sociological study of the position of women and men in major social institutions in western industrial societies, in particular Canada. Social institutions that may be examined include the family, education, the economy, the polity, the law, and the mass media. Particular attention will be paid to social policy issues. (Seminar)

PREREQUISITE: S.A. 150 AND ONE SECOND YEAR (S) OR (SA) course;
W.S. 203 recommended.

b) Rationale:

This course should be included in our curriculum for several reasons. First, the field of gender relations in sociology has developed rapidly during the past fifteen years and is relevant to a variety of traditional sociological questions: power, labour, stratification, violence, sexuality, domesticity, and so on. Second, two faculty members (McLaren, Gee) have interests in this topic and are prepared to teach this course. Third, since several graduate students are working in this area, we should recognize it formally at the undergraduate level. Fourth, many sociology departments in Canada offer a similar type of course.

c) Sample outline and reading list attached.

SAMPLE OUTLINE

S.A.

335 GENDER RELATIONS AND SOCIAL ISSUES

A. McLAREN

SUMMER 1986

020

Tues. 9:30-11:20

AQ5051

Wed. 10:30-12:20

AQ5051

COURSE CONTENT

Gender differences and similarities have often been subjects of debate, humour or moral commentary. But since the 1970's gender has taken central stage in public consciousness in a way that it has never done before. Many have been forced to consider anew how to interact with members of the opposite sex as well as their own sex, and how to interpret such phenomena as sexual harassment, rape, pornography, maternal employment, abortion, divorce, homosexuality, and education. In this course we will examine some of these issues, depending on student interests. More generally, we will consider major sociological questions concerning the relationship between such social institutions as the family, education, politics and the economy.

REQUIRED READING

Marlene Mackie, Exploring Gender Relations: A Canadian Perspective, Toronto, Butterworths, 1983

Eli Zaretsky, Capitalism, the Family, and Personal Life, London, Pluto Press, 1976

Xeroxed articles will be made available at cost

ORGANIZATION

One two-hour lecture-discussion and one two-hour tutorial weekly

ASSIGNMENTS

1. Class Participation (10%)
Active participation in class discussions will be encouraged.
Students will be asked to present ideas for their term paper as a basis for class discussion.
2. Book Review (20%)
A review of Zaretsky's and at least one other book (see reserve list)
4 - 5 pages in length (typed, double-spaced)
Due July 2
3. Term Paper (40%)

Based on student interests, but in consultation with me
 10 pages in length (double-spaced, typed)
 Due July 31, no later than 4:30 (sign in at office)

4. Final Examination (30%)
 2 hour, formally scheduled exam
 Identification/definition and short essay questions

COURSE OUTLINE (TENTATIVE)

1. May 6, Introduction
2. May 13/14, Sociology of Gender Relations: Its Origins, Development, Scope and Special Difficulties
 Mackie, Ch. 1
 M. Eichler, "Sexism in Research and its Policy Implications," in J.M. Vickers (ed.), Taking Sex into Account: The Policy Consequences of Sexist Research, Ottawa, Carlton University Press, 1984
 G. Bowles, "Is Women's Studies an Academic Discipline?" in G. Bowles and R.D. Klein (eds.), Theories of Women's Studies, London, Routledge & Kegan Paul, 1983
3. May 20/21, Feminist Frameworks
 A. Jaggar, "Political Philosophies of Women's Liberation," in M. Velterling-Broggin et al. (eds.), Feminism and Philosophy, Totowa, Littlefield, Adams, 1977
 B. Bettelheim, "Fathers Shouldn't Try to be Mothers." in A.M. Jaggar and P.S. Rothenberg (eds.), Feminist Frameworks, second edition, New York, McGraw-Hill, 1984
 S. Firestone, "The Dialectic of Sex," Ch. 1, in The Dialectic of Sex, New York, Bantam, 1971
4. May 27/28, Female/Male Similarities and Differences
 Mackie, Ch. 2
 C. Gilligan, "Woman's Place in Man's Life Cycle," Harvard Educational Review, 49 (4), 1979
 Film: Margaret Mead: An Interview
5. June 3 (Wed. class cancelled), Biological and Psychoanalytic Explanations of Sex Differences
 Mackie, Ch. 3
 M.Z. Rosaldo, "Woman, Culture, and Society: A Theoretical

Overview," in M.Z. Rosaldo and L. Lamphere (eds.), Woman, Culture and Society, Stanford, Calif., Stanford University Press, 1974

6. June 10/11, Gender Socialization: Family and Peer Groups
Mackie, Chs. 4, 5

7. June 17/18, Capitalism, the Family and Personal Life
Zaretsky

8. June 24/25, Secondary and Symbolic Agents of Gender
Mackie, Ch. 6

N. Henley, "Tactical Politics: Touch," in H. Robboy et al. (eds.), Social Interaction, New York, St. Martin's Press, 1979

9. July 2 (July 1, Holiday), Gender, Class and Education
Book Review due

J. Anyon, "Intersections of Gender and Class: Accommodation and Resistance by Working-Class and Affluent Females to Contradictory Sex-Role Ideologies," in S. Walker and L. Barton (eds.), Gender, Class and Education, London, Routledge & Kegan Paul, 1983

