

Senate Curriculum Committee Report March 2013

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I. SUMMARY

1. ITEMS THAT DO NOT REQUIRE SENATE APPROVAL

1.1 School of Education (p. 4)

Revised Course Description (minor changes)

EDUC 6503 Teaching for and about Human Rights

Approved by SCC

1.2 Fine Arts Programme (p. 4)

Removal of prerequisite

FNAR 2413 The Motorcycle and Art

Approved by SCC

1.3 Department of Gerontology (p. 5)

Special Topics Course

GERO 3103 Special Topics: Stereotyping of Older Adults in Modern Societies

Approved by Department, reported to SCC

1.4 Department of History (p. 8)

Course Revival

HIST 2433 Comparative History of North America

Approved by SCC

Revised Course Description (minor changes)

HIST 3263 European Social Policy in Comparative Perspective

Approved by SCC

1.5 Peace Studies Programme (p. 9)

Cross-listing of History Courses

HIST 2136 Introduction to African History

HIST 2453 History of the United Nations

HIST 3163 Gandhi, India and the World, c.1850-Present

Approved by SCC

1.6 Department of Sociology (p. 10)

Special Topics Courses

SOCI 2722 Global Sociology

SOCI 2723 Sociology of Health

Approved by SCC (pending Senate approval of 2.4)

2. ITEMS THAT REQUIRE SENATE APPROVAL

2.1 Catholic Studies Programme (p. 22)

MOTION: That the requirement of 6 credit hours from Group I (Catholic History) for the completion of a Major in Catholic Studies be reduced to 3 credit hours, and that the requirement of 3 credit hours from Group III (Faith and Reason) be increased to 6 credit hours.

2.2 Fine Arts Programme (p. 23)

MOTION: That the following new courses in Fine Arts be approved:

FNAR 3133 Musical Theatre History and Performance I (3ch)
FNAR 3233 Musical Theatre History and Performance II (3ch)
FNAR 3151 Voice and Movement I (Semester 1)
FNAR 3251 Voice and Movement II (Semester 2)

2.3 Department of Gerontology (p. 27)

MOTION: That GERO 2013 Introduction to Gerontology and GERO 2023 Multidisciplinary Issues in Aging be offered at the first-year level, and the numbers changed to GERO 1013 and GERO 1023.

2.4 Department of Sociology (p. 28)

MOTION: That the following designated Special Topics numbers for Sociology be approved:

SOCI 2722
SOCI 2733
SOCI 3723
SOCI 3733

II. DOCUMENTATION

1. ITEMS THAT DO NOT REQUIRE SENATE APPROVAL

1.1 School of Education

Revised Course Description (minor changes in bold)

Current course description:

EDUC 6503 Teaching for and about Human Rights

This course is offered during the Human Rights summer institute, designed for pre-service teachers, practicing teachers and professionals in related fields. The course introduces participants to the various rights, instruments, and issues relevant to the classroom and provides opportunities for teachers and others to increase their knowledge in the human rights field. 3 credit hours.

Proposed course description:

EDUC 6503: Teaching for and about Human Rights

This course is offered during the **Education Institute**, designed for **B.Ed. students**, teachers, practicing teachers and professionals in related fields. The course introduces participants to the various rights, instruments, and issues relevant to the classroom and provides opportunities for teachers and others to increase their knowledge in the human rights field. 3 credit hours.

Rationale:

To reflect clearly the proper time of offering, during the School of Education institute, not during the regular 10-month STU Bachelor of Education.

1.2 Fine Arts Programme

Proposal:

To drop prerequisite from FNAR 2413 *The Motorcycle and Art* (current prerequisite is FNAR 1113 Practical Introduction to Art Fundamentals).

Rationale:

The course is designed to appeal to and to help introduce art to students without any previous art background, although it also provides a useful function for more advanced students. In that sense, it does not require any prerequisites.

Proposed Calendar Description (revision in bold):

FNAR 2413 *The Motorcycle and Art*

Perhaps more than any other single object of industrial design, the motorcycle is a metaphor for the 20th century. Through a series of slide lectures, assigned readings, and partial film screenings, this seminar class will be an historical and critical survey of the motorcycle in art and as art. It will introduce students to a variety of art issues through industrial pop culture. **This course has no prerequisites.**

1.3 Department of Gerontology

1. Type of Proposal: Special Topics

This course will be offered on a one-time basis, by our Visiting Chair. The course will be offered in the first semester, September 2013.

2. Gero 3103: Special Topics: Stereotyping of Older Adults in Modern Societies

3. Calendar Description

Stereotypes of aging and older adults will form the core of the seminar, with excursions into prejudice and discrimination as appropriate. The measurement of stereotypes will be covered, along with relevant factors such as heuristic thinking and the contact hypothesis. Aspects of ageism in the health care professions, stereotypes of older workers, and the issue of stereotype accuracy will also be covered. No Prerequisites

8. Instructor's Name

Dr. Edward Helmes, James Cook University, Australia

9. Course Description

Stereotypes of aging and older adults will form the core of the seminar, with excursions into prejudice and discrimination as appropriate. The measurement of stereotypes will be covered, along with relevant factors such as heuristic thinking and the contact hypothesis. Aspects of ageism in the health care professions, stereotypes of older workers, and the issue of stereotype accuracy will also be covered. Terror management theory will be introduced. The topic of self-stereotypes and their role in fostering dependency will be explored.

Preliminary Schedule

Week	Week Starting Date	Topic
1	9 September	Introduction & terminology
2	16 September	Older adults in society
3	23 September	Measurement of stereotypes 1
4	30 September	Measurement of stereotypes 2
5	7 October	Heuristics
6	14 October	Contact
7	21 October	Stereotypes in health care
8	28 October	Knowledge & stereotypes
9	4 November	Stereotype accuracy
10	11 November	Ageism and death
11	18 November	Stereotypes & employment
12	25 November	Self-stereotypes 1
13	2 December	Self-stereotypes 2

10. Evaluation System

The format of the seminar will be more on group discussion than on formal lectures. The class will include group projects and participation in the seminar is expected. Formal evaluation is subject to change, but will focus on short topic reports.

In class exercises & participation 30%

Journal article critiques (2) 30%

Literature review (5000 words) 40%

Topics for the literature review would include ageism in a particular profession or culture, or related topics, such as mandatory retirement

11-12. Texts and Bibliography

These materials are readily available on-line or in the library.

Week 2

Cuddy, A. J. C., Norton, M. I., & Fiske, S. T. (2005). This old stereotype: The pervasiveness and persistence of the elderly stereotype. *Journal of Social Issues, 61*, 267-285.

