

Senate Curriculum Committee Meeting

April 24, 2017 8:30 am in 324 ECH

1. The Chair will invite SCC members to discuss possible meeting times regarding the May-June meeting.

Materials:

2. Department of History

A request was received from the Chair of the Department of History to rename the following courses:

Present course name:

HIST-1013 World History I

New proposed course name:

HIST-1013 World History to ca. 1500

Present course name:

HIST-1023 World History II

New proposed course name:

HIST-1023 World History since ca. 1400

Rationale:

The proposed course name changes will dispel the notion that the above courses must be taken in sequence and within a single year. The renamed courses will provide increased clarity for students.

3. Department of English Language and Literature

1. New Course Proposal

1. **Type of proposal:** Special Topics
2. **Course name and proposed number:** ENGL 19x3 Special Topics
3. **Calendar description.** The content of this course changes from year to year to reflect the special strengths of faculty and the particular needs of students.
4. **Theme or Category Grouping:** The course fulfills 3ch of electives in English.

5. Impact on Programme Requirements: The course adds 3ch to ENGL courses that count towards the Minor (18ch required), Major (36ch required), or Honours (60ch required) in English.

6. Cross-listing: N/A

Rationale for the course: The current introductory course at the first-year level, ENGL 1016, is required and forms the foundation of the ENGL program by introducing students to the discipline of English and the English curriculum at St. Thomas University. The proposed ENGL 19x3 Special Topics would not replace the requirement for ENGL 1016, but be additional ENGL credits at the first-year level. Neither would ENGL 19x3 replace ENGL 1003, pre-requisite to the Drama Concentration in English.

In the Autumn term of 2016, we offered the Senate-approved ENGL1003 Introduction to Theatre for the first time. The course is required in addition to ENGL 1016 for students pursuing the ENGL Concentration in Drama, Major or Honours.

ENGL 1003 attracted 60 students, and 53 students completed the course. Based on this success with a first-year course, we wish to have the flexibility to experiment, as occasion arises, with offering additional introductory 3ch courses that may attract students to pursue the English Minor, Major, or Honours program and/or enable students to count credits earned in a first-year Special Topics course towards the Minor, Major, or Honours in English.

ENGL Special Topics 29xx and 39xx currently exist in the University *Calendar*. Special Topics courses at the second- or third-year level are proposed from time to time to run pilot or test offerings in advance of deciding whether to add the course to the Department's regular offerings. The Special Topics courses also enable us to offer courses in areas of the discipline not covered by existing full-time faculty expertise.

In addition to the above usual rationales for proposing Special Topics courses, we wish to build on the success of ENGL 1003, and in particular, to have a vehicle to consider and propose introductory courses in indigenous literature or indigenous approaches to literary studies. We do not otherwise have the resources to offer courses in indigenous literature, and we are aware that our students increasingly will need them, particularly those continuing to the B.Ed. on completion of the B.A.

Examples of ENGL 19x3 Special Topics courses that might be proposed on a one-time, pilot, or experimental basis might be courses in Indigenous Literature and/or general literature courses taught by indigenous part-time faculty as available at locations off the Fredericton campus. Offering such courses as ENGL 19x3 would mean the courses could be counted towards the Minor, Major, or Honours in ENGL and the B.A. degree, whether or not the student pursues the Minor, Major, or Honours in ENGL. If offered first as a Special Topics course, the course could then be evaluated for incorporation into the regular curriculum pending the availability of qualified faculty.

7. Instructor's name: Qualified part-time or full-time faculty.

- 8. Course description:** The course description would vary with each course proposed, but would emphasize the course as introductory to a kind of literature, a topic in literary study, or an approach to literature not already covered by regular course offerings.
- 9. Evaluation system:** The evaluation system would specify marks assigned for participation and for literary reading and writing exercises, with a minimum of 20 pages of writing assigned for a 3ch course.
- 10. Possible course texts and other materials:** Variable depending on the course subject matter.
- 11. Bibliography:** The specific course proposal would ensure that present HIL holdings support the offering of such a course.

2. Special Topics Course Proposal: ENGL 19x3 Special Topics – Reading and Responding to Indigenous Canadian Literatures

- 1. Type of proposal:** Special Topic at the first year level
- 2. Course name and proposed number:**
ENGL 19x3 Special Topics – Reading and Responding to Indigenous Canadian Literatures
- 3. Calendar description.**
Students will engage with texts by indigenous Canadian writers such as Thomas King, Richard Wagamese and Rita Joe, by writing both creative and analytical responses, which will be read and discussed in class.
- 4. Theme or Category Grouping:** The course fulfills 3ch of electives in English towards the Minor, Major, or Honours degree.
- 5. Impact on Programme Requirements:** The course adds 3ch to ENGL courses that count towards the Minor (18ch required), Major (36ch required), or Honours (60ch required) in English.
- 6. Cross-listing:** N/A
- 7. Rationale for the course:**
19x3: Reading and Responding to Canadian Indigenous Literatures fills several lacunae in the curriculum of the English Department.
First, we have long needed a course that addresses indigenous literatures exclusively and thus dovetails with the university's goal of fostering indigenous

participation at STU and locating English literatures for all students, indigenous and non-indigenous, in our particular historical, national, and regional context.

Second, students of 19x3 will first encounter indigenous literary culture as a specific genre, rather than as one element in a survey, which will give them an experience more akin to advanced studies in English literature than the required first-year survey course ENGL 1016.