10. July 8/9, Social Structural Explanations: Unpaid Labour
Mackie, Ch. 7

11. July 15/16, Social Structural Explanations: Paid Labour

H. Hartmann, "Capitalism, Patriarchy and Job Segregation by Sex," in N. Glazer and H.Y. Waehrer (eds.), Woman in a Man-Made World, 2nd edition, Chicago, Rand McNally, 1977

12. July 22/23, The Feminist Movement

J. Stacey, "The New Conservative Feminism," Feminist Studies, 9 (3), 1983

Mackie, Ch. 8

13. July 29/30, Conclusion

RECOMMENDED READING

Acker, S., et al. (eds.), World Yearbook of Education 1984: Women and Education, London, Kogan Page

Anderson, M.L., Thinking About Women: Sociological and Feminist Perspectives, New York, MacMillan, 1983

Armstrong, P. and H., The Double Ghetto: Canadian Women and Their Segregated Work, Toronto, McClelland and Stewart, 1978

Armstrong, P., Labour Pains: Women's Work in Crisis, Toronto, The Women's Press, 1984

Baker, M., et al. (eds.), The Family: Changing Trends in Canada, Toronto, McGraw-Hill Ryerson Ltd., 1984

Barrett, M., Women's Oppression Today, London, Verso, 1980

Bowles, G. and R.D. Klein (eds.), Theories of Women's Studies, London, Routledge and Kegan Paul, 1983

Burstyn, V. (ed.), Women Against Censorship, Vancouver, Douglas & McIntyre, 1985

Clark, L. and D. Lewis, Rape: The Price of Coercive Sexuality, Toronto, The Women's Press, 1977

David, M.E., The State, the Family and Education, London, Routledge & Kegan Paul, 1980

Ehrenreich, B., Hearts of Men: American Dreams and the Flight from Commitment, New York, Anchor Books, 1984

Eichler, M., The Double Standard: A Feminist Critique of Feminist Social Science, New York, St. Martin's Press, 1980

Eichler, M., Families in Canada Today: Recent Changes and Their Policy Consequences, Toronto, Gage Publishing Ltd., 1983

Engels, F., The Origin of the Family, Private Property and the State, New York, International Publishers, 1942

Firestone, S., The Dialectic of Sex, New York, Bantam, 1971

Guberman, C. and M. Wolfe (eds.), No Safe Place: Violence Against Women and Children, Toronto, The Women's Press, 1985

Jaggar, A.M., Feminist Politics and Human Nature, Torowa, N.J., Rowman and Allanheld, 1983

Kanter, R.M., Men and Women of the Corporation, New York, Basic Books, 1977

Luker, K., Abortion & The Politics of Motherhood, Berkeley, University of California Press, 1984

Luxton, M., More Than a labour of Love: Three Generations of Women's Work in the Home, Toronto, The Women's Press, 1980

Mackie, M., Exploring Gender Relations, Toronto, Butterworths, 1983

Mackie, M., Constructing Women & Men: Gender Socialization, Toronto, Holt Rinehard and Winston, 1987

Miller, J.B., Toward a New Psychology of Women, Boston, Beacon Press, 1976

Nemiroff, G.H. (ed.), Women and Men: Interdisciplinary Readings on Gender, Toronto, Fitzhenry & Whiteside, 1987

Nicholson, J., Men & Women: How Different Are They? Oxford, Oxford University Press, 1984

Oakley, A., The Sociology of Housework, London, Martin Robertson, 1974

Oakley, A., Women Confined: Towards a Sociology of Childbirth, Oxford, Martin Robertson, 1980

O'Brien, M., The Politics of Reproduction, London, Routledge and Kegan Paul, 1981

Reiter, R. (ed.), Toward an Anthropology of Women, New York, Monthly Review Press, 1975

Roberts, H. (ed.), Doing Feminist Research, London, Routledge and Kegan Paul, 1981

Rosaldo, M.Z. and L. Lamphere (eds.), Women, Culture and Society, Stanford, Stanford University Press, 1974

Status of Women Canada, Report of the Task Force on Child Care, Ottawa, Minister of Supply and Services, 1986

Tolson, A., The Limits of Masculinity, London, Tavistock, 1977

Ungerson, C. (ed.), Women and Social Policy: A Reader, London, MacMillan, 1985

Vickers, J.M., Taking Sex into Account: The Policy Consequences of Sexist Research, Ottawa, Carleton University Press, 1984

Wilson, S.J., Women, The Family and The Economy, Toronto, McGraw-Hill Ryerson, 1982

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

025

NEW COURSE PROPOSAL FORM

Calendar Information

Department SOCIOLOGY AND ANTHROPOLOGY

Abbreviation Code: S.A. Course Number: 340 Credit Hours: 4 Vector: 0-4-0

Title of Course: SOCIAL ISSUES AND SOCIAL POLICY ANALYSIS (SA)

Calendar Description of Course: S.A. 340-4 SOCIAL ISSUES AND SOCIAL POLICY ANALYSIS (SA)
 An examination of how sociological and anthropological theories and methods can be applied to the examination of social problems and issues which become the object of social policy. Particular attention is given to the means by which social issues are defined as problematic. Substantive examples of social policy issues will be selected from a number of fields.