Hagestad, G. O. & Uhlenberg, P. (2005). The social separation of old and young: A root of ageism. *Journal of Social Issues, 61*, 343-360.

Kite, M. E., Stockdale, G. D., Whitley, B. E. Jr., & Johnson, B. T. (2005). Attitudes toward younger and older adults: An updated meta-analytic review. *Journal of Social Issues, 61*, 241-266.

Palmore, E. B. (2005). *Encyclopedia of ageism*. New York: Haworth.

Weeks 3 & 4

Fraboni, M., Saltstone, R., & Hughes, S. (1990). The Fraboni Scale of Ageism (FSA): An attempt at a more precise measure of ageism. *Canadian Journal on Aging, 9*, 56-66.

Laidlaw, K., Power, M. J., Schmidt, S., & WHOQOL-OLD Group (2008). The attitudes to ageing questionnaire (AAQ): Development and psychometric properties. *International Journal of Geriatric Psychiatry, 22*, 367-379.

Palmore, E. B. (1997). Sexism and ageism. In J.M.Coyle (Ed.), *Handbook on women and aging* (pp. 3-13). Westport,CT: Greenwood.

Week 5

Gigerenzer, G., Czerlinski, J., & Martignon, L. (2002). How good are fast and frugal heuristics? In T.Gilovich, D. Griffin, & D. Kahneman (Eds.), *Heuristics and biases: The psychology of intuitive judgment* (pp. 559-581). Cambridge: Cambridge University Press.

Gigerenzer, G. & Gaissnaier, W. (2011). Heuristic decision-making. *Annual Review of Psychology, 62*, 451-482.

Week 6

Abrams, D., Eller, A., & Bryant, J. (2006). An age apart: The effects of intergenerational contact and stereotype threat on performance and intergroup bias. *Psychology and Aging, 21*, 691-702.

Dixon, J., Durrheim, K., & Tredoux, C. (2005). Beyond the optimal contact strategy: A reality check for the contact hypothesis. *American Psychologist, 60*, 697-711.

Koder, D. A. & Helmes, E. (2008). Predictors of working with older adults in an Australian psychologist sample: Revisiting the influence of contact. *Professional Psychology: Research and Practice, 39*, 276-282.

Week 7

Greene, M. G., Hoffman, S., Charon, R., & Adelman, R. (1987). Psychosocial concerns in the medical encounter: A comparison of the interactions of doctors with their old and young patients. *Gerontologist, 27*, 164-168.

Robb, C., Chen, H., & Haley, W. E. (2002). Ageism in mental health and health care: A critical review. *Journal of Clinical Geropsychology, 8*, 1-12.

Week 8

Jackson, E. M., Cherry, K. E., Smitherman, E. A., & Hawley, K. S. (2008). Knowledge of memory aging and Alzheimer's disease in college students and mental health professionals. *Aging & Mental Health, 12*, 258-266.

Palmore, E. B. (1998). *The Facts on Aging Quiz*. (2 ed.) New York: Springer.

Stuart-Hamilton, I. & Mahony, B. (2003). The effect of aging awareness training on knowledge of, and attitudes towards, older adults. *Educational Gerontology, 29*, 251-260.

Week 9

Jussim, L., Cain, T. R., Crawford, J. T., Harber, K., & Cohen, F. (2009). The unbearable accuracy of stereotypes. In T. D. Nelson (Ed.). *Handbook of prejudice, stereotyping, and discrimination* (pp. 199-227). New York: Psychology Press.

Peterson, C. C. (1992). The accuracy of older and younger Australians' understanding of mental health and aging. *International Journal of Aging and Human Development, 36*, 129-138.

Week 10

Martens, A., Goldenberg, J. L., & Greenberg, J. (2005). A terror management perspective on ageism. *Journal of Social Issues, 61*, 223-239.

Martens, A., Greenberg, J., Schimel, J., & Landau, M. J. (2004). Ageism and death; Effects of mortality salience and perceived similarity to elders on reactions to elderly people. *Personality and Social Psychology Bulletin, 30*, 1524-1536.

Week 11

Bowen, C. E., Noack, M. G., & Staudinger, U. M. (2011). Aging in the work context. In K.W.Schaie & S. L. Willis (Eds.), *Handbook of the psychology of aging* (7 ed., pp. 263-278). Amsterdam: Academic Press.

Warr, P. (1994). Age and job performance. In J.Snel & R. Cremer (Eds.), *Work and aging: A European perspective* (pp. 309-322). London: Taylor & Francis.

Week 12

Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology, 71*, 230-244.

Kotter-Gruhn, D. & Hess, T. M. (2012). The impact of age stereotypes on self-perceptions of aging across the adult lifespan. *Journal of Gerontology, 67B*, P563-P571.

Week 13

Hausdorff, J. M., Levy, B. R., & Wei, J. Y. (1999). The power of ageism on physical function of older persons: Reversibility of age-related gait changes. *Journal of the American Geriatrics Society 47*, 1346-1349.

Levy, B. R., Hausdorff, J. M., Hencke, R., & Wei, J. Y. (2000). Reducing cardiovascular stress with positive self-stereotypes of aging. *Journals of Gerontology, 55*, P205-P213.

1.4 Department of History

1.4.1 Revival of Course

Calendar description (2010-2011 Calendar):

HIST 2433 Comparative History of North America

This course is designed to acquaint students with broad developments in the history of North America. In the course of studying the North American continent, we will examine the experiences of contact between indigenous and immigrant cultures; the transmission of European ideas and institutions to the American hemisphere; the influence of the Atlantic system of commerce on regional economies; and the struggles of various peoples in the Americas to define themselves and others. Students will be asked to draw connections between major events and occurrences, and to try and find coherence in distance, contemporaneous events.

1.4.2 Revised Course Description

Current Description:

HIST-3263. European Social Policy in Comparative Perspective. This course traces the development of social policy in Europe since the end of the 19th century and examines how governments became involved not only in assuring citizens' defense and freedom, but also their overall well-being.

Proposed Description:

HIST-3263. European Social Policy in Comparative Perspective. This course traces the development of social policy in Europe since the end of the 19th century. It examines how governments became involved not only in assuring citizens' defense and freedom, but also their overall well-being **through programmes such as maternity and child benefits, unemployment insurance and old-age pensions.**

Rationale:

The change in wording is intended to explain more clearly the content of the course. Since undergraduates often do not know what "social policy" actually is, the revised course description provides them with examples of the types of policies that will be considered.