Third, since most students will take 19x3 before ENGL 2013: Research Methods, students will focus on developing plausible, sophisticated critical arguments and creative narratives in response to literary texts without conducting secondary research. Consequently, when they do begin using research in their scholarship, they will have a strong grounding in thesis development and the presentation of textual evidence in support of a thesis.

Finally, given that the most consistent method for fostering university student literacy—including preparedness for introductory, intermediate, and upper year courses—is the assignment and revision of writing amounting to at least twenty pages per semester (Bérubé), 19x3 is a writing intensive course which will require students to write a minimum of twenty typed, double-spaced pages.

Work Cited

Bérubé, Michael. "My View: What will you do with an English degree? Plenty." *Schools of Thought Blogs*. Jan 4, 2013. CNN. Web. Jan 6, 2013.

8. Instructor's name: Dr. Kathleen McConnell.

9. Course description:

19x3: Reading and Responding to Canadian Indigenous Literatures is divided into three modules, with an introductory class at the beginning, and a recap/review class at the end.

The modules are organized around genres:

module 1: myths and history (i.e. Thomas King, Alison Mitcham, etc.)

module 2: memoir, biography, autobiography (i.e. Rita Joe, Isabelle Knockwood, Richard Wagamese, etc.)

module 3: fiction (i.e. Marilyn Dumont, Joseph Boyden, etc.)

Each day's class will include a variety of linked pedagogical strategies, including

- reading published texts aloud,
- critical discussion of published texts,
- writing about published texts (precis, analysis),
- creating texts in response to published texts, and also drawing on personal experience
- reading created texts aloud

- discussing created texts in a workshop.

Playwright Kent Stetson's techniques for workshopping will be clearly established to ensure that the workshop is a positive and productive experience:

1. *Compliment* the writer: what is succeeding in this text?
2. *Question* the text: for example, we might ask why the author makes a particular choice of conflict or metaphor? What is the relation of this character to that one? etc.
3. *Suggest* improvements; what should the author consider in the next draft?
4. *State* this is about... (Gets at determining what the author achieved in this draft).

10. Evaluation system

(NB: This proposal assumes that 19x3 will be taught in the intersession or summer session schedule consisting of three hours per day, four days per week, for three weeks. Adjustments may be made should the course be offered a second time with a different schedule of class meetings.)

10% In class participation, based on quizzes and/or peer evaluation

90% 9 daily writing assignments, each worth 10%, due at the beginning of each class, beginning on the second day of class.

The daily writing assignment is a revised draft of the work produced the previous day, expanded, rewritten and typed up, so that it is a minimum of two pages each day. More than two pages is welcome.

Late policy: a late assignment will have 10% of the grade deducted for the first day it is overdue, and another 10% (so 20% in total) deducted for the first week. After a week, the assignment will not be accepted. All work must be handed in by the end of the last class.

11. Possible course texts and other materials

Choyce, Lesley, Theresa Meuse-Dallien, Rita Joe, and Julia Swan. *The Mi'kmaq Anthology Volume 2: In Celebration of the Life of Rita Joe*. East Lawrencetown, N.S.: Pottersfield Press, 2011.

Joudry, Shalan. *Generations Re-Merging*. Kentville, N.S.: Gaspereau Press, 2014.

Joe, Rita, and Lesley Choyce. *The Mi'kmaq Anthology*. Lawrencetown Beach, N.S.: Pottersfield Press, 1997.

King, Thomas. *The Truth About Stories: A Native Narrative*. Toronto: House of Anansi Press, 2003.

Sock, Serena M. et. alia. *Comment la rivière Petitcodiac devint boueuse / Ta'n Tel-kisi-siskuapua'qsepp Petikotiak Sipu / How the Petitcodiac River Became Muddy*. Moncton: Editions bouton d'or Acadie, 2016.

12. Bibliography

NB: Titles without an HIL Call number or indication of availability are in the possession of the Instructor.

Primary Sources/Anthologies

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- Sock, Serena M., Allison Mitcham and Réjean Roy. *Le maître Glooscap transforme animaux et paysage / Mawiknat Klu'skap Sa'se'wo'laji Wi'sisk aqq Sa'se'wa'toq Maqamikew / The Mighty Glooscap Transforms Animals and Landscape*. Moncton: Editions bouton d'or Acadie, 2016.
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4. Department of Gerontology

The following proposal was received from the Chair of Gerontology in order to revise a series of current course titles and course Calendar descriptions.

1. Original:

GERO-1013. Introduction to Gerontology

This introductory course is multidisciplinary in nature and considers selected basic information about aging and older persons that derives from biology, psychology, sociology, demography, and the humanities. In addition to relating this information and scientific

findings about aging, an attempt will be made to discuss the difficulties involved in establishing facts about aging and older persons.

Revised:

GERO 1013. Introduction to Gerontology I

This course introduces the subject of population aging from a multidisciplinary perspective. Topics to be discussed include: the status of aging in Canada and the world, ethnicity, social change, gerontological theory and the physical and psychological aspects of growing older.

Rationale: New title and description reflect updated themes with a greater focus on Aging in Canada and more specific themes.

2. Original:

GERO-1023. Multidisciplinary Issues in Aging

This course will consider the complexity and interrelatedness of various dimensions of adult development and aging, and what this state of affairs suggests for research and practice. Topics of discussion will include selected theories of adult intelligence, personality, and social aging. Further, the multidisciplinary nature of intervention will also be considered in relation to such areas as health care, death and dying, and work and retirement.