Nature of Course Seminar

Prerequisites (or special instructions): S.A. 150 and either S.A. 101 or one other lower division (A) course.

What course (courses), if any, is being dropped from the calendar if this course is approved: Eight courses are proposed for elimination; six new courses are being proposed.

2. Scheduling

How frequently will the course be offered? Once a year.

Semester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? Dyck, Gates, Gee

Objectives of the Course

To examine how social issues become defined as social problems and how social theories and methods can be applied to the issues that become the object of social policy.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty	} None
Staff	
Library	
Audio Visual	
Space	
Equipment	

5. Approval

Date: June 22, 1987

Oct 8, 87

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

CUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

NEW COURSE PROPOSAL

026

S.A. 340-4 SOCIAL ISSUES AND SOCIAL POLICY ANALYSIS (SA)

a) Calendar Entry:

An examination of how sociological theories and methods can be applied to the examination of social problems and issues which become the object of social policy. Particular attention is given to the means by which social issues are defined as problematic. Substantive examples of social policy issues will be selected from a number of fields.

(Seminar)

PREREQUISITE: S.A. 150 and either S.A. 101 or one other lower-division (A) course.

b) Rationale:

This course will serve as the core course in the department's new Extended Studies Diploma in Social Policy Issues (see Diploma proposal).

c) Sample outline and reading list attached.

(SAMPLE OUTLINE)

027

SA 340-4 SOCIAL ISSUES AND SOCIAL POLICY ANALYSIS

(SA)

Noel Dyck

COURSE CONTENT:

In this course we shall investigate how sociological and anthropological theories and research methods can be applied to the examination of social problems and issues which become the object of social policy. Particular attention will be given to the informal and formal means by which social issues are recognized as problems.

This course will consider the general approaches utilized by sociologists and anthropologists working in the field of social policy analysis. Substantive examples of social policy issues will be drawn this semester from the following areas: development policy; native peoples and public policy; gender relations and the family; social policy and aging; tourism and economic development.

REQUIRED READINGS:

Belshaw, C., The Sorcerer's Apprentice: An Anthropology of Public Policy. New York/Oxford: Pergamon Press, 1976.

Czerny, Michael and Jamie Swift, Getting Started on Social Analysis in Canada. Toronto: Between-the-Lines Press, 1984.

Schneider, J.W. and J.I. Kitsuse (eds.), The Sociology of Social Problems. Fitzhenry and Whiteside, 1984.

RECOMMENDED READINGS:

Grillo, Ralph and Alan Rew (eds.), Social Anthropology and Development Policy. London/New York: Tavistock, 1985.

Gusfield, J.R., The Culture of Public Problems. Chicago: University of Chicago Press, 1981.

Sanday, P.R. (ed.), Anthropology and the Public Interest. London/New York: Academic Press, 1976.

Weaver, Sally M., Making Canadian Indian Policy: The Hidden Agenda. Toronto: University of Toronto Press, 1981.

Organization:

One four-hour seminar weekly.

Students will be evaluated on a final examination (worth 50% of the grade) and on an essay investigating one of the substantive topics dealt with in the course (worth 50% of the grade).

Preparation for Graduate Study

Graduate schools generally have many more applicants than they can accept. Most graduate schools in Psychology screen applicants on the following bases:

- 1) Grade Point Average
(Since students normally apply for admission to graduate school early in their fourth academic year, the GPA at the end of the sixth semester is the one that graduate schools normally evaluate.)
- 2) Graduate Record Exam scores.
- 3) Credit in laboratory courses in Psychology. (Such as PSYC 302-3, 303-3, and 304-3).
- 4) Courses in sciences other than Psychology, especially Biology.
- 5) Research experience.
(e.g. completion of an honors project, employment in research-related areas, completion of independent research projects). It is advantageous for applicants to have presented a scholarly paper at a scientific meeting, or to have contributed to the publication of a scholarly paper.
- 6) Letter of recommendation from faculty members.

A detailed description of admission requirements in Canadian and U.S. universities may be found in **Graduate Study in Psychology**, published by the American Psychological Association.

For details of admission requirements at Simon Fraser University, consult the *graduate studies* section of this Calendar.

Psychology and Statistics

In almost all areas of Psychology, a certain level of statistical sophistication is required before one can undertake independent research or evaluate the research of others. The department offers several courses in research methodology and data analysis, namely PSYC 201-3, 210-3, 301-3, 311-3, 410-5, and 411-5. Students who have a special interest in acquiring more extensive statistical training which may facilitate their work in Psychology, also should consider MATH 101-3, 102-3, 302-3, 304-3, and 404-3.

SUGGESTED SEQUENCE FOR FIRST FOUR LEVELS

Typical Program for Majors and Honors in Psychology	
Level	Courses
1	PSYC 101-3
2	PSYC 201-3 and 207-3
3	PSYC 210-3
4	Two Psychology courses from the 300 division

Typical Program for Majors and Honors Starting Psychology in Level 3	
Level	Courses
3	PSYC 101-3, 201-3
4	PSYC 207-3, 210-3 and one or two Psychology courses from the 300 division

Students seeking clarification, interpretation or exceptions to any Psychology Department regulations or prerequisites, should see the Departmental Undergraduate Advisor or the instructor of the course.

