

# Senate Curriculum Committee Report February 2013

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## **I. SUMMARY**

### **1. ITEMS THAT DO NOT REQUIRE SENATE APPROVAL**

#### **1.1 Department of History (p. 3)**

*Special Topics Course*

HIST 3033 Gender in Early-Modern Europe

Approved by SCC

*Special Topics Course*

HIST 3463 Rivers in World History

Approved by SCC

#### **1.2 International Education Committee/ Human Rights Programme (p. 15)**

*Special Topics Course*

HMRT 4033 International Human Rights Law

Approved by SCC

### **2. ITEMS THAT REQUIRE SENATE APPROVAL**

#### **2.1 Department of History (p. 18)**

**MOTION:** That HIST 4336 be reduced to a 3ch course at the 3000-level, numbered 3053.

#### **2.2 Department of Political Science (p. 18)**

**MOTION:** That POLS 3506 be reduced to a 3ch course, numbered 3503.

#### **2.3 Department of Romance Languages (p. 19)**

**MOTION:** That FREN 3233 be approved.

## II. DOCUMENTATION

### 1. ITEMS THAT DO NOT REQUIRE SENATE APPROVAL

#### 1.1 *Department of History*

##### 1.1.1 Proposal for Special Topics Course: HIST 3033 Gender in Early-Modern Europe

**1. Type of proposal:** Special Topics course (Intersession)

**2. Course name and proposed number:** HIST 3033 Gender in Early-Modern Europe

**3. Calendar Description:** Europe's early modern period (c. 1450-1800) was a time of political tumult, religious conflict, and seismic shifts in centuries-old institutions. The resulting social changes were profound; new roles emerged for men and women as new questions were asked and new norms evolved. This course takes a thematic approach to the changing lives of men and women, examining the role of gender in both the major events and the everyday realities of the period. [3 ch, no prerequisites]

**4. Category:** Regions (Europe)

**5. Impact on Programme Requirements:** This course is intended as an elective for History majors and other interested students. The course expands on the History department's offerings in gender history and in the history of the pre-Modern era.

**6. Cross-listing:** The course is not intended to be cross-listed at this time.

**7. Rationale for the course:** This elective course will expand the History department's offerings in pre-Modern History. It will encourage students to think critically about gender, and to question assumptions about the "usual" places of men and women in European societies between the so-called "Middle Ages" and the 19<sup>th</sup> century. The course develops themes already present in the History department's survey course on Early Modern Europe (Hist. 2033), and fits in well with offerings in gender history and the history of leisure. To our knowledge, this course is not directly related to, nor will it compete directly with, courses in other disciplines.

**8. Instructor's name:** The Department anticipates that a part-time instructor will be available in Fredericton on an ongoing basis to teach this course.

**9. Course description:**

The early modern period (c. 1450-1800) in Europe was a period of political tumult, religious conflict, and seismic shifts in centuries-old institutions. The resulting social changes were profound, touching every aspect of the lives of rich and poor. In the wake of the Protestant and Catholic Reformations, literacy rates climbed; the accelerating trend toward urbanisation meant more opportunities and, often, new dangers; wars and revolts bred prejudice and violence. Throughout the period, new roles were emerging for men and women: new questions were being asked, new norms evolving. This course takes a thematic approach to the changing lives of men and women in the face of these challenges, examining the role of gender in both the major events and the everyday realities of the period. It will mix lecture and discussion formats. Most required reading materials are available through HIL, either through online databases or in hard copy. Some materials will be placed on Reserve, as required. Audio-visual equipment (laptop projector, DVD player) will be used in class.

**10. Evaluation system:**

Participation	10%
Primary-source paper	15%
Research paper	25%
Test #1	15%
Test #2	15%
Final exam	20%

## 11. Possible course text and other materials:

Proposed course text: Wiesner-Hanks, Merry E. *Women and Gender in Early Modern Europe*. 3<sup>rd</sup> ed. Cambridge: Cambridge University Press, 2008. ISBN-13 (paper) 978-0521695442.

Other resources will include journal articles, book chapters, and journal articles. Some will be used for in-class discussion, and others will augment the text as assigned readings.

## 12. Bibliography:

### Books:

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- Crawford, Patricia. *Women and religion in England, 1500-1720*. New York: Routledge, 1993. \*at HIL
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- Erickson, Amy Louise. "Coverture and Capitalism" *History Workshop Journal* 59:1 (April 2005), 1-16. \*available through HIL
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### 1.1.2 Proposal for Special Topics Course: HIST 3463 Rivers in World History

**1. Type of proposal:** Special Topics course (Intersession)

**2. Course name and proposed number:** HIST 3463 Rivers in World History

**3. Calendar Description:** This course explores the significance of rivers in world history. It examines rivers as geological agents and the biological habitats rivers create. It investigates the role of rivers in sustaining trade networks and explores changing transportation technologies. It considers the role of rivers in the development of early agricultural societies and hydraulic empires. It also studies the fit between rivers and urban growth and sanitation; colonial cartography and exploration; industrial development; nationalism; tourism; and environmentalism. [3 ch, no prerequisites]

**4. Category:** World

**5. Impact on Programme Requirements:** This course is intended as an elective for History majors and other interested students. The course develops the History department's offerings in world history and the history of the natural and built environments.