Revised:

GERO 1023. Introduction to Gerontology II

This course examines the various factors that impact growing older in Canadian society. Topics to be discussed include: health care, pensions, housing, transportation, family life, social support and death and dying.

Rationale: New title and description reflect updated themes with a greater focus on Aging in Canada and more specific themes.

3. Original:

GERO-2673. Adult Development and Aging (PSYC)

The course provides an introduction to psychological aspects of aging faced by middle and older aged persons as they adapt to life events. Topics of study include: demographical studies, theories and models of aging, psychological assessment of older persons, personality in adulthood, changes in vision and audition, memory processing, learning, and intellectual functioning. Prerequisite: GERO 1013 or PSYC 1023.

Revised:

GERO 2673. Adult Development and Aging (PSYC 2673)

The course provides an introduction to psychological aspects of aging faced by young, middle-aged, and older adults as they adapt to life events. Topics of study include: theories on personality and its development across the lifespan; the impact of aging on intelligence, memory, creativity, and learning; changes with age in social roles and relationships; and the development of meaning and spirituality in mid— and later life. Prerequisite: GERO 1013 or PSYC 1023

Rationale: New Description updates and identifies specific themes relevant to this area of study.

4. Original:

GERO-3023. Aging and Health

Various aspects of aging and health will be addressed in this course. Important topics to be considered are: normal vs. pathological changes with age, principles of survival and the preservation of quality of life, and antecedents to physical, mental, social and spiritual health. The course will also analyze current conceptions of health and health care in an aging population, including ethical implications of these approaches. Prerequisite: GERO 1013 and GERO 1023.

Revised:

GERO 3023. Aging and Health

Various aspects of aging and health are addressed in this course. Topics considered include: theories of biological aging; normal vs. pathological physical changes that accompany the aging process; various chronic conditions that affect quality of life in later life; the implications of physical aging for medication use and nutritional status among older adults; and the impact of an aging population on the provision of acute care, long-term care, and home care for older adults. Prerequisite: GERO 1013 and GERO 1023.

Rationale: Updated material and topics relevant to this course.

5. Original:

GERO-3033. Aging and Spirituality

This lecture-seminar course examines the process of aging and human development from a spiritual perspective. This objective is carried out by means of an exploration of: (a) an emerging theoretical and empirical literature which focuses on spiritual aspects of aging and which originates in diverse traditions, (b) the practical and ethical issues that arise from an explicit acknowledgement of human spirituality in research and practice in gerontology, and (c) the importance of considering one's personal images and stereotypes of both aging and spirituality. In this regard, the course includes an experiential, dialogical dimension.

Revised:

GERO 3033. Aging and Spirituality

This lecture-seminar course examines the phenomenon of spirituality and its relationship to the process of aging. There are two main themes explored in the course. First, we attempt to understand the meaning of spirituality itself by discussing a range of spiritual and religious traditions. And second, we consider the practical and ethical issues that arise from an explicit acknowledgement of human spirituality in research and practice in gerontology.

Rationale: Course description has been revised to simplify and clarify the content of the course.

6. Original:

GERO-3073. Narrative Gerontology

This seminar-style course considers the theoretical and practical implications for gerontology of the narrative root metaphor, or life as story. Against the background of the narrative turn in the human sciences generally, and of specific practices in geriatric care like life review and reminiscence, the course will use basic story elements such as plot, character, point of view, genre, and style to explore the dynamics of continuity and change in the course of autobiographical aging. Through assignments and classroom activities, students will be encouraged to apply such elements to understanding their own development and to their involvement in the storytelling-storylistening exchange that is part of their work as caregivers to older adults.

Revised with the addition of a new prerequisite:

GERO 3073. Narrative Gerontology

This seminar-style course considers the theoretical and practical implications for gerontology of the metaphor of *life as story*. Against the background of the narrative turn across the human sciences and of specific practices in geriatric care like life review and reminiscence, the course explores the narrative complexity of autobiographical memory in particular and of identity development in general. Through readings, assignments, and classroom activities, students are encouraged to consider the narrative dynamics of their own identity development and to appreciate the complexity of the storytelling-story listening exchanges that are pivotal to providing narrative care with older adults. Limited enrolment. Prerequisite: GERO 1013 and GERO 1023.

Rationale: Course description updates and identifies new themes central to this topic area. The new prerequisite ensures that students have taken introductory courses in the discipline.

7. Original:

GERO-3123. Counselling Older Adults

This course considers several important aspects of counselling as they impact specifically on work with older adults. Topics include an overview of counselling and a review of counselling theories. These theories are then applied to contemporary issues in aging such as: changing adult lifestyles and societal expectations, stress factors in modern society, and living longer and healthier. This course involves extensive student participation and is most relevant to educators and professionals in the field of aging. Limited enrolment. Prerequisite: GERO 1013 and GERO 1023.

Revised:

GERO 3123. Counseling Older Adults

This course considers several important aspects of counseling, broadly defined, as they impact on work with older adults. Topics include: an overview of counseling theories and strategies; the range of emotional, developmental, spiritual, and interpersonal issues for which older adults might seek or need counseling (e.g., substance abuse, elder abuse, bereavement, depression); the benefits of alternative therapeutic modalities (music therapy, pet therapy, etc); and the value of reminiscence and life review - or narrative care - in working with older adults. This course is most relevant to those preparing to work professionally in the field of aging. Limited enrolment. Prerequisite: GERO 1013 and GERO 1023.

