

SIMON FRASER UNIVERSITY

OFFICE OF THE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

To: Senate

From: D. Gagan, Chair 
Senate Committee on Academic Planning

Subject: University College of the Fraser Valley/
Simon Fraser University
a) Extended Minor in Latin American Studies
b) Extended Minor in Theatre
(SCUS Ref. SCUS 96-2, SCAP Ref. SCAP 96-7)

Date: February 12, 1996

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

Motion:

"That Senate approve and recommend to the Board of Governors, as set forth in S.96 - 18 the following new programs to be offered at the University College of the Fraser Valley:

- a) Extended Minor in Latin American Studies
- b) Extended Minor in Theatre."

Proposal for a Latin American Studies

Extended Minor

Credential to be awarded: BA extended minor, Latin American studies

Proposed start-up date: September, 1995

Rationale

- The signing of the NAFTA with Mexico and the USA, the almost-certain signing of similar agreements with Chile and Argentina and the earlier decision that Canada should become a full-member of the Organization of American States are merely the political and diplomatic expressions of a universally recognized trend: the globalization of our everyday experience. It is also clear that the structure of employment opportunities are being globalized as part of this new reality. For example, it has been estimated that, by the year 2001, 35% of all Canadian university and university college graduates will spend a significant amount of their working lives in employment outside of Canada.

These changes also are reflected in the increased energy presently being committed to the internationalization of the curriculum throughout North America. In B.C., for example, the efforts of individual institutions are augmented by the work of the Committee for the Internationalization of the Curriculum within the British Columbia Centre for International Education. (The writer of this proposal is a member of that committee).

The proposal for a Latin American studies extended minor is an attempt to recognize these developments in the program options available to UCFV students.

- At UCFV, the Latin American studies option functions within the context of the two-year international studies diploma program. The diploma program requires that students take a broad range of lower division courses which, when combined into a two-year program, provide a solid, general academic education with a clear focus on international issues.

The Latin American studies extended minor would be a natural outgrowth of the two-year international studies diploma program. The lower division requirements for the minor are being offered presently, and the upper division requirements continue the multi-disciplinary nature of the two-year program. As will be seen below, the Latin American studies extended minor can enlarge the breadth of choices available to students at the UCFV for very little additional cost to the institution.

- In a general, institutional context the Latin American studies extended minor would provide a comfortable and natural fit with most double minor combinations likely to be offered at UCFV, and would add an increasingly important international component to the students' qualification.
- The multi-and inter-disciplinary nature of the LAS minor is one reason for the ease of its fit with other minors at UCFV. This characteristic also suits well the needs of many employers who prefer that students with a BA be as generalist as possible (Joachim Knauf, District Economist, Federal Government of Canada: Conference on Internationalisation of the Curriculum, Bellingham, October 1993). This also makes intellectual sense in that theoreticians and researchers concerned with development issues now stress the need to move out of the narrower focus of academic disciplines and towards a more holistic understanding of the world. The inter-disciplinary nature of the minor does require good communication between the participating departments and this has been established in the administration of the International Studies diploma program.
- The LAS extended minor program at UCFV should be seen in the context of a very positive and close-working relationship with SFU's Spanish and Latin American Studies (SLAS) department. This relationship would continue and each institution would benefit from the efforts of the other. In particular, UCFV students have always been made welcome at SLAS events at SFU. That department has organized an impressive number of fieldschools, campus lectures, seminars and conferences (including the International Conference on Liberation Theology in 1986 and the Symposium on Latin America's Future(s) in 1991) There is every likelihood that, once the LAS minors program is in place, UCFV would be able to work with SLAS at SFU in order to open up these opportunities to our students even more than in the past.
- The fact that both employers and educational institutions are only recently realizing the enormity of the globalization process makes it difficult to assess accurately the employment projections associated with the establishment of a LAS extended minor.

Having said this it is worth noting that SFU's experience is that their "LAS joint major BA programs have been successful in a variety of academic and professional pursuits. These include positions in fields such as: the diplomatic core and foreign service, CIDA and other development agencies, non-governmental and foreign aid organizations, teaching and higher education, the travel industry, international business and the performing arts." (Proposal for a Master of Arts in Latin American Studies, Simon Fraser University, 1990).

Although there is little hard data on employment projections there have been indications that a LAS minor would have a positive impact for UCFV students. In the writer's own experience students undertaking the LAS minor's elective courses have had considerable success. (The LAS course offerings were taught in September 1993 for the first time and this anecdotal material pre-dates 1993.) One student is now employed by the United Nations; another by the International Development Education and Resource Association; one has been working on an agricultural project in Haiti for the MCC; several have taken

the knowledge and insights gained at UCFV into mission work in Latin America; another is working with the Red Cross; and four or five have been studying within SFU's LAS program.

In 1993, Paula Pick's report, *Potential for International Education Activity in Mexico*, concluded that:

"From a business point of view, if BC is to take advantage of economic and other developments that are evolving from the North American Free Trade Agreement, a foundation of knowledge and information about Mexico needs to be developed in the province. We need to start building friendships, bonds, and connections."
(Paula Pick: *Potential for International Activity in Mexico*: Report submitted to the BCCIE, Vancouver, B.C. May 1993)

It is estimated that within five years the NAFTA also will include Chile and, possibly, Argentina, Brazil, Ecuador, and Venezuela. Pick's argument, then, is easily extended to much of Latin America, and it is clear that employment and business opportunities will be increased ever further for those with some background in Latin American Studies and with some Spanish language skills.

In addition, the International Education Office reports that about five students per week come to them with enquiries about work, study or exchanges to other countries, including many in Latin America.

This is not, of course, very valid data on which to predict the future, but it is highly suggestive that a LAS extended minor will provide the college region with an important resource which can be used by those groups interested in issues related to Latin America.

The possibilities of graduate study for a LAS extended minor student are very good. At most universities in Canada and the United States it is possible to pursue graduate work in a variety of disciplines within which a Latin American focus is a natural specialization. At SFU students can enter graduate school and undertake research related to Latin America in, among others, the following disciplines: anthropology, archaeology, communications, economics, education, geography, history, political science, sociology and spanish. In addition, in specific research foci within the sciences and applied sciences a knowledge of Latin America would be important (for example, research on Latin American environmental issues would require a cultural appreciation of Latin America).

SFU offers a graduate program in Latin American studies for which UCFV students, because of the close liaison between SFU and UCFV, would be well-prepared and well-informed. Graduate programs in LAS are offered also in Central Canada, the USA and Europe.

As with most extended minors, graduate studies would be more easily attainable with a major or joint major. This would involve further study in Spanish or Portuguese as well as in Latin American studies. UCFV is unlikely to be able to offer a LAS major program in the immediate future and students wishing to continue into graduate work would need to augment their UCFV program with the appropriate SFU offerings.

It also is hoped that, with the assistance of the International Education Office, students can be placed on exchange programs with educational institutions in Latin America.

