

**Senate Curriculum Committee Report**  
**June 2013** *(Includes all material from May report)*

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## I. SUMMARY

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

#### 1.1 Human Rights Programme

*Removal of courses that are no longer offered (p. 36):*

PHIL 3343: Human Nature, Society, Justice, and Law I: Classical and Christian Theories

PHIL 3353: Human Nature, Society, Justice, and Law II: Modern Secular Theories

PHIL 3533: Thomas Aquinas: Law Morality and Society

POLS 3506: Human Rights and International Relations and Foreign Policy

POLS 3603: United Nations

PSYC 4413: Seminar in Prejudice and Discrimination

PSYC 4483: Seminar in the Psychology of Women

**Approved by SCC**

*Cross-listing of courses previously designated as “electives”(pp. 36-37) :*

ECON 2203 (HMRT 2203): Community Economic Development

ECON 2223 (HMRT 2223): Political Economy of Women

ECON 2303 (HMRT 2233): Women in the Third World

ENGL 3433 (HMRT 3433): World Literature: West Indies and Africa,

ENGL 3443 (HMRT 3443): World Literature: India.

ENVS 2023 (HMRT 2243): Introduction to Perspectives on the Environment

ENVS 3013 (HMRT 3213): Environmental Policy

ENVS 3023 (HMRT 3223): Environmental Praxis

GRID 2006 (HMRT 2206): Quest for the Good Life

GRID 2206 (HMRT 2216): Human Nature and Technology

GRID 3306 (HMRT 3206): Justice

GRID 3506 (HMRT 3216): Freedom

PHIL 2213 (HMRT 2253): Introduction to Moral Philosophy

PHIL 2233 (HMRT 2263): Contemporary Moral Philosophy

PHIL 2243 (HMRT 2273): Current Issues in Ethics

POLS 1603 (HMRT 1203): Global Politics

POLS 2806 (HMRT 2236): Western Tradition of Political Philosophy

POLS 3133 (HMRT 3233): The Charter of Rights and Freedom

POLS 3503 (HMRT 3243): Human Rights, International Relations and Foreign Policy

POLS 3613 (HMRT 3253): Model United Nations

STS 2403 (HMRT 2283): Science, Technology, and War

STS 3303 (HMRT 3263): Sex, Science, and Gender

STS 3503 (HMRT 3273): Feminism and Technoscience

STS 3063 (HMRT 3283): Science, Religion, and Galileo’s Trial

**Approved by SCC** (pending Senate approval of additions in 2.4, below)

#### 1.2 School of Social Work

Permission was received by SCC from the Department of Psychology to cross-list SCWK 3973 Introduction to Narrative and Narrative Research. (PSYC 3973.) **Approved by SCC.**

## 2. ITEMS THAT REQUIRE SENATE APPROVAL

### 2.1 Department of Economics (pp. 5-20)

**MOTION:** That Economics 1006 Introduction to Economics: Justice and the Economy be approved.

**MOTION:** That Economics 2333 Ecological Economics be approved.

**MOTION:** That Economics 2333 be added to the list of courses offered under Category C of the distribution requirements of the Major in Environment and Society.

**MOTION:** That Economics/Business 3033 Labour Relations and Collective Bargaining be approved.

**MOTION:** That Economics 3153 Political Economy be approved.

### 2.2 School of Education (pp. 21-33)

**MOTION:** That Education 5523 Theatre in Education be approved.

**MOTION:** That Education 5833 Teaching Secondary Math and Science be approved.

**MOTION:** That Education 6733 Teaching Elementary and Middle Level Science be approved.

### 2.3 Department of History (pp. 34-35)

**MOTION:** That History 4903 Independent Study be approved.

**MOTION:** That revised *Calendar* description of 4906 Independent Study be approved.

**MOTION:** That History 3993 Special Topics in Global History be approved.

### 2.4 Human Rights Programme (p. 36)

**MOTION:** That the following courses be added to the Human Rights Programme as electives for students seeking to fulfill the Major:

ECON 2203: Community Economic Development (*Institutions and Applications*)

ECON 2303: Women in the Third World (Social Issues)

ENGL 3433: World Literature: West Indies and Africa,

ENGL 3443: World Literature: India.

ENVS 2023: Introduction to Perspectives on the Environment (Philosophic Foundations)

ENVS 3013: Environmental Policy (Institutions and Applications)

ENVS 3023: Environmental Praxis (Institutions and Applications)

PHIL 2213: Introduction to Moral Philosophy (*Philosophic Foundations*)  
POLS 3133: The Canadian Constitution: The Charter of Rights and Freedom (*Law*)  
POLS 3503: Human Rights and International Relations and Foreign Policy  
STS 2403: Science, Technology and War (*Social Issues*)  
STS 3303: Sex, Science, and Gender (*Social Issues*)  
STS 3503: Feminism and Technoscience (*Social Issues*)  
STS 3063: Science, Religion, and Galileo's Trial (*Institutions and Applications*)

### **2.5 Native Studies Programme (pp. 38-44)**

**MOTION:** That NATI 1123 Beginning Maliseet/Passamaquoddy II be approved.

**MOTION:** That NATI 4173 Methods in Immersion Teaching II be approved.

**MOTION:** That NATI 4243 Verbs in the Target Language II be approved.

## **II. DOCUMENTATION**

### **1. Department of Economics**

#### **1.1 New Course Proposal (major revision of existing course):**

#### **ECON 1006 Introduction to Economics: Justice and the Economy**

1. TYPE OF PROPOSAL: The course would be a regular course offering of the Department of Economics.

2. COURSE NAME AND PROPOSED NUMBER:

Economics 1006 Introduction to Economics: Justice and the Economy

Timetable listing: ECON 1006 Justice and the Economy

3. CALENDAR DESCRIPTION

In addition to a critical study of how an economy works, the course will examine issues of economic justice such as the equitable distribution of power, resources and income by class, race, gender and geography; ecological sustainability; and economic relations in a peaceful world.

4. THEME OR CATEGORY GROUPING IN CALENDAR

- a. ECON 1006 (or ECON 1013/ECON 1023) remains as a required course for minors, majors and honours
- b. Add ECON 1006 to the list of general interest courses offered by the Department of Economics.

5. IMPACT ON PROGRAMME REQUIREMENTS

The change in title and description of the course does not change its status as one of two possible requirements (the other being ECON 1013/ECON 1023) for the Minor, Major, or Honours programmes in the *Calendar*.

6. CROSS-LISTING

Economics 1006 will continue to serve as one of the courses under Focus Area # 3, Politics and Governance, in the Communications and Public Policy major (SCC has received approval from the Director of Journalism and Communications).

7. RATIONALE FOR THE COURSE

The course is designed to give an alternative approach to Introductory Economics for Economics students. In addition, it is offered as an important general course for the university community. The course also adds richness in its listing in the Communications and Public Policy and Peace Studies programmes. It does not duplicate any other course at the university.

8. INSTRUCTOR'S NAME

Joan McFarland, a full-time member of the Economics department, has designed this course and has a specialty in this area. Prof. A. Secord would also have the background to be able to offer the course.

9. COURSE DESCRIPTION

TEXTS: Stanford, Jim. *Economics for Everyone: A Short Guide to the Economics of Capitalism*.

Halifax: Fernwood, 2008.

Garver, Geoffrey and Keith Helmuth. *Right Relationship: Building a Whole Earth Economy*. San Francisco: Berrett-Koehler, 2009.

We will work through the Stanford text to get a good understanding of how the economy works. Stanford also has a very good website with lots of material on it. Interspersed with this, we will study the supplementary readings which expand on the Stanford material in terms of social and ecological justice issues in the economy.

The class will meet twice a week for 80 minutes. There will be lectures, large and small group discussions and exercises, films, guest speakers and student presentations.

There will be writing requirements in the form of frequent assignments on the readings and films. The exams will be composed of short answer and essay questions. There will be no multiple choice questions.

#### 10. EVALUATION SYSTEM

Class work (assignments, presentations, quizzes)	35%
Midterm exams (one each semester)	25%
Christmas and final exams	25%
Participation	15%

#### 11. COURSE TEXTS (See above)

#### 12. BIBLIOGRAPHY (Those not available at the Harriet Irving Library are marked with an asterisk.)

Beneria, Lourdes. *Gender, Development and Globalization: Economics as if All People Mattered*. New York and London: Routledge, 2003.

Eisler, Raine. *The Real Wealth of Nations: Creating a Caring Economics*. San Francisco: Berrett-Koehler, 2007.

Ferber, Marianne A. and Julie Nelson. *Beyond Economic Man: Feminist Theory and Economics*. Chicago: University of Chicago Press, 1993.

Ferber, Marianne A. and Julie Nelson. *Feminist Economics Today: Beyond Economic Man*. Chicago: University of Chicago Press, 2003.

Folbre, Nancy. *The Invisible Heart: Economics and Family Values*. New York: The New Press, 2001.

Gibson-Graham, J.K. *The End of Capitalism (As We Knew It): A Feminist Critique of Political Economy*, 2<sup>nd</sup> edit. Minneapolis, University of Minnesota Press, 2006.

\*Head, Tom. *Envisioning a Moral Economy*. Wallingford, PA: Pendle Hill Publications, 2010.

Lind, Christopher. *Rumours of a Moral Economy*. Halifax: Fernwood, 2010.

Kerans, Patrick and Kearney, John. *Turning the World Right-Side Up: Science, Community and Democracy*. Halifax: Fernwood, 2006.

Mellor, Mary. *Feminism and Ecology*. New York, Polity Press, 1997.

Mies, Maria. *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*. London: Zed Books, 1986.

Naiman, Joanne. *How Societies Work: Class, Power and Change in a Canadian Context*, 4<sup>th</sup> edit. Halifax: Fernwood, 2008.

Nelson, Julie A. *Economics for Humans*. Chicago: University of Chicago Press, 2006.

Salleh, Ariel (ed.) *Eco-Sufficiency and Global Justice: Women Write Political Ecology*. London and New York: Pluto Press, 2009.