Rationale: New themes reflecting advances in this area of study.

8. Original:**GERO-3673. Challenges to Adult Development and Aging**

The course investigates both normal and abnormal influences that pose challenges to the individual and social functioning of middle-aged and older adults. Topics of study include such relatively common events and transitions as menopause, retirement, relocation, loss of spouse, caring for an ailing parent or spouse, as well as pathological changes such as depression, substance abuse, terminal illness, and dementia. Emphasis is placed on changes in response to these influences and on the individual's coping strategies. Prerequisite: GERO 2673 or PSYC 2673.

Revised:**GERO 3673. Advanced Studies in Adult Development**

This course is an in-depth study of the markers and challenges that occur during middle to late adulthood. Topics of study include: menopause, retirement, relocation, loss of spouse, caring for an ailing parent or spouse as well as pathological changes such as depression, substance abuse, terminal illness and dementia. Emphasis is placed on changes in response to these influences and on the individual's coping strategies. Prerequisite: GERO 2673 or PSYC 2673

Rationale: Course title and description revised to reflect actual course content.

9. Original:**GERO-4023. Advanced Seminar in Gerontology**

This course is intended for students in the final semester of the programme. It will consist of a multidisciplinary lecture-seminar format. Selected topics in aging research and intervention will be discussed. The purpose of this course is to ensure that students have a comprehensive background in the field of aging, including an understanding of ethics. Prerequisites: GERO 1013, GERO 1023 and GERO 4013.

Revised with a change in prerequisites:**GERO 4023. Advanced Seminar in Gerontology**

This course is intended for students in the final semester of the programme. It consists of a multidisciplinary lecture-seminar format. Selected topics in aging research and intervention are discussed, including those that highlight the positive potential of the aging experience, e.g., the potential for creativity, wisdom, and continued personal growth. The purpose of this course is to ensure that students have a comprehensive background in the field of aging. Prerequisites: GERO 1013 and GERO 1023.

Rationale: Description updated to reflect new and specific themes included in the course content. The change in prerequisites allows students to enroll after completing introductory courses in the discipline.

5. Department of Romance Languages**1. Special Topics New Course Proposal**

1. Type of proposal

Special Topics: to be offered only once in winter 2018.

2. Course name and proposed number

FREN 3643 Littérature acadienne

3. Calendar description

Acquisition d'une connaissance générale de la littérature acadienne, dans une perspective globale qui tient compte des réalités socioéconomique et politique, du climat culturel et artistique dans lesquels les oeuvres ont été produites. Analyse de quelques oeuvres représentatives. Cours préalable: FREN 2306 ou FREN 2113 et FREN 2123 ou la permission du professeur.

4. Theme or Category Grouping

This Special Topics course falls within the Francophone civilization module.

5. Rationale for the course

Acadian Literature:

This course proposes to provide students with an introduction to Acadian literature in considering its evolution and diverse aspects. Special attention will be given to contemporary works, with emphasis placed on the notion of a quest for identity and the beginnings of modernism.

This course will not compete with any other courses offered at St. Thomas University. It provides students graduating from a university in New Brunswick with an opportunity to deepen their knowledge regarding Acadian culture and literature. Students will discover representative writings by Acadian author Antonine Maillet and learn about her contribution to Acadian culture. L'Acadie has many writers and their books have earned recognition in France and in the Francophone world.

Many students at St. Thomas University are of Acadian descent. They have over the years requested a course in Acadian literature.

The instructor, Professor Elisabeth Goguen, has taught this course many times in the past, either at St. Thomas University, at the Université de Moncton, or to adults in Fredericton.

The documents in the bibliography are available at the U.N.B. library and the *Centre Communautaire Sainte-Anne* in Fredericton.

6. Instructor's name

Professor Elisabeth Goguen

7. Course description

Ce cours propose l'étude d'œuvres littéraires d'Antonine Maillet dans un contexte à la fois littéraire et socio-historique et qui en même temps jalonne les grandes étapes de la littérature acadienne. Nous attacherons une importance particulière à la genèse du mythe de l'Acadie ainsi que à l'émergence d'une idéologie nationaliste acadienne dans l'élaboration d'une littérature proprement acadienne à fortiori dans l'œuvre d'Antonine Maillet. On aura l'occasion de se familiariser avec d'autres œuvres faisant partie du répertoire théâtral, romanesque et poétique acadien pas le biais d'exposés portant sur ces œuvres.

8. Evaluation system

40 % Épreuves sur table (2)
30 % Exposé (1)
30 % Examen final

9. Possible course texts and other materials

I. Oeuvres littéraires à l'étude :

Maillet, Antonine, *Pélagie-la-Charrette*. Montréal : Leméac, (1979), 351 p.
----- *La Sagouine*, (Montréal), Leméac, (1971), 97 p. Nouv. éd. revue et
considérablement augmentée, Montréal : Leméac, (1974), 218 p.
----- *Don l'Original*, Montréal : Leméac, (1972), 149 p.
----- *Mariaagélas*, Montréal : Leméac, (1973), 236 p.
----- *Les cordes-de-bois*, Montréal : Leméac, (1977), 304 p.