- The LAS extended minor also will benefit from the working relationship that is developing between the International Studies program and the International Education Office. Both areas presently are working on bringing two Latin American photographic exhibitions to UCFV and on the organization of a Latin American week scheduled for November, 1994.

Program and course descriptions:

The proposed minor would follow the general direction of the LAS program at SFU, but with one or two differences that are discussed below. Both the SFU and the UCFV programs "are designed to provide a sound background for students intending to pursue careers in teaching...journalism, travel, community relations, law, diplomacy, government, international trade, international development projects" and relevant church-related work. (SFU Calender 1993/94, p. 126).

The LAS extended minor would require students to complete 12 semester hours in lower division Latin American Studies (LAS) courses. These courses (already being offered at UCFV and receiving transfer credit to SFU) are:

- LAS 100-3 Images of Latin America
- LAS 110-3 Pre-Columbian, Hispanic, and African Heritage of Latin America
- LAS 200-3 Introduction to Latin American Issues I
- LAS 201-3 Introduction to Latin American Issues II

NOTE: UCFV offers one lower division LAS course beyond the offerings at SFU. SFU's requirement is that students complete three LAS courses.

The language requirements for the extended minor would involve the completion of two Spanish language classes:

SPAN 101-4 Introductory Spanish I

SPAN 102-4 Introductory Spanish II

NOTE: The SLAS department at SFU has agreed that it is appropriate to require only two Spanish language courses as part of the UCFV extended minor because there are no upper division Spanish courses at present for UCFV students. The LAS lower division requirements for a major at SFU include intermediate Spanish (Span 201), but the upper division courses at SFU available for students as part of their major includes upper division Spanish offerings. This is not planned in the immediate future at UCFV. SPAN 101, taught at UCFV in Winter 94, will be offered in Fall 94. SPAN 102 will be available in Winter 95.

(It is also worth noting, perhaps, that the SPAN 101 section had a wait-list of 29 students in January '94. The Spanish requirement for the minor will be re-visited as the Spanish offerings at UCFV develop).

Students also would be strongly recommended to take other UCFV courses at the lower division which have Latin American or international content. At present this list would include:

- ANTH 102 Cultural Anthropology
- ANTH 220 People of the Third World
- ECON 252 History of Economic Development
- GEOG 140 Human Geography
- GEOG 233 Selected Regions: Latin America
- GEOG 241 Social Geography
- GEOG 242 Economic Geography
- MACS 240 The Political Economy of Communication
- POSC 190 International Relations
- POSC 195 International Organizations
- POSC 230 Comparative Politics: Latin America
- SOC 250 Sociology of Development

NOTE: This list will increase in the future with the introduction of courses such as literature in translation, Latin American history, etc. It is assumed that the course descriptions of the recommended courses above are not required for the approval process for extended minors. They already are offered at UCFV and would not require further approval. Moreover, the courses are recommended and not required for the LAS extended minor.

At the upper division, students will be expected to complete 15 semester hours of Latin American studies credit, including at least 9 credit hours in LAS 300 and 400 division courses. It is proposed that initially UCFV offer at least three of the following upper division courses in the 1995/97 academic period (The most likely to be offered are marked with * and course descriptions are attached in Appendix II. Course descriptions for the remaining courses will be developed in the future).

LAS 309-4	Special Topics: Regional Studies I
LAS 310-4	Special Topics: Regional Studies II*
LAS 312-4	Special Topics: Latin American Cultural Topics*
LAS 318-4	Political Economy of Latin American Development* (Note: students who have taken Soc 363/Anth 363 may not take LAS 318 for additional credit)
LAS 320-4	Canada and Latin America
LAS 402-5	Field Study
LAS 498-5	Independent Study Project

NOTE: Conversations have taken place with SFU concerning the overlap of content between Sociology 363/Anthropology 363 and LAS 318. The SLAS department at SFU has agreed to allow Sociology Anthropology 363 to perform "double duty" as LAS 318. This means that UCFV will need to add only two upper division courses in the period 1995/97 (ie: one each academic year) in order to offer the LAS extended minor.

In the immediate future LAS 402-5 would be offered only as a joint project with another institution.

Students are also expected to complete a minimum of two non-LAS upper division courses with Latin American content. The following courses presently are offered with Latin American content or will be offered with Latin American content in the near future.

(Courses with partial Latin American content, or in which Latin America may be emphasized in a given semester, may be used to fulfil the requirements of the LAS extended minor when their content is appropriately focused on the Latin American region. It is recommended that students consult with the BA academic advisor or the advisor of the Latin American studies extended minor program).

MACS 346-4	International Communication: Latin America (1995)
MACS 444-4	The Political Economy of International Communication (1997)

- ECON 355-3 Economic Development (1996)
- ECON 360-3 Environment and Resources
- GEOG 343-4 Geography of Transitional Societies*
(Pre-requisites: Geog 140 and 241)
- SOC 363-4/ANTH 363-4 Processes of Development and Underdevelopment
(Prerequisites: Soc. 101 and either Soc. 102, Soc. 210 or Anth. 102 plus one of Anth. 220, Anth. 111, Anth 112 or Soc. 250. (Anth. 220 or Soc. 250 strongly recommended.)
- SOC 388-4/ANTH 388-4 Comparative Studies of Minority Indigenous Peoples
(Prerequisites: Anth. 102 and one of Anth. 111, 112, 210, 220, Soc. 250)
- SOC 392-4/ANTH 392-4 Latin America (1995)
- SOC 463-4/ANTH 463-4 Special Topics in Development Studies*
(Prerequisites: Soc. 101 or Anth. 102, and one of Anth 220, 111, 112, Soc. 250. Soc 363 recommended.)

*NOTE: Again, this list will be extended as other discipline areas develop their own upper division and extended minor programs. History, for example, plans to hire a Latin Americanist in 1996/97. The courses marked with a * have been developed and course descriptions attached in Appendix II. Soc 363-4/Anth 363-4 is the same as LAS 318-4 in content. A version of Soc 388-4/Anth 388-4 with appropriate Latin American content has not yet been developed. Geog 343-4 is attached for information. This course has received PAC approval in the past - the attached version places emphasis on Latin American material.*

Resources and Costs

Most of the support resources are in place or being put in place as specific discipline offerings or as part of the International Studies program. Academic journals have been ordered already. In general, the LAS extended minor will require few additional resources because much of its structure already is in place.

The extended minor will require one additional upper division LAS section in 1995/96, and one in 1996/97, and represents a highly cost effective way to broaden UCFV's extended minor offerings.

Enrolments

The LAS extended minor will attract students who

- see this area of study as important to their career choices
- see LAS as an area of academic study that holds an intrinsic interest for them.
- see LAS as providing an important international ingredient to their first choice of extended minor or, later, their major.