There is no change to the course content, format or rationale. The course will be offered next fall (and recurs on a regular basis, every 2-3 years).

1.5 Peace Studies Programme

The Peace Studies programme wishes to cross-list three History courses with Peace Studies. Approval has been given by the Department of History.

HIST 2136 Introduction to African History

This course introduces students to the dynamics of African history and cultures, while challenging pervasive stereotypes and misperceptions about Africa. The class is designed to appeal to history and non-history Majors alike.

HIST 2453 History of the United Nations

The United Nations represents the first serious effort toward an international government. History of the United Nations examines the evolution of this unique international body from its creation in 1945 to the present. It seeks to understand how the United Nations has shaped world history, what its low and high points have been, and what its challenges and potential are in the twenty-first century.

HIST 3163 Gandhi, India and the World, c.1850 to Present

Mohandas K. "Mahatma" Gandhi (1869-1948) is a towering figure in the history of India, but he is curiously global too. He lived on three continents, his ideas and practices combined influences and experiences that he gathered from different parts of the world via global networks, and his impact has long extended beyond the subcontinent's borders. Studying Gandhi's life and legend will allow the class to investigate themes relating to nationalism, colonialism, pacifism, non-violence, 'alternative modernity' and other topics or issues. The course will also explore Gandhi's fascinating legacy in postcolonial India and around the globe. Prerequisites: HIST 1006 World History, HIST 2183 History of Modern India, or permission of the instructor.

1.6 Department of Sociology (pending approval of 2.4)

1.6.1 Special Topics Course Proposal

1. Type of Proposal

Special Topics

2. Course name and proposed number

Global Sociology

SOCI 2722

3. Calendar description

Global Sociology explores social conditions characterized by global economic, political, cultural, and environmental interconnections and flows that cross existing political borders. Therefore, it challenges our existing conceptualization of an international world of borders and nation states. The course explores the concept of globalization and its relevance to our lives. Types of empirical topics covered include contemporary global inequalities; environmental problems; transnational communities and families; transnational migration; the effect of globalization on gender, race, ethnicity, and religion; transnational social movements; and the women's movement.

4. Theme or Category Grouping

None

5. Impact on Programme Requirements

This course is the first of several to be developed in Global Sociology. Future courses might include: Comparative Sociology; International Migration and Globalization; Muslim Identities in the West; Diaspora Studies; Contemporary Citizenship Studies; Transnational and Postcolonial Feminism; and Sociology of Diversity and Inequality.

6. Cross-listing

None

7. Rationale for the course

Contemporary human societies face pervasive global challenges and experience their lasting effects. These challenges include global inequalities; environmental problems; increased transnational migration; the effect of globalization on gender, race, ethnicity, and religion. *Global Sociology* aims to fulfill a significant part of the department's mission to prepare students to understand the relevance of these events to their lives.

Global Sociology aims to be a place for students to critically explore two related questions: how we perceive, react to or cope with incoming global forces and incorporate them into our private micro worlds; and how these challenges shape our perceptions and interactions, at everyday and global levels.

8. Instructor's name

Dr. Gül Çalışkan

9. Course description

In *Global Sociology*, we explore the ways in which we can employ the grand traditions of sociology to understand the contemporary political, cultural, economic and environmental interconnections and flows in the world. We investigate the meanings of globalization as the master trend reshaping social life through global and local dynamics of both contemporary social change and resistance to it.

We will cover following topics and questions, and view assigned motion pictures in our weekly sessions:

Week 1 Overview of the course and Conceptual Introduction

Week 2 Why do we need a global sociology

- How did sociology develop as a discipline?
- What is globalization?
- MOTION PICTURE: No logo: Brands, globalization, resistance.

Week 3 Uneven Development

- How can global poverty be overcome?
- Are we seeing a global class structure emerging?
- MOTION PICTURE: Maquilapolis: City of factories.

Week 4 The Global Women's movement

- To what extent has globalization provided opportunities for the women's movement?

Week 5 Migrants and their families

- What is new about transnational migration compared to earlier forms of migration?
- Does globalization weaken family ties?
- MOTION PICTURE: Cricket and the meaning of life.

Week 6 Crime

- How can we explain the growth of global crime?

Week 7 Religion

- Has the secularization thesis been discredited?
- How have organized religions adapted to globalization?
- MOTION PICTURE: A jihad for love

Week 8 Lifestyle and Leisure

- What role does tourism play in globalization?
- What are the effects of sports becoming globalized?

Week 9 Culture and the Media

- How does the local respond to the arrival of globalizing cultural forces?
- What democratic possibilities do the advances in telecommunications provide at the local, national and global level?
- MOTION PICTURE: Up against the wall

Week 10 The Environment

- Why does the environmental movement need to turn to transnational action?
- Should the responsibility for environmental change be equally divided between the North and South?

Week 11 Global Risk and opportunities

- How extensive is globalization?
- To what extent can counter movements like the global justice movement reform the destructive aspects of market-led globalization?
- MOTION PICTURE: Acting together on the world stage: Performance and the creative transformation of conflict.

Week 12 Review

10. Evaluation system

25 % five in-class pop quizzes on the readings (5% per quiz).

10 % two in-class exercises. (5% each)

40% four reflection essays on course readings and videos, (10% each)

25 % a final report based on exploration of websites on globalization.

Pop Quizzes:

There will be five pop quizzes, administered in the first few minutes of class. Each of these five quizzes will be on the readings due on the day the quiz is given. If the students have done the readings they will have no problem answering the question and receiving five points. They will receive a zero if they arrive late to class and miss a quiz.

In-Class Exercises:

On two occasions, I will have the class break up into small groups to discuss course readings and topics. The students will receive five points for each exercise in which they participate.

Reflection Essays:

The students will turn in four reflection essays on the assigned readings, videos, class lectures and discussions. Each essay should develop an analytical discussion on the particular topic assigned. The course schedule will indicate the topic the students are to write on and due dates. Each essay should be 3-4 double-spaced typed pages (app. 750-1000 words).

Report on Website:

As their final assignment, the students will explore five websites from the list titled "Websites on Globalization" (see under 11). They will identify each website they visit and provide a brief description. They will discuss how the content of each website relates to the themes of the course and what they learned from each website to add to their perspective and knowledge of global sociology. As well, they are asked to discuss specifically and in more detail at least one article or essay from each site, using the course readings. The report should be 9-12 pages (approximately 2500-3000 words), double spaced

11. Possible course texts and other material

Note: The material that are not available at HIL marked with (*).