II. Romans et pièces de théâtre qui pourront être présentés en exposés :

Deveaux, J.-Alphonse, *Le chef des Acadiens*, (Yarmouth), J. A. Hamon, (1956), 154 p.
Gallant, Melvin, *Le chant des grenouilles*, Moncton : Éditions d'Acadie, 1952, 157 p.
Savoie, Jacques, *Raconte-moi Massabielle*. Moncton : Editions d'Acadie, (1979), 153 p.
----- *Les portes tournantes*, Montréal: Boréal Express, (1984), 159 p.
----- *Une histoire de coeur*, Montréal: Boréal, (1988), 229 p.
----- *Le récif du Prince*, Montréal: Boréal, (1988), 158 p.
St-Pierre, Christiane, *Absente pour la journée*, (Moncton), Éditions d'Acadie, (1989), 179 p.

10. Bibliography

Titles marked with * are available at the HIL at UNB.

A. Oeuvres à consulter en théorie de la littérature :

*Goldmann, Lucien, *Le dieu caché*, Paris: Gallimard, (1959), 454 p.

----- *Pour une sociologie du roman*, Paris: Gallimard, (1964), 242, p.

Bakhtine, Mikhaïl, *L'oeuvre de François Rabelais et la culture populaire au Moyen Âge et sous la Renaissance*, Paris: Gallimard, (1970), 473 p.

B. Études à consulter en sociologie acadienne :

Hautecoeur, Jean-Paul, *L'Acadie du discours*, Québec: Les Presses de l'Université Laval, (1975), 351 p.

Richard, Camille, *L'idéologie de la première convention nationale acadienne*, Thèse Sc. Soc., Université Laval, (1960), xvi-124-xip.

----- *L'Acadie, une société à la recherche de son identité*, *Revue de l'Université de Moncton*, vol. 2, no 2 mai 1969, p. 52-59.

*----- *La récupération d'un passé ambigu*, *Liberté*, vol. 2, no 65, août-oct. 1969, p. 27-48.

C. Documents et études à consulter en histoire acadienne :

*Diéreville, *Relation du voyage du Port Royal de l'Acadie ou de la Nouvelle-France, (Rouen), Chez Jean-Baptiste Besongne*, M. DCCVIII; traduction et édition de l'original, par Mrs. Clarence Webster, Toronto: The Champlain Society, (1933), xv, 324 p.

*Lauvrière, Emile, *La tragédie d'un peuple*, Paris: Bossard, (1922), 2 vol.

*LeBlanc, Emile, *Les Acadiens*, Montréal: Ed. de l'Homme, (1963), 126 p.

Lescarbot, Marc, *Histoire de la Nouvelle-France suivie des Muses de la Nouvelle-France*, (Paris), chez Jean Millot, M. DC. XII; Nouv. éd., pub. Par Edwin Tross, Paris : Librairie Tross, (1866), 3 vol.

Mailhot, Raymond, *La « Renaissance acadienne », 1864-1888; l'interprétation traditionnelle et le Moniteur Acadien*, Thèse, D.E.S., Université de Montréal, (1969), xxi-177-xlixp.

D. Ouvrages et études en histoire de la littérature :

*Chiasson, Zénon, « Le théâtre acadien : quel bilan? », *Si que 4, D.E.F.*, Université de Moncton, (automne 1979), p. 5-15.

*Lavoie, Laurent, « Petite histoire du théâtre acadien », *Langues et littératures au Nouveau-Brunswick*, Moncton : Éditions d'Acadie, (1986), p. 231-256.

*Maillet, Marguerite, Gérard LeBlanc et Bernard Emont, *Anthologie de textes littéraires acadiens*, Moncton : Éditions d'Acadie, (1979), 643 p.

*Maillet, Marguerite, *Histoire de la littérature acadienne. De rêve en rêve*, (coll. universitaire), Moncton : Éditions d'Acadie, (1983), 262 p.

*Runte, Hans, « Du roman d'hier au roman de demain », *Langues et littératures au Nouveau-Brunswick*, Moncton : Éditions d'Acadie, (1986), p. 311-325.

E. Ouvrages consacrés à Antonine Maillet à consulter :

*Drolet, Bruno, *Entre dune et aboiteaux ... un peuple*, Montréal : Pleins Bords, (1975), 181 p.

*Maillet, Marguerite et Judith Hamel, éd., *La Réception des oeuvres d'Antonine Maillet*, (coll. « Mouvange », 1) Moncton : Chaire d'études acadiennes, 1989, 339 p.

F. Articles consacrés à Antonine Maillet à consulter :

Gallant, Melvin et Pierre-André Arcand, « La Sagouine et la société acadienne », *Revue de l'ACELF*, vol. 2, no 1 (janvier 1973), p. 21-24.

Godin, Jean-Cléo, « L'Évangéline selon Antonine », *Revue du Département des études françaises*, Université de Moncton, (automne 1979), p. 23-46.

LeBlanc, Raymond, « Lire Antonine Maillet de *Pointe-aux-Coques* à *La Sagouine* », *Si que ... La Revue, Université de Moncton*, 7e année, no 2 (mai 1974), p. 57-68.

G. Entretiens avec Antonine Maillet à consulter :

LeBlanc-Rainville, Simone, « Entretien avec Antonine Maillet », *Si que ... La Revue, Université de Moncton*, 7e année, no.2 (mai 1974), p. 13-24.

*Major, André, « Entretien avec Antonine Maillet », *Les Écrits du Canada français*, no 36 (1973), p. 11-38.