With this in mind, it is difficult to give an accurate figure for enrolments. If approved, the UCFV LAS extended minor program would (with the exception of SFU) be the only such degree program in Western Canada. The International Studies diploma program which presently is focused on Latin America has registered 15 students without public advertising and with a short start-up time. Section numbers in the LAS courses 1993/94 have been encouraging and compare well with the arts offerings in general. It is also becoming obvious to more and more students that their future and Canada's will entail greater contact with the wider international community, especially Asia and Latin America.

The SLAS program at SFU has been growing rapidly and, although still a small department, enrolled 389 students in Spring '94 and 532 students in Fall '93. That department now has an active graduate program which would make the UCFV extended minor more attractive for some students.

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: Social, Cultural and Media Studies

DATE: May 1994

LAS 318-4
NAME & NUMBER OF COURSE

Political Economy of Latin American Development 4
DESCRIPTIVE TITLE UCFV CREDIT

CATALOGUE DESCRIPTION: This is a survey course which introduces students to the various theoretical approaches which have been used since the 1950's to understand the political economy of Latin American development. It deals with some of the classic theories of modernization, dependency, world systems, and modes of production analysis. The last unit of the course is devoted to the most contemporary issues of Latin American development, such as the agrarian question, women and development, problems of urbanization and the informal sector.

COURSE PREREQUISITES: LAS 200 and either Anth 220, Econ 102, Econ 252, or Soc 250.

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture 30 hrs Laboratory hrs Seminar 30 hrs Field Experience hrs	Student Directed Learning hrs Other - specify: hrs TOTAL 60 HRS
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UCFV CREDIT ☒
TRANSFER

UCFV CREDIT ☐
NON-TRANSFER

NON-CREDIT ☐

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC credits

SFU credits LAS 318

UVIC units

Other

Colin Ridgewell
COURSE DESIGNER

J.D. TUNSTALL Ph.D.
DEAN OF ACADEMIC STUDIES

LAS 318-4

NAME & NUMBER OF COURSE

COURSES FOR WHICH THIS IS A
PREREQUISITE:

RELATED COURSES

All UCFV offerings that have content related to development issues or Latin America. These would include LAS 100, 110, 200, 201; Anth 102, 220, 230; Soc 250; Geog 241; LAS 310, 312; SocAnth 387, 392, 463

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS: J. Black: Development in Theory and Practice
B. Hettne: Development Theory and the Three Worlds

OBJECTIVES:

The course will allow students to:

- trace the debates within development theory
- critically assess the alternative theoretical approaches used to analyze development issues
- evaluate the relative merits of different theoretical applications through the use of case studies
- have a deeper appreciation for the complexities of development issues in Latin America
- develop an appreciation for the diversity of Latin America

Other more general, objectives of the course would include:

- the development of an informational and theoretical base from which to understand better international current events and development issues
- the development of an informational and theoretical base from which to better understand and work within underdeveloped countries and, specifically, Latin America
- the exercise and improvement of the logical thinking skills needed for full participation in a changing society and work environment
- the exercise and improvement of literacy skills in general and writing skills in particular

METHODS: lecture and seminar discussionSTUDENT EVALUATION PROCEDURE:

1 summary/abstract of the work of a development theorist (1000 words)	10%
1 detailed presentation on the work of the theorist discussed above (20 minutes)	10%
1 mid-term take-home exam	25%
1 research essay (3-5000 words)	25%
1 group presentation (one hour) based in part on your research essay	20%
general participation	10%

LAS 318-4NAME & NUMBER OF COURSE

COURSE CONTENT

The process of development has been the focus of voluminous theoretical writing and decades of practical effort. Unfortunately, theories of development and underdevelopment have not always had an obvious and positive practical outcome; also, at times, the efforts of development practitioners have been undertaken without a clear appreciation of the wider context of their work - something that good theory might be expected to offer.

This course is based on the assumption that there is nothing as practical as a good theory. For this reason we will spend the first part of the course examining the emergence and transformation of the major models and perspectives that have attempted to explain and/or direct social change in the "third" world in general, and in Latin America in particular. In so doing we shall become acquainted with the debates and arguments between the competing perspectives used since the 1950's to understand development in Latin America. A critical evaluation of these approaches in the light of recent changes in international economics and politics will lead to a discussion of new theoretical trends, re-assessments and alternatives. Thus we shall consider theories of modernization, dependency, world systems, modes of production analysis, the concept of sustainability, and the "alternatives-to-development" school.

Taking Latin America as a focus, the second part of the course will consider critically the application of theory to empirical examples of development issues. This will involve student presentations and discussion in which all students will be expected to participate. The exact issues to be considered will depend, in part, on student interest, but it can be expected that we will include at least some of the following: the problems of poverty and inequality; the agrarian question; the costs and benefits of industrialisation; regional indebtedness; the environmental costs of development programs; urbanization and the informal development process; the socialist option; the 'new international economic order'; the 'retreat' of the military and the process of democratisation; the indigenous peoples and development.

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: Social, Cultural and Media Studies

DATE: February 1994

Latin American Studies 310-4
NAME & NUMBER OF COURSE

Special Topics: Regional Studies
DESCRIPTIVE TITLE

4
UCFV CREDIT

CATALOGUE DESCRIPTION:

An interdisciplinary study of a specific Latin American region, e.g. Central America, the Andes, the Southern Cone, Amazonia, etc. One region will be examined from a multidisciplinary perspective: history, literature, politics, economy, etc.

COURSE PREREQUISITES: One of LAS 110, LAS 200, or LAS 201.

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture 30 hrs Laboratory hrs Seminar 30 hrs Field Experience hrs	Student Directed Learning hrs Other - specify: hrs TOTAL 60 HRS
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UCFV CREDIT ☐
TRANSFER

UCFV CREDIT ☐
NON-TRANSFER

NON-CREDIT ☐

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC credits

SFU credits LAS 310-3 equivalent

UVIC units

Other

Colin Ridgewell
COURSE DESIGNER

J.D. TUNSTALL Ph.D.
DEAN OF ACADEMIC STUDIES

Latin American Studies 310-4
NAME & NUMBER OF COURSE

**COURSES FOR WHICH THIS IS A
PREREQUISITE:**

RELATED COURSES

All UCFV offerings that have content related to Latin America studies. These would include LAS 100, 110, 200, 201; Anth 102, 220, 230; Soc 250; Geog 241; Soc Anth 363, 387, 463; Geog 343.

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

REQUIRED TEXTS: Arguedas, José María

[1941] 1985 *Yawar Fiesta*. Translated by Frances Horning Barraclough. University of Texas Press, Austin.

Barrios de Chungara, Domitila (with Moema Viezzer)

1978 *Let Me Speak! Testimony of Domitila, A Woman of the Bolivian Mines*. Translated by Victoria Ortiz. Monthly Review Press, New York.

Poole, Deborah, and Gerardo Rénique

1992 *Peru: Time of Fear*. Latin America Bureau, London.