## 1.2 New Course Proposal

### ECON 2333 Ecological Economics

1. TYPE OF PROPOSAL: The course would be a regular course offering of the Department of Economics.
2. COURSE NAME AND PROPOSED NUMBER:  
Economics 2333 Ecological Economics  
Timetable listing: ECON 2333 Ecological Economics
3. CALENDAR DESCRIPTION:  
Starting from the understanding that the economy is a subsystem of the ecological life-support system, the course utilizes a transdisciplinary approach (ecological, social and economic) to examine the problems of scale, equity, and efficiency in contemporary human social formations. The course will also discuss the distinctive policy implications of ecological economics. No prerequisite required.
4. THEME OR CATEGORY GROUPING IN CALENDAR
  - a. Add ECON 2333 to list of general interest courses offered by the Department of Economics
  - b. Add ECON 2333 to the list of courses under the heading *International Economy and Canadian Institutions and Policy* in the *Subject Areas* offered by the Department of Economics
  - c. Add ECON 2333 to the list of courses offered under Category C of the distribution requirements of the major in Environment and Society
5. IMPACT ON PROGRAMME REQUIREMENTS  
The course does not affect the requirements for the Minor, Major, or Honours programmes in the *Calendar*. As indicated in 4. (above), ECON 2333 does provide an additional course to meet their requirements in various categories.
6. CROSS-LISTING  
The course is not to be cross-listed.
7. RATIONALE FOR THE COURSE  
The course is designed to introduce a new elective for our majors as well as service the general university community of students. One of the recommendations of our last external review was to “..consider offering one or more new courses at the 2000 level with no prerequisite requirement, which could be taken by non-majors, as a way of further integrating Economics with the rest of the university” (Recommendation 5). We expect the course will contribute to this objective. The course will not duplicate any other course at the university and will make a positive contribution to the Environment and Society programme as one of their Group C electives.
8. INSTRUCTOR’S NAME  
One member of our department (Dr. A. Secord) has a specialty in this area. Additionally, one of our part-time faculty (Dr. T. Gray) is qualified to teach this course. The course would be offered every second year, alternating with one of our other field courses.

## 9. COURSE DESCRIPTION

TEXT: Daly, Herman, and Joshua Farley. 2010. *Ecological Economics, Principles and Applications*. 2<sup>nd</sup> ed. Washington: Island Press.

Supplementary text: Lukes, Steven. 2004. *Power, a Radical View*. 2<sup>nd</sup> ed. New York: Palgrave Macmillan.

Students will be introduced to the transdisciplinary approach of ecological economics, which has been investigating the implications of bio-physical limits (scale issues) for contemporary capitalism. The course will begin with a brief overview of the history of the contradiction between systemic economic growth and ecological limits, focusing on greenhouse gas emissions, biodiversity loss, human interference with the nitrogen cycle, and ocean acidification. This is followed with a brief overview of the basic principles of ecology and thermodynamics. Traditional microeconomics is then introduced from the perspective of its underlying premises of possessive individualism focusing on the theory of consumer demand and its relationship to social welfare; followed by the critique by behavioural economists and social psychologists. Traditional macroeconomics is introduced, with its emphasis on maximizing monetized exchange value and minimizing short and long run instability. This is followed with the critique of conventional measures of economic wellbeing (GDP and GNP) and an introduction to other measures of social welfare. The course will then examine the public policy proposals that have come from ecological economists in the three areas of sustainable scale, just distribution, and efficient allocation. Students will be introduced to the public policy formation process in terms of individual, organizational, and class power.

Course organization: The course will meet three times each week (M,W,F) with the class on Friday reserved for class discussion of assigned readings and short essay assignments. The Monday and Wednesday classes will be a combination of lectures, short video clips (no 50 minute videos – students will be expected to view those outside of class time), and the occasional guest speaker.

Writing requirements: Students will be expected to complete one written assignment each week (approximately 500 words), based on assigned questions and materials.

Course schedule:

Note: All chapters are from the text by Daly and Farley. Additional supplementary readings will be assigned on a weekly basis.

Introduction to Ecological Economics

- Week 1: Growth in a finite ecosystem: IPAT constraint (Ch.1)
- Week 2: Humans, history, and hubris: Transdisciplinary challenges (Ch.3)
- Week 3: From empty world to full world: Thermodynamic constraints (Ch.7)

Conventional growth economics and the need for transdisciplinary social science

- Week 4: Microeconomics: Possessive individualism, level 1 (Chs. 8-12)
- Week 5: Macroeconomics: Possessive individualism, level 2 (Chs.13-16)
- Week 6: International trade: Kinks in the theory (Ch. 17)
- Week 7: Globalization: Scale, justice and time (Ch. 18)



Ecological economics and public policy

Week 8: Power and public policy formation (Lukes, Chs. 1-3)

Week 9: Principles of ecological policy design (Ch. 20)

Week 10: Policy and sustainable scale (Ch. 21)

Week 11: Policy and just distribution (Ch.22)

Week 12: Policy and efficient allocation (Ch.23)

#### 10. EVALUATION SYSTEM

Weekly short essays	25%
In-class test 1	25%
In-class test 2	25%
Policy paper	25%

#### 11. COURSE TEXTS

TEXT: Daly, Herman, and Joshua Farley. 2010. *Ecological Economics, Principles and Applications*. 2<sup>nd</sup> ed. Washington: Island Press.

Supplementary text: Lukes, Steven. 2004. *Power, a Radical View*. 2<sup>nd</sup> ed. New York: Palgrave Macmillan.

#### 12. BIBLIOGRAPHY (all of these materials are available at the Harriet Irving Library)

Ackerman, F. 2009. *Can We Afford the Future? The Economics of a Warming World*. London: Zed Books.

Andersson, J., and Mattias Lindroth. 2001. Ecologically Unustainable Trade. *Ecological Economics* 37, no.1: 113-22.

Brekke, K.A., and R.B. Howarth. 2002. *Status, Growth, and the Environment: Goods as Symbols in Applied Welfare Economics*. Cheltenham, UK: Edward Elgar.

Common, M., and S. Stagl. 2005. *Ecological Economics, an Introduction*. Cambridge, MA: Cambridge University Press.

Costanza, R.1991. *Ecological Economics: The Science and Management of Sustainability*. New York: Columbia University Press.

Daly, H. 1996. *Beyond Growth: The Economics of Sustainable Development*. Boston: Beacon Press.

Daly, H., and J. Cobb. 1994. *For the Common Good: Redirecting the Economy toward Community, the Environment, and a Sustainable Future*. 2nd ed. Boston: Beacon Press.

Faber, M., R. Manstetten, and J. Proops. 1998. *Ecological Economics: Concepts and Methods*. Cheltenham, UK: Edward Elgar.

Georgescu-Roegen, N. 1971. *The Entropy Law and the Economic Process*. Cambridge, MA: Harvard University Press.

Gowdy, J. 1994. *Coevolutionary Economics: Economy, Society, and Environment*. Boston: Kluwer Academic Free Press.

Nadeau, R.L. 2003. *The Wealth of Nature: How Mainstream Economics Has Failed the Environment*. New York: Columbia University Press.

J.G. Speth. 2008. *The Bridge at the Edge of the World*. New Haven: Yale University Press.

Victor, P.A. 2008. *Managing Without Growth*. Cheltenham, UK: Edward Elgar.

### 1.3 New Course Proposal:

#### ECON/BUSI 3033 Labour Relations and Collective Bargaining

1. TYPE OF PROPOSAL: The course would be one of the elective courses under the Major in Economics with a Business Option. It will also be cross-listed as an Economics course. [*SCC Note: Students in this programme are required to complete 36 credit hours in Economics and 18 credit hours in Business. ECON/BUSI 3033 can be applied to only **one** of these required areas.*]
2. COURSE NAME AND PROPOSED NUMBER:  
Economics/Business 3033 Labour Relations and Collective Bargaining  
Timetable listing: ECON/BUS 3033 Labour Relations
3. CALENDAR DESCRIPTION  
The course examines collective bargaining in its historical and institutional context. Topics include the history of the labour movement, the attainment of bargaining rights, the collective bargaining process, the grievance and arbitration process, and the legal environment.
4. THEME OR CATEGORY GROUPING IN CALENDAR
  - a) Add ECONOMICS/BUSINESS 3033 to the list of elective courses under the Major in Economics with a Business Option. Drop ADM 3875 (UNB) from the list of elective courses under the Major in Economics with a Business Option.
  - b) Add ECONOMICS/BUSINESS 3033 to the list of courses under the heading *Canadian Institutions and Policy* in the *Subject Areas* offered by the Department of Economics.
5. IMPACT ON PROGRAMME REQUIREMENTS  
ECONOMICS/BUSINESS 3033 replaces ADM 3875 as an elective course for the major in Economics with a Business Option.
6. CROSS-LISTING  
ECONOMICS/BUSINESS 3033 is cross-listed as both an Economics and a Business course.
7. RATIONALE FOR THE COURSE  
Presently STU students majoring in Economics (Business Option) take their Business courses at UNB. As the number of STU students taking the Business Option has increased, students have been increasing their requests for the courses to be offered at STU to avoid registration delays and scheduling problems.
8. INSTRUCTOR'S NAME  
We expect that the course will be taught initially by part-time faculty.
9. COURSE DESCRIPTION  
TEXT: Gunderson, Morley, and Daphne Gottlieb Taras, eds. 2008. *Canadian Labour and Employment Relations*. 6th ed. Toronto, ON: Pearson Education Inc.

The course examines collective bargaining in its historical and institutional context. Topics include the history of the labour movement, the attainment of bargaining rights, the collective bargaining process, the grievance and arbitration process, and the legal environment.

#### TOPICAL COVERAGE

The course will be organized around lectures and discussions of assigned problem sets.

#### Week 1 Introduction: course content and history

##### Required readings:

Taras, Daphne, and Morley Gunderson. 2008. Canadian labour and employment relations. In *Canadian Labour and Employment Relations*, 6<sup>th</sup> ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 1, pp. 1 - 22.)