Course Texts

Cohen, Robin and Paul Kennedy. (2012). *Global Sociology*. 3rd edition. Palgrave Macmillan. *Global Sociology* (Cohen and Kennedy, 2012) introduces key sociological topics, themes and debates from a consistently global point of view. It makes connections between the 'everyday' sociology and global sociology, with focus on how individuals perceive, react to or cope with incoming global forces and incorporate them into their lives. It has an explicitly sociological focus alongside political, cultural, anthropological and economic debates and perspectives and highlights how concepts from these disciplines interact. It demonstrates how issues all interact and cannot neatly be separated. The textbook offers an engagement with current and recent

events. It takes an unbiased approach, and encourages critical thinking, optimism, and social consciousness. It pays strong attention to the impacts of globalisation on people who are vulnerable and the environment.

(<http://www.palgrave.com/sociology/cohen3e/about/special.html>)

Steger, M. B. (2009). *Globalization: A very short introduction*. Oxford: Oxford University Press.

“Globalization' has become one of the defining buzzwords of our time - a term that describes a variety of accelerating economic, political, cultural, ideological, and environmental processes that are rapidly altering our experience of the world. Fully updated for 2009, this *Very Short Introduction* provides an accessible exploration of both the causes and effects of globalization.”
– Book Jacket.

Motion Pictures

Note: The material that are not available at HIL marked with (*).

Cohen, C., Lund, A., & Walker, P. (2011). *Acting together on the world stage: Performance and the creative transformation of conflict*. [Motion picture] Oakland, Calif.: Waltham, Mass.: New Village Press. (*)

Funari, V., De, L. T. S., McKinnon, D., Wunderlich, A., Durán, C., Luján, L. (2006). *Maquilapolis: City of factories*. [Motion picture] San Francisco, CA: California Newsreel.

Garner, K., (Producer) & Jhally, S. (Director) (2003) *No logo: Brands, globalization, resistance*. [Motion picture] Northampton, Mass.: Media Education Foundation.

Portello, B., Diaz, P., Sheen, M. (2010). *The end of poverty?* [Motion picture] Cinema Libre Studio.

Sharma, P., Dubowski, S. S. (2008). *A jihad for love*. [Motion picture] New York, NY: First Run Features. (*)

Talreja, S., Barua, S., Paul, M., Donaldson, C., Bunyan, H. J., Myhr, K. (2005). *Cricket and the meaning of life*. [Motion picture] Montreal: National Film Board of Canada.

Thalenberg, E., McIntyre, G., Blanchard, A., Ottey, N. (2009). *Up against the wall*. [Motion picture] Montreal: Filmoption International.

Websites on Globalization

- BBC World Serve, Globalization: <http://www.bbc.co.uk/worldservice/programmes/globalisation/>
- Center for Research on Globalization: <http://globalresearch.ca/>
- Focus on the Global South: <http://focusweb.org/>
- Global Policy Forum: <http://www.globalpolicy.org/home.html>
- Globalisation and Development guide: <http://uk.oneworld.net/guides/globalisation>
- Institute for Policy Studies: <http://www.ips-dc.org/>
- International Forum on Globalization: <http://www.ifg.org/>
- International Organization for Migration: <http://www.iom.int/cms/en/sites/iom/home.html>
- Open Society Foundation: <http://www.opensocietyfoundations.org/>
- The Global Exchange: <http://www.globalexchange.org/>
- The Globalist: <http://www.theglobalist.com/>
- The Globalization Website: <http://www.sociology.emory.edu/globalization/index.html>
- Third World Network: <http://www.twinside.org.sg/>
- Transnational Institute: <http://www.tni.org/>
- World Economic Forum: <http://www.weforum.org/>

- World Trade Organization: <http://www.wto.org/>
- Yale Global Online: <http://yaleglobal.yale.edu/>
- Z Magazine: <http://www.zcommunications.org/zmag>

12. Bibliography

Note: The materials that are not available at HIL marked with (*).

Globalization, Modernity and Social Theory

- Bradby, H., & Lewando, H. G. (2010). *Global perspectives on war, gender and health: The sociology and anthropology of suffering*. Farnham, England: Ashgate.
- Deflem, M. (2007). *Sociologists in a global age: Biographical perspectives*. Aldershot, England: Ashgate.
- Lemert, C. C. (2010). *Social theory: The multicultural and classic readings*. Boulder, CO: Westview Press.
- Malik, P. (2009). *Connecting inner power with global change: The fractal ladder*. New Delhi, India: Response Books.
- McCarthy, C., & Teasley, C. (2008). *Transnational perspectives on culture, policy, and education: Redirecting cultural studies in neoliberal times*. New York: Peter Lang.
- Ong, A., & Collier, S. J. (2005). *Global assemblages: Technology, politics, and ethics as anthropological problems*. Malden, MA: Blackwell Pub.
- Palumbo-Liu, D., Robbins, B., & Tanoukhi, N. (2011). *Immanuel Wallerstein and the problem of the world: System, scale, culture*. Durham, NC: Duke University Press.
- Pensky, M. (2005). *Globalizing critical theory*. Lanham, Md: Rowman & Littlefield.
- Scheurman, W. E. (2008). *Frankfurt school perspectives on globalization, democracy, and the law*. New York: Routledge.
- Turner, B. S. (2010). *The Routledge international handbook of globalization studies*. Abingdon [England: Routledge.
- Wagner, P. (2012). *Modernity: Understanding the present*. Cambridge, UK: Polity.
- Webber, M., & Bezanson, K. (2008). *Rethinking society in the 21st century: Critical readings in sociology*. Toronto: Canadian Scholars' Press.

Globalization, Social Change and Reform

- Agathangelou, Anna M. & Ling, L. H. M. 2009. *Transforming world politics: From empire to multiple worlds*. (New International Relations). New York: Routledge. (*)
- Clegg, S., Haugaard, M., Sage Publications, inc., & Sage eReference (Online service). (2009). *The Sage handbook of power*. London: SAGE.
- Moaddel, M. (2007). *Values and perceptions of the Islamic and Middle Eastern publics*. New York: Palgrave Macmillan.
- Parrillo, V. N., Sage Publications, inc., & Sage eReference (Online service). (2008). *Encyclopedia of social problems*. Thousand Oaks, Calif: Sage Publications.
- Ritzer, G. (2006). *McDonaldization: The reader*. Thousand Oaks, Calif: Pine Forge Press.
- Rupp, G. (2006). *Globalization challenged: Conviction, conflict, community*. New York: Columbia University Press.
- Wallerstein, I. M. (2004). *World-systems analysis: An introduction*. Durham: Duke University Press.