Directed Studies Courses
(PSYC 493-498 Inc.)

These courses make it possible for an individual student or a small group of students to work with a faculty member on a reading or research project of mutual interest. The most common reasons for a student taking such a course are:

- a) The continuation of a reading or research project begun in a 400 level seminar;
- b) Covering material not covered in the regular course offerings;
- c) The completion of a research or reading project which does not fall within the terms of reference of other courses.

Directed studies courses may not duplicate material covered in other psychology courses.

The minimum entry requirements are a B average and at least 60 accumulated credits. In addition, permission of the department is required. Students wishing to do a directed studies course must complete an application form, (available in the Departmental Office) in conjunction with the intended instructor.

Students taking the major or honors in Psychology may count no more than 8 credit hours of directed studies toward the required number of upper division Psychology credits.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

029

Location: Room 5054 — Academic Quadrangle
Telephone: 291-3146
Chairman: R.W. Wyllie, B.A. (Leic.)

Affiliation with the two divisions within the department is shown as follows:

A — Anthropology
 S — Sociology

Professors

H. Adam Dipl. Soc., Dr. Phil. (Frankf.), Habilitation (Giessen) — S
 H. Dickle-Clark B.A. (Rhodes), Ph.D. (Natal) — S
 K. Dixon B.A., M.A. (Lond.) — S
 K. Peter B.A., M.A., Ph.D. (Alta.) — S
 I.R. Whitaker M.A. (Camb.), Dr. Phil. (Oslo) — A
 R.W. Wyllie B.A. (Leic.), — S, Department Chairman

Associate Professors

N. Dyck B.A., M.A. (Sask.), Ph.D. (Manc.) — A
 M. Kenny B.A., M.A. (Virginia), Dip. Soc. Anth., D. Phil. (Oxf.) — A
 H. Sharma M.A. (Delhi), M.S. (Cleveland), Ph.D. (Cornell) — S
 M.L. Stearns B.A., M.A., Ph.D. (Calif.) — A
 G.B. Teeple B.A., M.A. (Tor.), D. Phil. (Sussex) — S
 J.M. Whitworth B.A. (Leic.), D. Phil. (Oxf.) — S

Assistant Professors

B. Gartrell B.A. (Br. Col.), M.A. (Leeds), Ph.D. (C.U.N.Y.) — A
 M. Gates B.A. (Sheff.), M.A., Ph.D. (Br. Col.) — A
 E. Gee B.A., Ph.D. (Br. Col.) — S
 A.T. McLaren B.A. (Br. Col.), M.A. (Iowa), Ph.D. (Lond.) — S

Advisor: Mrs. Jean Jordan
 Room 5056 — Academic Quadrangle
 291-3726

The Department of Sociology and Anthropology offers courses for students specializing in either or both disciplines and for students in other fields who seek a fuller understanding of the world around them. Courses are designed to provide students with the theoretical and analytical tools to better understand the social and cultural forces and processes that affect our lives and the lives of people in other societies. Such understanding is an important part of general education and should lead to more effective participation as citizens of our society and of the world. Sociology and Anthropology, as taught at Simon Fraser University, reflect the present tendency towards a common theoretical base and the use of all fruitful methods of studying past and present societies in both their differences and their similarities. Both sociologists and anthropologists are actively involved in research and teaching on modern industrial society, on specific areas elsewhere, and on theoretical and comparative questions that go beyond national boundaries.

As well as its intrinsic intellectual rewards, undergraduate training in sociology and anthropology provides invaluable background for students who intend to pursue careers in such fields as urban planning, journalism, law, public administration, welfare-related professions, teaching, personnel management, health care fields, and international development projects.

In addition, the courses offered by the department can give students specializing in other disciplines an appreciation of social and cultural processes that will complement their specialization. Especially appropriate for these purposes are S.A. 100, 101, 150, 201, 263, 286, 292 and 293, which require no prerequisites. A number of other courses dealing with critical contemporary issues, such as S.A. 202 (Modern Industrial Society), 203 (Comparative Ethnic Relations), and 260 (Individual and Society), are open to any students who have completed one introductory course in Sociology.

REQUIREMENTS FOR MAJOR AND HONORS PROGRAMS

Lower division requirements are intended to provide students with a broad introduction to both disciplines, to the critical analysis of Canadian society, to the basic logic and methods used in social research, and to the application of these methods to topics of special interest to the student.

Students should endeavor to complete all lower division requirements before proceeding to upper division courses.

Lower Division Requirements

20 semester hours in lower division S.A. courses. The following required courses must be included:

S.A.	100	Aspects of Canadian Society
	101	Introduction to Anthropology
	150	Introduction to Sociology
	255	Introduction to Social Research

In choosing lower division courses, the students intending to major within the department should keep in mind the prerequisite requirements for upper division courses. Most upper division Sociology courses require S.A. 150, 202 or 250 as prerequisites. Upper division Anthropology courses specify S.A. 101 and one of S.A. 201, 263, 286 or 293 as prerequisites.