Marsden, Richard. 2008. Labour history and the development of modern capitalism. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 3, pp. 56 - 73.)

#### Week 2 Union Organization: Legal Frameworks and Union Strategies

##### Required readings:

Frost, Ann, and Daphne Taras. 2008. Understanding the unionization decision. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 2, pp. 23 - 55.)

#### Week 3 Union Leaders, Structures and Strategies

##### Required readings:

Murray, Gregor. 2008. Unions: membership, structure, actions, and challenges. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 4, pp. 74-105.)

#### Week 4 Managerial Perspectives and Strategies in Labour Relations

##### Required readings:

Thompson, Mark. 2008. The management of industrial relations. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 5, pp. 106-124.)

#### Weeks 5 Social, Political, and Economic Environments

##### Required readings:

Reid, Frank, and Rafael Gomez. 2008. Social, political, and economic environments. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 7, pp. 163-190.)

#### Week 6 Legal Environments

##### Required readings:

Slinn, Sara. 2008. Collective bargaining legislation in Canada. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 8, pp. 191 - 222.)

England, Geoffrey. 2008. The individual employment contract and employment legislation in Canada. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 9, pp. 223-245.)

#### Week 7 Essentials of Negotiations

##### Required readings:

Chaykowski, Richard. 2008. Collective bargaining, structure, process, and innovation. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 10, pp. 246 - 282.)

### Week 8 The Collective Agreement

#### Required readings:

Giles, Anthony, and Akivah Starkman. 2008. The collective agreement. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. . (Chapter 11, pp. 283-321.)

### Week 9 Contract Administration

#### Required readings:

Gunderson, Morley, Bob Hebdon, and Douglas Hyatt. 2008. Strikes and dispute resolution. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 12, pp 322-360.)

Thornicroft, Kenneth. 2008. The grievance arbitration process and workplace conflict resolution. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 13, pp. 361-382.)

### Week 10 Unions and Performance Management

#### Required readings:

Gunderson, Morley, and Douglas Hyatt. 2008. Union impact on compensation, productivity, and management of the organization. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 14, pp. 383-402.)

### Week 11 Unions in the Public Sector

#### Required readings:

Thompson, Mark, and Patrice Jalette. 2008. Public sector collective bargaining. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 15, pp. 403-429.)

### Week 12 International Labour Rights and Comparative IR Systems

#### Required readings:

Kuruvilla, S., and A. Verma. 2006. International labour standards, soft regulation, and national government roles. *Journal of Industrial Relations* 48, no. 1 (2006): 41-58.

Lipsig-Mumme, Carla. 2008. *Trade unions and labour relations regimes: International perspectives in a globalizing world*. In *Canadian Labour and Employment Relations*, 6th ed, ed. Morley Gunderson and Daphne Taras. Toronto, ON: Pearson Education Inc. (Chapter 17, pp. 460-477.)

### Week 13 Final exam preparation

#### 10. EVALUATION SYSTEM

Weekly assignments	20%	
Test Number One		40%
Final Test	40%	

#### 11. COURSE TEXT

Gunderson, Morley, and Daphne Gottlieb Taras, eds. 2008. *Canadian Labour and Employment Relations*. 6th ed. Toronto, ON: Pearson Education Inc.

12. BIBLIOGRAPHY (the materials marked by \* are **not** available at the Harriet Irving Library)

Akyeampong, Ernest. 2003. Unionization and the Grievance System. *Perspectives on Labour and Income* (Autumn).

Black, Errol, and Jim Silver. 2001. *Building a Better World: An Introduction to Trade Unions in Canada*. Halifax, NS: Fernwood Publishing.

\*Bronfenbrenner, Kate, and Robert Hickey. 2004. Changing to Organize: A National Assessment of Union Strategies. In *Rebuilding Labor*, ed. Ruth Milkman and Kim Voss. Ithaca, NY: Cornell University Press.

\*-----, and T. Juravich. 2001. The evolution of strategic and coordinated bargaining campaigns. In *Rekindling the Movement: Labor's quest for relevance in the 21<sup>st</sup> century*, ed. L. Turner, H. Katz, and R. Hurd. Ithaca, NY: Cornell University Press.

Brown, Donald J., and David M. Beatty. 1988. *Canadian Labour Arbitration*. Aurora, ON: Canada Law Book Inc.

Deitsch, Clarence R., and David A. Dilts. 1982. The COLA Clause: An Employer Bargaining Weapon? *Personnel Journal* 61, no. 3 (1982): 220-24.

\*-----, 1983. *Labor Relations*. New York: Macmillan.

\*Deom, Esther, Jean-Noel Grenier, and Marie Pierre Beaumont. 2008. Union-Management Relations in Quebec. In *Canadian Labour and Employment Relations*, 6<sup>th</sup> ed., ed. Morley Gunderson and Daphne Gottlieb Taras. Toronto, ON: Pearson Education Inc.

\*Dyck, D. E. G. 2007. *Occupational health & safety: theory, strategy & industry practice*. Markham, ON: LexisNexis Canada.

\*Fairbrother, Peter, and Charlotte Yates, eds. 2003. *Trade Unions in Renewal: A comparative study*. Ondon: Continuum.

Godard, John. 2005. *Industrial Relations, The Economy, and Society*. 3rd ed. Toronto: Captus Press.

Hebdon, Robert, and Peter Warrian. 1999. Coercive Bargaining: Public Sector Restructuring under the Ontario Social Contract, 1993 – 1996. *Industrial and Labor Relations Review* 52, no. 2 (January).

-----, and Trevor Brown. 2008. *Industrial Relations in Canada*. 2nd ed. Toronto: Nelson Thompson Publishing.

Jackson, Andrew. 2009. *Work and Labour in Canada: Critical Issues*. 2nd ed. Toronto, ON: Canadian Scholars Press Inc.

\*Kelloway, K., and L.D. Francis. 2008. *Management of occupational health and safety*. 4th ed. Toronto: Thomson Nelson.

Kochan, T., P. Adler, R. McKersie, A. Eaton, P. Segal, and P. Gerhart. 2008. The potential and precariousness of partnership: the case of Kaiser Permanente Labor Management Partnership. *Industrial Relations* 47, no. 1 (2008): 36-65.

Kumar, Pradeep. 2008. Whither unionism? Current state and future prospects of union renewal in Canada. IRC discussion paper #2008-04 (December).

-----, and Christopher Schenk, eds. 2006. *Paths to Union Renewal: Canadian Experiences*. Peterborough, ON: Broadview Press.

-----, Pradeep, Gregor Murray, and Sylvian Schetagne. 1998. Workplace Change in Canada: Union Perceptions of Impacts, Responses and Support Systems. *Workplace Gazette*.

Kuruvilla, S., J. Hossain, and S. Berger. 2010. Assessment of the progress of nations on core labor standards: Measures of freedom of association and collective bargaining. Retrieved from Cornell University, ILR School site: <http://digitalcommons.ilr.cornell.edu/articles/310>.

Levesque, Christian, and Gregor Murray. 2005. Union involvement in workplace change: A comparative study of local unions in Canada and Mexico. *British Journal of Industrial Relations* 43, no. 3 (2005): 489-514.

\*Loughran, Charles S. 2003. *Negotiating a Labor Contract: A Management Handbook*. 3rd ed. Washington DC: Bureau of National Affairs.

\*MacKillop, M., J. Knight, and M. Ferris-Miles. 2011. *Investigating harassment in the workplace*. 2nd ed. Toronto: Carswell.

Monticello, Felice F., and Charlotte Yates. 2004. Union and Employer Tactics in Ontario Organizing Campaigns. In *Advances in Industrial and Labor Relations*, ed. David Lewin and Bruce Kaufman, vol 13. New York: Elsevier.

Riddell, Chris. 2004. Union Certification Success Under Voting Versus Card Check Procedures. *Industrial and Labor Relations Review* 57, no. 4 (July 2004): 493-517.

\*Rubinstein, Saul, and Charles Heckscher. 2003. Partnerships and Flexible Networks: Alternatives or Complementary Models of Labor-Management Relations? In *Negotiations and Change*, ed. Thomas Kochan and David Lipsky. Ithaca, NY: Cornell University Press.

Savage, Larry. 2010. Contemporary party-union relations in Canada. *Labor Studies Journal* 35, no. 1 (2010): 8-26.

Swimmer, Gene, and Mark Thompson. 1995. *Public Sector Collective Bargaining in Canada*. Kingston, ON: IRC Press.

Walchuk, Bradley. 2010. Changing union-party relations in Canada: The rise of the Working Families Coalition. *Labor Studies Journal* 35, no. 1 (2010): 27-50.

\*Walton, Richard E., Joel E. Cutcher-Gershenfeld, and Robert McKersie. 2000. A Theory of Strategic Negotiations. *In Strategic Negotiations: A Theory of Change in Labour Management Relations*, 41-65. Ithaca, NY: ILR Press, Cornell University Press.

Zuberi, Dan. 2003. *Differences that matter: Social policy and the working poor in the United States and Canada*. Ithaca, NY: Cornell University Press.