H. D'autres ouvrages et documents reliés au cours :

*Judith Cowan, *Outcast from paradise: the myth of Acadia and Evangeline in Canadian literature in English and in French*. Ottawa: National Library of Canada, 1985.

*W. H. New et Réjean Beaudoin, *From a speaking place: writings from the first 50 years of Canadian literature*. Vancouver, B.C. : Ronsdale Press, 2009.

- *Atlantic Canada Institute, *Atlantic provinces literature colloquium papers /Communications du colloque sur la littérature des provinces atlantiques*. Saint John : Atlantic Canada Institute, 1977.
- *Ghislain Clermont et Janine Gallant. *La modernité en Acadie*. Moncton, N.B. : Chaire d'études acadiennes, Université de Moncton, 2005.
- **Port Acadie : revue interdisciplinaire en études acadiennes, an interdisciplinary review in Acadian studies*. Pointe-de-l'Église, N.-E. : Université Sainte-Anne, 2001.
- *Henri Bernard Boivin, *Littérature acadienne, 1960-1980 : bibliographie*. Montréal : Ministère des affaires culturelles, Bibliothèque nationale du Québec, 1981.
- *Janine Gallant; Maurice Raymond, *Dictionnaire des œuvres littéraires de l'Acadie des Maritimes, XXe siècle*. Sudbury, Ont. : Prise de parole, 2012.
- *Melvin Gallant; Ginette Gould, *Portraits d'écrivains : dictionnaire des écrivains acadiens*. Moncton, N.B. : Éditions Perce-Neige : Éditions d'Acadie, 1982.
- *Raoul Boudreau et Marguerite Maillet, *Marguerite Maillet : recueil de textes de création et d'articles sur la littérature, la langue et l'ethnologie acadiennes en hommage à Marguerite Maillet*. Moncton : Chaire d'études acadiennes : Éditions d'Acadie, 1996.
- *Marguerite Maillet, *Bibliographie des publications d'Acadie, 1609-1990 : sources premières et sources secondes*. Moncton : Chaire d'études acadiennes, 1992.
- * Annette Boudreau, *À l'ombre de la langue légitime : l'Acadie dans la francophonie*. Paris : Classiques Garnier, 2016.
- *Ingo Kolboom; et al, *Akadien : ein französischer Traum in Amerika : vier Jahrhunderte Geschichte und Literatur der Akadier*. Heidelberg : Synchron, 2005.
- *James De Finney, Hélène Destrempe et Jean Morency, *L'Acadie des origines : mythes et figurations d'un parcours littéraire et historique : essais*. Sudbury, Ont. : Éditions Prise de parole, 2011.
- *Claude Beausoleil., *Les Cent lignes de notre américanité : actes du colloque tenu à Moncton du 14 au 16 juin 1984*. Moncton, NB : Éditions Perce-Neige, 1984.
- *Marguerite Maillet, *Histoire de la littérature acadienne : de rêve en rêve*. Moncton, N.-B. : Edition d'Acadie, 1983.
- *Catherine Jolicoeur, *Les plus belles légendes acadiennes*. Montréal ; Paris : Stanké, 1981.
- *David Lonergan, *Acadie 72 : Naissance de la modernité acadienne*. Sudbury, Ontario : Éditions Prise de parole, 2013.

- *Rosemary Neering, Stan Garrod, Richard Bergeron, *La vie en Acadie*. Montreal : Lidec, 1978.
- *René LeBlanc, Glenn Moulaison et al, *Les abeilles pilotent : mélanges offerts à René LeBlanc*. Pointe-de-l'Église (N.-É.) : Revue de l'Université Ste-Anne, 1998.
- *Maurice Basque, *L'Acadie au féminin : un regard multidisciplinaire sur les Acadiennes et les Cadiennes*. Moncton (N.B.) : Chaire d'études acadiennes, Université de Moncton, 2000.
- *Stephen A White., *English supplement to the Dictionnaire généalogique des familles acadiennes*. Moncton, N.B. : Centre d'études acadiennes, Université de Moncton, 2000.
- *Marie-Linda Lord, Denis Bourque, Samuel P. Arseneault, *Paysages imaginaires d'Acadie ; un atlas littéraire*. Université de Moncton, Institut d'études acadiennes : Université de Moncton, Chaire de recherche en études acadiennes, 2009.
- *Thérèse-B Roy, *Population totale et population acadienne des provinces maritimes de 1871 à 1971*. Moncton, N.B. : Centre d'études acadiennes, 1976.
- *Jean Daigle, *Acadia of the Maritimes: Thematic Studies from the Beginning to the Present*. Moncton, N.B. : Chaire d'études acadiennes, Université de Moncton, 1995.
- *Ronald Labelle, *Histoire orale : communications du 2e Colloque d'histoire orale en Atlantique, Memramcook, Nouveau-Brunswick, du 17 au 19 octobre 1980*. Moncton, N.-B. : Centre d'études acadiennes, Université de Moncton, 1981.
- *----- *The Acadians of the Maritimes : Thematic Studies*. Moncton, N.B. : Centre d'études acadiennes, 1982.
- *Ronnie Gilles LeBlanc, *Du Grand Dérangement à la Déportation : nouvelles perspectives historiques*. Moncton: Chaire d'études acadiennes. Université de Moncton, 2005.
- *Denis Bourque; Chantal Richard, Amélie Giroux, *Les conventions nationales acadiennes*. Shippagan : Université de Moncton, Institut d'études acadiennes, 2013.
- *Pierre Gérin, Pierre M. Gérin. *Marichette, lettres acadiennes, 1895-1898*. Sherbrooke: Editions Naaman, 1982.
- *Stephen A. White, Hector-J. Hébert, Patrice Gallant. *Dictionnaire généalogique des familles acadiennes*. Moncton: Centre d'études acadiennes, Université de Moncton, 1999.
- *Marguerite Maillet at Judith Hamel. *La Réception des œuvres d'Antonine Maillet : actes du colloque international organisé par la Chaire d'études acadiennes les 13, 14 et 15 octobre 1988*. Moncton, N.-B. : Chaire d'études acadiennes, 1989.