Global Inequality, Poverty and Homelessness

- Amster, R. (2008). *Lost in space: The criminalization, globalization, and urban ecology of homelessness*. New York: LFB Scholarly Pub.
- Davis, M. (2006). *Planet of slums*. London: Verso.
- Glasser, I. (1994). *Homelessness in global perspective*. New York: G.K. Hall.
- Romero, M., & Margolis, E. (2005). *The Blackwell companion to social inequalities*. Malden, MA: Blackwell.
- Tonkiss, F. (2006). *Contemporary economic sociology: Globalisation, production, inequality*. London: Routledge.

Gender, Family, Marriage

- Chow, E. N., Segal, M. T., & Tan, L. (2011). *Analyzing gender, intersectionality, and multiple inequalities: Global, transnational and local contexts*. Bingley, UK: Emerald.
- Constable, N. (2003). *Romance on a global stage: Pen pals, virtual ethnography, and "mail-order" marriages*. Berkeley: University of California Press.
- Goldberg-Hiller, J. (2004). *The limits to union: Same-sex marriage and the politics of civil rights*. Ann Arbor: University of Michigan Press.
- Hébert, Y. M., Hoerder, D., & Schmitt, I. (2006). *Negotiating transcultural lives: Belongings and social capital among youth in comparative perspective*. Toronto: University of Toronto Press.
- Jaggar, A. M. (2008). *Just methods: An interdisciplinary feminist reader*. Boulder, CO: Paradigm Publishers.
- Zinn, M. B., Hondagneu-Sotelo, P., & Messner, M. A. (2011). *Gender through the prism of difference*. New York: Oxford University Press.

Transnationalism, Immigration, Multiculturalism, Identity

- Khagram, S., & Levitt, P. (2008). *The transnational studies reader: Intersections and innovations*. New York: Routledge.
- Nagle, J. (2009). *Multiculturalism's double bind: Creating inclusivity, cosmopolitanism and difference*. Farnham, England: Ashgate.
- Phillips, K. R., & Reyes, G. M. (2011). *Global memoryscapes: Contesting remembrance in a transnational age*. Tuscaloosa: University of Alabama Press.
- Savage, M., Bagnall, G., & Longhurst, B. (2005). *Globalization and belonging*. London: SAGE.
- Yuval-Davis, N., Kannabirān, K., & Vieten, U. (2006). *The situated politics of belonging*. London: SAGE.

Criminology

- Bahun-Radunović, S., & Rajan, V. G. J. (2008). *Violence and gender in the globalized world: The intimate and the extimate*. Aldershot, England: Ashgate.
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Communication and Technology

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Sustainability: Environment, Ecology, and Cities

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Social Movement, Resistance and Activism

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- Snow, D. A., Soule, S. A., Kriesi, H., & Blackwell Reference Online (Online service). (2004). *The Blackwell companion to social movements*. Malden, MA: Blackwell Pub.

1.6.2 Special Topics Course Proposal

1. Type of proposal: Special Topics

2. Course name and proposed number: **Sociology of Health, SOCI 2723**

Abbreviated: SOCI 2723 Sociology of Health

3. Calendar description:

This course provides an introduction to the sociology of health. We will analyze the social construction of medical knowledge, the dominant mode of understanding health and illness in our society; experiences of health and illness; the social foundations of health inequalities—how and why patterns of health, illness and mortality reflect class, gender, sexuality, racial and ethnic divisions; the formal institutions that define and manage health and health care; and the consequences of medicalization. Prerequisites: SOCI 1006 Introduction to Sociology

4. Theory or Category Grouping: Not applicable.

5. Impact on Programme Requirements: This will be an elective course, and should be added to the calendar as an elective 2000-level course.

6. Cross-listing: The proposed course will not be cross-listed.

7. Rationale for Course:

Sociology of health and illness is a growing field in Canada. Sociologists are weighing in on growing concerns and debates about health care spending, health inequities, new technologies, and how to address the needs of an aging population. A course in this area will prepare students to engage constructively with these debates and to undertake further studies on this topic. Additionally, this field is of great interest to many students. A number of students in the department are already conducting health-related honours research projects. This course will prepare future students to engage with and understand sociology of health literature and research, and provide training in relevant theoretical approaches.

8. Instructor's Name: Erin Fredericks, PhD

9. Course Description:

Canadians spend a lot of time thinking and talking about health and illness. We experience illness ourselves, read magazine articles about being healthy, wonder about our disease risk, support family members and friends who are sick, and watch television shows about hospitals. In relation to health and illness, sociologists ask questions like: What does it mean to be ill? Why are some people healthy and others not? How can we understand the role of medicine in our society? In this course, you will become familiar with this field and engage with these and other important questions. Although you will need to learn about certain concepts and issues of importance to sociologists of health and illness in this course, the main goal is not to have you memorize “facts” about health and illness. Actually, much of this course will involve questioning the “facts” about health and illness that we engage with every day—learning to examine the socially constructed nature of medical and health knowledge. That is, we will start to question why we believe certain things about health and illness to be true, and consider the individual and social consequences of these beliefs.

Course Overview:

Week	Topic
1	Introduction to Class
2	Health Issues as Social Issues
3	Theorizing Health Issues
4	Experiences of Health and Illness
5	Social Determinants of Health
6	Health Inequality and Social Policy
7	Social Construction of Health: Moral Regulation and Personal Responsibility
8	Social Construction of Illness: Medicalization and Diagnosis
9	Social Construction of Illness: Disability, Chronic Illness, and Aging
10	Social Organization of Health Care: Medicine as an Institution
11	Social Organization of Health Care: Canadian Health Care System
12	Review and Course Wrap-up

10: Evaluation System:

Assignment	Value	Brief Description
Assignment 1	25%	Students will write a 4-5 double-spaced page paper. The assignment document will provide 2 options, each with a list of guiding questions to be addressed in the paper.
Assignment 2	30%	Students will write a 4-5 double-spaced page paper. The assignment document will provide 2 options, each with a list of guiding questions to be addressed in the paper.
Weekly Questions and Reflections	10%	Each week, students will submit an open-ended discussion question that will be used in different ways to inspire class and group discussions. In addition, students will write and submit in-class reflections.
Participation, Attendance and In-class Activities	10%	Students will be graded on participation (contributions and active listening), and participation in in-class activities.
Exam	25%	

11. Possible Course Text and Materials:

Required Text:

Germov, J. & Hornosty, J. (2012). *Second Opinion: An Introduction to Health Sociology*. Ontario: Oxford University Press. (Available at Harriet Irving library, approximate cost to students: \$72.95)

12. Bibliography:

*Indicates items available at Harriet Irving Library

Books:

- *Albrecht, G.L., Fitzpatrick, R. & Scrimshaw, S.C. (eds.). *Handbook of Social Studies in Health and Medicine*. London: Sage.
- *Armstrong, P & Armstrong, H. (2011). *About Canada: Health care*. Halifax: Fernwood Publishing.
- *Benjamin, A., Este, D., James, C., Lloyd, B., Thomas Bernard, W. & Turner, T. (2010). *Race & Well-being: The Lives, Hopes and Activism of African Canadians*. Halifax: Fernwood Publishing.
- *Bird, C.E. (2010). *Handbook of Medical Sociology*. Nashville: Vanderbilt University Press.
- *Bryant, T., Raphael, D., Rioux, M. (2010). *Staying Alive: Critical Perspectives on Health, Illness and Health Care* (2nd ed.). Toronto: Canadian Scholars' Press.
- *Chappell, N.L. & Penning, M. (2009). *Understanding Health, Health Care and Health Policy in Canada: Sociological Perspectives*. New York: Oxford University Press.
- *Clarke, J. (2008). *Health, Illness & Medicine in Canada*. New York: Oxford University Press.
- *Cockerham, W. C. (2004). *Medical Sociology* (9th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- *Coburn, D., D'Arcy, C. & Torrance, G.M. (Eds.). (1998). *Health and Canadian Society: Sociological Perspectives* (3rd ed.). Toronto: University of Toronto Press.
- *Conrad, P. (2005). *The Sociology of Health and Illness: Critical Perspectives*. (7th ed.). Sage.
- *Davis, L.J. (ed.). (2010). *The Disability Studies Reader*. (3rd ed.). New York: Routledge.
- *Epstein, S. (1996). *Impure Science: AIDS, Activism, and the Politics of Knowledge*. California: University of California Press.
- *Etorre, E. (2010). *Culture, Bodies and the Sociology of Health*. Vermont: Ashgate.
- *Evans, R.G., Barer, M.L. & Marmor, T.R. (1994). *Why are Some People Healthy and Other Not?: The Determinants of Health of Populations*. New York; A de Gruyter.
- *Fee, E. (1983). *Women and Health; The Politics of Sex in Medicine*. New York: Baywood Publishing Company.
- *Figert, A. (1996). *Women and the Ownership of PMS: The Structuring of a Psychiatric Disorder*. New York, Aldine de Gruyter.
- *Fox, N.J. (1994). *Postmodernism, Sociology and Health*. Toronto: University of Toronto Press.
- *Foucault, M. (1974). *The Birth of the Clinic*. New York: Vintage Books.
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- *Freund, P. E. S., McGuire, M. B., & Podhurst, L. S. (2003). *Health, Illness, and the Social Body*. (4th ed.). Upper Saddle River, NJ: Prentice Hall.
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- *Gabe, J., Kelleher, D., & Williams, G. (eds.). *Challenging Medicine*. London: Routledge.
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- *Greenhalgh, S. (2001). *Under the Medical Gaze: Facts and Fictions of Chronic Pain*. Berkeley: University of California Press.
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- *Kleinman, A. (1988). *The Illness Narratives: Suffering, Healing, and the Human Condition*. New York: Basic Books.

- *Kroll-Smith, S. & Floyd, H.H. (1997). *Bodies in Protest: Environmental Illness and the Struggle over Medical Knowledge*. New York; New York University Press.
- *LaVeist, T. A. (2002). *Race, Ethnicity and Health: A Public Health Reader*. San Francisco: Jossey-Nass.
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- *Lorber, J. (1997). *Gender and the Social Construction of Illness*. Thousand Oaks: Sage Publications.
- *Lupton, D. (1999). *Risk*. London: Routledge.
- *Lupton, D. (2012). *Medicine as Culture: Illness, Disease and the Body*. (3rd ed.). London: Sage.
- Mattingly, C. and L. C. Garro, Eds. (2001). *Narrative and the Cultural Construction of Illness and Healing*. Berkeley, University of California Press.
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- *Mirowsky, J., & Ross, C. E. (2003). *Social Causes of Psychological Distress*. (2nd ed.). Edison, NJ: Aldine Transaction.
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- *Rose, N. (2007). *Politics of Life Itself; Biomedicine, Power, and Subjectivity in the Twenty-first Century*. Princeton: Princeton University Press.
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- *Williams, S.J., Gabe, J. & Calnan, M. (2002). *Health, Medicine & Society: Key Theories, Future Agendas*. London: Routledge.

Journals:

**Canadian Journal of Public Health*

**Body & Society*

**Health*

**Health Care for Women International*

**Health Sociology Review*

** Journal of Health and Social Behavior*

**Journal of Gender, Culture & Health*

**Social Science and Medicine*

Social Theory & Health

**Sociology of Health & Illness*

**Women's Health & Urban Life*

2. ITEMS THAT REQUIRE SENATE APPROVAL

2.1 Catholic Studies Programme

Revision to the Requirements for the Major in Catholic Studies

According to the 2012-2013 Academic Calendar, page102:

The Major in Catholic Studies is a four-part course of studies totaling 36 credit hours, which includes 18 credit hours in electives as indicated below:

Group I – Catholic History (6 credit hours)

HIST 3213 The Early Church

HIST 3223 The Medieval Church

RELG 3033 Saints and Heretics: The Historical Development of the Church

RELG 3043 The Contemporary Church

Group II – Catholic Theology (6 credit hours)

RELG 2313 Introduction to the Hebrew Bible

RELG 2333 Introduction to the New Testament

RELG 2613 Basic Issues in Theology

RELG 3323 Book of Isaiah

RELG 3343 Gospel of John

RELG 3353 Christian Liturgy and Sacramental Life

RELG 3363 Jesus of Nazareth - Christ of Faith

RELG 3373 Jesus the Christ as Understood Throughout History

RELG 3623 The God of Christians

Group III – Faith and Reason (3 credit hours)

PHIL 2133 Medieval Philosophy I

PHIL 2143 Medieval Philosophy II

PHIL 3413 God in Western Thought

PHIL 3523 Thomas Aquinas: Knowledge, Being, and Human Being

PHIL 3553 Augustine

Group IV – Faith and Values (3 credit hours)

CATH 3213 Catholic School Teaching and Contemporary Issues

HMRT 3043 Human Rights in the Catholic Tradition

HMRT 3053 Human Rights and the Church

PHIL 2213 Introduction to Moral Philosophy

PHIL 3533 Thomas Aquinas: Law, Morality, Society

RELG 2513 Foundations of Christian Ethics

However, HIST 3213 The Early Church; RELG 3033 Saints and Heretics: The Historical Development of the Church; and RELG 3043 The Contemporary Church are no longer offered. Therefore, the only course that remains in Group I (Catholic History) is HIST 3223 The Medieval Church.