#### On-line resources

Review political action section of various Canadian unions

CLC - [http://canadianlabour.ca/en/political\\_action](http://canadianlabour.ca/en/political_action)

CAW - <http://www.caw.ca/en/campaigns-issues.htm>

OPSEU - <http://www.opseu.org/politicalaction/index.htm>

PSAC - <http://www.psac.com/issues/index-e.shtml>

USW - <http://www.usw.ca/program/content/4777.php>

### **1.4 New Course Proposal**

#### **ECON 3153 Political Economy II**

1. TYPE OF PROPOSAL: The course would be a regular course offering of the Department of Economics.
2. COURSE NAME AND PROPOSED NUMBER:  
Economics 3153 Political Economy II  
Timetable listing: ECON3153 Political Economy II  
**(NOTE: As a consequence of adding a second level of Political Economy, the Calendar listing of Economics 2153 Political Economy will change to 2153 Political Economy I)**
3. CALENDAR DESCRIPTION:  
The course will examine the political economy of the state in capitalist society, focusing on the theory and practice of individual, organizational, and class power. Prerequisite: Economics 2153 or permission of the instructor.
4. THEME OR CATEGORY GROUPING IN CALENDAR
  - a. Add ECON 3153 to the list of courses under the heading *Approaches to Economic Analysis and Canadian Institutions and Policy* in the *Subject Areas* offered by the Department of Economics
  - b. Add ECON 3153 to the list of courses required for the Honours in Political Economy
5. IMPACT ON PROGRAMME REQUIREMENTS  
The course adds another course requirement for the Honours in Political Economy.
6. CROSS-LISTING The course is not to be cross-listed.
7. RATIONALE FOR THE COURSE  
The course is designed to add depth to our political economy offerings, by introducing students to more advanced contemporary theory and applications. In the past we have offered this

course as an independent study course (ECON 4513) for particular Honours students who wanted an advanced course in political economy as preparation for graduate studies. We have received very positive feedback from our former students stressing the value of the content for their graduate studies in both political economy and public policy.

#### 8. INSTRUCTOR'S NAME

Two members of our department ( Dr. J. McFarland and Dr. A. Secord) have a specialty in this area. The course would be offered every second year.

#### 9. COURSE DESCRIPTION

TEXT: Alford, Robert, and Roger Friedland. 1985. *Powers of Theory: Capitalism, the State, and Democracy*. New York: Cambridge University Press.

Supplementary text:

Pal, Leslie A. 2009. *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 4th ed. Toronto: Thomson Nelson.

Lukes, Steven. 2004. *Power, a Radical View*. 2<sup>nd</sup> ed. New York: Palgrave Macmillan.

Course organization: The class will meet once per week. Students will be expected to complete weekly assignments (about 1000 words) as preparation for the class. Typically each class will have different assignments allocated among the students on a random basis. All students will be expected to read the core materials (about 50 pages) along with the supplementary materials for their short essay. Most of the class time will be spent discussing the essays with the instructor acting as coordinator and animator. During the last thirty minutes of the class, the instructor will provide a brief introduction to the materials for the next class. There will be two take home tests during the term with no final exam. Students will also produce an integrative essay (topics to be developed with instructor) to be submitted on the last day of classes.

Course schedule:

- Week 1: Introduction to the policy formation process within the state  
 Eden, Lynn. 1984. "Capitalist conflict and the state: the making of the United States military policy in 1948," in *Statemaking and Social Movements: Essays in Theory and History*. Ed. Charles Bright and Susan Harding. Ann Arbor: University of Michigan Press.  
 Kuhn, Thomas S. 1962. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.  
 Text: chs. 1 and 2
- Week 2: The pluralist perspective – an introduction  
 Dahl, Robert. 1961. The concept of power. *Behavioural Science* 2 (1957): 459-77.  
 Dahl, Robert. 1961. *Who Governs? Democracy and Power in an American City*. New Haven: Yale University Press.  
 Text: chs. 2 to 4
- Week 3: The pluralist perspective on the bureaucratic and capitalist state  
 Gintis, Herbert, Samuel Bowles, Robert Boyd, and Ernst Fehr, eds. 2004. *Moral Sentiments and Material Interests: The Foundations of Cooperation in Economic Life*. Cambridge: MIT Press.  
 Lindblom, Charles E. 1977. *Politics and Markets: The World's Political Economic Systems*. New York: Basic Books.



Ostrom, Elinor. 2000. Collective action and the evolution of social norms, *Journal of Economic Perspectives* 14, no. 3 (2000): 137-158.

Text: chs. 5 and 6

- Week 4: The managerial perspective – an introduction  
 Evans, Ptere B., Dietrich Rueschemeye, and Theda Skocpol, eds. 1985. *Bringing the State Back In*. New York: Cambridge University Press.  
 Text: chs. 7 to 9
- Week 5: The managerial perspective on the capitalist and democratic state  
 Schumpeter, Joseph. 1943. *Capitalism, Socialism and Democracy*. London: Allen and Unwin.  
 Text: chs. 10 and 11
- Week 6: The class perspective – an introduction  
 Cohen, G.A. 1978. *Karl Marx's Theory of History, A Defense*. Princeton: Princeton University Press.  
 Panitch, Leo. 1977. The Role and Nature of the Canadian State. In *The Canadian State: Political Economy and Political Power*. Toronto: University of Toronto Press.  
 Text: chs. 12 to 14
- Week 7: The class perspective on the democratic and bureaucratic state  
 Benda, Charles G. 1979. State organization and policy formation: the 1970 reorganization of the Post office Department. *Politics and Society* 9 (1979): 123-51  
 Gaventa, John. 1980. *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*. Oxford: Oxford University Press.  
 Text; chs. 15 and 16
- Week 8: Aspects/dimensions/levels of approximation: you don't know until you look – an historical example  
 Marx, Karl. 2008. *The 18<sup>th</sup> Brumaire of Louis Bonaparte*. Maryland: Wildside Press.  
 Sayer, Andrew. 1984. *Method in Social Science: a Realist Approach*. London: Routledge
- Week 9: Critical discourse analysis – an introduction  
 Gramsci, Antonio. 1972. *Selections from the Prison Notebooks of Antonio Gramsci*. Trans. Quintin Hoare and Geoffrey Nowell-Smith. New York: International Publishers.  
 Fairclough, Norman, G. Cortesa, and P. Ardizzone, eds. 2007. *Discourse and Contemporary Social Change*. New York: Peter Lang Pub.
- Week 10: The Regulation School – an introduction  
 Aglietta, M. 1979. *A Theory of Capitalist Regulation: the US Experience*. London: New Left Books.

Boyer, R. 1990. *The Regulation School: a Critical Introduction*. New York: Columbia University Press.  
 Dunford, M.1990: Theories of regulation. *Environment and Planning. D: Society and Space* 8 (1990): 297-322.

- Week 11: Primitive accumulation  
 Hartsock, Nancy. 2006. Globalization and primitive accumulation: the contribution of David Harvey's dialectical Marxism. In *David Harvey: A Critical Reader*, eds. Noel Castree and Derel Gregory. Oxford: Blackwell.
- Week 12: Neoliberalism and the state in capitalist society: an erosion of the democratic and managerial state in the face of class power?  
 Harvey, David. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press.  
 Pal, Leslie A. 2009. *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 4th ed. Toronto: Thomson Nelson.  
 Mahon, Rianne, and Roger Keil. 2009. A Political Economy of Scale: an Introduction. In *Leviathan Undone? Towards a Political Economy of Scale*. Vancouver: UBC Press.

#### 10. EVALUATION SYSTEM

Weekly short essays	25%
First take-home test	25%
Second take-home test	25%
Final Integrative Essay	25%

#### 11. COURSE TEXTS

TEXT: Alford, Robert, and Roger Friedland. 1985. *Powers of Theory: Capitalism, the State, and Democracy*. New York: Cambridge University Press.  
 Supplementary texts: Pal, Leslie A. 2009. *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 4<sup>th</sup> ed. Toronto: Thomson Nelson.  
 Lukes, Steven. 2004. *Power, a Radical View*. 2<sup>nd</sup> edition. New York: Palgrave Macmillan.

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- \*Albrechts, L., and E. Swyngedouw.1989. The challenges for regional policy under a regime of flexible accumulation. In *Regional Policy at the Crossroads: European Perspectives*, eds. L. Albrechts, F. Moulaert, P. Roberts, and E. Swyngedouw, 67-89. London: Jessica Kingsley.
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- Bowles, Samuel, Richard Edwards, and Frank Roosevelt. 2005. *Understanding Capitalism: Competition, Command, and Change*. New York: Oxford University Press.
- \*Boyer, R. 1988a. Formalizing with growth regimes. In *Technical change and economic theory*, eds. G. Dosi, C. Freeman, R. Nelson, G. Silverberg, and L. Soete, 608-30. London: Pinter Publishers.
- \*-----, ed. 1988b. *The search for labour market flexibility: the European economies in transition*. Oxford: Clarendon Press.
- \*-----, 1990. *The Regulation School: a Critical Introduction*. New York: Columbia University Press.
- Brady, David W., and Craig Volden. 2005. *Revolving Gridlock: Politics and Policy from Jimmy Carter to George W. Bush*. New York: Westview Press.
- Braunstein, Elissa, and Nancy Folbre. 2001. To honor and obey: efficiency, inequality, and patriarchal property rights. *Feminist Economics* 7, no.1 (2001): 25-54.
- \*Caporaso, James, and David Levine. 1992. *Theories of Political Economy*. New York: Cambridge University Press.
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- Cox, W. Michael, Richard Alm, and Floyd Norris. 1999. Myths of Rich and Poor: Why We're Better Off Than We Think. *The New York Times*.
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- , G. Cortesa, and P. Ardizzone, eds. 2007. *Discourse and Contemporary Social Change*. New York: Peter Lang Pub.
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- , 1989. *The Condition of Postmodernity*. Oxford: Basil Blackwell.
- , 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press.

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- \*-----, 1985. *The enchanted world: inflation, credit and the world crisis* London: Verso.
- , 1986. New tendencies in the international division of labour: regimes of accumulation and modes of social regulation. In *Production, work, territory: the geographical anatomy of industrial capitalism*, Eds. A.J. Scott and M. Storper, 16-40. Boston: Allen and Unwin.
- \*-----, 1987. *Mirages and miracles: the crises of global Fordism*. London: New Left Books.
- , 1988. Reflections on a tale: The Marxist foundations of the concepts of regulation and accumulation. *Studies in Political Economy* 26 (1988): 7-36.
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## 2. School of Education

### 2.1 New Course Proposal

#### 1. Proposal for new elective course EDUC 5523 Theatre in Education

#### 2. EDUC 5523 Theatre in Education (3 credit hours)

#### 3. Calendar Description

This course will introduce students to the Theatre in Education (TIE) movement and invite them to explore the use of theatre for educational purposes. Besides reading about and discussing current practices, participants will have the opportunity to produce a performance/workshop on a topic of interest for a select population. The devising will emphasize interactive theatrical strategies for generating and integrating audience input.