Students intending to follow the applied social research stream (see below) should note the special lower division requirements for that program.

Upper Division Courses

Majors and honors students must meet certain requirements in theory and methods courses detailed below. Beyond this minimum, they may choose to range broadly across the two disciplines or to focus on a special interest. Courses fall broadly into the following groups:

Sociological Theory and Institutions of Social Life:

S.A.	304	Social Control
	310	Urban Sociology
	312	Formal Organizations
	315	Sociology of Leisure
	322	Sociology of Religion
	325	Political Sociology
	327	Sociology of Knowledge
	331	Sociology of the Family
	333	Sociology of Education
	350	Classical Sociological Thought
	351	Classical Marxist Thought
	354	Contemporary Sociological Theory: Selected Issues
	358	The Philosophy of the Social Sciences
	362	Social Change in Modern Industrial Societies
	427	Sociology of Science
	450	Selected Issues in Sociology
	452	Contemporary Marxist Thought

Anthropological Theory and Institutions of Social Life:

S.A.	301	Key Ideas in Anthropology
	323	Anthropology of Religion
	332	Kinship and Domestic Organization
	364	Urban Communities and Cultures
	368	Economic Processes in Social Life
	369	Political Processes in Social Life
	402	The Uses of Anthropology
	411	Anthropology of Complex Societies
	451	Selected Issues in Anthropology
	467	Anthropology of the Self
	468	Ecological Anthropology
	469	Symbol, Myth and Meaning
	472	Ethnohistory

Ethnic Relations:

S.A.	203	Comparative Ethnic Relations (lower division)
	303	Ethnic Conflicts
	400	Canadian Ethnic Minorities

Canadian Native Peoples and Other Minority Indigenous Peoples:

S.A.	286	Native Cultures of British Columbia (lower division)
	386	Native Peoples and Public Policy
	387	Canadian Native Peoples
	388	Comparative Studies of Minority Indigenous Peoples
	486	Issues in Northwest Coast Studies

Third World Studies:

S.A.	263	Peoples of the Third World (lower division)
	363	Processes of Development and Underdevelopment
	368	Economic Processes in Social Life
	374	Africa
	392	Latin America
	463	Problems in Third World Studies
	477	Southern Africa
	480	Southern Asia
	492	Central and South America

Theory Requirements:

Sociology majors and Sociology/Anthropology joint majors must take at least one theory course chosen from:

S.A.	350	Classical Sociological Thought
	351	Classical Marxist Thought
	354	Contemporary Sociological Theory: Selected Issues
	450*	Selected Issues in Sociology
	452	Contemporary Marxist Thought

*The content of this course fulfills the theory requirement in specific semesters only.

For Anthropology majors and Sociology/Anthropology joint majors, S.A. 301 (Key Ideas in Anthropology) is required. This course should be taken as early as possible in the student's upper level program.

Methods Requirements:

Sociology majors must take:

S.A.	355	Quantitative Methods
and one of		
S.A.	356	Qualitative Methods
	357	Survey Methods

Anthropology majors must take:

S.A.	356	Qualitative Methods
S.A.	355 and 472	are strongly recommended

Sociology/Anthropology joint majors must take:

S.A.	355	Quantitative Methods
	356	Qualitative Methods

In our increasingly information-based society, many employers and most graduate schools require considerable knowledge of the processes involved in conceptualizing research problems, information gathering, analysis and presentation. Students therefore are strongly urged to prepare themselves by balancing theory courses with methods courses over and above the required minimum.

APPLIED SOCIAL RESEARCH PROGRAM

Students wishing a broader preparation in research methods may choose this special stream, which has the following additional requirements:

Lower Division:

MATH	101	Introduction to Statistics A
or		
MATH	102-3	Introduction to Statistics B

Students are strongly recommended to take:

CMPT	001-3	Computers and the Activity of People
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All lower division courses must be completed prior to entry into upper division courses.

Upper Division:

S.A.	355*	Quantitative Methods
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and at least three of the following:

S.A.	356	Qualitative Methods
	357	Survey Methods
	402	The Uses of Anthropology
	455	Special Topics in Applied Social Research I
	456	Special Topics in Applied Social Research II
	472	Ethnohistory

*Students in the stream will have completed MATH 101 or MATH 102 and must enrol in the appropriate seminar section of S.A. 355.

COURSE SELECTION

Students are advised to consult the current Departmental Handbook available in the S.A. general office, as there are differing emphases in course outlines from semester to semester.

Normally, directed readings courses S.A. 496 (Directed Readings in Anthropology), and S.A. 497 (Directed Readings in Sociology), are available only to S.A. majors and honors students. Credit will be given for only one of these courses.

A number of courses in other departments are relevant to certain areas of Sociology and Anthropology. Honors and majors in Sociology and/or Anthropology are urged to prepare themselves broadly by taking additional courses in other departments, after consultation with a departmental advisor.

Many graduate schools require a reading knowledge of a language other than English. Those who may go on for graduate studies should include an appropriate second language in their program.