Spalding, Karen

1984 *Huarochiri: An Andean Society Under Inca and Spanish Rule*. Stanford University Press, Stanford.

RECOMMENDED: Mariátegui, José Carlos

[1928] 1971 *Seven Interpretive Essays on Peruvian Reality*. Translated by Marjory Urquidí. University of Texas Press, Austin.

OBJECTIVES:

The specific course content will allow students to develop:

- a multidisciplinary understanding of the history and culture of the central Andes
- an appreciation of the political, economic, and socio-cultural transformations of Andean society under colonial and republican rule
- a critical awareness of some of the important issues and problems that Andean people confront today: rural-urban migration and participation in the informal economy, class and ethnic divisions, severe economic crisis, the traffic in cocaine and the attempts to eradicate the production of coca leaf, political repression, and the implications of the violent struggle waged by the Shining Path guerillas.
- a deeper understanding of the challenge development
- a base of knowledge that will be valuable in their general understanding of important world events, and will be beneficial to careers related to international affairs, journalism, church related work, development programming, teaching, and other relevant occupations.

Latin American Studies 310-4
NAME & NUMBER OF COURSE

Other, more general, objectives of the course would include:

- the development of an informational and theoretical base from which to understand better international current events
- the development of an informational and theoretical base from which to better understand and work within underdeveloped countries
- the exercise and improvement of the logical thinking skills needed for full participation in a changing society and work environment
- the exercise and improvement of literacy skills in general and writing skills in particular

METHODS: Lecture and seminar discussion.

STUDENT EVALUATION PROCEDURE:

Research paper	40%
Seminar presentation and short essay	35%
Take-home final exam	25%

COURSE CONTENT

- Introduction to the course; Andean ecology and political geography
- Andean Politics and the Inka State
- The Intermediary Role of Andean Kurakas, Resistance, and Rebellion
- Independence, *Caudillos*, and 19th-Century Liberalism
- *Indigenismo*, Mass Politics, and Mariátegui's critique
- A Peruvian author's portrayal of ethnic and class conflict in the Andean highlands
- Military Rule, Agrarian Reform, Economic Crisis, and Neo-Liberalism
- Life in the Mines
- The Informal Economy and Rural-Urban Migration
- Coca/Cocaine: 'Gonzalo Thought' and the Origins of Sendero Luminoso (The Shining Path)
- The War in Peru
- Reflections on the Current Crisis and Concluding Remarks

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: Social, Cultural and Media Studies

DATE: February 1994

Latin American Studies 312-4
NAME & NUMBER OF COURSE

Special Topics: Latin American Cultural Topics 4
DESCRIPTIVE TITLE UCFV CREDIT

CATALOGUE DESCRIPTION:

A cross-disciplinary focus on specific elements of contemporary Latin American and Iberian culture. Topics such as indigenism, Afro-Latin culture, religion, literature, and folklore will be studied.

COURSE PREREQUISITES: One of LAS 110, LAS 200, or LAS 201.

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	30 hrs	Student Directed	
	Laboratory	hrs	Learning	hrs
	Seminar	30 hrs	Other - specify:	
	Field Experience	hrs		
			<u>TOTAL</u>	60 HRS

UCFV CREDIT ☒
TRANSFER

UCFV CREDIT ☐
NON-TRANSFER

NON-CREDIT ☐

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC credits

SFU credits LAS 312 equivalent

UVIC units

Other

Colin Ridgewell
COURSE DESIGNER

J.D. TUNSTALL Ph.D.
DEAN OF ACADEMIC STUDIES

Latin American Studies 312-4NAME & NUMBER OF COURSE**COURSES FOR WHICH THIS IS A PREREQUISITE:****RELATED COURSES**

All UCFV offerings that have content related to Latin America or religious studies. These would include LAS 100, 110, 200 201; Anth 102, 220, 230; Soc 250; Geog 241; Soc Anth 363, 387, 463.

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS: Blase Bonpane: Guerilla of peace: Liberation Theology and the Central American Revolution
 Phillip Berryman: Liberation Theology
 Thomas Bruneau: The Church in Brazil
 David Stoll: Is Latin America Turning Protestant

OBJECTIVES:

The course will allow students to:

- trace the impact of history on the nature of contemporary Latin american society and culture
- understand more completely the blended nature of Latin American Catholicism
- appreciate the indigenous, Hispanic and African heritage of Latin America, and relate that heritage to the religious structures of the region
- understand the church in Latin America as an influential organization
- understand the church in Latin America as a source of assumptions and beliefs about the culture, society and political economy of the region
- be able to trace and analyze the recent divisions and debates within the church
- analyze the rise of Protestantism in the region
- reflect their insights on religion in Latin American back to their own experiences in Canada
- have a greater, general insight into the culture and society of Latin America in a way that is useful to their performance in a number of relevant career paths

Other, more general, objectives of the course would include:

- the development of an informational and theoretical base from which to understand better international current events
- the development of an informational and theoretical base from which to better understand and work within undeveloped countries
- the exercise and improvement of the logical thinking skills needed for full participation in a changing society and work environment
- the exercise and improvement of literacy skills in general and writing skills in particular

METHODS: lecture and seminar discussion

STUDENT EVALUATION PROCEDURE:

Research paper	40%
Seminar presentation, participation and short essay	35%
Final take-home exam	25%

Anthropology 200

NAME & NUMBER OF COURSE

COURSE CONTENT

The course will deal with the following topics:

- the spiritual Conquest of the sixteenth century and its legacy
- syncretic religion and Folk Catholicism
- liberation theology
- the "old" church and the "new"
- the organizational structure of the church and its significance
- the "new" church and state repression
- the political act, the "new" church and "old" regimes
- the rise of Protestantism
- case studies
 - Brazil
 - Mexico
 - Guatemala
 - Nicaragua

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: Social, Cultural and Media Studies

DATE: May 1994

Soc 463, Anth 463
NAME & NUMBER OF COURSE

Special Topics in Development Studies
DESCRIPTIVE TITLE

4
UCFV CREDIT

CATALOGUE DESCRIPTION:

An examination of social change in selected third world societies. Topics will change from semester to semester, but may include: liberation movements and colonialism; the comparative study of post-revolutionary societies; the persistence, transformation and disappearance of contemporary peasantries; directed change programs.

COURSE PREREQUISITES: Soc 101 or Anth 102 and one of Anth 220, 111, 112, Soc 250. Soc 363 recommended.

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	30 hrs	Student Directed	
	Laboratory	hrs	Learning	hrs
	Seminar	30 hrs	Other - specify:	hrs
	Field Experience	hrs		
			<u>TOTAL</u>	60 HRS

UCFV CREDIT ☐
TRANSFER

UCFV CREDIT ☐
NON-TRANSFER

NON-CREDIT ☐

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC credits

SFU credits SA 463

UVIC units

Other

Colin Ridgewell
COURSE DESIGNER

J.D. TUNSTALL Ph.D.
DEAN OF ACADEMIC STUDIES

Soc 463, Anth 463

NAME & NUMBER OF COURSECOURSES FOR WHICH THIS IS A PREREQUISITE:RELATED COURSES

All UCFV offerings that have content related to Latin America or development studies. These would include LAS 100, 110, 200, 201; Anth 102, 220, 230; Soc 250; Geog 241; Soc Anth 363, 387, 463; Geog 343.