#### 4. Elective methods course

#### 5. Impact on programme requirements: minimal

This will be an elective course open to all BED students. The Drama Across the Curriculum course is recommended, but not required, as a prerequisite. The TIE course could also serve as a prerequisite for the 6000 level course "Drama as a way of knowing" (EDUC 6853).

#### 6. Cross-listing: none.

#### 7. Rationale for the course:

The rationale for the development of this course within the St Thomas BED is twofold:

- a) To provide a Fine Arts methods course for those who wish to teach Theatre Arts at the secondary level, or who have an interest in producing school plays.
- b) To provide the opportunity for continuing fine arts education to ALL students enrolled in the Bachelor of Education.

The current Drama across the Curriculum course explores how drama can be used as a pedagogical tool in the classroom, particularly at the secondary level. Students first learn about the teaching of basic drama skills: voice, movement, characterization, context creation and improvisation. They become acquainted with dramatic forms and theatrical conventions that can be used to explore educational content in areas such as language arts, social studies, science, etc. Finally, they have the opportunity to create and fine-tune lessons in which drama is used to achieve curricular outcomes in these subject areas. Discussions include management issues particular to running a drama class. While this course is helpful to those wishing to specialize in Theatre Arts or produce school plays, it is primarily a course aimed at the classroom teacher. It does not teach techniques for the creation or interpretation of scripts; nor does it touch upon the shaping of content for performance or aspects of play production.

Theatre in Education (TIE) is a type of dialogic theatre in which audience members, with the help of actor-teachers, actively explore the content of a performance to bring about "changes of understanding" (Bolton, 1993). In this course, students will devise and produce a performance/workshop on a topic of interest for a select population. After an initial consultation with members of the proposed audience, participants will research the issue in

question. We will use process drama strategies, discussions and reflection to further explore the topic before devising a script and theatrically shaping a performance.

This will be an elective methods course open to all BEd students. Those who wish to teach theatre arts or produce school plays will gain useful skills and knowledge in this area. For those with theatrical experience, TIE strategies may be a useful addition to their repertoire. For ALL participants, the emphasis on responsiveness, listening, improvisation, and collective creation may positively influence their teaching, whatever the subject.

**8. Instructor`s name: Anne Hewson**

**9. EDUC 5523 Course Description**

This course will introduce you to the Theatre in Education movement and invite you to explore the use of theatre for educational purposes. Besides reading about and discussing current practices, you will have the opportunity to produce a performance/workshop on a topic of interest for a select population. The devising will emphasize interactive theatrical strategies for generating and integrating audience input.

**Course Goals**

1. To introduce you to current trends and issues in TIE, through readings and discussion.
2. To help you understand the differences and similarities between Theatre in Education (TIE) and Drama in Education (DIE).
3. To acquaint you with structures and exercises used in the Theatre of the Oppressed, Playback Theatre, and other forms of interactive theatre.
4. To give you experience performing and producing a piece of interactive theatre.
5. To enrich your teaching skills as you learn to facilitate audience engagement in interactive theatre.
6. To help you refine your awareness of the kinds of interpersonal skills necessary to the highly group-oriented discipline of theatre education, and to the practice of teaching.
7. To encourage reflection on the TIE experience so that you might discover possibilities for your personal/professional/artistic growth.

**10. Course Evaluation**

**Process**

Research journal 30%

Participation in devising, producing, performing and facilitating (rubrics to be authored as a collective) 35%

**Product**

Critique of articles 10%

Final reflective paper based on readings, research, and experience of performance/workshop 25%

**11. Course text:**

Gallagher, K. & Booth, D. (Eds.) (2003). *How theatre educates: Convergences and counterpoints with artists, scholars and advocates*. Toronto: University of Toronto Press.

**Recommended:**

- \*Jackson, T. (Ed.) (1993). *Learning through theatre: New perspectives on theatre in education* (2nd ed.). London: Routledge.
- \*Neelands, J. & Goode, T. (2000). *Structuring drama work: A handbook of available forms in theatre and drama*. Cambridge: Cambridge University Press.
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An asterisk in front of an item indicates its availability at HIL. Please note: I have personal copies of the unmarked books and of the two journals, *Research in Drama Education* and *Youth Theatre Journal*. They will be available for student consultation.

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- \*O'Toole, J. & Dunn, J. (2008). Learning in Dramatic and Virtual Worlds: What Do Students Say about Complementarity and Future Directions? *Journal of Aesthetic Education*. 42(4), 89-104.
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## **2.2 New Course Proposal**

### **EDUC 5833 - Teaching Secondary Math & Science**

#### **Calendar Description:**

Course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, inquiry-based math and science lessons for high school students. By examining various math and science education resources, developing and practicing lesson presentations, and reflecting on learning through discussion and writing, the course participants will gain a greater level of mathematics and science content knowledge and a wider array of teaching strategies for the topics in high school math and science.

This course is primarily intended for Math and/or Science majors.

#### **Course Rationale:**

Currently, St. Thomas B.Ed. students whose major or minor teachable areas are secondary Math and/or Science typically enroll in the following four courses. (Term 1): EDUC 5863 – Methods in Middle/ Secondary Science Education and EDUC 5873 – Teaching Middle Level and Secondary Math, and (Term 2): EDUC 5883 – Teaching Secondary Science and EDUC 5893 – Secondary Mathematics Curriculum. Considering these four courses occupy 12 of 45 credit hours (over 25%) of the students' coursework in the program, it has been determined that this may be limiting their abilities to explore offerings in other areas of the program that they currently may not be choosing.

By combining the Term 2 courses (EDUC 5883 and EDUC 5893) into a single conglomerate high school math and science methodology course, we believe that we will still be able to offer our Secondary Science/ Math B.Ed. students a solid grounding in the content and pedagogical approaches for these subjects while providing them additional flexibility to select courses outside their major or minor teachable areas of math and science. **However, EDUC 5883 and EDUC 5893 should not be retired, as they may be offered in the future.**

**Proposed Course Instructor:** Dr. Grant Williams - Assistant Professor

#### **Course Description and Outline of Assignments:**

The intent of the course is for participants to develop the content mastery and pedagogical skills necessary to facilitate engaging, inquiry-based math and science lessons of the constructivist learning model for high school students. This course will focus on the New Brunswick Mathematics Curriculum and the Atlantic Canada Science Curriculum for grades 9 to 12. Students will also examine the NCTM Standards for High School Mathematics and the Next Generation Science Standards as they apply to the curriculum documents for the current high school math and science courses.

By referring to various math and science education print resources and websites, examining curriculum documents and teacher resources, developing and practicing lesson presentations, discussing ideas with colleagues in the class, exploring math and science enrichment opportunities, and reflecting on learning through writing, the course participants will leave the class with a greater level of mathematics and science concept and content knowledge and a wider array of teaching strategies for the topics and units in the high school math and science courses. This course is primarily intended for Math and/or Science majors.

### **Evaluation System:**

Course participants will be evaluated on the following assignments at the stated values:

#### **Assignment #1 – Reading Reports – 20%**

Throughout the course, students will be provided with the following 6 math and science education articles to read and report on. Reading Reports are due on: **Jan. 14, Jan. 21, Jan. 28, Feb. 4, Feb. 11, and Feb. 18.** The Reading Reports are to be submitted electronically as a single page (minimum 11 pt. font) Word document and are to follow the format of the example provided on the Moodle page.

- 1) Windschitl, M. et al (2010). Identifying Big Ideas in Science. Document available on the website [www.tools4teachingscience.org](http://www.tools4teachingscience.org)
- 2) Suh, J. M., (2007). “Tying it all Together: Classroom Practices that Promote Mathematical Proficiency for all Students”. *Teaching Children Mathematics*, Vol. 14, No. 3, p. 163-169.
- 3) Windschitl, M. et al (2010). A primer on productive classroom conversations. Document available on the website [www.tools4teachingscience.org](http://www.tools4teachingscience.org)
- 4) Burns, B. (2010). Pre-Service Teachers’ Exposure To Using The History of Mathematics To Enhance Their Teaching Of High School Mathematics. *Issues in The Undergraduate Mathematics Preparation Of School Teachers*, 4.
- 5) Williams, E.G. & Clement, J. (2013). Fostering students’ construction of explanatory models through multiple levels of discussion-based teaching strategies. (Draft)
- 6) Cengiz et al. (2011). Extending students’ mathematical thinking during whole-class discussions. *Journal of Math Teacher Education*, 15, pp. 355-374.

#### **Assignment # 2 – Manips/Demos/Sims in High School Math and Science– 15%**

The assignment is to select a topic or concept from the Grade 9-12 Math or Science Curriculum and identify or develop either a tangible or digital-based manipulative (if math) or demonstration/ simulation (if science) designed to support students’ understanding of the concept. Students will need to become very familiar with the structure and function of the manipulative/ demonstration/ simulation since they will be given 20 minutes during class to lead classmates in practicing the use of the manip/ demo/ sim.

Presentations will take place according to the schedule on the final page of this course outline. Facilitation of the session will be evaluated based on the rubric on the course Moodle page.

#### **Assignment #3 – Discussion-Centered Math or Science Lesson Facilitation – 25%**

Students are to design and facilitate a 40 minute discussion-centered lesson to engage their classmates in the construction of knowledge for a specific concept from the Grade 9-12 Math or Science Curriculum. In selecting a topic, math and science concepts that lend themselves to knowledge

construction and argumentation through whole class discussion should be considered. A class schedule of presentation dates will be established during the first week of classes. Presentations will begin on **Thursday, Jan. 16**. All lesson presentations will be videotaped for later review and peer assessment. On the day of their lesson presentation, students are asked to submit an electronic copy of their complete lesson plan that clearly:

- a) states the Grade, Unit, and Curriculum Outcome(s) to which it applies
- b) states the Student Learning Outcomes for the lesson
- c) describes common student preconceptions or difficulties about the concept
- d) lists the materials/ apparatus/ manipulatives required
- e) provides step by step instructions for facilitating the lesson; this can include suggested questions and prompts, anticipated student responses and models, planned discourse strategies, etc.
- f) includes an assessment tool to gauge the learning experienced by the participants
- g) provides hints or suggestions on how to make the lesson most effective and how to follow it up – what happens next in class?