2. The Chair of the Department of Romance Languages has submitted a request for changes to existing course numbers, course titles and course Module inclusion in the Calendar.

The following two courses are to be placed under the following theme or category grouping in the Calendar:

Module 2: Civilisation du monde francophone

1. Current course number and course title:

FREN-3543. Le théâtre

Le théâtre, et a fortiori la tragédie, est le produit d'une grande crise de conscience qui, très tôt, secoua la vie de l'homme. En France, les auteurs se fixèrent ainsi pour mission de répondre aux interrogations suscitées par les grandes révolutions idéologiques, culturelles ou sociales qui jalonnent l'histoire de l'humanité. Ce cours se propose de découvrir ces bouleversements à travers l'étude notamment d'un certain nombre de textes représentatifs tant sur le plan théorique que sur le plan de la production théâtrale. Cours préalables : FREN 2123, FREN 2306

New proposed course number and new proposed course title:

FREN 3653. Civilisation francophone 5: Le théâtre

Le théâtre, et a fortiori la tragédie, est le produit d'une grande crise de conscience qui, très tôt, secoua la vie de l'homme. En France, les auteurs se fixèrent ainsi pour mission de répondre aux interrogations suscitées par les grandes révolutions idéologiques, culturelles ou sociales qui jalonnent l'histoire de l'humanité. Ce cours se propose de découvrir ces bouleversements à travers l'étude notamment d'un certain nombre de textes représentatifs tant sur le plan théorique que sur le plan de la production théâtrale. Cours préalables : FREN 2123, FREN 2306

Rationale: The renaming of this course will allow it to be included in the Module Civilisation du monde francophone stream thus increasing flexibility and options for students in choosing required courses for the Major in French. The renumbering of the course allows it to be identified as a francophone literary studies course.

2. Current course number and course title:

FREN 3443 Textes 3: Lecture avancée

Ce cours a pour but d'approfondir les connaissances linguistiques et grammaticales déjà acquises. À travers un choix de textes variés et de vidéos et films du monde francophone, l'étudiant apprendra à approcher le texte littéraire de façon plus analytique. Cours préalable: FREN 2306 ou FREN 2113/2123.

New proposed course number and course title:

FREN 3663 Civilisation francophone 6 : Lecture francophone avancée

Ce cours a pour but d'approfondir les connaissances linguistiques et grammaticales déjà acquises. À travers un choix de textes variés et de vidéos et films du monde francophone, l'étudiant apprendra à approcher le texte littéraire de façon plus analytique. Cours préalable: FREN 2306 ou FREN 2113/2123.

Rationale: The renaming of this course will allow it to be included in the Module Civilisation du monde francophone stream, thus increasing flexibility and options for students in choosing required courses for the Major in French. The renumbering of the course allows it to be identified as a francophone literary studies course.

3. The Department of Romance Languages is requesting to add the above renamed and renumbered courses to the list of possible courses that students may take in order to meet the requirements for a Major in French.

Present Major in French requirements (p. 211 of the Calendar)

Students wishing to complete a Major program in French must complete at least 36 credit hours of courses from either Module 1 Langue française and/or Module 2 Civilisation du monde francophone. Of the 36 credit hours for the Major:

1. At least 12 credit hours must be from Module 2 courses at the 3000 level: FREN 3603, FREN 3613, FREN 3623, FREN 3633 and FREN 3643.
2. At least 3 credit hours must be at the 4000 level.

Students must attain at least an overall B average in their 36 credit hours of course work to obtain a Major in French.

Revised Major in French requirements (p. 211 of the Calendar)

Students wishing to complete a Major program in French must complete at least 36 credit hours of courses from either Module 1 Langue française and/or Module 2 Civilisation du monde francophone. Of the 36 credit hours for the Major:

1. At least 12 credit hours must be from Module 2 courses at the 3000 level: FREN 3603, FREN 3613, FREN 3623, FREN 3633, FREN 3643, FREN 3653 and FREN 3663.
2. At least 3 credit hours must be at the 4000 level.

Students must attain at least an overall B average in their 36 credit hours of course work to obtain a Major in French.

Rationale for changes: Including two new required courses within the Module Civilisation du monde francophone stream will increase flexibility and options for students who wish to complete a Major in French.

6. Department of Religious Studies: Special Topics Course Proposal

1. Type of proposal: Special Topics Course, to be offered only once.

2. Course name and proposed number: RELG 4183A: Zen Masters

3. Calendar description. This course invites students to examine the figure of the Zen Buddhist master as a literary and performative figure. In addition to a broad overview of the historical development of Zen Buddhism, students will use the case study of the Zen master to explore questions of power, authority, and gender.