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)TEXTS:

Dennis Gilbert: *The Sandinistas*

Robert J. Alexander: *The Tragedy of Chile*

Sandor Halebsky: *Cuba in Transition: Crisis and Transformation*

OBJECTIVES:

The course will allow students to:

- develop an understanding of social and cultural change in the "third world".
- appreciate the inadequacy of the term "third world" when looking at development in Latin America.
- assess the strengths and weaknesses of macro-level planned change.
- appreciate the inter-connectedness of all elements of planned change.
- appreciate the importance of culture and history when assessing efforts at planned change.
- understand the similarities, and not just the differences, between change in Latin America and change in Canada.
- evaluate the impact of the collapse of the USSR on specific "third world" nations.
- develop a deeper appreciation of the problems of development in Latin America and, by extension, in Canada.
- have a greater, general insight into the culture and society of Latin America in a way that is useful to their performance in a number of relevant career paths.

Other, more general, objectives of the course would include:

- the development of an informational and theoretical base from which to understand better international current events and development issues.
- the development of an informational and theoretical base from which to better understand and work within underdeveloped countries.
- the exercise and improvement of the logical thinking skills needed for full participation in a changing society and work environment.
- the exercise and improvement of literacy skills in general and writing skills in particular.

METHODS: Lecture and seminar discussion.

Soc 463, Anth 463

NAME & NUMBER OF COURSE

STUDENT EVALUATION PROCEDURE:

- | | |
|-------------------------|-----|
| • seminar presentation | 30% |
| • three reaction papers | 30% |
| • research essay | 40% |

COURSE CONTENT

The disappearance of the Soviet Union as a nation and the rejection of the old patterns of socialism as a model of development in Eastern Europe has given clearer focus to discussion concerning both the viability of a socialist option for Latin America and about the alternatives available if that option is indeed no longer viable.

This course examines the three most influential attempts by governments to pursue some kind of socialist development agenda in Latin America: Chile under the Unidad Popular government of Salvador Allende, Cuba since the 1959 Revolution and Nicaragua under the Sandinistas following the 1979 insurrection. Clearly the course will not try to develop a full analysis of the society and culture of each case study. Instead, we shall examine specific development objectives and practices which taken together might reasonably be seen as a profile of the socialist model in Latin America as it has emerged in practice, not theory. We will be avoiding what Manuel Garreton refers to as the "functionalism of the left" by seeking to identify whether there are or are not structural and historical factors that limit the applicability of the socialist model of development to Latin America.

Our analysis will concentrate on a selection from the following overlapping areas of interest: the structure of power, with attention to the nature and role of the party, state and mass organisations; social programs such as healthcare, education, housing and social welfare; human rights and freedoms; the position of minority groups, and specifically minority indigenous groups; changes to the class structure; the role of domestic and international opposition; agrarian reform and the position and nature of the peasantry; economic policy; the role of the military. Using a comparative approach, we shall construct an audit of the socialist option by identifying successes and failures, problems and solutions, mistakes and contradictions in each case study.

The weekly seminars will be organised as a collaborative, "jigsaw" learning experience with each presenter or group taking responsibility for the presentation of material from their area of focus.

Bibliography of Assigned Readings - Available on request

University College of the Fraser Valley
Geography 343
The Geography of Transitional Societies

David Gibson, Instructor

Course Description: Using Latin America as a focus, a cultural-ecological approach will be used to survey the geographical patterns of the recent past and to attempt an understanding of recent changes in the world's transitional societies. These will include environmental and cultural change, cultural processes and the development of primary production and urban growth.

Prerequisites: Geography 140 (formerly 112) and Geog.241(recommended)

Textbooks, References, Materials:

Karl W. Butzer, ed. The Americas before and after 1492: Current Geographical Research. *Annals of the Association of American Geographers* 82.3. September, 1992. A package of required course readings will be available in the bookstore. Students should either own or have access to a recent edition of Goode's World Atlas and Northey and Knight, Making Sense in Geography and Environmental Studies. Both books are available in the bookstore.

Objectives:

1. To recognize and appreciate theoretical and empirical approaches in cultural geography and the use of the cultural-ecological approach.
2. To explore theories of cultural change and their implications for changing geographical patterns.
3. To develop an appreciation of the cultural patterns of the world and how and why they have changed.
4. To apply the cultural-ecologic method to case studies of human groups currently undergoing rapid cultural change.

Methods:

The course will consist of lectures to introduce subjects and supporting materials and seminars to present and discuss assigned readings and research topics.

Student Evaluation Procedure:

Final grades will be based on the completion of all of the following. Notes on grading scales, penalties for late work and other useful material are contained in Geography - A Student Handbook, compiled by the geography department.

Participation	20%	attendance, participation, presentation of material
Mid-Term Exam	25%	essay examination on readings, lecture and seminar
Final Exam	25%	" " "
Research Paper	30%	2000-3000 word typewritten paper on approved topic using appropriate sources.

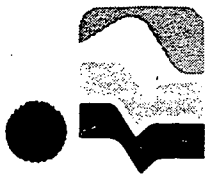
Course Content

- | Week | Topic |
|------|--|
| 1. | Introduction
-course requirements, philosophy and aims
-research skills, library exercise |
| 2. | Cultural Geography, Culture and Cultural Ecology
readings: Butzer, "Cultural Ecology"
Spencer & Thomas, <u>Introducing Cultural Geography</u> , ch1.
Norton, <u>Human Geography</u> , ch 3. |
| 3. | Cultural Change
readings: Text: 345-368, 369-385
Nietschmann, "Ecological Change, Inflation, and Migration in the Far Western Caribbean" |
| 4. | Demographic Shifts
readings: Text: 426-443
Augelli, "Costa Rica's Frontier Legacy"
Barkin, "Environmental Degradation and Productive Transformation in Mexico: The Contradictions of Crisis Management" |
| 5. | Patterns of Health and Disease |
| 6. | Case Studies in Health and Disease
readings:
Hunter, "Bot Fly Maggot Infestation in Latin America"
Hunter and De Kleine, "Geophagy in Central America" |
| 7. | Review material for mid-term, term paper proposals due
Mid-Term Break |
| 8. | Mid-Term Examination |
| 9. | Rural Agricultural Response
readings: Text: 444-460, 461-477
Works, "Aguaruna Agriculture in Eastern Peru"
Grossman, "The Political Ecology of Banana Exports and Local Food Production in St. Vincent, Eastern Caribbean" |
| 10. | Emerging religious and political patterns
readings: Clawson, "Religious Allegiance and Economic Development in Rural Latin America"
M.W. Mikesell, and A.B. Murphy, "A Framework for Comparative Study of Minority-Group Aspirations"
Voeks, "Sacred Leaves of Brazilian Candomble" |
| 11. | The Move to the Cities
readings: Ward "The Latin American inner city: differences of degree or of kind" |