#### **Assignment #4 – Peer Lesson Reflections – 20 %**

In response to the Discussion-Centered Math and Science Lessons of their colleagues, students will be asked to conduct an evaluation of three (3) of the lessons and prepare reflective reports that will be shared with the presenter. Students will be given access to video-recordings of the three Lessons they are assigned to evaluate. Reports will follow the guidelines of an evaluation rubric that is posted on the course Moodle page. Each of the reports is due **one week after the presentations evaluated**. Reports will be submitted first to the course instructor (via Moodle) and then, after the reviewers' names are removed, they will be shared with the lesson facilitator.

#### **Assignment #5 – Math and Science Enrichment - Select a, b, or c – 20 %**

- a) **STEM Expo Mentoring** – The assignment is to actively recruit and establish a working relationship with one individual or pair of high school students and mentor them toward submitting and presenting a math and/or science project at the Fredericton School District STEM (Science, Technology, Engineering, and Mathematics) Expo on Saturday, March 15<sup>th</sup>. Mentors' roles will include: making contact with Math or Science teachers, SPR's or Administrators to offer their services, meeting with interested students to gauge interest and commitment, selecting a student(s) to work with, developing a comprehensive plan of action, assisting with research and development of the project, and supporting the students' efforts up to the date of the Expo. On the last day of class students will submit a diary or notebook outlining the details of their mentoring activities with these students.
- b) **STEM Expo Presentation** - Working alone or in a group of up to 4, students will develop a 10 minute segment of "Math and/or Science Edu-tainment" to be presented during the Closing Ceremonies of the Fredericton School District STEM Expo being held on Saturday, March 15<sup>th</sup>. Presentations must be entertaining, educational, and engaging to students from ages K-12. It can contain theatre, dance, music, visual effects, props, demos, and anything else needed to teach the chosen math or science concept in a fun and dynamic manner. On the last day of class students will submit a lesson plan for the presentation and of course, on March 15<sup>th</sup>, they will hit the stage!

- c) **Science Field Trip Design Project** – The assignment is to develop a proposal for a Math and/or Science Field Trip to a destination within Atlantic Canada or Maine for students in a Grade 9-12 course. The fieldtrip must be directly linked to particular Curriculum Outcomes for the grade and course selected. Students will research the destination and prepare a proposal to be sent to your school Principal and district Director of Education outlining the nature, educational value, detailed agenda, and financial cost breakdown of such a field trip. The proposal must include: transportation, guides, chaperones, meals, lodging, finances, student accountability and behaviour, accommodations for students with exceptionalities, evaluation of student learning, pre-trip activities and preparation, follow-up activities, etc. On the last day of class, students will submit an electronic copy of their proposal and all supporting information.

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### **2.3 New Course Proposal**

#### **EDUC 6733 - Teaching Elementary & Middle Level Science (Education Institute)**

##### **Calendar Description:**

This Education Institute course is intended for practicing elementary and middle school teachers and focuses on the science-related instructional units of the K-2 You and Your World Curriculum as well as the instructional units from the Atlantic Canada Science Curriculum for grades 3 to 8. The intent of the course is for participants to develop the content mastery and pedagogical skills necessary to foster engaging, inquiry-based science lessons for their students.

##### **Course Rationale:**

Very often, teachers at the elementary and middle school level are required to teach science with inadequate levels of both: a) scientific content knowledge and b) understanding of the inquiry-based pedagogical strategies required to do so. This course is designed to address this concern by providing in-service K-8 school teachers the opportunity to develop their scientific conceptual understanding and pedagogical skills.

With a growing number of New Brunswick teachers seeking to increase their certification levels from Certificate 5 to Certificate 6, there is a demand for Education courses at the graduate (6000 level and above). Short duration, intensive study courses with rigorous pre and post meeting preparation and reflection components, like those offered in the STU Education Institute, allow teachers to focus their time and energy on acquiring new skills and understanding in a collegial atmosphere.

Because of the limited time available within the structure of a blended (part distance/ part face to face) course, participants will be required to complete pre-course readings from the prescribed textbooks and journal articles. In addition, the Lesson Design and Science Field Trip Design Assignments will be due one week after completion of the course in order to provide participants appropriate time to develop their contents.

**Proposed Course Instructor:** Dr. Grant Williams – Assistant Professor

**Course Description:**

This Education Institute course is intended for practicing elementary and middle school teachers and focuses on the science-related instructional units of the K-2 You and Your World Curriculum as well as the instructional units from the Atlantic Canada Science Curriculum for grades 3 to 8. Based on the teaching assignments and personal interests of the course participants, specific grade-level units from this curriculum will be targeted for intensive guided study on an individual basis. The intent of the course is for participants to develop the content mastery, pedagogical skills and the confidence necessary to foster engaging, inquiry-based science lessons for their students. By referring to various science education print resources and websites, examining curriculum documents and teacher resources, developing and practicing experiments and classroom demonstrations, discussing ideas with colleagues in the class, developing lesson plans for use in teaching, and reflecting on learning through writing, the course participants will leave the class with a greater level of science concept and content knowledge and a wider array of teaching strategies for science-related topics and units.

**Course Evaluation:**

**Reading Reports: 20%** - Throughout the course, including the pre-meeting component, students will prepare Comprehensive Reading Reports summarizing the major points and implications from ten selected science education journal articles. These article summaries will be presented and discussed in class.

**Class Learning Activities: 20%** - In teams of two, students will design and facilitate daily learning activities in the form of Discrepant Events, Demonstrations of Phenomenon, Inquiry-Based Investigations, Explorations Stations, or Minds-On Science Challenges. These learning activities will focus on Specific Curriculum Outcomes within the Science Curriculum for the grade level of the participant's choice.

**Learning Resource Design Project: 20%** - Students will be required to design and create one of the following: A representative physical model, a Power Point or Prezi, Smart Board Presentation, a Wiki or Blog, or an interactive learning game (physical or digital) on a Science concept of their choice. Their project must address a Specific Curricular Outcome of the Science curriculum for the grade level of their choice.

**Lesson Design Assignment: 20%** - Students will choose a grade level and unit of Science instruction from the curriculum and develop a comprehensive unit plan (6-8 weeks) as well as detailed lesson plans for

the first five lessons of that unit. The lesson plans will introduce the new concept, develop it, investigate and explore, practice and make connections to other curriculum areas and assess the students' learning. These lesson plans must address differentiation for students who are finding science challenging as well as those who require enrichment opportunities.

**Science Field Trip Design Project: 20%** – Students will develop a proposal for a Science Field Trip to a destination within Atlantic Canada or Maine for students of a particular K-8 grade. The fieldtrip must be directly linked to particular Curriculum Outcomes for the grade and course selected. Students will research the destination and prepare a proposal to be sent to the school Principal and district Director of Education outlining the nature, educational value, detailed agenda, and financial cost breakdown of such a field trip. The proposal must consider: transportation, guides, chaperones, meals, lodging, finances, student accountability and behaviour, accommodations for students with exceptionalities, evaluation of student learning, pre-trip activities and preparation, follow-up activities, etc. Students will submit an electronic copy of their proposal and all supporting information.

**Course Texts:**

**For K-2 Teachers:** McNair, Shannan, Ed. (2006). *Start Young: Early Childhood Science Activities*. National Science Teachers' Association.

**For 3-5 Teachers:** Koba & Mitchell. (2011). *Hard-to-Teach Science Concepts: A Framework to Support Learners, Grades 3-5*. National Science Teachers' Association.

**For 6-8 Teachers:** Lawson, A. (2010). *Teaching Inquiry Science in Middle and Secondary Schools*. Sage Publications Inc. *Thousand Oaks, CA*.

**For All K-8 Teachers:** Keely, Eberle, and Farrin. (2005). *Uncovering Student Ideas in Science, Volume 1: 25 Formative Assessment Probes*. National Science Teachers' Association.

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### 3. Department of History

#### **3.1 Proposal to create a 3-ch Independent Study course:**

##### **HIST-4903. Independent Study**

With the approval of the Department, students (normally Honours candidates) may undertake a one-semester course of independent study. Such a course is to be undertaken under the direction of a member of the History Department and must result in at least one scholarly paper. Application to take an independent study course must be made to the Director of Honours. The application must include a written proposal indicating the reason for doing an independent study, as well as a description of the specific area of interest, a statement of research topic, and a preliminary bibliography. In order to complete their degree requirements, students may request that an independent study be considered as an alternative to an Honours seminar.

**RATIONALE:** The creation of a 3-credit hour Independent Study is intended to offer students more flexibility in course options. The course description for HIST 4903 is derived from HIST 4906, our existing 6 ch Independent Study course. We have revised the language somewhat to offer students the possibility of counting their Independent Study as a seminar, without directly implying that one must be a typical seminar candidate (i.e. usually an Honours student) in order to undertake an independent study. Some students who are not Honours candidates may wish to complete an Independent Study – we did not wish to discourage them, but have retained the possibility of counting an Independent Study as a seminar equivalent if a student chooses.

#### **3.2 Proposal to revise the Calendar description of HIST 4906:**

In creating HIST 4903, we also propose a revision of the course description for our existing 6 ch Independent Study so that the two align.

##### **OLD VERSION:**

HIST-4906. Independent Study

With the approval of the Department, students (normally Honours candidates) may undertake one full-year course of independent study as an alternative to an Honours seminar. Such a course would be undertaken under the direction of a member of the history Department and must result in at least one scholarly paper. Application to take an independent study course must be made to the Director of Honours. The application must include a written proposal indicating the reason for doing an independent study, as well as a description of the specific area of interest, a statement of research topic, and a preliminary bibliography.