4. Theme or Category Grouping. None

5. Impact on Programme Requirements. None

6. Cross-listing. None

7. Rationale for the course. *Identify the role the course will play in the Department's curriculum: for example, indicate if it will be required or elective, and if it will replace another course, or alternate with another course. If applicable, indicate how the proposed course fulfills the recommendations of the last external review and the subsequent Senate decisions. Finally, indicate whether or not the course is related to or will potentially compete with a course in another discipline.*

This course allows students to study important questions in religious studies from a new cultural perspective. Thus far, Zen has not been an explicit topic of discussion in the course offerings at St. Thomas, so this course will not compete with any other class.

In exploring this important school of Buddhism, students will be able to think through enduring questions in the study of religion, such as “what is (spiritual) authority?” and “what are the ways in which texts can exert power?” They will also gain insight in the development of a tradition that is one of the pre-eminent representatives of East-Asian spirituality today. The course thus builds on existing courses, such as RELG-2183. Religion and Politics and RELG-2193. New Religious Movements: Cults in the New Age.

Because St. Thomas, as described in the “Goals of a Liberal Education” (<http://w3.stu.ca/stu/aboutstu/goals>) stresses the importance of self-development as well as critical skills, critical engagement with a tradition often seen as spiritual (such as Zen) both familiarizes students with foreign cultural practices while emphasizing their role as independent explorers of knowledge.

8. Instructor's name. Dr. Ben Van Overmeire

9. Course description.

“What is the sound of one hand clapping?” “What was your name before you were born?” Though this course might not give you the correct answer to such mysterious questions, it will explore the characters that ask them: Zen Buddhist masters, whose adventures are first recounted in documents over a thousand years old, but whose spiritual descendants remain teaching today. We will try to understand why these people ask their students such strange questions, and how this fits into the larger context of East-Asian thought, history, and cultural influence.

Our exploration will start with a consideration of early precursors to Zen masters in China and India (the Daoist sage called Zhuangzi and the Buddhist trickster Vimalakirti). Then, we will move to consider the diversity of masters, moving from the beginnings of Zen to the high points of the school during the Tang, Sung, and Yuan dynasties. In the final part of the course, we will move on to consider the spread of Zen to Korea and Japan and then to the West.

Rather than provide a mere historical overview of the development of Zen (a partial objective of this course), our focus will be on the Zen master as literary and performative figure: how does one embody a Zen master? How does a master exert authority on others? Why and how are these stories about Zen masters so mysterious and yet fascinating? Throughout, our discussion will be framed not only by recent scholarship on Zen Buddhist history but also by critical theory on (spiritual) power and authority (work by Michel Foucault and Friedrich Nietzsche, among others).

10. Evaluation system.

1. Moodle Responses 25%
On the evening before class (12am at the latest), you will be responsible to post a 300-word reading response on Moodle ending in a question meant to provoke class discussion. Before every session, I will select the best questions. Part of your grade in this category will depend on how many of your responses and questions are selected over the quarter. In class, we will discuss what the elements of a “good” question are. Responses can be based both on *how the readings enrich or apply to your life* or *how the readings help you understand the religious, cultural, and historical phenomenon that is “Zen Buddhism.”*
2. Participation: 25%
Part of the grade will depend on whether you participate in class, and on the quality of your contributions. Quality does not mean quantity: you should not feel the need to speak every class or every second. Thoughtful responses and comments are the best, as they allow you to engage with the material more deeply.
3. Performance: 10%
In groups, students will perform a Zen dialogue of their choice from the course readings. Through this assignment, you will gain insight into the traditional ritual usage of these dialogues.

4. Midterm 10%
As you'll notice very quickly, over time Zen Buddhists have developed a specialized vocabulary and a refined notion of lineage. It is important to understand both of these when talking about this religious school. The midterm will therefore quiz you on famous patriarchs and concepts as they appeared in the readings. This will be a multiple-choice exam.
5. Field Trip report 5%
During the second week of class, I will organize a trip to a nearby Zen Center where we will meditate and get a chance to talk to a living Zen master. Before this trip, we will generate questions based on what we've read. Then, you will write a two-page report on what you found.
6. Blogging Assignment 10%
At the beginning of the quarter, you will choose one contemporary Zen master from a list. You will then explore the work of this master, as well as secondary literature about this person. At the end of every week, you will write a blog post exploring how the critical perspectives introduced in the course influence your reading of these figures. Every week, you will also be responsible to substantially comment on at least 2 other blog posts by your colleagues. This assignment will allow you to apply what we've learned to a new topic, as well as see your thinking and writing in dialogue with that of others.
7. Final Presentation 15%
Based on the Zen master you've analyzed in the blog, the last week of class will feature 10-minute presentations, where you summarize your findings on the Zen master you've worked on.

11&12. Possible course texts and other materials/Bibliography

Documents available at the Harriet Irving Library are marked with an asterisk.

- Addiss, Stephen, et al. (eds.). *Zen Sourcebook: Traditional Documents from China, Korea, and Japan*. Indianapolis: Hackett, 2008.*
- Kerouac, Jack. *The Dharma Bums*. Harmondsworth: Penguin, 2006.*
- Kraft, Kenneth (ed.). *Zen: Tradition and Transition*. New York: Grove, 1988.*
- McRae, John. *Seeing Through Zen: Encounter, Transformation, and Genealogy in Chinese Chan Buddhism*. Berkeley: UC Press, 2003*
- Watson, Burton. *The Zen Teaching of Master Lin-Chi: a Translation of the Linji Lu*. Boston: Shambala, 1993.