NOTE: To assist students in planning an interdisciplinary program, courses listed in the course description index are designated as follows:

S — Sociology
A — Anthropology

An S.A. course can be counted as either Sociology or Anthropology.

Sociology Major Program

32 semester hours in upper division S.A. courses, 20 of which must be in Sociology, with the remaining 12 hours in Anthropology.

Anthropology Major Program

32 semester hours in upper division S.A. courses, 20 of which must be in Anthropology, with the remaining 12 hours in Sociology.

Sociology and Anthropology Joint Major Program

40 semester hours in upper division S.A. courses, 20 of which must be in Sociology and 20 hours in Anthropology.

Sociology Honors Program

52 semester hours in upper division S.A. courses, 32 hours of which must be in Sociology, with the remaining 20 hours in Anthropology.

Anthropology Honors Program

52 semester hours in upper division S.A. courses, 32 hours of which must be in Anthropology, with the remaining 20 hours in Sociology.

Sociology and Anthropology Joint Honors Program*

60 semester hours in upper division S.A. courses, 32 hours of which must be in one discipline, with the remaining 28 hours in the other discipline.

*A GPA of 3.33 in all S.A. courses is required for admission to, and graduation from, the honors program

All honors students must complete S.A. 499 (Honors Essay).

Sociology Minor Program

12 semester hours in lower division S.A. courses, 8 hours of which must be in Sociology.

16 semester hours in upper division Sociology courses.

Anthropology Minor Program

12 semester hours in lower division S.A. courses, 8 hours of which must be in Anthropology.

16 semester hours in upper division Anthropology courses.

Joint Major in Sociology or Anthropology/Latin American Studies Program**Sociology/Anthropology Requirements****Lower Division:**

S.A.	100-4	Aspects of Canadian Society
	101-4	Introduction to Anthropology
	150-4	Introduction to Sociology

Minimum of two 200 division courses

Upper Division:

20 semester hours in Sociology or
20 semester hours in Anthropology

See the *Latin American Studies* section for complete requirements.

Joint Major in Sociology or Anthropology/Canadian Studies

See the *Canadian Studies* section for complete requirements.

EXTENDED STUDIES IN ETHNIC RELATIONS**Advisor:**

Jean Jordan
Room 5056 — Academic Quadrangle
291-3726

Ethnic Relations is the study of ethnically defined conflicts and problems of migration. Such conflicts arise from the ascription of demeaning characteristics to groups of people and, more importantly, result from exclusion. The Extended Studies Diploma Program in Ethnic Relations provides an opportunity to explore the causes of unequal treatment, to compare ethnic antagonisms internationally and to develop strategies to improve intergroup relations in Canada in light of this knowledge.

The diploma is intended for human services professionals (social workers, educators, police, counsellors, personnel managers, health practitioners or civil servants) who are required to perform effectively with clients from a variety of cultural and linguistic backgrounds. The diploma program seeks to

foster better understanding of the nature of the multi-cultural society in which we live and work. 031

Courses may be taken on campus on a full or part-time basis. From time to time courses will be offered in the evening either on campus or at SFU Downtown, in addition to regular daytime courses. Some courses are available through Distance Education.

Admission Requirements

A first university degree or the equivalent normally is a prerequisite for the diploma program; however, mature applicants particularly suited because of experience may also be admitted.

Program Requirements

Successful completion of at least 30 credit hours of which at least 15 are earned by completing five required courses. The remaining credits are selected from a specialized list of optional courses.

Completion of the diploma within five years of admission to the program.

Minimum grade point average of 2.5 on courses applied toward the diploma.

Each student may be required to participate in a one-day orientation seminar prior to beginning coursework.

S.A. 303 (Ethnic Conflicts) must be taken the first semester.

New students normally will be accepted only once a year, in the Fall semester.

The Curriculum:**Required Courses:**

EDUC	441-4	Cultural Differences and Education
HIST	322-3	Atlantic Migration
POL.	481-3	Ethnic Politics and National Identity: Comparative Perspectives
PSYC	360-3	Social Psychology
S.A.	303-4	Ethnic Conflicts

Optional Courses:

A list of optional courses from which the remaining credits can be selected may be obtained from the Ethnic Relations Advisor.

WOMEN'S STUDIES PROGRAM

Location: Room 9221 — Classroom Complex
Telephone: 291-3593

Associate Professors

Meredith M. Kimball B.A. (Macalester Coll.), Ph.D. (Mich.), Joint appointment with Psychology

Kaja Silverman B.A., M.A. (Calif.), Ph.D. (Brown), Joint appointment with Centre for the Arts

Mary Lynn Stewart B.A. (Calg.), M.A., Ph.D. (Col.), Joint appointment with History

Veronica Strong-Boag B.A. (Tor.), M.A. (Car.) Ph.D. (Tor.) Joint appointment with History

Assistant Professors

Margaret L. Benston B.A. (Williamette), Ph.D. (Wash.), Joint appointment with Computing Science

Susan Wendell B.A. (N.Y. State), Ph.D. (Br. Col.), Joint appointment with Philosophy

Ruth Wynn Woodward Endowed Chair

The Ruth Wynn Woodward Endowed Chair in Women's Studies will be filled in 1987 by Rosemary Brown B.A. (McGill), B.S.W., M.S.W. (Br. Col.).