##### **NEW VERSION:**

HIST-4906. Independent Study

With the approval of the Department, students (normally Honours candidates) may undertake a full-year course of independent study. Such a course is to be undertaken under the direction of a member of the History Department and must result in at least one scholarly paper. Application to take an independent study course must be made to the Director of Honours. The application must include a written proposal indicating the reason for doing an independent study, as well as a description of the specific area of interest, a statement of research topic, and a preliminary bibliography. In order to complete their degree requirements, students may request that an independent study be considered as an alternative to an Honours seminar.

### ***3.3 Proposal for New Special Topics Course:***

#### **HIST-3993. Topics in Global History**

This course will examine specific topics in world history. The topics will change from year to year. For information regarding course content students should contact the Chair of the History Department.

Prerequisite: At least 9 credit hours in History courses at STU or permission of the instructor.

**RATIONALE:** Our existing course, HIST 3983: Topics in World History, is used regularly to test out new courses. It allows for experimentation with new material and for faculty members to offer courses on a “one-off” basis before deciding whether or not to make them permanent additions to the Calendar. On at least two occasions in the recent past, two separate faculty members have sought to offer a course as HIST 3983 in the same academic year. To avoid confusion, it would have been convenient to have a second special topics option available to use. Since we anticipate that this situation may repeat itself, we request that a second special topics option be created. The course description is derived from the existing description for HIST 3983.

## 4. Human Rights Programme

### 4.1 Proposal to remove courses that are no longer offered:

*Rationale:* In consultation with these departments, it has been indicated that the following courses are no longer offered on a regular basis by their departments.

PHIL 3343: Human Nature, Society, Justice, and Law I: Classical and Christian Theories

PHIL 3353: Human Nature, Society, Justice, and Law II: Modern Secular Theories

PHIL 3533: Thomas Aquinas: Law Morality and Society

POLS 3506: Human Rights and International Relations and Foreign Policy

POLS 3603: United Nations

PSYC 4413: Seminar in Prejudice and Discrimination

PSYC 4483: Seminar in the Psychology of Women

### 4.2 Proposal to add courses to electives:

*Rationale:* New courses relevant to human rights have been added to the overall curriculum since the last time the electives in the Human Rights Programme were reviewed.

Please add the following courses to the indicated category for students seeking to fulfill their electives for a major in Human Rights [*Please note: Also included in the submission to SCC from the Human Rights Programme were approvals from all relevant departments and programmes.*]

ECON 2203: Community Economic Development (*Institutions and Applications*)

ECON 2303: Women in the Third World (*Social Issues*)

ENGL 3433: World Literature: West Indies and Africa,

ENGL 3443: World Literature: India.

ENVS 2023: Introduction to Perspectives on the Environment (*Philosophic Foundations*)

ENVS 3013: Environmental Policy (*Institutions and Applications*)

ENVS 3023: Environmental Praxis (*Institutions and Applications*)

PHIL 2213: Introduction to Moral Philosophy (*Philosophic Foundations*)

POLS 3133: The Canadian Constitution: The Charter of Rights and Freedom (*Law*)

POLS 3503: Human Rights and International Relations and Foreign Policy

STS 2403: Science, Technology and War (*Social Issues*)

STS 3303: Sex, Science, and Gender (*Social Issues*)

STS 3503: Feminism and Technoscience (*Social Issues*)

STS 3063: Science, Religion, and Galileo's Trial (*Institutions and Applications*)

### 4.3 Proposal for cross-listing of courses:

*Rationale:* These courses are taken as part of the 15 credit hours of electives that students take in Human Rights to complete the major. Cross-listing these courses will allow them to appear on a student's transcript with a HMRT designation which could be useful for students who are applying to graduate school or jobs in a field related to human rights. [*Please note: Also included in the submission to SCC from the Human Rights Programme were approvals from all relevant departments and programmes.*]

ECON 2203 (HMRT 2203): Community Economic Development  
ECON 2223 (HMRT 2223): Political Economy of Women  
ECON 2303 (HMRT 2233): Women in the Third World  
ENGL 3433 (HMRT 3433): World Literature: West Indies and Africa,  
ENGL 3443 (HMRT 3443): World Literature: India.  
ENVS 2023 (HMRT 2243): Introduction to Perspectives on the Environment  
ENVS 3013 (HMRT 3213): Environmental Policy  
ENVS 3023 (HMRT 3223): Environmental Praxis  
GRID 2006 (HMRT 2206): Quest for the Good Life  
GRID 2206 (HMRT 2216): Human Nature and Technology  
GRID 3306 (HMRT 3206): Justice  
GRID 3506 (HMRT 3216): Freedom  
PHIL 2213 (HMRT 2253): Introduction to Moral Philosophy  
PHIL 2233 (HMRT 2263): Contemporary Moral Philosophy  
PHIL 2243 (HMRT 2273): Current Issues in Ethics  
POLS 1603 (HMRT 1203): Global Politics  
POLS 2806 (HMRT 2236): Western Tradition of Political Philosophy  
POLS 3133 (HMRT 3233): The Charter of Rights and Freedom  
POLS 3503 (HMRT 3243): Human Rights, International Relations and Foreign Policy  
POLS 3613 (HMRT 3253): Model United Nations  
STS 2403 (HMRT 2283): Science, Technology, and War  
STS 3303 (HMRT 3263): Sex, Science, and Gender  
STS 3503 (HMRT 3273): Feminism and Technoscience  
STS 3063 (HMRT 3283): Science, Religion, and Galileo's Trial

## 5. Native Studies Programme

### 5.1 New Course Proposal

#### NATI 1123 Beginning Maliseet/Passamaquoddy II

**1. Type of proposal:** This course is designed to be offered in intensive language-learning programs, such as the one currently offered at St. Mary's.

**2. Course name and proposed number:** NATI 1123 Beginning Maliseet/Passamaquoddy II

**3. Calendar description:** This course, intended for students in an intensive language learning program, will provide practical opportunities to use elementary components of the Maliseet/Passamaquoddy language with a focus on comprehension and basic oral expression. Entirely oral (with no writing) it will provide varied contexts for language-learning both inside and outside of the classroom. Pre-requisite NATI 1113 Beginning Maliseet/ Passamaquoddy I.

**4. Theme or Category Grouping:** The listing for this course should follow **NATI 1113 which is to be renamed "NATI 1113, Beginning Maliseet/Passamaquoddy I" in the regular section of the Native Studies section of the Calendar.**

**5. Impact on Programme Requirements:** This course will not form part of the requirements for either a Minor, Major or Honours Programme.

**6. Cross-listing:** This course should not be cross-listed.

**7. Rationale for the course:** This course will not be required in our regular program, but it will be an essential one in any intensive language learning program such as the one currently offered at St. Mary's First Nation. It will not compete with any other course at the University. While the matter of the Maliseet/Passamaquoddy language was not included in our last external review, the urgency of more intensive language learning first arose as the result of a 1996 study on the state of Maliseet in the Fredericton area. It predicted that the language would become extinct in as little as 20 years unless drastic action could be undertaken soon. Subsequently our Native Language Immersion Teacher Training Program for fluent speakers was developed in response to that study. Sadly we are now beginning to run out of fluent speakers young enough to take our training or to teach school. Hence the urgent need to produce more speakers through intensive language learning courses such as this one.

**8. Instructor's name:** In the Immersion Teacher Training Program we have been (and will continue to be) dependent on part-time instructors to teach these courses, as there is no one in the Native Studies Programme who is a fluent Maliseet/Passamaquoddy speaker.

#### 9. Course description:

Unit 1 Greetings and Identifying family relationships, Weather

Unit 2 Classroom routines, simple commands to ONE person & responses, also locative forms. (With a focus on nouns-- animate and inanimate (Class 1 and Class 2), both single and plural)

Unit 3 Dressing, Wearing, Undressing (With a focus on Intransitive E-Verbs--single subject, present indicative)

- Unit 4 Daily Activities, shopping, work in various professions (With a focus on Intransitive I-Verbs--single subject, present indicative)
- Unit 5 Movement, Sports & Games (With a focus on Preverbs)
- Unit 6 Colors & Numbers (1-10) as applied to animate and inanimate, single and plural nouns  
Review

**Methods:**

Teaching and learning will be carried out as much as possible in Maliseet/ Passamaquoddy using the basic immersion teaching methods of Total Physical Response, Visuals, and the Natural Method. Students will be drilled in the elements of the language, without explicit teaching of the grammar. A limited number of animate and inanimate nouns and transitive and intransitive verbs will be taught in order to focus on the basic grammatical forms. Simple commands to one person with appropriate responses will also be featured. Recorded stories will be played in each unit to expose students to the rhythm and cadence of the language. Songs relative to many of the units will also be taught as an aid to learning. As well, students will be required to record lessons learned each week.

**10. Evaluation system:** Since there will be no writing in this course, evaluation will occur in each class with an oral review of material taught in the preceding classes.

Attendance and Participation	20%
Weekly Tape Recordings	20%
Mid-term Individual oral exam	30%
Final Oral Exam	30%

**11. Possible course texts and other materials:** There will be no written materials supplied to the students as the course is entirely oral. Color images and recorded stories will be the primary teaching tools for the classroom.

**12. Bibliography:**

Course Reference Materials for Teachers only (All in the UNB library)

Committee on a Maliseet-Passamaquoddy Language Curriculum, *Nihtawewest, I Know How to Speak*, Micmac-Maliseet Institute, University of New Brunswick, 1986.

Francis, David and Robert Leavitt, *A Passamaquoddy-Maliseet Dictionary: Peskotomuhkati Wolastoqewi Latuwewakon*, Orono, ME and Fredericton, NB, The University of Maine Press and Goose Lane Editions, 2008

Passamaquoddy/Maliseet Bilingual Program, under Title VII, *Passamaquoddy Maliseet Reference Book*, 1988.

As well, there are extensive recordings of oral traditions available in the Native Studies Programme at STU.

## 5.2 New Course Proposal

### NATI 4173 Methods in Immersion Teaching II

**1. Type of proposal.** This course is intended as a regular offering in our Native Language Immersion Teacher Training Program.