It is proposed that the requirement of 6 credit hours from Group I (Catholic History) for the completion of a Major in Catholic Studies be reduced to 3 credit hours.

In light of this proposal, it is also proposed that the requirement of 3 credit hours from Group III (Faith and Reason) be increased to 6 credit hours.

This will ensure that the requirement of 18 credit hours of electives from Groups I, II, III, and IV is satisfied.

Of the three remaining groups of elective courses – Group II (Catholic Theology); Group III (Faith and Reason); and Group IV (Faith and Values) – the Philosophy courses listed in Group III are offered on a more regular basis and will therefore give those students who wish to complete a Major in Catholic Studies the opportunity to do so.

The Philosophy Department unanimously supports this change.

2.2 Fine Arts Programme

2.2.1 New Course Proposal

Type of Proposal: Regular Offerings

It is proposed that FNAR 2133 Introduction to Musical Theatre History and Performance (now retired) be revised so as to create a sequence of two courses at the 3000-level:

FNAR 3133 Musical Theatre History and Performance I (3ch)

FNAR 3233 Musical Theatre History and Performance II (3ch)

Staffing: Specialized FT Faculty in Fine Arts (Music)

Course workload: 3 hours per week

Credit hours: 3 (Semester 1) + 3 (Semester 2)

Cap: 30 students

Delivery Formats: Lecture + Workshop

Delivery Settings: MMH 101

Public Performances: MMH101 – Ted Daigle Auditorium – Black Box Theatre – Kinsella Auditorium

Calendar Descriptions:

FNAR 3133- Musical Theatre and Performance I (3 hours, 3ch, fall)

Lectures, recordings, films, scores, and librettos are used to examine the evolution of performance, writing, musical style and theatrical design in the development of musical theatre from the nineteenth century to the present. Students learn techniques in acting, voice, singing and movement, and perform selections from modern and contemporary musicals. The course culminates in a public performance.

Prerequisites: FNAR 2063 and FNAR 2051, or permission of the instructor. **Co-requisite:** FNAR 3151 Voice and Movement I.

FNAR 3233- Musical Theatre and Performance II (3 hours, 3ch, spring)

Lectures, recordings, films, scores, and librettos are used to examine the evolution of performance, writing, musical style and theatrical design in the development of musical theatre from the nineteenth century to the present. Students learn techniques in acting, voice, singing and movement, and perform selections from modern and contemporary musicals. The course culminates in a public performance.

Prerequisites: FNAR 3133 and FNAR 3151, or permission of the instructor. **Co-requisite:** FNAR 3251 Voice and Movement II.

Rationale:

FNAR 2133 Introduction to Musical Theatre History and Performance was one of the founding courses in FNAR at STU. When it was first offered, in fall 2004, the course established a natural link between the soon-to-be-created Fine Arts Programme and the existing and highly successful Drama Concentration offered by the English Department. Anecdotal information indicates that enrolment was always to full capacity within minutes of the course being posted on WebAdvisor. The three consecutive years when the course was offered, the course cap was set at 25, which was the maximum number of students who could successfully be taught (given that many of these students had no previous musical experience, and there was no other supporting curricular infrastructure in music).

The reintroduction of the course, planned for September 2013, comes with several contextual improvements. These improvements, the main of which are listed below, warrant great hope for this course in terms of recruiting and enrolment, not just for FNAR but for STU at large:

1. The course is now expanded into a full-year sequence at the 3000 level, allowing for a much deeper and comprehensive treatment of the subject.
2. A FT member in the FNAR Programme (Musical Theatre Voice) will be teaching it, which means that the course will have no impediment to become a permanent offering.
3. In the past, students had no previous training in music and the instructor spent significant amounts of time teaching music rudiments, instead of teaching the actual course content. Given that students will have significant previous preparation in music (as mandated by the prerequisites and made possible by the solid curricular infrastructure in music that now exists at STU) the course contents will be treated with much more depth.
4. Specific programmatic linkages between this course—and the Fine Arts Programme—will be developed with courses in Drama—and the English Programme—establishing a synergy between the two.

Course Learning Outcomes

- Students significantly develop their overall musicianship.
- Students develop and improve ear training and sight-singing skills.
- Students develop and improve the ability to independently prepare, rehearse, and perform standard musical theatre numbers.
- Students develop their vocal technique, including breathing, tone quality production, intonation, and diction.
- Students develop their acting, dancing, and stage skills.
- Students examine masterpieces from musical theatre repertoire from a variety of critical perspectives.
- Students apply standard voice leading, harmonic, and contrapuntal tools to analysis of musical theatre repertoire.
- Students engage in scholarly dialogue with secondary sources of the music literature.
- Students establish explicit dialectic connections between performance practices, style, musical structure, and cultural context.

Evaluation System

- Students prepare and perform a variety of instructor-assigned musical theatre numbers (songs, duets, etc.) at specified intervals during the semester (30%)
- Students complete two formal research papers on the musical theatre repertoire (historical, analytical). Papers must be a minimum of 1,500 words, and critically engage the secondary literature. Weight: 30% (15% + 15%).
- Students complete midterm and in-class quizzes and tests, on materials from the textbook and/or lectures, normally with a listening component. Weight: 20%.
- Students prepare and deliver a final performance. Weight: 20%.

Sample Bibliography

A) General Reference:

Sadie, Stanley, ed. (2001). *The New Grove Dictionary of Music and Musicians*. New York: Grove's Dictionaries, Inc. (H.I. Library has the 29-volume 2001 edition in the Reference section. First edition, 1954 in regular stacks: ML100 G883.)