12. The Impact of Tourism
readings: Meyer-Arendt, Sambrook, and Kermath, "Seaside
Resorts in the Dominican Republic: A Typology"
Meyer-Arendt, "Recreational Landscape Evolution Along the North
Yucatan Coast"
13. Discussion of Research Papers
14. Discussion of Research Papers, Conclusions

Supplemental Journal Articles

- J.P. Augelli, "Costa Rica's Frontier Legacy", Geogr. Rev. Jan. 1987.
- D. Barkin, "Environmental Degradation and Productive Transformation in Mexico: The Contradictions of Crisis Management", Yearbook CLAG, 15, 1989.
- J.B. Bascom, "Border Pastoralism In Eastern Sudan", Geogr. Rev. Oct. 1990.
- K.W. Butzer, "Cultural Ecology", Gaile and Willmott (eds.) Geography in America. Columbus: Merrill, 1989.
- D. L. Clawson, "Religious Allegiance and Economic Development in Rural Latin America", Journal of Interamerican Studies and World Affairs, Nov. 1984.
- J.M. Hunter, "Bot Fly Maggot Infestation In Latin America", Geogr. Rev. Oct. 1990..
- _____, and DeKleine, "Geophagy in Central America", Geogr. Rev. April, 1984.
- K.J. Meyer-Arendt, "Recreational Landscape Evolution Along the North Yucatan Coast", Yearbook. CLAG, 16, 1990.
- _____, R.A. Sambrook, and B.M. Kermath, "Seaside Resorts in the Dominican Republic: A Typology", Journal of Geography, September/October, 1993.
- M.W. Mikesell, and A.B. Murphy, "A Framework for Comparative Study of Minority-Group Aspirations", Annals AAG, Dec. 1991.
- B. Nietschmann, " Ecological Change, Inflation, and Migration in the Far Western Caribbean", Geogr. Rev. Jan, 1979..
- W. Norton, Human Geography. Toronto: Oxford U.P., 1992. Ch. 2.
- J.E. Spencer, and W.L. Thomas, Introducing Cultural Geography. New York: Wiley, 1978. Ch.2.
- R. Voeks, "Sacred Leaves of Brazilian Candomble", Geogr. Rev. April, 1990.
- M.A. Works, "Aguaruna Agriculture In Eastern Peru", Geogr. Rev. July, 1987.



UNIVERSITY COLLEGE
of the FRASER VALLEY

THEATRE

SCAP 96 - 7 b

February 10, 1994

Ms. Donna Zapf
School for The Contemporary Arts
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Ms. Zapf:

In October 1993 I wrote to you indicating the Theatre Department at the University College of the Fraser Valley intended to develop a program of courses leading to an Extended Minor in Theatre to complement the existing extended minor program that are part of the UCFV and Simon Fraser University collaborative Bachelor of Arts degree. At that time I enclosed our outline proposal and the nature of the positive discussions between our department and SFU School for the Contemporary Arts faculty members.

We are working towards offering our first upper level courses in the 1994-95 year. Enclosed please find all the documents you indicated were necessary for the School of the Contemporary Arts to consider our proposal. These include; a one-page proposal, four course outlines and instructor curriculum vitae. Please note we have advertised for a new faculty appointment and we will require a representative from the School for the Contemporary Arts for our selection advisory committee.

Please take this material to your committee for consideration as soon as you are able. If you require additional information about our proposal or if you would like me to appear in person at any of your deliberations please do not hesitate to call me. My office phone number is 795-2838: my home phone number is 792-3061.

Sincerely,

Ian Fenwick,
Department Head

IF/bd
encl.

24.

PROPOSAL FOR AN EXTENDED MINOR IN THEATRE

Rationale

The Extended Minor in Theatre is designed to provide students with a broad perspective in theatre practice and literature from the Greeks to the present day with particular emphasis on Shakespeare and Canadian theatre. The Extended Minor emphasizes learning through practice of a wide range of arts - acting, technical theatre, design, directing along with courses in history and criticism, and text. The Extended Minor is designed to complement the extended minors that are part of UCFV's and Simon Fraser University's collaborative Bachelor of Arts program.

Structure

The Extended Minor requires 33 hours within the Theatre Department plus a minimum of 10 hours of Fine Arts designated courses. The requirements include a total of 27 Lower Division and a minimum of 16 Upper Division hours.

Resources

The Extended Minor requires an Additional full-time faculty plus the equivalent of an additional full-time staff. (These have been targeted for the 1994-95 budget.) Additional facilities are required and these are presently under construction including a 206 seat thrust theatre, a rehearsal/studio, a seminar room, scene, costume and prop shops and support spaces. All these spaces are programmed by the theatre department. Occupancy of the new facilities is scheduled for spring, 1995.

Lower Level Requirements

At least 18 hours transferable Theatre credits Plus one of Theatre 199 and Theatre 299 and two of:

- Art History 101 to 226
- English 130, 230
- Film 110, 120
- Fine Arts 111 to 182

Upper Level Requirements

16 hours at the 300 and 400 level of which 12 hours must be in the Theatre department and one of:

- English 310, 312, 368
- Arts in Context (new courses being developed by Rory Wallace)

Courses offered at commencement of program:

- 352-3 Playmaking
- 359-3 Selected Topics in Theatre
- 370-3 Introduction to Stage Design
- 453-3 Theory and Practice of Directing

25.

NEW COURSE PROPOSAL

YOUR COURSE: FPA-359-3

OUR COURSE: Thea-359-3

CALENDAR INFORMATION

Abbreviation code (Thea): Theatre

Course No: 359

Credit Hours: 3

Vector: 2-2-2

Title of Course: Selected Topics in Theatre

CALENDAR DESCRIPTION

A specific topic in theatre which provides a stronger focus on a specific area of theatre studies than is available elsewhere. The course will include a combination of practical (studio) and theoretical work. Initially, the course topic will be "Shakespeare's texts and the actor".

NATURE OF COURSE

Pre-requisites: Th101, 102, Th211, 212

SCHEDULING

Frequency: Alternate Years

Semester First Offered: Winter 1995

Which Faculty: Crispin Elsted

OBJECTIVES OF COURSE

1. To provide students with a cultural-historical background to the Elizabethan and Jacobean periods, using the theatre as a major point of reference.
2. To introduce actors to the processes of preparing a Shakespearean text for performance.

BUDGETING AND SPACE REQUIREMENTS

Faculty: Hiring new full-time faculty, Fall 1994. (Selection process in progress)

Equipment: None

Library: Continue to add to the theatre Shakespeare collection.