**2. Course name and proposed number: Methods in Immersion Teaching II, NATI 4173**

**3. Calendar description:** This course focuses on approaches to teaching in an immersion setting for adults and students over the age of 9. It will address goals of comprehension, speaking, reading and writing in classrooms or outdoor programs and consider appropriate measurement tools. A particular focus of this course will be strategies for maintaining the target language as the medium of instruction in major subject areas. **Pre-requisite:** NATI 4123, Methods in Immersion Teaching I or by special permission.

**4. Theme or Category Grouping:** This course listing should follow **Part I of this course which is to be renamed "NATI 4123, Methods in Immersion Teaching I,"** in the Native Language Immersion Teacher Training Program section of the Calendar for Native Studies.

**5. Impact on Programme Requirements:** This course will become one of the electives for credit in the Native Language Immersion Teaching Certificate Program.

**6. Cross-listing: No**

**7. Rationale for the course:** This course is becoming necessary since Methods I focuses only on early childhood immersion teaching methods and since immersion is growing in popularity for all age levels in First Nations communities.

**8. Instructor's name:** As with most of the immersion courses, we will be relying on part-time instructors from outside the university.

**9. Course description:**

Unit 1 Strategies for teaching and maintaining a target language as the sole medium of instruction

- a. Establishing immersion protocols
- b. Using Visuals
- c. Total physical response
- d. Natural Approach
- e. 5Ws Who, What, Where, When, and Why

Unit 2 Defining goals

- a. Comprehension & speaking abilities in the target language
- b. Reading and writing abilities in the target language

Unit 3 Methods for teaching Subjects in the target language

Language Arts, Social Studies, Science, Math, Native Studies, Outdoor Education

Unit 4 Evaluation

Unit 5. Considerations for teaching in classroom settings vs camps and other outdoor programs.  
Use of technology in the immersion classroom



**10. Evaluation system:**

Students will be required to study literature on the various methods in immersion teaching, develop thematic lesson plans in three subject areas for a particular age or grade level, demonstrate at least two methods for teaching, and design evaluation tools.

Participation/Attendance	20%
Three Thematic Lesson Plans	
Including content, questions & dialogue	30%
Methodology	
Prepare and demonstrate methods for teaching and evaluating learning	30%
Final Written Exam	20%

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

Asher, James J., *Learning Another Language Through Actions*, Sky Oaks Productions, Inc., Los Gatos, CA, 1993.

Hinton, Leanne, *How to Keep Your Language Alive: A Commonsense Approach to One-on-One Language Learning*, Heyday Books, Berkeley, CA, 2002.

**12. Bibliography:**

(All in the UNB Library)

Hinton, Leanne & Ken Hale, eds., *The Green Book of Language Revitalization in Practice*, Academic Press, San Diego, 2001.

Krashen, Stephen D. and Tracy D Terrell, *The Natural Approach: Language Acquisition in the Classroom*, Pergamon Press & Alemany Press [Oxfordshire] Oxford; New York & San Francisco, 1983.

Olthuis, Marja-Liisa, Suvi Kivela & Tove Skutnabb-Kangas, *Revitalising Indigenous Languages: How to Recreate a Lost Generation*, Multilingual Matters, Bristol, Buffalo, Toronto, 2013.

Stryker, Stephen B. and Betty Lou Leaver, *Content-based Instruction in Foreign Language Education: Models and Methods*, Washington, D.C. Georgetown University Press. 1997.

**5.3 New Course Proposal****NATI 4243 Verbs in The Target Language II**

**1. Type of proposal:** This course is to be offered in the Native Language Immersion Teacher Training Program.

**2. Course name and proposed number:** NATI 4243, Verbs in the Target Language II

**3. Calendar description:** This course builds on knowledge of verb forms taught in NATI 4233 and introduces more complex forms such as the true plural, changed and unchanged conjunct, inverse forms, indefinite subject forms, absentative and dubitative preterit. Students will be asked to analyze existing texts in the language and develop their own texts using the various forms. **Pre-requisites:** NATI 4233, Verbs in the Target Language I or by special permission.

**4. Theme or Category Grouping:** This course listing should follow **Part I of this course which is to be renamed “NATI 4233, Verbs in the Target Language I”** in the Native Language Immersion Teaching subsection of the Native Studies Programme section of the *Calendar*.

**5. Impact on Programme Requirements:** This course will not form part of the requirements for either a Minor, Major or Honours Programme.

**6. Cross-listing:** This course should not be cross-listed.

**7. Rationale for the course:** This course will not be required in our regular program, but it will be an essential one in any intensive language learning program, especially for teachers of the language. It will not compete with any other course at the University. While the matter of Indigenous Languages was not included in our last external review, the urgency of more intensive language learning is enormous. In 1996 Maliseet/Passamaquoddy was predicted to become extinct in as little as 20 years and Mi'kmaq in 40 years unless drastic action could be undertaken soon. Part of that action has been the development of the Native Language Immersion Teacher Training Program which began with only three linguistics courses in a given language. Due to the centrality of verbs in Indigenous languages more courses in the subject are justified.

**8. Instructor's name:** In the Immersion Teacher Training Program we have been (and will continue to be) dependent on part-time instructors to teach these courses, as there is no one in the Native Studies Programme who is a fluent Maliseet/Passamaquoddy speaker.

**9. Course description:**

- Unit 1            Review of Verbs I course
- a. Present Indicative Forms & Subordinative forms
  - b. Imperative Forms
  - c. Conjunct Forms, changed & unchanged
  - d. Preterit Forms (past tense)
  - e. Negative Forms

Unit 2            True plural, present indicative forms

Unit 3            Inverse forms

Unit 4            Unspecified subject forms

Unit 5            Absentative forms, positive and negative

Unit 6            Dubitative preterit forms, positive and negative.

Review

Methods:

Taught by a linguist this course will be primarily descriptive and analytical in English. Students will listen to tapes of stories and read corresponding texts to identify specific verb forms. They will also be required to develop their own texts using a variety of verb forms.

**10. Evaluation system:**

Attendance & Participation	20%
Midterm: Analysis of texts for verb forms	30%
Written 5 page text using specified verb forms	20%
Final exam	30%.

## 11. Possible course texts and other materials:

### *For Maliseet*

Leavitt, R.M., *Passamaquoddy-Maliseet*, Munchen-Newcastle, Lincom Europa, 1996.

Recorded stories collected by Dr. Karl Teeter (1963) and Dr. Laszlo Szabo (1971-1983) in both written and audio forms, Canadian Museum of Civilization.

### *For Mi'kmaq:*

Hewson, John and Bernard Francis, *The Micmac Grammar of Father Pacifique*, Winnipeg, Memoir 7, Algonquian and Iroquian Linguistics, 1990

DeBlois, Albert, Audio tapes of Mi'kmaw stories in Canadian Museum of Civilization, Ottawa.

## 12. Bibliography:

Course Reference Materials for Teachers (all in the UNB Library except for audio tapes)

### *For Maliseet/Passamaquoddy:*

Chamberlain, Alexander, *Maliseet Dictionary*, Boston, 1899.

Francis, David and Robert Leavitt, *A Passamaquoddy-Maliseet Dictionary: Peskotomuhkati Wolastoqewi Latuwewakon*, Orono, Maine and Fredericton, NB, The University of Maine Press and Goose Lane Editions, 2008

Leavitt, Robert M. and David A. Francis, *Wapapi Akonutomakonol: The Wampum Records: Wabanaki Traditional Laws*, Fredericton, Micmac-Maliseet Institute, University of New Brunswick, 1990.

Leavitt, R.M., *Neke Naka Toke: Then and Now*, Pleasant Point Bilingual Program, 1985,

Prince, J. Dyneley, "Passamaquoddy Texts," *Proceedings of the American Ethnological Society*, Vol. 10, 1921.

Sherwood, David Fairchild, *Maliseet-Passamaquoddy Verb Morphology*, Canadian Museum of Civilization, Mercury Series, Canadian Ethnology Service, Paper No. 105, Ottawa, National Museums of Canada, 1984.

Teeter, Karl V., *Tales from Maliseet Country: The Maliseet Texts of Karl V. Teeter*, Translated and edited by Philip S. LeSourd, Studies in the Anthropology of North American Indians Series, University of Nebraska Press, Lincoln & London, 2007.

Prince, J. Dyneley, "Passamaquoddy Texts," *Proceedings of the American Ethnological Society*, vol. 10, 1921;

Prince, J.D., "Some Passamaquoddy Documents," *Annals of the New York Academy of Science*, 1(15), 1898:369-377;

Prince, J.D., "A Passamaquoddy Aviator," *American Anthropology*, n.s., 11, 1909:628-650.

Prince, J.D., "A Passamaquoddy Tobacco Famine," *International Journal of American Linguistics*, 1, 1917-20.

### *For Mi'kmaq:*

Bernard, Pauline, *A'tukwaqun: Micmac Stories*, Fredericton, Micmac-Maliseet Institute, University of New Brunswick, 1986.

DeBlois, Albert D., *Micmac Dictionary*, Hull, Canadian Museum of Civilization, 1996.

DeBlois, Albert & Alphonse Metallic, *Micmac Lexicon*, National Museum of Man Mercury Series, Canadian Ethnology Service Paper #91, Ottawa, National Museums of Canada, 1984.

- DeBlois, Albert D., *Micmac Dictionary*, Hull, Canadian Museum of Civilization, 1996.
- DeBlois, Albert, *Micmac Texts*, Ottawa, Canadian Ethnology Service, Mercury Series Paper 117, Canadian Museum of Civilization, 1990.
- Leavitt, Robert, ed., *A'tukwaqnn: Micmac Stories*, Fredericton, Micmac-Maliseet Institute, UNB, 1986.
- Maillard, Antoine S., *Grammar of the Mikmaque Language of Nova Scotia*, NY, Garland Press, 1970.
- Rand, Silas T., *Dictionary of the Language of the Micmac Indians*, Halifax, Nova Scotia Printing Co., 1888.