**6. Cross-listing:** The course is not intended to be cross-listed at this time.

**7. Rationale for the course:** This elective course will familiarize students with important scholarship and approaches to the historical study of rivers using methodology grounded in World History, Environmental History and Historical Geography. It draws from subfields such as Cultural History, Economic History and the History of Technology and Ideas as well. The course will be particularly relevant to students with a special interest in rivers and Environmental History as well as to those with a general interest in World History. It uses river histories as a way to understand and contrast the broader histories of significant regions in the world such as China, North Africa, and North America. The course links local history with World History by examining the connection between the histories of rivers familiar to students with those of distant watersheds. Students will gain an appreciation of the importance of rivers to historical events and processes as well as the impact of human history on rivers

**8. Instructor's name:** The Department anticipates that a part-time instructor will be available in Fredericton to teach this course.

**9. Course description:** This course explores the significance of rivers in world history. It examines rivers as geological agents and the biological habitats rivers create. It investigates the role of rivers in sustaining trade networks and explores changing transportation technologies. It considers the role of rivers in the development of early agricultural societies and hydraulic empires. It also studies the fit between rivers and urban growth and sanitation; colonial cartography and exploration; industrial development; nationalism; tourism; and environmentalism. Classes will combine discussions, lectures and learning activities where students will be encouraged to interact with course materials, engage in dialogue as well as develop and share their own ideas. Short lists of questions will accompany readings to help guide learning and facilitate discussion. Lectures will complement readings and further students' knowledge of core topics. Classroom activities will familiarize students with a variety of historical sources, and the course will also foster geographical and cartographic literacy. Final marks will be based on in-class participation and quizzes, response papers and a final exam.

**10. Evaluation system:**

30% In class participation, quizzes and mapping exercises

30% Response papers (2)

40% Final exam

**11. Possible course text and other materials:**

A. Ellen Wohl, *A World of Rivers: Environmental Change on Ten of the World's Great Rivers*. (Chicago: University of Chicago Press, 2011).

B. Course Reader: *Rivers in World History*

## 12. Bibliography: Required Readings (\*held in UNB Libraries)

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## **1.2 International Education Committee/ Human Rights Programme**

The IEC has vetted the following proposal and given its approval from a study abroad perspective.

### **HMRT 4033 Special Topics in Human Rights: International Human Rights Law**

#### **Course Description**

This course will be part of a study abroad programme at the China University of Politics and Law (CUPL). Students will participate in a two week long Summer Program in Human Rights. Lecturers are drawn from the international human rights community and topics and lectures vary year to year, with an emphasis on international human rights. *[Prerequisites: see below, pp. 16-17]*

#### **Theme or Category Grouping**

Students who successfully complete this course may count it as three credit hours towards the area of "Institutions and Applications" under the Human Rights Programme.

#### **Impact on Major**

This course will be one of the many electives that students can take to fulfill their major in human rights.

#### **Rationale**

In 2011 St. Thomas University signed an exchange agreement with China University of Politics and Law (CUPL) with the purpose of facilitating exchange opportunities for students between both campuses. Dr. Wei Zhang, the director of the Human Rights Institute at CUPL, visited St. Thomas this Fall (2012) and met with students to discuss the possibility of their attending the Human Rights Law Summer Class that he organizes and directs each summer as a first step in our partnership with CUPL.

Drawing faculty from China, Europe and North America, the Human Rights Law Summer Class has as its goal providing participants an in depth understanding of international human rights issues, including the foundation and substantive problems with respect to international human rights law as well as monitoring and protection mechanisms. Four specific areas are covered in the course: United Nations systems for the protection of human rights, regional systems for the protections of human rights, national systems for the protection of human rights, and substantive rights issues. This programme will give students in Human Rights an invaluable experience, learning about human rights from international practitioners and specialists.

#### **Instructors**

This course will be provided by the instructors and lecturers chosen by CUPL. In 2012-13, Drs. Sara MacDonald and Barry Craig have been invited to participate as lecturers. Dr. MacDonald will do all of the relevant administrative work for this class at St. Thomas as well as the grading of student assignments.