AV: None

TA's: None

Staff: Increase Theatre Technician contract. (In progress)

Space: New studio classroom (under construction)

COURSE OUTLINE AND READING LIST

Week One

Historical background to Elizabethan and Jacobean England, 1550-1623. Equal focus on political and social history.

Reading Assignment:

- E.M.W. Tillyard. The Elizabethan World Picture
- G.B. Harrison. Introducing Shakespeare, Chapter 4, "Shakespeare's Age".

Week Two

Brief cultural background, including listening to and discussing some lute songs, madrigals and catches. Elizabethan painting: miniatures and portraits. The book: printing and publishing.

Studio Time:

- Attempted part-singing of simple catches and a madrigal.

Week Three

Ideological background: Anglicanism, church doctrine, the sacraments; the humours.

Reading Assignment:

- Selected essays of Francis Bacon

Studio Time:

- Reading Elizabethan prose aloud; making sense of sentences.

Assignment:

- Essay on set topics.

Week Four

Genre: Senecan revenge tragedy. Domestic Tragedy. Comedy of humours. Examples drawn from The Spanish Tragedy; Arden of Faversham; Bartholomew Fair.

Reading Assignment:

- G.B. Harrison. Introducing Shakespeare, Chapter 7, "The Shakespeare Canon"

Studio Time:

- Scene readings. Verse as speech.

Week Five:

Shakespeare's life. Materials for a biography. Literary reputation. The Elizabethan playhouse, conjecture and facts. Evidence of the texts: stage directions. Prompt books. Acting companies. Acting style.

Reading Assignments:

- G.B. Harrison. Introducing Shakespeare, Chapters 2, 5 and 6: "Materials for the Life of Shakespeare"; "Shakespeare's Company"; "Shakespeare's Theatre"
- William Shakespeare. Hamlet's speech to the players.

Studio Time:

- Editing and preparing a speech from The Play of Sir Thomas More from the Elizabethan text. Under supervision.

Week Six:

Comedy. A Midsummer Night's Dream. Structure of the play. Characterization by style of speech: prose/verse/couplet/song.

Studio Time:

- Speech work. Monologues. Stichomythia.

Week Seven:

Comedy. The Merry Wives of Windsor. Bad quartos. Making sense of a text. Re-working speeches for dramatic purposes.

Reading Assignment:

- G.B. Harrison. Introducing Shakespeare, Chapter 9, "Editing Shakespeare".

Assignment:

- Establishing of text for Act I, Scene 1, Merry Wives of Windsor.

Studio Time:

- Reading and blocking texts established by students.

Week Eight:

History plays. Henry IV, Part 1. Themes: royalty vs. the commons. The role of the crown. The characterization of minor parts. Looking for clues.

Assignment:

- Midterm: Take Home

Studio Time:

- Exploring the characters of Nym, Poins, Bardolph, Francis, Pistol, Mistress Quickly, Kate Hotspur, the Welsh Lady, etc.

Week Nine:

History plays. Henry V. The Quarto vs. the Folio. The 'boring' speech: the Archbishop on Salic Law.

Studio Time:

- Establishing texts. How to characterize the long expository speech; how to build the long speech.

Week Ten:

Tragedy. King Lear. Emotion and control. Building dialogue.

Studio Time:

- Dialogue speaking: Lear/Cordelia; Regan/Goneril; Lear/Fool; Kent/Oswald; Edmund/Edgar.

Week Eleven:

Hamlet, Q1 and Q2. Romeo and Juliet, Q1. Problems in the transmission of texts. Problems in the "To be or not to be" soliloquy. Stage directions.

Assignment:

- Preparing and acting variant scenes from the First Quarto.

Studio Time:

- Discussing variants in the "To be or not to be" speech. Making the "bad" variants work as well as possible.

Week Twelve:

Romance. The Winter's Tale. The Nature of Romance. The indoor theatre and its effect on the play. Elizabethan wit and the problems of comprehension. Implausibility and fantasy.

Studio Time:

- Autolycus's speeches and the Clown's scenes: making them funny. Making magic in Act V.

Week Thirteen:

Romance. Pericles, Prince of Tyre. Problems of text. Acts I and II, vs. Acts III - V. The Relation of Shakespeare's play to Wilkins' novel.

Reading Assignment:

- Excerpts from George Wilkins' The Painful Adventures of Pericles, Prince of Tyre.

Assignment:

- Creating an acting script for the Brothel scenes from the 1609 Quarto and Wilkins' novel, with commentary and rationale.

Studio Time:

- The Dumb Shows in Pericles.

Weeks Fourteen and Fifteen:

Preparation, rehearsal and performance of scenes from scripts established by students during the course.

Required Texts and Recommended Readings - Available on request

NEW COURSE PROPOSAL

YOUR COURSE: FPA 370 Intro to Stage Design

OUR COURSE: Thea 370 Intro to Theatre Design

CALENDAR INFORMATION

Abbreviation code (Thea): Theatre

Course No: 370

Credit Hours: 3

Vector: 1-3-2 (x 15 weeks)

Title of Course: Introduction to Theatre Design

CALENDAR DESCRIPTION

An introduction to the fundamentals of Theatre Design including a brief history of stage development from ancient Greece to the contemporary period. Theoretical and practical use of theatre design principles in set costume and lighting will be explored and applied.

NATURE OF COURSE

Lecture/Tutorial/Demonstration

Pre-requisites: THEA 122 or equivalent [your FPA 270]

SCHEDULING

Frequency: Alternate Fall Semester

Semester First Offered: Fall 1995

Which Faculty: Astrid Beugeling

OBJECTIVES OF COURSE

1. To provide students with an overview of theatre design from its origins to modern day practice.
2. To provide students with an insight into the process of theatre set, costume and lighting design.
3. Students will undertake research into specific periods and apply the design principles into practical assignments.

BUDGETING AND SPACE REQUIREMENTS

Faculty: Section Replacement

Equipment: None

Library: Continue to increase design holdings

AV: None

Staff: Partial Staff Replacement (In process)

Space: Design Room - (Presently under construction)

COURSE OUTLINE
Thea 370 - Introduction to Theatre Design

Week 1

History of scenic development from ancient Greece to the Renaissance.
Notion of conceptual ideas for set design.

Week 2

History of scenic development from the Renaissance to contemporary times.
The Design process. The Designer's role in the creative team.

Week 3

Theatre architecture and the stage and its equipment. Composition and Design. Presentation of collages.

Week 4

Colour theory and interpretation. Scenic design and production.

Week 5

Scene painting techniques and designing stage properties.

Week 6

Mechanical drafting, perspective model building and rendering.

Week 7

Presentation of complete set design project, including collage, idea sketches, ground plan and final rendering. Introduction to lighting design theory. Functions and qualities of light. Theory of colour.

Week 8

Lighting Design II - Lighting plots, instrument and colour demonstration, plot scheduling.