A minor program in Women's Studies may be taken in conjunction with any major, honors or Bachelor of General Studies degree. The program is designed to offer students the maximum opportunity to integrate their understanding of the role of women in their society and culture.

The nucleus of the program consists of the faculty at the University with full, joint or semester appointments in Women's Studies. Feminist scholars also are invited, on a visiting basis, to teach courses.

Students wishing further information on the program should contact the co-ordinator of the program or the General Office prior to the normal registration time.

7. NEW CALENDAR ENTRY

The Department of Sociology and Anthropology offers courses designed to provide students with the theoretical and analytical tools to better understand the social and cultural forces that affect our lives and the lives of people in other societies. Such understanding is an important part of general education and should lead to more effective participation in society. Both sociologists and anthropologists at Simon Fraser University are involved in research and teaching on Western industrial societies, on "Third World" societies, and on theoretical and comparative questions that go beyond national boundaries.

The Department offers honors and major programmes in sociology and/or anthropology and a minor program in sociology or anthropology. Honors and major students may take options such as an applied social research "stream" and a co-operative education program. Joint major/honor programs are available with Latin American Studies and Canadian Studies. The Department also offers an Extended Studies Diploma in Social Policy Issues and administers an Extended Studies Diploma in Ethnic Relations.

As well as its intrinsic intellectual rewards, undergraduate training in sociology and anthropology provides invaluable background for students who intend to pursue careers in such fields as urban planning, journalism, law, public administration, welfare-related professions, teaching, personnel management, health care fields, and international development projects.

Courses offered by the department can provide students specializing in other disciplines an appreciation of social and cultural processes that will complement their specialization. Especially appropriate for these purposes are S.A. 100, 101, 150, 201, 263, 286, 292 and 293, which require no prerequisites. A number of other courses dealing with important contemporary issues, such as S.A. 202, 203, 216, 217, 218 and 260 are open to students with one introductory course.

REQUIREMENTS FOR MAJOR AND HONORS PROGRAMS

Lower division requirements are intended to provide students with a broad introduction to both disciplines, to the critical analysis of Canadian society, to the basic logic and methods used in social research, and to the application of these methods to topics of special interest to the student.

Students should endeavor to complete all lower division requirements before proceeding to upper division courses.

Lower Division Requirements

23 semester hours in lower division courses. The following required courses must be included:

- S.A. 100 Canadian Social Issues
- 101 Introduction to Anthropology
- 150 Introduction to Sociology
- 255 Introduction to Social Research
- Math 103 Introduction to Statistics for Social Research*

*Students with an equivalent post-secondary statistics course are exempt from this course.

In choosing lower division courses, students intending to major within the department should keep in mind the prerequisite requirements for upper division courses.

Upper Division Courses

Majors and honors students must meet certain requirements in theory and methods courses detailed below. Beyond this minimum, they may choose to range broadly across the two disciplines or to focus on a special interest. Courses fall broadly into the following groups:

Sociological Theory and Institutions of Social Life:

- S.A. 300 Canadian Social Structure
- 304 Social Control
- 308 Industrial Sociology
- 322 Sociology of Religion
- 325 Political Sociology
- 327 Sociology of Knowledge
- 331 Sociology of the Family
- 333 Schooling and Society
- 350 Classical Sociological Thought
- 351 Classical Marxist Thought
- 358 Philosophy of the Social Sciences
- 362 Social Change in Modern Industrial Societies
- 416 Sociology of Art Forms
- 450 Selected Issues in Sociological Theory

Anthropological Theory and Institutions of Social Life:

- S.A. 301 Key Ideas in Anthropology
- 323 Anthropology of Religion
- 332 Kinship and Domestic Organization
- 364 Urban Communities and Cultures
- 368 Economic Processes in Social Life
- 369 Political Processes in Social Life
- 402 The Uses of Anthropology
- 411 Anthropology of Complex Societies
- 451 Selected Issues in Anthropology
- 467 Anthropology of the Self
- 468 Ecological Anthropology
- 469 Symbol, Myth and Meaning
- 472 Ethnohistory

Ethnic Relations:

- S.A. 203 Comparative Ethnic Relations (lower division)
- 303 Ethnic Conflicts
- 400 Canadian Ethnic Minorities

Canadian Native Peoples and Other Minority Indigenous Peoples:

- S.A. 286 Native Cultures of British Columbia (lower division)
- 386 Native Peoples and Public Policy
- 387 Canadian Native Peoples
- 388 Comparative Studies of Minority Indigenous Peoples
- 486 Issues in Northwest Coast Studies

Third World Studies:

- S.A. 263 Peoples of the Third World (lower division)
- 363 Processes of Development and Underdevelopment
- 368 Economic Processes in Social Life
- 374 Africa
- 392 Latin America
- 463 Problems in Third World Studies
- 477 Southern Africa
- 480 Southern Asia
- 492 Central and South America

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Theory Requirements

Theory requirements should be taken as early as possible in the student's upper level program.