#### **Course Description**

Although the CUPL Summer Programme in Human Rights consists in 64 hours of class time (8 hours per day), it would be our expectation that students would participate only in the morning or afternoon sessions, for a total of three hours of classroom work in any given day. I have attached the schedule from last years' programme and have indicated therein which class would be most appropriate and useful for the St. Thomas students. In most cases, we will expect students to attend the morning session, using the rest of the day to reflect on the lecture and prepare for the following day. Given the level of difficulty of the course material and the degree to which we expect students will work

independently on assignments and reading material outside of class time, we believe that this course would be the equivalent of 3 credit hours.

On the grounds that this will be the first year that this course is offered to students, we propose that this course go forward for this year only as special topics course. This would be in accordance with the guidelines on special topics courses which states that such courses are for the purpose of assessing new curricular developments. Students who successfully complete the courses and the following assignments will receive credit for HMRT 4033.

### **Assignments**

#### **Exams**

At the end of the two week programme, CUPL administers class exams. Those who successfully complete these exams are given a certificate of completion from the Human Rights Institute. While our students will not be eligible for a certificate of full completion, we will still have them participate in those sections of the exam that pertain to the class sessions that they attended. In addition to the written exam, we will ask participants to complete writing projects as a way of evaluating their performance. (15%)

#### **Preliminary Research Essay**

Prior to the trip participating students will be asked to do independent research on the legal foundations and practice of human rights in China. The goal of this assignment is to familiarize them with some of the discourse that they will encounter when in China and with some of the cultural differences with respect to thinking about and implementing human rights. Students will write a 8-10 page paper detailing their research and submit this before they go to China. (15%)

#### **Course Reflections**

Students will be asked to write a two page reflection each of the course segments, 10 segments in total. These will assist the students in preparing for their exam and also be a means to ensure that they are critically participating in these courses. (50%)

#### **Final Essay**

Upon completion of the course students will choose one of the areas of the course content that they found most interesting and write a research paper of that theme or topic (8-10 pages). (20%)

#### **Evaluation**

Preliminary Essay: 15%

Course Reflections (10 total): 50%

Exam: 15%

Final Essay 20%

#### **Prerequisites**

Participants will have successfully completed their third year of university, having maintained a GPA of 3.3 or above with preference given to those majoring in Great Books, Human Rights, or Political Science. Applicants must demonstrate that they have successfully taken courses that would sufficiently prepare them for the Human Rights Summer Programme. This could include having taken a series of courses in Human Rights or a group of courses from other disciplines that could be counted as the equivalent preparation. Applicants will be asked to write a letter indicating why they should be chosen to go on this trip, including their background preparation, provide a copy of their transcript and two letters of



reference that speak specifically to their capacity to successfully complete this course of study. A preference will be given to those students who have successfully completed at least 60 credit hours of university course work.

### **Bibliography**

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### **Journals**

*Asia-Pacific Journal on Human Rights and the Law*

*Harvard human rights journal*

*Human Rights and International Legal Discourse*

*Human Rights Law Review*

*Human rights quarterly*

## 2. ITEMS THAT REQUIRE SENATE APPROVAL

### 2.1 Department of History

The Department of History proposes to change HIST 4336 Disability in History to **HIST 3053 Disability in History**.

**Rationale:**

Rather than a full-year seminar course, which requires a significant investment from students, we believe that Disability in History may be more attractive as a one-semester third-year option. We are also hopeful that this format will interest non-History majors, who would not be willing (or able) to make a full-year seminar commitment. The content of the course remains essentially unchanged, though its format and delivery will be simplified and modified to suit a one-semester framework.

**Current Course Description:**

HIST 4336 Disability in History

This seminar course treats disability as a historical subject. It explores questions such as what it means to be disabled in various times and places, how people with disability lived their lives, how society at large conceptualized differences in physical ability and mental capacity, when and how disability intersected with other identity constructs, and the roles myth and religion played in all this.

**New Course Description:**

HIST 3053 Disability in History

This course treats disability as a historical subject. It explores questions such as what it means to be disabled in various times and places, how people with disability lived their lives, how society at large conceptualized differences in physical ability and mental capacity, when and how disability intersected with other identity constructs, and the roles myth and religion played in all this.

### 2.2 Department of Political Science

The Department proposes that **POLS 3506 Human Rights in International Relations and Foreign Policy** be changed from a 6ch to a 3ch course.

**Rationale:**

To free up time for other courses and increase the variety of the courses offered by our small full-time complement. With a few exceptions, like a year-long course in political philosophy that was recently approved, the Department is trying to have all our courses in 3ch format. This particular course can be condensed into 3ch fairly easily, given that it can work as a complement to existing courses from the human rights program. Shaun Narine, who has done that course before, advises that the course can easily be adapted to ch. This will mean reducing things like student presentations and reports, but the overall content of the course will remain largely the same.