Week 9

Introduction to costume design. History of fashion - period profiles.
Research for costume design project. Figure drawing demonstration.

Week 10

Costume design II. Sketching and painting techniques.

Week 11

Character analysis and script interpretation. Costume construction, fabrics, fitting, dying and equipment. Working with directors.

Week 12

Costume breakdown, costume charts. Co-ordinating the design. Working with cutters and milliners.

Week 13

Presenting designs, fabric samples, sketches, revisions, working with actors.

Week 14

Costume design presentation.

Week 15

Final examination.

Texts and Reading Lists - Available on request

NEW COURSE PROPOSAL

YOUR COURSE: FPA-352-3

OUR COURSE: Thea-352-3

CALENDAR INFORMATION

Abbreviation code (Thea): Theatre

Course No: 352

Credit Hours: 3

Vector: 0-3-3

Title of Course: Playmaking

CALENDAR DESCRIPTION

An exploration of the processes of playmaking. The course will examine topics such as mask, street and political theatre, ritual art, collective creation, self-scripting and other playmaking activities. Emphasis will be placed upon the creation of original material with the possibility of public performance.

NATURE OF COURSE

Pre-requisites: Th101, 102, Th211, 212

SCHEDULING

Frequency: Every other year

Semester First Offered: Fall 1994

Which Faculty: Ian Fenwick

OBJECTIVES OF COURSE

1. Develop students' awareness of the theory and practice of playmaking.
2. Research into playmaking processes.
3. Practical assignments based on the research.

BUDGETING AND SPACE REQUIREMENTS

Faculty: One new full-time (selection process in progress)

Equipment: None

Library: Continue to build the theatre collection particularly in the theatre performance and popular theatre areas.

AV: None

TA's: None

Staff: Increase Theatre Technician contract. (In progress)

Space: New studio classroom (under construction)

COURSE OUTLINE

Week 1

What is playmaking? An introduction to the forms and processes of playmaking. Survey contemporary playmaking activities including: fringe festivals, performance art, Theatresports, political theatre, clown and mask work, improvisation and collective creation. Examine the creative process.

LAB:

- Field trips to experience examples of these forms.
- Begin journal work

Week 2

Ritual Art - the first playmaking. Study the tribal gathering and examine tribal rituals (i.e. fertility, harvest, burial) in various cultures. Determine common elements of ritual including procession, use of costumed player and mask, drums and music, humour.

LAB:

- Develop scenario ideas for a ritual.

Week 3

The Magic of the Mask - its use in playmaking from ritual to present practice. Introduce concepts of LeCoq neutral mask.

LAB:

- Field trip to UBC's Museum of Anthropology.

Week 4

The Character Mask - giving form to the ritual's forces.

LAB:

- Explore specific masks and costumes for use in a ritual art presentation.

Week 5

Explore use of drums and music in ritual art.

LAB:

- Develop specific rhythmic and musical elements for a ritual art presentation.

Week 6

Shaping and presentation of a short piece of ritual art.

Week 7

From Thespis to Spalding Gray - self scripting. A survey of the one person show including storytelling, cabaret, music hall, stand up comedy, monologue art.

LAB:

- Finding a personal voice. Develop a short solo performance piece.

Week 8

Developing the solo performance piece. Relationship with material and audience. Use of movement and musical elements. Use of visual symbols.

LAB:

- Further development of the solo performance piece.

Week 9

Collective Creation - a survey of the process with a particular focus on the documentary theatre work of Canadian companies like Theatre Passe Muraille, TWP and 25th Street House.

LAB:

- Begin exploring a theme through the collective process.

Week 10

Collective structure, research and process.

LAB:

- Research for collective creation.

Week 11

Developing the research collectively. Use of improvisation, monologue, clowning, game show, narration, flashback, freeze frame, dance and movement techniques.

LAB:

- Majority of classes to the final presentation will be lab work.

Week 12

Developing the research II.

Week 13

Shaping the collective creation. Defining roles.

Week 14

Final shaping and coaching.

Week 15

Final presentation of Collective Creation.

Reading Lists - Available on request

NEW COURSE PROPOSAL

YOUR COURSE: FPA 453

OUR COURSE: Thea 453

CALENDAR INFORMATION

Abbreviation code (Thea): Theatre

Course No: 453

Credit Hours: 3

Vector: 0-3-3

Title of Course: Theory and Practice of Directing

CALENDAR DESCRIPTION

An introduction of the fundamentals of directing commencing with a survey of directing history and theory. The course will focus on the director's creative process. Each student will work on practical directing assignments culminating in the presentation of a one-act play.

NATURE OF COURSE

Tutorial/Demonstration

Pre-requisites: Thea 212 plus one of Thea 199 or Thea 299

SCHEDULING

Frequency: Alternate years

Semester First Offered: Winter 1996

Which Faculty: Ian Fenwick

OBJECTIVES OF COURSE

1. Introduce the theory and practice of basic directing.
2. Survey the history of directing and consider the director's role in the creative process.
3. Research into directing approaches.
4. Practical assignments based on research.

BUDGETING AND SPACE REQUIREMENTS

Faculty: New full time (hiring procedure in process)

Equipment: None

Library: Continue to add to the theatre collection

AV: None

TA's: None

Staff: Increase Theatre Technician contract (in process)

Space: New studio classroom (under construction)

COURSE OUTLINE

Week One

Historical survey of directing focussing on the emergence of the director in the nineteenth century.

Week Two

Exploring the text. The director's creative preparation. First impressions, overall idea of the action, images, essential facts and ambiguities. The director's homework into the world of the play. The use of collage and music in the director's work.

Week Three

Twentieth century directing styles from Stanislavsky to LaPage.

Week Four

Exploration of Theatrical Space. Thrust vs Arena vs Proscenium vs Environmental. The techniques of composition, picturization and movement.

Week Five

Presentation of Directing Approaches assignment.

Week Six

Play analysis - throughline, intentions, units of action, character, language, ground plan. "The director's book".

Week Seven

Working with Actors I. Understanding the relationship. The power of positive action. Intentions, blocking and stage business. Specific challenges.

Week Eight

Scenes presented. The One act play - characteristics and structure. Play choice. Rehearsal strategies.

Week Nine

The work of Peter Brook.

Week Ten

Working with designers-set, lighting, costume & graphics. The production process.

Week Eleven

Working Interdisciplinary. Use of music and dance in productions. Working with composers, conductors and choreographers. Musical Theatre and Opera direction.

Week Twelve

Working with Actors II. The actor's process. Working with technicians. Directing Shakespeare.

Week Thirteen

Coaching One Acts

Week Fourteen

Preview One Acts

Week Fifteen

Presentation of One Act plays

Required Texts

Ball, William. A Sense of Direction. New York, 1984

Brook, Peter. The Empty Space. London, 1968

Dean, Alexander and Carra, Lawrence. Fundamentals of Play Directing. New York, 1980

Reading Lists - Available on request