B) Journal Articles, available through Jstor.org:

- Block, Geoffrey. "The Broadway Canon from Show Boat to West Side Story and the European Operatic Ideal." *The Journal of Musicology* 11/4 (Autumn, 1993), 525-544. Article Stable URL: <http://www.jstor.org/stable/764025>.
- Blyton, Carey. Sondheim's 'Sweeney Todd': The Case for the Defence." *Tempo, New Series* 149 (Jun., 1984), 19-26. Article Stable URL: <http://www.jstor.org/stable/945080>.
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- Menerth, Edward F., Jr. "American Musical Theater." *Music Educators Journal* 53/6 (Feb., 1967), 83-87+89-91. Article Stable URL: <http://www.jstor.org/stable/3390929>.
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- Sutcliffe, Tom. "Sondheim and the Musical." *The Musical Times* 128/1735 (Sep., 1987), 487-490. Article Stable URL: <http://www.jstor.org/stable/964845>.
- Swayne, Steve. "Music for the Theatre, the Young Copland, and the Younger Sondheim." *American Music* 20/1 (spring, 2002), 80-101. Article Stable URL: <http://www.jstor.org/stable/3052243>.
- Taylor, Gary J. "'Romeo and Juliet' and 'West Side Story': An Experimental Unit." *The English Journal* 51/7 (Oct., 1962), 484-485. Article Stable URL: <http://www.jstor.org/stable/811316>.
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2.2.2 New Course Proposal

Type of Proposal: Regular Offerings

Course Titles:

FNAR 3151 Voice and Movement I (Semester 1)

FNAR 3251 Voice and Movement II (Semester 2)

Staffing: Specialized FT Faculty in Fine Arts (Musical Theatre Voice)

Course workload: 3 hours per week

Credit hours earned: 1 (Semester 1) + 1 (Semester 2)

Cap: 30 students

Delivery Formats: Workshop

Delivery Settings: MMH 101

Public Performances: MMH101 – Ted Daigle Auditorium – Black Box Theatre – Kinsella Auditorium

Calendar Descriptions:

FNAR 3151 Voice and Movement I (3 hours, 1ch, Semester 1)

This is the first course of a year-long sequence, to be taken together with Musical Theatre History and Performance I. The course consists of intensive voice/movement training for the actor-singer-musician, comprising exercises and techniques devoted to improving intonation, diction, extension of range, and expression. Class sessions will be devoted to the understanding, practical development, and mastery of vocal production, anatomy and physiology, phonetics, and movement, with a strong focus on the musical theatre repertoire in English. **Prerequisites:** FNAR 2063 Tonal Music II and FNAR 2051 STU Singers II, or permission by the instructor. **Co-requisite:** FNAR 3133.

FNAR 3251 Voice and Movement II (3 hours, 1ch, Semester 2)

This is the second course of a year-long sequence, to be taken together with Musical Theatre History and Performance II. The course consists of intensive voice/movement training for the actor-singer-musician, comprising exercises and techniques devoted to improving intonation, diction, extension of range, and expression. Class sessions will be devoted to the understanding, practical development, and mastery of vocal production, anatomy and physiology, phonetics, and movement, with a strong focus on the musical theatre repertoire in English. **Prerequisites:** FNAR 3133 and FNAR 3151, or permission by the instructor. **Co-requisite:** FNAR 3233.

Rationale:

FNAR 3151 & FNAR 3251: Voice and Movement I / II will allow students who already act and sing (or have a strong interest in developing the ability to develop these skills), the chance to belong to STU's own musical theatre productions. The course will contribute to the performance track within the music offerings at STU; as such, it will be useful both to emerging and established musicians in our student population. As well, it will provide an attractive option to all drama students.

Once firmly integrated within the regular curricular offerings, this course will be the backbone of a solid music-drama performance concentration, acting as an effective ambassador for the University, and providing an excellent opportunity for outreach within the Fredericton community and beyond. Because it is clustered with its curricular complement, Musical Theatre History and Performance I / II, and because it is exclusively workshop-based, this sequence will earn only one credit per semester (this formula is consistent with every other music performance course at STU). This mandatory frequency of

six hours of practice per week, spanning an entire year of instruction, will also ensure that significant musical progress will take place, and that the final performances will be of a high quality.

Course Objectives:

- Students assimilate a repertoire of physical/vocal exercises for daily use in the development of relaxed and efficient breathing patterns and extended vocal range of pitch, pace, and volume.
- Students significantly improve their ability to sing in public.
- Students significantly develop their ability to identify interpretive and technical issues pertaining to musical theatre performance (acting and singing).
- Students improve their sight-reading and music performance skills.
- Students improve their overall musicianship.
- Students demonstrate an intellectual and physical understanding of basic vocal anatomy and physiology for safe and effective work on stage.

Required (Sample) Text:

Joan Melton. *One Voice: Integrating Singing and Theatre Voice Techniques*. Portsmouth, NH: Heinemann Drama, 2003.

Evaluation System

Students will be evaluated on attendance, preparation and participation in the every class session. Students will be expected to prepare and be able to sing all of the music presented during the course. In addition, all students must participate in the final performance, at the end of each semester.

The grading rubric for this course is as follows:

- Attendance 20%
- Sight-singing and aural skills in musical theatre repertoire 20%
- Individual Performance tests of voice production and repertoire 30%
- Individual demonstration of exercises assigned in class 30%

Bibliography

Scores required for the rehearsals and concerts will be chosen, purchased, and distributed by the instructor. Students may be required to pay a course fee.

2.3 Department of Gerontology

Proposal to Offer 1st Year Gerontology Courses

The Gerontology department would like to request that we alter our current programme offerings to include first year courses as of the 2014-2015 academic year.

Our plan is to offer our current Introductory Courses, namely, GERO 2013 Introduction to Gerontology and GERO 2023 Multidisciplinary Issues in Aging, at the first year level.

Our proposal is to simply change the course numbers to GERO 1013 and GERO 1023. We would continue to offer the same content in the courses; however, the teaching style would be geared to students in their first year of university. That is, the course instructor would not assume that the students would have a basic understanding of Psychology, Sociology and the Humanities areas of study that form the basis of the field of Gerontology.

The implications of this change are the following:

We anticipate that our numbers of majors will increase, as currently students do not encounter Gerontology as an option either in high school or in first year at STU. This will be of benefit to our department, but also to STU in general.

This change will allow our department to expand our upper level course offerings and to be in a position to offer courses that we are at present unable to offer on a regular basis.

2.4 Department of Sociology

Proposal to Add Designated Special Topics Course Numbers

The Department of Sociology requests that the following numbers be designated as Special Topics courses in the *Calendar*.

SOCI 2722 Special Topics

The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

SOCI 2733 Special Topics

The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

SOCI 3723 Special Topics

The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

SOCI 3733 Special Topics

The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

Rationale: The Department wishes to have two Special Topics course numbers available at each of the 2000- and 3000-levels so as to accommodate, for example, new faculty who each will be teaching a 2000-level Special Topics course.