Sociology majors must take one theory course chosen from:

- S.A. 350 Classical Sociological Thought
- 351 Classical Marxist Thought
- 450 Selected Issues in Sociological Theory

Anthropology majors must take S.A. 301 (Key Ideas in Anthropology).

Sociology/Anthropology joint majors must take:

- S.A. 301 Key Ideas in Anthropology
- and one of the following:

- S.A. 350 Classical Sociological Thought
- 351 Classical Marxist Thought
- 450 Selected Issues in Sociological Theory

Methods Requirements

Methods requirements should be taken as early as possible in the student's upper level program.

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Sociology majors must take:

S.A. 355 Quantitative Methods
and one of
S.A. 356 Qualitative Methods
357 Survey Methods

Anthropology majors must take:

S.A. 356 Qualitative Methods
S.A. 355 and 472 are strongly recommended

Sociology/Anthropology joint majors must take:

S.A. 355 Quantitative Methods
356 Qualitative Methods

In our increasingly information-based society, many employers and most graduate schools require considerable knowledge of the processes involved in conceptualizing research problems, information gathering, analysis and presentation. Students therefore are strongly urged to prepare themselves by balancing theory courses with methods courses over and above the required minimum.

APPLIED SOCIAL RESEARCH PROGRAM

Students wishing a broader preparation in research methods may choose this special stream, which has the following additional requirements:

Lower Division:

MATH 101 Introduction to Statistics A

or

MATH 102-3 Introduction to Statistics B

Students are strongly recommended to take:

CMPT 001-3 Computers and the Activity of People

All lower division courses must be completed prior to entry into upper division courses.

Upper Division:

S.A. 355* Quantitative Methods

and at least three of the following:

S.A. 356 Qualitative Methods
357 Survey Methods
402 The Uses of Anthropology
455 Special Topics in Applied Social Research I
456 Special Topics in Applied Social Research II
472 Ethnohistory

*Students in the stream will have completed MATH 101 or MATH 102 and must enrol in the appropriate seminar section of S.A. 355.

COURSE SELECTION

Students are advised to consult the current Departmental Handbook available in the S.A. general office, as there are differing emphases in course outlines from semester to semester.

Normally, directed readings courses S.A. 496 (Directed Readings in Anthropology), and S.A. 497 (Directed Readings in Sociology), are available only to S.A. majors and honors students. Credit will be given for only one of these courses.

A number of courses in other departments are relevant to certain areas of Sociology and Anthropology. Honors and majors in Sociology and/or Anthropology are urged to prepare themselves broadly by taking additional courses in other departments, after consultation with a departmental advisor.

Many graduate schools require a reading knowledge of a language other than English. Those who may go on for graduate studies should include an appropriate second language in their program.

NOTE: To assist students in planning an interdisciplinary program, courses listed in the course description index are designated as follows:

S — Sociology

A — Anthropology

An S.A. course can be counted as either Sociology or Anthropology.

Sociology Major Program

32 semester hours in upper division S.A. courses, 20 of which must be in Sociology, with the remaining 12 hours in Anthropology.

Anthropology Major Program

32 semester hours in upper division S.A. courses, 20 of which must be in Anthropology, with the remaining 12 hours in Sociology.

Sociology and Anthropology Joint Major Program

40 semester hours in upper division S.A. courses, 20 of which must be in Sociology and 20 hours in Anthropology.

Sociology Honors Program

52 semester hours in upper division S.A. courses, 32 hours of which must be in Sociology, with the remaining 20 hours in Anthropology.

Anthropology Honors Program

52 semester hours in upper division S.A. courses, 32 hours of which must be in Anthropology, with the remaining 20 hours in Sociology.

Sociology and Anthropology Joint Honors Program*

60 semester hours in upper division S.A. courses, 32 hours of which must be in one discipline, with the remaining 28 hours in the other discipline.

*A GPA of 3.33 in all S.A. courses is required for admission to, and graduation from, the honors program.

All honors students must complete S.A. 499 (Honors Essay).

Sociology Minor Program

12 semester hours in lower division S.A. courses, 8 hours of which must be in Sociology.

16 semester hours in upper division Sociology courses.

Anthropology Minor Program

12 semester hours in lower division S.A. courses, 8 hours of which must be in Anthropology.

16 semester hours in upper division Anthropology courses.

**Joint Major in Sociology or Anthropology/Latin American
Studies Program**

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Sociology/Anthropology Requirements

Lower Division:

- | | | |
|------|-------|------------------------------|
| S.A. | 100-4 | Aspects of Canadian Society |
| | 101-4 | Introduction to Anthropology |
| | 150-4 | Introduction to Sociology |

Minimum of two 200 division courses

Upper Division:

- 20 semester hours in Sociology or
- 20 semester hours in Anthropology

See the *Latin American Studies* section for complete requirements.

**Joint Honors in Sociology or Anthropology/Latin American
Studies Program**

See the Latin American Studies section for requirements.

**Joint Major or Honors in Sociology or Anthropology/Canadian
Studies Program**

See the Canadian Studies section for requirements.