We would like to use the existing *Calendar* description, since the core content of the course will not change.

## 2.3 Department of Romance Languages

### New Course Proposal

The French Programme of the Romance Languages Department is seeking to revive an existing course (retired from the current St. Thomas University *Calendar*), which has not been offered since 2004: FREN 3326 Translation. In its revised form, the course has been converted into a 3ch course (it was formerly offered as a 6ch course). The course has been renamed FREN 3233 Traduction. Due to the changes in title and credit hour requirements, this course is being presented as a new course proposal. The course content has been revised and updated.

### FREN 3233: Traduction

#### 1. Type of Proposal:

This course is proposed as a regular offering in the Department of Romance Languages at the 3<sup>rd</sup> year level.

#### 2. Course Number and Name:

FREN 3233: Traduction

#### 3. Calendar Description:

Ce cours se veut une initiation à la traduction. Un choix de notions linguistiques faisant partie de la traduction d'unités de langue, de phrases et de textes fournira le cadre méthodologique aux travaux appliqués. Des exercices pratiques porteront sur la traduction des extraits provenant des genres tels la nouvelle, le roman, la correspondance, l'essai, l'écrit journalistique et l'écrit technique. L'étude comparative fournira l'occasion d'effectuer des traductions dans deux sens (de l'anglais au français et du français à l'anglais). Les étudiants prendront connaissance d'un certain nombre d'outils informatisés de traduction. Cours préalables : FREN 2316 : Grammaire du français.

#### 4. Theme or Category Grouping:

Module I : Langue française

#### 5. Impact on Programme Requirements:

This course will broaden choice of course offerings available at the 3000 level. It can be taken to fulfill elective credit requirements within the Major and Honors Programmes in French or can count towards the Certificate in French Language Proficiency.

#### 6. Cross-Listing:

It is not intended that the course should be cross-listed at this time.

#### 7. Rationale for the Course:

The course proposes a contrastive study of grammatical and lexical components of French and English, emphasizing differences in structure and expression within the linguistic transposition of concepts. Students will undertake a highly meticulous analysis of French/English language structures and etymology. By allowing students to master subtle structures, idiomatic expressions and language usage, this course will focus on aptly preparing for external stylistics, i.e. translation.

#### 8. Instructor's Name: Dr. E. Safty

#### 9. Course Description:

Ce cours se veut une introduction à la traduction tant du point de vue de la méthodologie que de la pratique. Il s'agira de poursuivre le perfectionnement du français écrit à travers et l'étude comparative des systèmes linguistiques du français et de l'anglais et l'examen attentif des diverses difficultés rencontrées lors du passage de l'anglais vers le français ou vice versa. À partir d'exercices pratiques de traduction, on mettra l'accent notamment sur les difficultés de la version française, mais on s'attardera aussi bien sur le thème anglais (notamment des faux amis). On aura souvent l'occasion de traduire des

phrases plus ou moins courtes, mais les textes à traduire seront d'autant plus longs à mesure que se multiplieront les difficultés à résoudre.

#### 10. Evaluation :

Tests 70%

Assignments 20%

Participation 10%

#### 11. Possible Course Texts and Other Materials:

Bossé-Andrieu, Jacqueline, *Exercices pratiques de style*, Montréal, Les Presses de l'université du Québec, 2006.

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Samuelsson-Brown, Geoffrey, *A Practical Guide for Translators (Topics in Translation)*, Multilingual Matters; 5 edition, 2010.

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Tassini, A., *The Translator Training Textbook: Translation Best Practices, Resources & Expert Interviews*, Create Space Independent Publishing Platform, 2011.

Watson Rodger, Valentine, *Traduire: Le Theme, La Version (English and French Edition)*, Canadian Scholars Press, 2005.

**Quelques sites utiles :**

Lexilogos, mots et merveilles des langues, d'ici et d'ailleurs :

[Http://www.lexilogos.com/francais\\_langue\\_dictionnaires.htm](http://www.lexilogos.com/francais_langue_dictionnaires.htm);

Les traducteurs et dictionnaires de langage <http://rivendel.com/~ric/resources/dictfrc.htm>? Qu'est-ce que la terminologie? <http://www.culture.fr/culture/dglf/termi001.htm>?

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Office québécois de la langue française :

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Office de la langue française [http://www.culture.fr/culture/dglf/voc\\_olf.htm](http://www.culture.fr/culture/dglf/voc_olf.htm) (texte);

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Entente de coopération entre l'université de Montréal et différentes universités en France <http://www.umontreal.ca/bci/ententes/france4.html>;

Projet de terminologie (Centre de recherche en linguistique appliquée de l'Université de Moncton) <http://www.umoncton.ca/facarts.crla/terminologie.html>